Article

Non-traditional, commuter students and their transition to Higher Education - a synthesis of recent literature to enhance understanding of their needs.

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ABSTRACT

Transition to Higher Education has been the subject of an increasing number of studies in recent years due to the importance of retention rates and the impact that poor transition has on students' success. Most of the transition literature focusses on the need for students to develop a social and academic identity and acquire appropriate independent learning skills. When the student body was more homogenous in terms of educational experience, academic level and family background, and when becoming a student meant living away from home, all of these issues were more easily addressed. However, with a much more diverse student body, many of whom do not leave home but commute to campus on a daily basis whilst retaining part-time jobs, the previous models of transition are becoming harder to implement. It is vital that Higher Education Institutions develop a clearer understanding of the factors affecting transition for such commuter students in order to develop pedagogic approaches and interventions that can ease their transition into Higher Education.

Key words: transition, independent learning, self-efficacy, cultural and social capital.

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Introduction

The importance of ensuring a smooth transition for all students from studying at level three to level four has been well documented since Tinto's seminal work of 1987, which set out a series of conditions that affect retention. Almost thirty years later, retention is still key as rates impact on the financial standing and reputation of Higher Education institutions (HEIs) and transition issues have been seen to affect learning and, therefore, student success (Ramsay, Raven and Hall, 2005).

Within any HEI that has a large number of so called non-traditional undergraduates, the issues raised by poor transition are potentially significant. These students may come from lower socio-economic backgrounds and be the first in the family to attend university, or a British university. Many live at home for economic and cultural reasons, have time-consuming part-time jobs out of economic necessity and spend considerable amounts of time travelling to and from campus.

The aim of this paper is to develop an understanding of the issues affecting transition for non-traditional, British students who commute to campus from the parental home. Some published studies have been carried out into experiences of university as a whole for non-traditional students in Australia, (Meuleman *et al*., 2015), Sweden (Thunborg, Bron and Edström, 2013), Germany and Spain (Schömer and González-Monteagudo, 2013), and some look into other aspects such as engagement for non-traditional British students (Trowler, 2015). Others have looked at specific types of non-traditional British students, for example care leavers (Cotton, Nash, and Kneale, 2014), or at the experience of non-academic aspects of university life for those who live at home, (Holdsworth, 2006), but there appears to be a gap when it comes to looking specifically at transition for live-at-home British students.

Our review will synthesise themes emerging from literature published post 2004, a period that has seen much change in the UK HE landscape, on the nature, challenges and drivers of transition. An exception has been made for seminal authors on certain topics as many debates evolve from this thinking. This will help establish an enhanced understanding of British students who live at home and work-part time, and their needs when entering Higher Education and to suggest steps that HEIs can take to aid in their transition. These are shown in a conceptual organiser that pulls together the various identified themes which are used to structure the paper. As international students have a distinct set of issues, they are excluded from our discussion.

This review will be of interest to those who design level four curricula and teaching interventions, those who teach first year students, and those responsible for developing and implementing induction programmes. Whilst it focusses specifically on the needs of a tightly defined and specific group, many of the themes discussed are applicable to a wider audience. It is hoped that this paper will provide educators with an enhanced understanding of the needs of commuter students and help enhance their provision of an excellent first year experience.

Methodology

Attrition rates within the diverse first year population at the authors' post-1992 university, where a significant proportion of students commute from the parental home, provided the starting point for this study. A small-scale scoping exercise was carried out via five focus groups with current undergraduates (n= 25) to explore the First Year Experience. During these initial, unstructured interviews, students used terms such as "I was a bit lost" and "I'm not very confident in a huge class" and "it is a very different learning environment" to describe how they felt in the first few weeks and months of study. These results led to the development of the key research question:

What factors influence transition for the new, non-traditional and diverse HE student population and how specifically have these affected the 'commuter' student'?

