UNIVERSITY OF Southampton

Progression Routes & Attainment in Occupational Therapy Education.

The impact of students' background characteristics.

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British Educational Research Association Annual Conference

Institute of Education, London

7th September 2011

Pre-reg Occupational Therapy Education:

Year of Entry	Female [a]	Mature at entry	Black & Minority Ethnic Groups [b]	Attrition [a]
2004	91%	67%	7% (England only)	14%
2005	91%	67%	12% (England only)	15%
2006	91%	63%	Not available	10%
2007	93%	55%	Not available	11%
2008	91%	64%	6%	12%

Note: (a) mean figure across full, part-time, accelerated and work-based learning programmes; (b) ethnicity data is not consistently collected by all programmes; figures based on available data

Summary of key UK programme data, 2004 – 2008
(COT 2007; 2010).

Pre-reg Occupational Therapy Education:

- Non-traditional OT students as successful as school-leavers (Howard & Jerosch-Herold, 2000; Howard & Watson, 1998; Shanahan, 2004)

BUT:

- More likely to consider leaving (Wheeler, 2001)
- Feel courses geared towards school-leavers and offer inadequate support (Graham & Babola, 1998)
- Feel at times like they succeed in spite of programmes (Ryan 2001)

OT – Helping people regain lost skills and live life to the full

Methodological Outline:

AIM: to explore the influence of background characteristics and entry qualifications on students' progression routes and academic attainment.

- Survey of achievements
- 239 consenting OT students from 2003-2006 cohorts
- Full-time undergraduate programme in research intensive HEI

  - Age at entry
  - Gender
  - Entry qualifications
  - Ethnicity
  - Socio-economic background
  - Exit awards (including sub-honours awards)
  - Final degree classifications (where appropriate)

Recruitment from each cohort:

Year of Entry	Actual cohort size	Number recruited	Percentage recruited
2003	72	56	77.78%
2004	77	69	89.61%
2005	66	60	90.91%
2006	61	54	88.52%
TOTAL	276	239	86.59%

Gender, age and ethnicity characteristics:

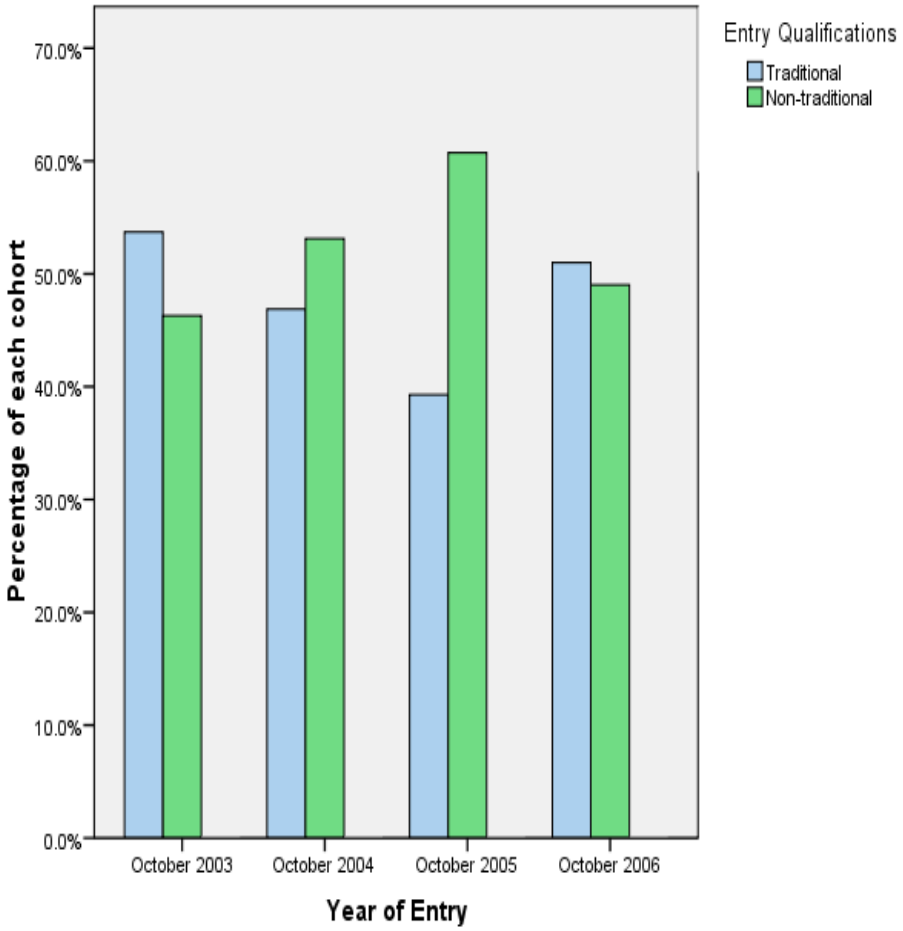
Year of Entry	Female	Range: age at entry	Mean age at entry	Mature at entry	Non-White British/Irish ethnic groups
2003	80.35%	18 – 44	22.98	42.86%	1.79%
2004	92.75%	18 – 42	23.90	49.28%	2.90%
2005	88.33%	18 – 44	24.92	51.67%	1.67%
2006	94.44%	18 – 51	25.93	46.30%	5.56%
TOTAL	89.12%	18 – 51	24.40	47.70%	2.9%

