

Part-time students in the workforce – enhancing practice in course provision

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Project

- Funded by National HE STEM Programme
- Five collaborating universities
- To produce guidance on part-time provision for those wishing to enhance existing provision or create new courses
- <http://www.hestem.ac.uk/activity/part-time-students-workforce>

Collaborators

Coventry

Aston

Derby

Nottingham Trent

Wolverhampton

Civil engineering

Power engineering

Civil engineering

Civil engineering

Civil engineering

John Davies

Steve Luke

Brian Counter

Mark Davison

Peter Mills

How?

- Experience of collaborators
- Examples of effective practice within the collaborating universities and other institutions
- Discussions with employers
- Views of students via online questionnaire

Why now?

- Part-time study offers excellent opportunities - attractive alternative to full-time study with its associated debt
- So a good time for academics with enthusiasm for part-time delivery to produce guidance on part-time delivery to promote benefits and propose approaches to challenges

Aspects covered

- Range of provision
- Characteristics of part-time students
- Employer perspectives
- Delivery arrangements
 - Course structure
 - Integration with full-time
 - Timetable format
 - Group work

- Support for part-time students
- Online resources and distance learning
- Flexibility
- Tailored courses
- Work-based learning
- Student view
- Challenges and increasing participation

Student view

- Online questionnaire
 - 52 responses
1. *Please name 3 aspects of your course that were well suited to the needs of part-time students*
 2. *Please identify 3 aspects of your course that were a problem for part-time students*
 3. *Please name 3 things that could be done (or changed) to encourage more students to study your course part-time*

Contact/support

- Common areas for comment:
 - off-site communication with lecturers
 - VLE usage
- Positive:

Off site communication with lecturers [is good] i.e. lecturers always available to speak on the phone and quickly respond to emails

[VLE] and remote access. These are very useful!

- Negative:

Lack of appreciation from some lecturers that queries require response by email due to the opportunity of contact time being limited.

Some lecturers do not post all the information promptly online

- Difficulty in gaining direct contact with lecturers outside classes was the most commonly cited problem of all

Lack of opportunity to seek support

[Not enough] time to talk to lecturers out of lectures

Some lecturers very receptive of the needs of part-time students (others not so much!)

Timetable

- Most common of all positive comments was that timetable suited the needs of part-time students

*Course based on one day a week attendance
[suits the needs of part-time students]*

*Laboratory work is usually organised in a manner
which fits the time required into the day of
attendance for part-timers*

- Negative comments about:
 - last minute changes to the timetable
 - the timetabling of laboratory classes
 - gaps in the timetable during the attendance day
 - occasions when attendance was expected outside the usual pattern
- Confirms importance of timetable to part-time students

- Timetable problem about which most consensus was that attendance day was tiring and heavily loaded

The one day at university can be a very long day with so much to take in!

Study on a single day can be very intense when combined with a week at work

Students

- Positive comments about the network formed with other students

The university encouraging working on projects with full-time students, a benefit to both parties

- However, several negative comments about group work

I work as part of a team every day at work, but working as part of a team at uni was so much more difficult. Not everyone is as dedicated as yourself and this makes things very difficult when you only see them one day a week

Challenges

- A number of challenges for part-time students were identified, especially study work-load and resulting competition for time between study, work and family

I've found it tricky to do a group project on top of my dissertation in year 3. Work and family life have suffered more than usual

Sometimes the intensity of coursework for part-time students was difficult due to work/family commitments

Part-time provision

- Significant commitment for a department
- Significant challenges and significant rewards
- Course structures have to be specifically designed, timetables are severely constrained, and part-time students may require special support

Part-time students – a resource

- Often very good students
- Effective learning experience
- Apply workplace skills
- Contribute experience, knowledge
- Role model for full-time students, and can enhance their experience
- Source of well-informed feedback
- Direct route to site visits!

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i54 Strategic Employment Development ADVANCED EARTHWORKS

Geotechnics

- Glacial till overburden material classified as Class 2 (Cohesive)
- Weathered sandstone & Bromsgrove sandstone suitable as Class 1 fill.
- Fill to Phase 1 building footprint and motorway embankments to be exclusively Class 1.
- Phase 2 fill and Phase 1 outside of the footprint permitted to be Class 2.
- Strict settlement criteria imposed by JLR/ Arup's to be monitored using 500mm diameter plate bearing tests.

Strata	Description	Average Thickness	Average Depth Upper Surface
Atkium	Soft grey slightly sandy SILT	0.50m - 1.00m	At surface
Glacifluvial Sands & Gravels	Light red coloured SAND and GRAVEL with no fines content.	0.80m	1.00m
Fine Glacial Till	Red brown slightly sandy, gravelly CLAY with occasional cobbles.	0.80m	1.00m
Coarse Glacial Till	Red brown clayey SAND and GRAVELS with occasional cobbles.	0.80m	1.00m
Weathered Triassic Sandstone	Recovered as angular fragments of sandstone bedrock with a sand matrix.	0.50m	
Bromsgrove Sandstone	Red silty sandstone.	Not provided	



New footbridge supports







Thank You