A formal collaborative search strategy was developed with a student researcher working with the authors to source and archive relevant papers. The search space was defined as the electronic database Educational Research Complete (EBSCO). Search criteria were agreed and the key words of 'transition', 'moving from school or college to university', 'first year experience', 'first years' and 'Higher Education' were used in various combinations and this returned 91 papers. These were reduced to 76 papers by applying a set of inclusion and exclusion criteria, such as only including peer reviewed papers, focussed on students from the UK rather than overseas and published from 2004 onwards. These were also analysed to identify other useful and relevant studies through reference searches.

The papers were then read and analysed using the Thematic Analysis Grid method (Anderson, Lees and Avery, 2015). Expanding the analysis into a narrative review has allowed us to identify the key drivers of transition and summarise the themes in a systematic way, before synthesising them in a conceptual organiser. This also suggests actions that HEIs should take to meet the needs of this group of students. We start this review by defining our terms.

The contemporary, non-traditional, commuter student

Following the "massification" of HE (Trow, 1973 cited in Morgan, 2012) it is well documented that a new type of student has emerged who is having to contend with a "marketised" HE environment (Prichard, 2006). Longden (2006) compares the elite 150,000 students from thirty years ago, "going up to university", living collegiately and studying for three years, to the modern day group. They have a much broader age range, fund their own, typically modular studies through loans, "go to uni" and number in the millions. Students are entering university from an increasingly diverse range of backgrounds - both demographic, geographic, academic and attitudinal - with a corresponding wide-range of needs which institutions must consider (Archer, 2007). It is this group of undergraduates who are most often referred to as "non-traditional".

Students are coming to university with a different learning experience and skill set from previous generations, having studied in a secondary educational environment where there tends to be less time devoted to reflective, autonomous learning and more to focussing on the key information needed to pass exams (Greene, 2011; Haggis, 2006; Pokorny and Pokorny, 2005). Many have not pursued the traditional, exam-based route to HE study and enter with a range of more practical qualifications that have been completed via the submission of course work. In addition, for economic reasons, the contemporary student is often having to combine work with study (Darmody and Fleming, 2009) and spends much shorter periods on campus (Longden, 2006, Munro, 2011) and adopt the attendance patterns of part-time students (Scanlon, Rowling and Weber, 2007).

In the UK, although these non-traditional students are well represented within the student body (according to UCAS (2012), application rates from young people from the most disadvantaged backgrounds have increased over the last decade) the assumption is still made that they live away from home. Indeed, Holdsworth, (2006, p.495) suggests that, for many, not living away but remaining at home whilst studying, represents an "inferior model of participation in HE". Accordingly, in most HEIs, lecture and seminar timetables, extra-curricular activities and organised social events often assume that students can access university campuses easily and at a range of times of day and night.

The Higher Education Funding Council for England (HEFCE) published a report in 2009 which considered the trends in the number of young students in England and Wales entering HE whilst remaining in the parental home. They found that the numbers had risen from 8% in the 1980s to 20% in the academic year 2006 – 07. Accordingly, a small number of recent UK studies have started to acknowledge that more students are living at home, either with parents or independently, and travel to campus on a daily basis (for example, Holdsworth, 2006; Young, Glogowska and Lockyer, 2007). It is this group that we define as commuter students.

Transition

Defined as a period of separation and incorporation (Fisher, Cavanagh and Bowles, 2011), transition to study at level four represents a period of significant change in a student's life, as they develop and mature their concept of self and learning habits (Hussey and Smith, 2010). To be successful, transition requires disassociation from previous memberships and the establishment of new ones (Fisher, Cavanagh, and Bowles, 2011) as it is a rite of passage and can be understood as a liminal period when students are caught mid-way between two states (van Gennep, 1960). For many, the movement away from school and home represents a division and turning point as they cross the threshold from childhood into adulthood (Palmer, O'Kane and Owens, 2009). Transition is often used to describe movement from one location to another (and for many level four students this is indeed the case) it also means movement in identity and self-concept. It is a time when students experience a shift in identity from son or daughter, sibling or partner to one of independent, adult learner. The early experiences in HE can either confirm or disrupt learning identities created in previous educational

environments (O'Shea, 2014). For many, transition is a confusing period of learning new habits and methods, as well as unlearning and then relearning old ones.

