Enabling students for a successful start to university

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Higher Education Pathways | School of Education

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[FAST Program]

Foundation Access Studies

Single semester [Semester 1 or 2]
Introduction to tertiary studies
Maths and introduction to statistics [or*]
Academic writing
Understanding university learning
***Introduction to technical mathematics**

[DipUS]

Diploma of University studies

Semester 1	**Semester 2**	**Semester 3**
Academic writing	**Knowledge & professionals**	1st year discipline elective
Maths [or] **Technical Maths**	1st year discipline elective	1st year discipline elective
Understanding university learning	1st year discipline elective	1st year discipline elective
1st year discipline elective - **IT** - **Education** - **Engineering** - **Sport, physical and outdoor education**	1st year discipline elective	1st year discipline elective

Getting started

- Student Handbook [Handout]
- Program information session
- Student at risk register
- Meet the staff [Moodle video]
- AIM module
- IT/Communication tasks
- Library session
- Course introductory quiz
- FAST Mentors

Engagement and assessment

- Low (or non-)weighted participation tasks
- Weekly polls [formative]
- Tutorial group activities
- Reflection task [online/on-campus]
- Task and topic analysis
- Choice of assessment type and focus [discipline]
- Practice submission task [support documents]
- Feedback on work prior to first assessment
- Resubmission / Academic integrity intervention
- Weekly course consultation time

Program cohesion

- Moodle layout and formatting
- Staggered assessment
- Assessment mapping [handout]
- Preparatory tasks, across courses
- Program consultation
- At risk register [ongoing]

FAST Program Overview

FASTP1015			FASTP1013	
Topic	**Workshops**	**Assessment**	**Topic**	**Assessment**
Introduction	Course overview [and] Learning to write		Number patterns	
The Writing Process	Pre-writing and research [and] Academic and formal language		Decimal system	
Essay Structure	Structuring ideas [and] Thesis statements and topic sentences		Directed number	Engagement Task
Using evidence	Referencing [and] Integrating evidence	**Essay plan (Friday)**	Fractions & percent	
Composition	Paragragh structure [and] summarising and paraphrasing sources		Scientific notation	**Task 1: Arithmetic test [and] Engagement Task**
Sem Break				
Combining elements of essay structure	Linking elements [and] drafting from plans	**Quiz (Friday - Monday)**	Problem solving	
Writing reports	Structuring reports[and] Exceuutive summary, introduction and recommendations	**Essay draft (Friday)**	Solving equations	Engagement Task
Reflective writing	Reflective thinking [and] reflective writing		Units of measurement	
Introductions, conclusions and revision	Introductions and conclusions [and] the revision process		Organising data	**Task 2: Algebra test [and] Engagement Task**
Editing and proofreading	Improving written expression [and] sentences and punctuation	**Quiz (Friday - Monday)**	Displaying data	
Writing workshop	Writing workshop	**Final essay (Sunday)**	Measuers of tendancy	Engagement Task

Exit strategy

- Disclaimer
- Management of study options
- Destination degree

Conclusion

- **1st year university structure**
  - realistic and authentic experience, space for learning
- **Conceptual understanding**
  - University, learning and identity
- **Skills development**
  - Tasks and experiences to develop resilience and confidence
- **Competencies and expectations.**
  - Information, opportunities, support and feedback
- **Consistency**
  - Online learning platform, course design, student expectations, communication
- **Preparation and risk reduction**
  - Support engagement and persistence
  - Reduce manageable factors for negative attrition

