The WP12 Research Questions

1) In what way does institutional policy on quality take into account issues of progression from secondary education to HE?

> 1a) Are there any special institutional arrangements in place -- academic, personal, social, geographic or administrative -- to assist students in the first year of HE?

2) To what extent are secondary school pupils (or other candidate students) prepared to take maximum advantage of the higher education opportunity offered to them?

3) Are quality assurance requirements for secondary education at odds with those for higher education?

 4) Are there formal processes in which the secondary and higher education sectors communicate with each other, either at institutional level or national level?

5) In what ways might more efficient alignment between secondary and higher education be achieved?

Interview questions with the partner universities

- Are universities funded to receive pupils from schools and to provide a link between schools and employment?

- Do we know enough about the linkages between these entry and exit points?

- Are students well / adequately prepared for university? (or do we make huge assumptions about entry attainment and level of preparation?)

- What arrangements do universities (need to) put into place for early year students?

- Are there any specific pre-entry support activities for students (and parents?)

- How do you monitor and track the progress of first year students at university?

- Do you have any specific arrangements for students studying science or technical subjects?

- How do you monitor and track the progress of first year students at university?

- How do you promote learner autonomy in first year students (and subsequently) ?

- Do university teaching staff receive any specific training related to working with first year students?

- Are there formal processes (eg local, regional or national forums) in which the secondary and higher education sectors communicate with each other, either at institutional level or national level?

- How do universities align their curricula to secondary curricula? (Alignment doesn't have to be precise and perfect but there need to be "contact points)

- What is the basis of university judgement on the school curriculum and students preparedness? (ie how do you make your decisions about entry?)

- How do universities contribute to the operation of the national framework?

- What is the situation regarding private schools?

Interview questions with the local schools

- How does the relationship with universities work?

- What is the main strength?

- What could be improved?

- Are your students well / adequately prepared for university? (or do we make huge assumptions about entry attainment and level of preparation?)

- Are there formal processes (eg local, regional or national forums) in which the secondary and higher education sectors communicate with each other, either at institutional level or national level?

- Do you have any specific arrangements for dealing with the highest ability students?

- Do you have any specific arrangements for students studying science or technical subjects?

- Are there any specific pre-entry support activities for students (and parents?)

- Do you monitor and track the progress of your students in any way during their time at university?

- How do you promote learner autonomy in preparation for entry to university study?

- What arrangements do universities (need to) put into place for early year students?

- How do universities align their curricula to secondary curricula? (Alignment doesn't have to be precise and perfect but there need to be "contact points")

Jan Kohoutek

Institutional plicy coverage of entry (E) and exit points incl degree of formalisation

Institutional isation of specific measures, instruments for early-on SE students

Preparation (motivation) of SE students, incl utilisation of assistance tools

Misalignment in QA requirements regarding HE and SE

Formal communication processes between HE and SE sector

Effective practices vs barriers for more productive alignment between the two sectors (in general)

Points to take into account

Basis for setting entry requiremenets within HEIs (purely normative, standard basis, changeable in time?)

Role of HEI and SEI type and profile (differences in public vs provate , comprehensive vs specialised)

Range of strategies of SE students for HE entry (none vs paid-for prep courses) their effects

Extent of first year anti-drop out measures (course level differences) their effects

Flow of intersectoral communication (one way two way, none) what means (formal, informal) what actors and why (little need)

Role of systemic level for co-ordination (intra-Ministerial co-operation, collaboration between QA aganecy/ies for HE and SE)?

How to investigate

How many SEIs to go to? (two SEIs for one HEI – suggestion of the UK team)

Range and number of actors to interview (focus on SE, eg National Union of Grammar School Principals, Secondary School Inspectorate , what about SE students?) Any particular HE actor(s) to interview.

When to deliver WP12

Relevant date by the project proposal

Date of Nat report delivery 13th May – shift to a later date 17th June (Monday)

Date of comparative report delivery 31st July   shift to alter date 30th August