The first few weeks and months as an undergraduate student are often described in emotional terms. The adjective "traumatic" is much used and students are referred to as experiencing feelings of fear, anxiety, uncertainty, loneliness and low self-esteem, stemming from a sense of not belonging as they enter an 'alien' environment (Wilcox, Winn and Fyvie-Gauld, 2005; Askham, 2008; Palmer, O'Kane and Owens, 2009; Fisher, Cavanagh and Bowles, 2011). High levels of stress are experienced as students are in an almost constant state of high emotional arousal (Hughes and Smail, 2013). Weadon and Baker (2014) refer to the need for both students and institutions to work to try and reduce the impact of transitional shock whilst Bolt and Graber (2010) refer to students in transition being in crisis.

Commuter students who travel to campus on a daily basis experience many of the forms of transition presented in Beech's (1999) typology of consequential transition, (cited by Crafter and Maunder, 2012), repeatedly and concurrently. Lateral transition occurs for all commuter students as they move away from school learning and teaching to traditional university methods such as lectures; collateral transition as they move from home to university and home again each day, and from module to module. For some, non-traditional commuter students, this is exacerbated as they also move between cultures that may be in opposition at times. Mediational transition is experienced as they are asked to carry out tasks within taught sessions that seek to simulate experiences they are yet to fully have – for example, tasks to develop employability skills. This strengthens the argument that HEIs should better understand the needs of commuter students in order to reduce the stress of such amounts of change occurring on a regular and on-going basis and should pay particular attention to the needs of those from non-traditional backgrounds as they may find the process even more challenging.

What factors affect transition for students and how do they specifically affect commuter students?

The main drivers that affect transition to Higher Education for all students can be split into broad themes of internal, external, personal and institutional factors, with some falling into more than one group. The internal, personal factors that are relevant to all students are cultural capital, habitus, self-efficacy and resilience. External, personal factors such as relationships are also key whilst others such as independent learning and expectations and reality fall into the areas of internal, external, personal and institutional. Most of the literature on transition published in the last ten years, is based around traditional students – those that have studied A' levels at school or college and live away from home for the first time, for whom transition represents a change in environment as well as a change in study habits and methods. While some mention is made of non-traditional students (first-in-family, from a diverse range of family socio-economic and cultural backgrounds) the assumption is still made that they are living away from home. A few authors (for example, Meuleman, *et al.*, 2015; Briggs, Clark and Hall, 2012; Darmody and Fleming, 2009; Young, Glogowska

and Lockyer, 2007; Holdsworth, 2006) recognise the emergence of a new type of student who is living at home and juggling part time work with their studies and Young, Glogowska and Lockyer (2007) argue that HE institutions need to evolve to meet the needs of the changing student.

We suggest that a first step to achieving this is to take each of the factors that influence transition in turn and to consider them specifically from the perspective of commuter students.

Cultural Capital and habitus

Universities each have their own cultures, ways of working, rules of engagement and language which can provide challenges for students during transition as they may lack the cultural capital needed to help them navigate their way through this new field (Meuleman *et al*., 2015).

Cultural capital is a concept which relates to the demographic and attitudinal background of the student. It relates to social class, family background and commitment to education (Bourdieu, 1992; Longden, 2004) and can have a link to the support resources the student has. Vyronides (2007) argues that this can have an impact on the student before they even get to university with parents with lower socio-economic backgrounds having less knowledge of university choices and how the wider educational system works. This is backed up by McMillan (2014) who states that first-generation undergraduates who have little family experience of HE are most likely to struggle and use emotion to help them adapt. She talks of non-traditional students being overwhelmed by their early university experiences and feeling that other learners, those from families where the parents had completed HE study, had "insider knowledge" as to how the system worked and what was expected of them.