Socio-economic backgrounds:

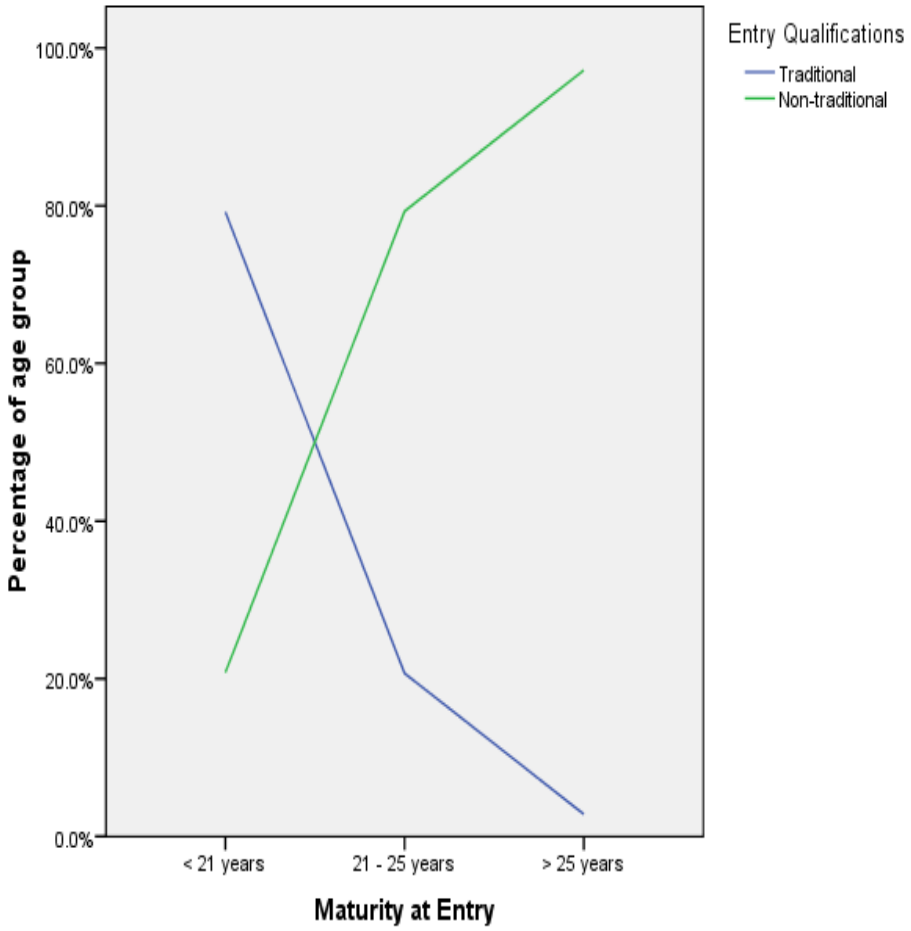
SOCIO-ECOMOMIC BACKGROUND	Year of Entry				
	2003	2004	2005	2006	TOTAL
Not classified	8	11	10	11	40 (16.7%)
HIGHER GROUPS					
	6	13	10	4	33 (13.8%)
Professional occupations	16	17	16	19	68 (28.5%)
MIDDLE GROUPS					
Intermediate occupations	9	14	9	6	38 (15.9%)
Small employers & own account workers	3	0	4	3	10 (4.2%)
LOWER GROUPS					
Lower supervisory & technical occupations	3	0	2	2	7 (2.9%)
Semi-routine occupations	8	14	9	8	39 (16.3%)
Routine occupations	3	0	0	1	4 (1.7%)
TOTAL	56	69	60	54	239

