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The Effect of Group Diversity on Learning on a University-Based Foundation Course

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The background of the slide is a solid blue color with a gradient. At the top, there are several wavy, horizontal lines in shades of blue and teal, creating a sense of movement and depth. The main title is centered in the middle of the slide in a large, bold, white sans-serif font.

# The Effect of Group Diversity on Learning on a University- Based Foundation Course

Sarah Chipperfield- The University of Huddersfield



# Background

- Foundation course for the health professions
- One-year full-time pre-degree course
- Designed for non-traditional student entry
- 65% pass mark guaranteed progression to chosen degree pathway:

Physiotherapy    Midwifery    Podiatry

Operating Dept Practice    Occupational Therapy

Nursing (adult, child, mental health branches)



# The Idea

**Mature student:** *They have got to take into consideration that we presumed foundation **means foundation** and not A-Level.*

**A-Level student:** *Yes, but it goes, A-Level, Foundation, Degree.*

**Mature student:** *Yes, that's fine if you come from education and you know what that means.*

**A-Level student:** *That's the risk you're gonna have to take.*



# Background

- ‘Fear’ apparent at interview, particularly in those returning to education  
‘Fragile learner identities’ (Waller, 2004)
- Challenge for students  
Academic, socially, confidence, self-esteem, organisation, insight?
- Challenge for educators  
Level of classes, managing mixed ability groups, maintaining interest?



# Aims

- How does group diversity affect the learning experience during a university-based foundation course for the health professions?
- Suggest ways in which fears of group diversity might be alleviated
- Promote benefits from teaching and learning in diverse groups
- Consider overall findings for course revalidation process



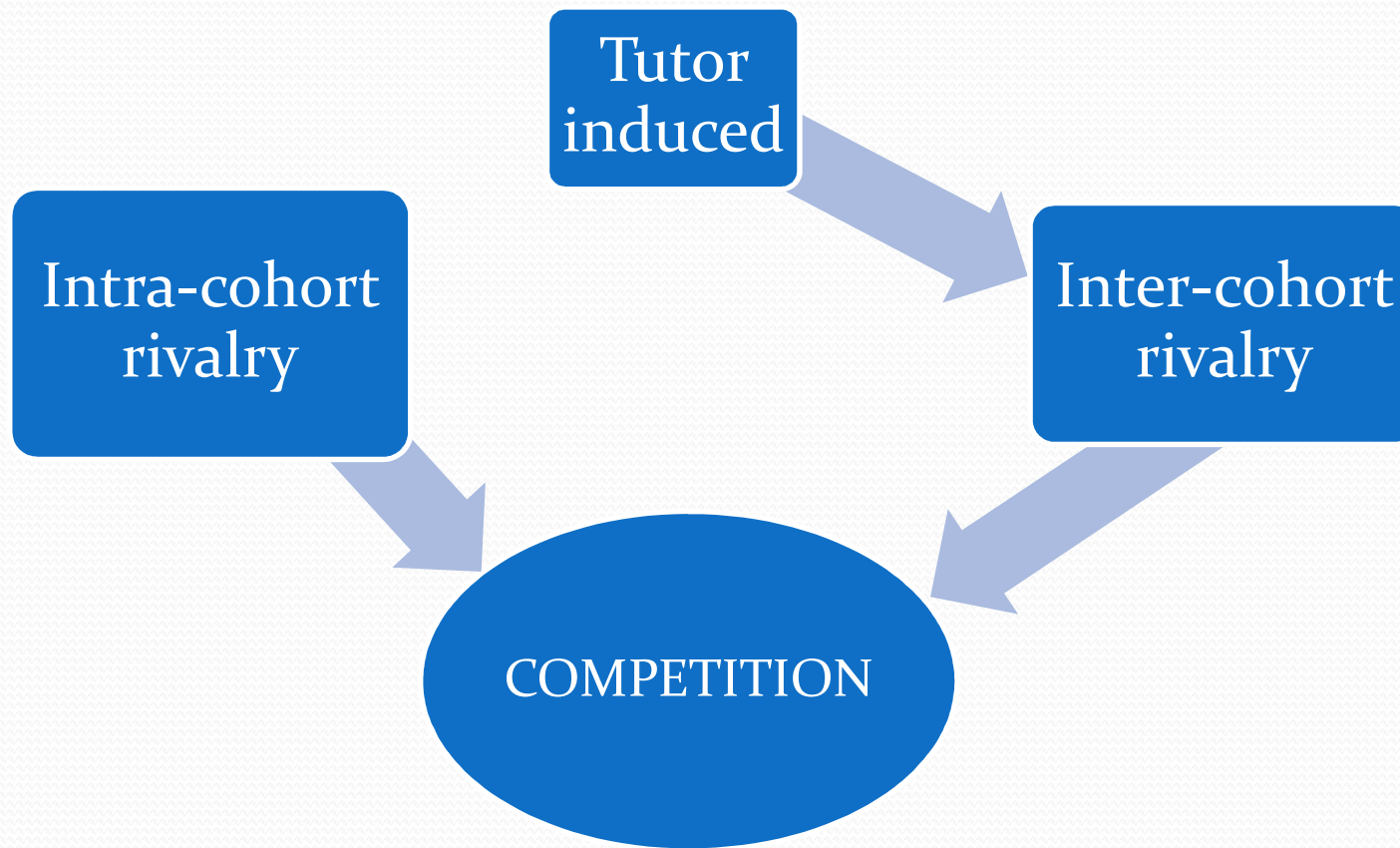
# Method

- Ethical approval and consent gained
- Individual unstructured interviews
- A purposive sample of thirteen students (11 female, 2 male)
- All had completed the foundation course for the health professions
- Data analysed using a qualitative, grounded theory approach
- Emergent themes analysed in relation to sociological theory