Studies have shown that different groups of students deal with the demands of moving into HE with varying levels of success. Traditional students, who come from families where HE is seem as the norm, are generally better equipped in terms of confidence and security in their abilities. Such families are often able to access secondary education which focusses on developing independent learning skills (McMillen, 2014) and the students tend to have increased levels of financial and emotional support from home which includes being seen as equals by their parents as they enter this transitional period (Wintre *et al*., 2011). This means, in effect, that they have started to cross the boundary from childhood to adulthood whilst still in the home environment and whilst being supported emotionally.

It is clear that the cultural capital of non-traditional students is less as parents and family members, who may have been educated overseas and for whom English may be a second language, can struggle to understand the entry system, the range of options available and in more recent times, the funding arrangements. Wintre *et al.,* (2011), talk specifically about students from backgrounds with greater exposure to HE being treated as equals by their parents in readiness for moving away and so are able to cross the divide towards fully independent adulthood whilst being supported emotionally. For many non-traditional

students that are not living away from home, this movement is more complex as they may feel that they are adult, independent learners during the day, but return home to become dependents with their defined place in the family hierarchy. Meuleman *et al.,* (2015), also identified that often these students had not acquired the cultural capital from past learning experiences at school to quickly adapt to the HE academic field - workload, study habits, performance and academic standards – and this, along with the lack of support and understanding they experience at home, can lead them to feel stressed, anxious, out of place and to potentially question why they are there.

It is important that HEIs try to address these issues by ensuring that clear information is provided for both students and parents or carers that sets how the system works and what needs to be done and which explains general expectations so that all may flourish and feel equipped to succeed.

There is a clear link between cultural capital and the expectations of the student (Bourdieu, 1992; Longden, 2004) and the theme of expectations and reality will be examined next.

Expectation versus reality

Many students who have problems adapting to life within HE, experience a mismatch between what they expected life as an undergraduate to be, and the reality (Smith and Hopkins, 2005; Longden, 2006). These differences in expectation encompass aspects such as the content of the course they are undertaking, the amount of work they will need to do, the number of hours they will be taught, what they expect to do in the time they have between sessions and the quality of their social life (Gibney *et al*., 2011) In addition, poor decisions regarding the choice of institution and the degree programme to be studied may also lead to problems settling and eventually to withdrawal (Yorke and Longden, 2007, cited by Briggs, Clark and Hall, 2012).

In order to minimise the gap between expectations and the reality of university level study, closer links should be developed between schools, colleges and HEIs that would allow students to be better prepared for transition (Briggs, Clark and Hall, 2012). Given the challenges currently facing schools to ensure that the highest possible grades are achieved by pupils which will allow higher percentages of young people to access HE, and large numbers of students being older and from overseas, it is questionable whether this is feasible in terms of time and access to suitable sources of information. Previous generations of students, who formed part of a small, elite group, were able to be prepared in this way. The number of HEIs that could be accessed was smaller and so specialised staff could build up detailed understanding of the cultures and working methods that each utilised. For first-in-family students, who are unable to talk to other family members about what to expect and who have come from institutions where the focus is on achieving the required grades, the gap can be large and create the most shock. It is critical that non-traditional students are therefore supported as they negotiate the demands of university and are encouraged to develop proactive study habits.

Self-efficacy and resilience

According to Hsieh, Sullivan and Guerra (2007), confident students are more likely to initiate new things, try harder, persevere more when things get difficult and try to master a new skill. Students arrive at university with a range of confidence levels, some believing that they already know how to learn autonomously based on their school performance as measured by grades achieved. However, it has been argued (Goldfinch and Hughes, 2007), that often overconfidence in ability can be more problematic than lack of confidence. Indeed the same study discussed that the latter resulted in more success during the first year.