ENTRY QUALIFICATIONS	Year of Entry				
	2003[a] (n = 56)	2004[b] (n = 69)	2005[c] (n = 60)	2006[d] (n = 54)	Total (n = 239)
A-levels (<21 entry)	29 (51.79%)	29 (42.03%)	20 (33.33%)	26 (48.15%)	104 (43.51%)
A-levels (Mature entry)	3 (5.36%)	12 (17.39%)	7 (11.67%)	7 (12.92%)	29 (12.13%)
Access	15 (26.79%)	17 (24.64%)	20 (33.33%)	14 (25.93%)	66 (27.62%)
HND	0	1 (1.45%)	0	0	1 (0.42%)
GNVQ	1 (1.79%)	0	0	0	1 (0.42%)
AVCE	2 (3.57%)	11 (15.92%)	8 (13.33%)	3 (5.56%)	24 (10.04%)
BTEC	2 (3.57%)	0	2 (3.33%)	1 (1.85%)	5 (2.09%)
Foundation Degree	0	1 (1.45%)	0	0	1 (0.42%)
OU Science Foundation	3 (5.36%)	2 (2.90%)	3 (5.00%)	0	8 (3.35%)
International Baccalaureate	0	0	1 (1.67%)	1 (1.85%)	2 (0.84%)
Other	3 (5.36%)	5 (7.25%)	5 (8.33%)	5 (9.26%)	18 (7.53%)

Percentage traditional & non-traditional entry qualifications



Entry qualifications according to maturity at entry



Progression routes & exit awards:

		ENTRY QUALIFICATIONS	
		Traditional (n = 107)	Non-traditional (n = 118)
Passed Level 4	**YES** *Min award: Cert Allied Health*	97 (90.65%)	98 (83.05%)
	NO *No award*	10 (9.35%)	20 (16.95%)
Passed Level 5	**YES** *Min award: Dip Allied Health*	95 (88.79%)	97 (82.20%)
	NO *Max award: Cert Allied Health*	12 (11.21%)	21 (17.80%)
Passed Level 6	**YES** *Min award: BSc (Hons) 3rd class*	94 (87.85%)	90[a] (76.27%)
	NO *Max award: BSc Allied Health*	13 (12.15%)	24 [a] (20.34%)
Good Degree (2:1 or 1st)	**YES** *Min award: BSc (Hons) 2:1*	83 (77.57%)	77 [a] (65.25%)
	NO *Max award: BSc (Hons) 2:2*	24 (22.43%)	37 [a] (31.36%)

a: 4 students from the 2006 cohort had yet to complete Level 6 and are not included in these figures

Binary logistic regressions:

- Gender
  - Female
  - Male
- Maturity at entry
  - <21 years (school-leaver entrant)
  - 21-25 years (young mature entrant)
  - >25 years (older mature entrant)
- Entry qualifications
  - Traditional
  - Non-traditional
- Socio-economic background
  - Upper socio-economic groups
  - Middle socio-economic groups
  - Lower socio-economic groups