# Participants\*

*Name chosen by participants	Age upon entry to FCHP	Highest Qualifications
Kirsty	39	GCSE
Caroline	34	NVQ <sub>3</sub>
Vicky	28	GNVQ
Helen	46	GCE
Emma	20	A-Levels
Ann-Marie	33	1 <sup>st</sup> year access course
Rachel	20	GCSE
Steven	43	NVQ III in Care
Madeline	35	A-Levels
Lucy	28	A-Levels
Elizabeth	32	Unrelated degree
Julie	49	None
Matthew	39	CSE City and Guilds

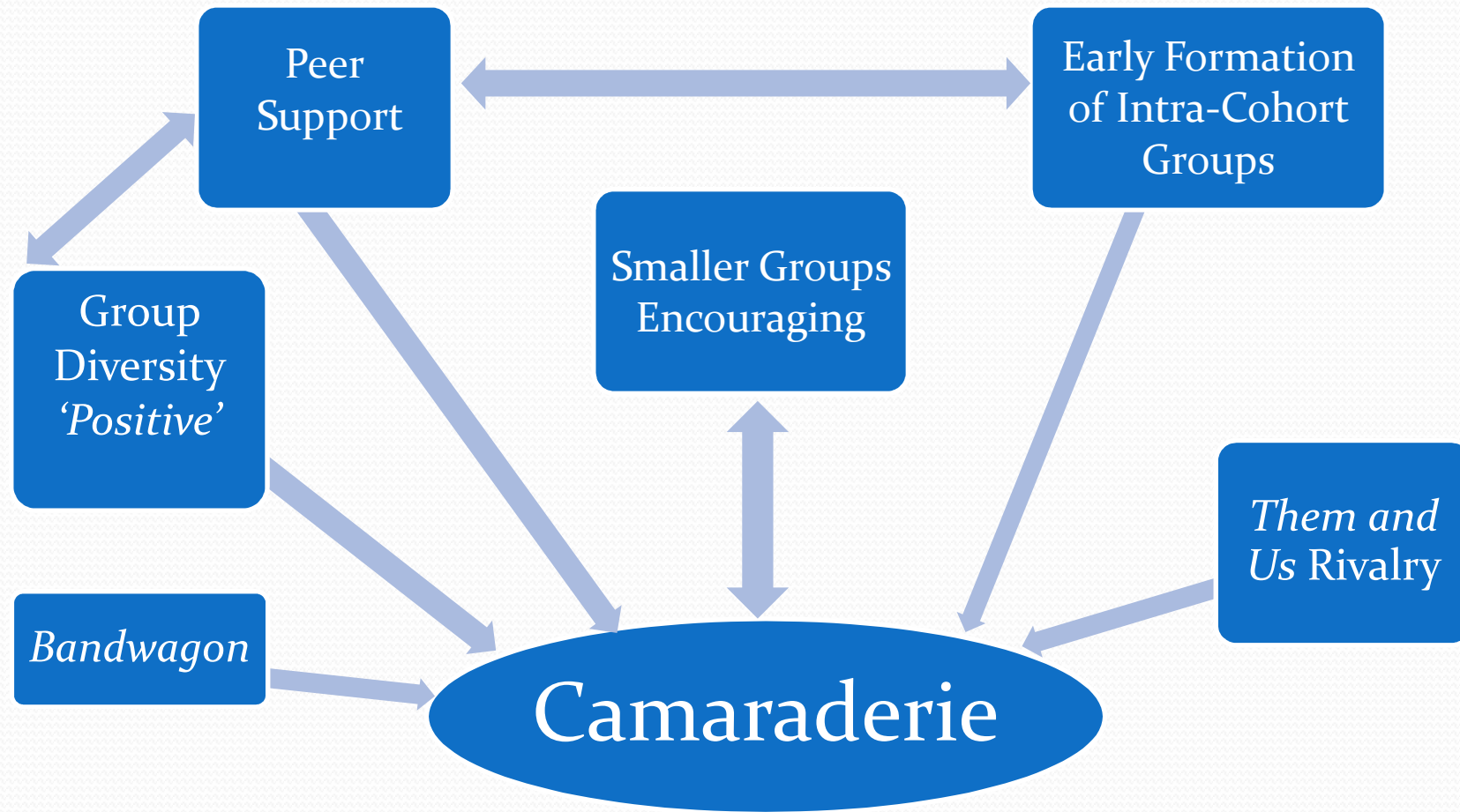
# Key Themes- Competition



# Key Themes- Self-Preservation



# Key Themes- Camaraderie





# Themes

- Social interaction

Glaser's 'mainline family' (1978)

Interactionism – interaction between individuals in small scale society (Haralambos and Holburn 2000)

- Individualisation

Of risk (Beck, 1992 cited by Reay, 2003)

Goal-orientated conduct (Weber, 1962 cited by O'Donnell, 1993)

- Social Identity

Intra-cohort- 'in' v 'out' groups (Chen and Li, 2007)

Learner identities (Waller, 2004)



# Ideas for Improvement?

- Admissions/ pre-enrolment information
- Encourage early interaction amongst students
- Induction week group activities
- Learning syndicates across modules
- Working in small groups within modules to develop team working skills
- Assist in summative group presentations
- Staff awareness of student needs and aspirations
- 65%.....too much pressure?



# Thank you

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