A student's ability to cope with the stresses related to the first year at university are directly linked to academic resilience and coping with the stresses associated with transition is crucial not only to their well-being and social adjustment but also their persistence and success with their academic studies (Zajacova, Lynch and Espenshade, 2005). Leary and DeRosier (2012) recommend that it is crucial to build students emotional resilience during transition and that social identity can lead to academic success and ultimately increased retention. Their emotional outlook, a positive coping style and a feeling of control within their environment can promote resilience and provide the persistence and motivation needed to achieve social and academic goals.

Induction programmes tend to target the practical and academic side of transition, but can insufficiently address resilience and how to cope with stress (Leary and DeRosier 2012). Earlier seminal authors (e.g. Zimmermann, Bandura and Martinez-Pons, 1992) discuss the importance of students learning optimism, persistence and developing control over their learning environment and its impact on academic success. Relatively little is known about the impact of specific resilience and confidence building teaching interventions designed to increase students coping mechanisms during transition and whether they have an impact on their persistence to complete their studies (Leary and DeRosier 2012).

A growing body of literature outlines the important influence of socio-emotional factors in driving persistence and success academically (for example, Walton and Carr, 2012). Results of a quantitative study by Leary and DeRosier (2012) show that social connectedness and an optimistic thinking style are the most important factors which predict how positively a student adjusts to the HE setting. A more recent Australian study by Morton, Mergler and Boman (2014) builds on this work and specifically identifies that self-efficacy can be a strong predictor of how well students can adapt to their new academic environment.

The complex nature of the movement from child to adult has an impact on the development of self-efficacy and resilience. For many traditional students is it dealing with money and budgeting, doing the laundry and catering for themselves that helps develop social resilience (McMillan, 2014). This social resilience contributes to the creation of academic resilience (Zajacova, Lynch and Espenshade, 2005) and develops students who can deal with problems, including failure, more robustly. For those not having to deal with challenging everyday life issues, the development of such resilience can take longer. What is clear is that students with higher levels of self-efficacy adapt better to university (Morton, Mergler and

Boman (2014). However there is little discussion in the literature of the levels of self-efficacy and resilience amongst non-traditional commuter students but it could be argued that since this student potentially arrives with lower social and cultural capital levels, then they may have lower self-efficacy beliefs. This potentially means that institutions with a high level of "commuter students" need to work even harder with their transition process, in order to create interventions that build self-belief and coping skills to enable them to adapt and flourish (Leary and DeRosier, 2012).

Relationships and Identity

Walton and Cohen (2007, 2011) have identified that students who lack positive connections with others are likely to underachieve academically. Fear of social isolation can often lead to establishing any form of contact, whether positive, negative, appropriate or inappropriate, so as not to be seen to be alone (Maunder, Cunliffe and Galvin, 2013). Students are anxious that they will not fit in and will be lonely (Fisher, Cavanagh and Bowles, 2011). In addition to this fear of loneliness, "friendsickness" can be an issue for many students as they go through a grieving process for the loss of pre-university contacts and relationships (Palmer, O'Kane and Owens, 2009). Students who feel part of a network, have quality relationships with their peers and feel valued, are more likely to cope with stress and anxiety in a positive way.

Palmer, O'Kane and Owens (2009) suggest that students can best develop their identity as undergraduates and build meaningful relationships if they are able to live with likeminded individuals. For students who make the move away from home and live in halls of residence or in student flats, this is, of course, possible but for those that continue to live at home and who return to being sons, daughters, partners, parents or carers at the end of the day, the development of a robust, new identity as an independent learner is much harder to achieve and it may never fully develop. Fisher, Cavanagh, and Bowles (2011) develop this idea further. For them, successful transition requires disassociation from previous memberships in order to be able to create associations with new ones. For many students returning home at the end of every day and re-joining pre-existing social networks with friends, family and work colleagues, this breaking away and establishing new connections may never be fully achieved. The feelings of not belonging then continue and can be exacerbated by divisions in groups caused by the experience of those more traditional students who are living away from home and who use their time at university to experience another way of living (Maunder *et al.*, 2013). Peer interaction is crucial in developing not only a social identity but also for the development of an individual learning identity as this can lead students to develop a concept of themselves related to success and achievement (Briggs, Clark and Hall, 2012). The needs of non-traditional students should be recognised by the institution, because they will feel they fit in more if they understand and learn the language of their institution (Briggs, Clark and Hall, 2012).

