

**Results of discussions on factors that affect dyslexic students'
transition to HE**

1. Students may have unrealistic expectations of dyslexia support.
2. Helpful if students are aware of the need to have an up to date diagnostic assessment in order to apply for the DSA.
3. Staff have high expectations of students' writing skills and not all students are at the same level which puts pressure on students.
4. Parents, who are paying for education, try to monitor their child's progress by contacting the learning support team. This compromises the student becoming an independent learner.
5. Some students who are assessed at university not wanting the perceived negative label and then not applying for support.
6. One institute runs a 6 week fast track course in the summer (approx. 200 students) for potential students who may not have GCSEs or A Levels and finds that a high proportion are referred to the learning support team. Whilst the students are well supported on the short course, this is not possible once term starts and then students start to struggle.
7. One university only accepted students with 3 'A's at A Level and whilst students were top in their school, in HE they find the volume of reading and writing difficult to keep up with and as a consequence their self-esteem suffers and they begin to struggle.
8. It is sometimes easier to get feedback from mature students as they are more likely to discuss it but not from younger students who tend to be more reticent.

9. Students may get good support in FE (perhaps more in terms of developing the person) but will be given a different type of support at HE which may focus on 'getting the students through the course'.

10. One institute with an emphasis on sports training to Olympic standards found that students with dyslexia could find themselves isolated because their academic work took too long to complete and they had to give a good proportion of their time to sport.

11. Age may play a part in making a good transition as mature students tend to be more motivated to do well and complete their courses.

12. The degree subject may play an important part, an example was given of a particular institute where the nursing students are required to 'hit the boards running' whereas art students could take their first year easy as only the final year contributed to their degree grade.

13. The learning support tutor may be a stable figure for the student over the years of a degree course whereas the contact person in the academic department may change from year to year or even during the academic year. This can help student make a good transition but may mean that the support tutor becomes involved in issues that are not study skills related.

14. Creative music and art students have a dilemma in choosing to give time to academic writing skills or practising their music/art. An example was given of talented art students who failed their course because of poor writing skills.

15. Culture may play a part and multilingualism – an example was given of students who were mature, female African refugees with English as a second or even third or fourth language who were good verbally but could not reflect their knowledge in writing.