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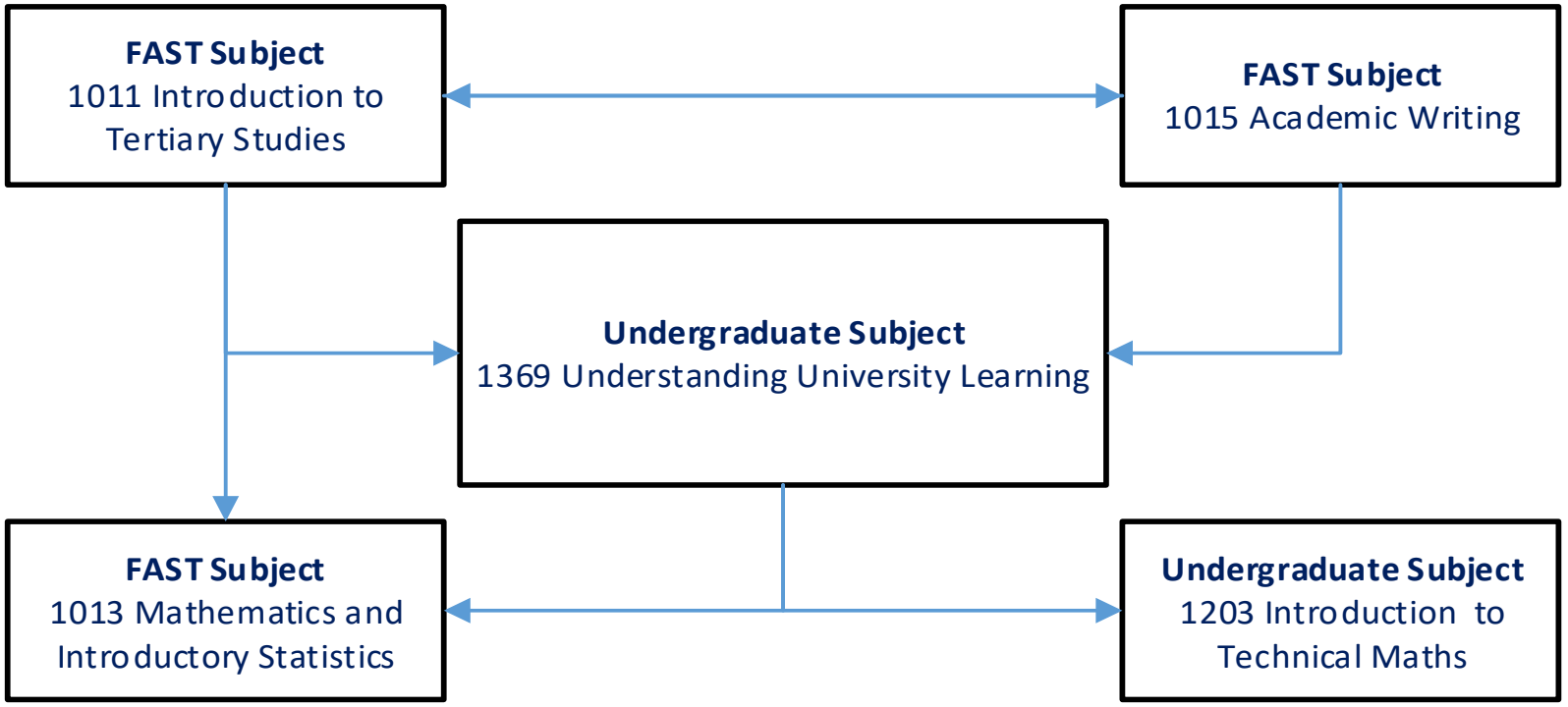
Questions

- What are the main concerns for commencing students at your location/institution?
- What strategies have been unsuccessful?
- What does your feedback from students suggest?
- Would you be willing to implement a “pilot” (test and review)? In which area?
- What incremental change could you make for Semester 1 2020?

Program structure



Course information

1369 UUL	1011 ITS	1015 AW	1013 M&S	1203 ITM
Explore and experience 1st year course within university degrees	Professional and ethical behaviors - Engagement, learning environments, role of student and staff,	Writing concepts Qualities, structures and uses, practices, genres, beliefs	Foundation concepts and practical skills - skills level for first year entry into general degrees	Algebra, matrices and vectors - linear equations, algebraic fractions, simultaneous equations,
Student narrative - successful skills, behaviors, attitudes	Skills and practices - Spoken and written communication, group work, presentations, etiquette, feedback	Writing process motivation, exposure, modelling, component practice, feedback	Arithmetic Patterns, decimals, operations, order of operations, fractions, notations	Functions and graphs, calculus - Trigonometric and Exponential Functions and graphs, and Calculus
Effective learner Identity - motivation, adaption, development, process	Key competencies - Uni systems, digital and statistical literacy, academic research, assessments,	Writing development Topic analysis, evidence integration, argument and analysis, editing.	Algebra Expressions, transforming and simultaneous equations, formulas for measurement, worded problems	Functions and their transformations. - Polynomial functions and their transformations (graphs and equations).
University - demystify expectations, nature and role, culture, disciplines	Practical experience – Practice behaviors and self and time management, independent work habits	Writing Habits Practices, steps, requirements, tools	Statistics Software (graphs and equations). Tables from raw data, transform tables into graphs.	Mechanics – statics of a particle (forces)

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