LEVEL OF ANALYSIS	B (Std Error)	Significance	95% Confidence Interval for Odds Ratio		
			Lower CI	Odds Ratio	Upper CI
PASS AT LEVEL 4					
R^2 = .09 (Cox & Snell), .18 (Nagelkerke). Model X^2 (4) = 18.27, p = .001					
Constant [a]	−2.90 (0.44)	.000	.	.06	.
Gender (male)	1.77 (0.58)	.002**	1.88	5.84	18.15
SEC (lower groups)	1.56 (0.54)	.004**	1.66	4.78	13.77
PASS AT LEVEL 5					
R^2 = .09 (Cox & Snell), .17 (Nagelkerke). Model X^2 (4) = 18.61, p = .001					
Constant [a]	−2.86 (0.43)	.000	.	0.06	.
Gender (male)	1.65 (0.58)	.004**	1.69	5.22	16.11
SEC (lower groups)	1.67 (0.53)	.002**	1.88	5.32	15.06
PASS AT LEVEL 6					
R^2 = .11 (Cox & Snell), .19 (Nagelkerke). Model X^2 (4) = 21.64, p < .001					
Constant [a]	−2.72 (0.41)	.000	.	0.07	.
Gender (male)	1.72 (0.56)	.002**	1.85	5.58	16.82
SEC (lower groups)	1.74 (0.51)	.001***	2.11	5.71	15.47
GOOD DEGREE (2:1 or 1st)					
R^2 = .08 (Cox & Snell), .12 (Nagelkerke). Model X^2 (3) = 15.63, p = .001					
Constant [a]	−1.65 (0.28)	.000	.	0.19	.
Gender (male)	1.30 (0.51)	.011*	1.34	3.67	10.04
SEC (lower groups)	1.22 (0.41)	.003**	1.53	3.39	7.50

a: constant or baseline model in which all predictor variables are omitted and it is assumed that all cases fall into the outcome category with the highest frequency (i.e. 'yes' in all levels of analysis); * p < .05; ** p < .005; *** p = .001

Significant predictors of progression:

- The odds of a male student failing to pass Level 4 are **nearly six times higher** than for a female.
- The odds of a male student failing to pass Level 5 are **more than five times higher** than for a female.
- The odds of a male student failing to pass Level 6 are **over five and a half times higher** than for a female.
- The odds of a male student failing to secure a good degree are **over three and a half times higher** than for a female.

Significant predictors of progression:

- The odds of a student from the lower socio-economic groups failing to pass Level 4 are **approaching five times higher** than for a student from a higher socio-economic group.

- The odds of a student from the lower socio-economic groups failing to pass Level 5 are **more than five times higher** than for a student from a higher socio-economic group.

- The odds of a student from the lower socio-economic groups failing to pass Level 6 are **over five and a half times higher** than for a student from a higher socio-economic group.

- The odds of a student from the lower socio-economic groups failing to secure a good honours degree are **more than three times higher** than for a student from a higher socio-economic group.

Final degree marks:

- Entry qualification:
  - Traditional academic backgrounds (M = 63.37, SE = .45)
  - Non-traditional academic backgrounds (M = 63.14, SE = .47)
  - $t(182) = .39$, $p > .05$
- Gender:
  - Women (M = 63.44, SE 0.32)
  - Men (M = 62.49, SE = 1.26)
  - $t(193) = .83$, $p > .05$
- Socio-economic background:
  - $H(2) = 1.98$, $p > .05$
- Maturity at entry:
  - $H(2) = 1.40$, $p > .05$

Implications:

- Reflect upon the extent to which the female dominated profession, and educational environment, is accessible to and accommodating of men.

- Evaluate the effectiveness of social inclusion policies in HE generally, and OT education specifically, not solely in terms of recruitment or even retention, but also in terms of outcome.

- Further work:
  - Larger sample across HEIs (and disciplines)
  - Increased sample of male students
  - Avoid necessity to collapse data

Acknowledgements:

My grateful thanks are extended to:

- Students who consented to their information contributing to the study

- My doctoral supervisors, Dr Alan Borthwick, Professor Melanie Nind and Professor Debra Humphris, for their guidance, support and encouragement.

- Dr Peter Nicholls for his advice regarding the development of the database and the analysis of the data.