It should be noted, however, that during the initial period of transition, while many institutions seek to create interventions that build inclusion and allow relationships to form such as group work and social events, for non-traditional students, these often actually create

exclusion (Palmer, O'Kane and Owens, 2009). Given that many students now remain living at home for financial and/or cultural reasons, events that occur outside of the timetable or which are culturally specific (those that include alcohol for example) actually act to reinforce a sense of not belonging.

Independent learning

Authors agree that all students struggle with the move away from prescriptive, controlled and supported learning to self-directed knowledge acquisition when they arrive at university (for example, Fisher, Cavanagh and Bowles, 2011; Christie, Barron and D'Annunzio-Green, 2013; O'Shea, 2014; Weadon and Baker, 2014). The size of lecture groups, the anonymity of the teaching methods, a lack of clarity about expectations and not understanding how some modules fit within a degree programme are also a problem for many new students (Palmer, O'Kane and Owens, 2009; Hughes and Smail, 2013). Specific study skills such as understanding assessment briefs, sourcing appropriate materials and time management are also lacking in many students (Christie, Barron and D'Annunzio-Green, 2013; Gibney *et al.,* 2011). In contrast, Pampaka, Williams and Hutcheson (2012) found that many new students felt positive about the need for independent learning and the opportunity to study subjects in depth, even though they found it challenging. What these students did find difficult however, was the lack of time available to ask questions of teaching staff and for clarification of problem areas. For non-traditional students who progress from course work based qualifications this additional lack of examination skills is also important as most HEIs use at least some for assessment. Time management skills are often quoted as lacking in level four students with many reporting that they are unsure what to do with the time between taught sessions (Gibney *et al*., 2011) For students who hold down part time jobs and who travel to campus on a daily basis, this is also an issue. Many judge it uneconomic to travel in for one lecture or seminar and so do not attend and undertake paid work instead. If timetables could be constructed that grouped contact sessions into blocks rather than spreading sessions out with lots of non-contact time between them, this would make it easier for those that need to work to plan accordingly and attend more regularly.

Conclusions and next steps

The review of recent literature has shown that the period of transition to level four studies is still a key topic of debate for those involved in HE. It is seen as a period of heightened, extreme emotions and for this reason, many authors consider transition to be problematic and seek to smooth the process in order to allow students to develop and flourish. The issues facing non-traditional, commuter students are often similar to those facing all undergraduates but they can have a more specific set of needs as a result of bringing different cultural and social capital to university and then moving continuously between two different worlds. In addition, some of the accepted methods of overcoming the hurdles that transition creates can be seen to be less relevant to this group.

It is crucial that educators move away from viewing this new type of student as even more of a problem and instead question how the curriculum and pedagogic approaches can be adapted to meet their needs. It is fundamental that students are encouraged to build new social connections to aid their resilience to stay to graduation and for educators to use tools and approaches which address the needs of a diverse student body to help them build these connections. There is a body of evidence which suggests that even the shortest interventions promoting cohesion can have long term benefits for social belonging, mental health and academic achievement (Walton and Cohen, 2011). At the same time, it should be noted that allowing students to face some problems directly may, in fact, be beneficial (Maunder, Cunliffe and Galvin, 2013) and serve to increase confidence and self-efficacy.

For those students who do not have a fully developed understanding of the challenges that university will bring, and who are unable learn about them from family members, it is vital that expectations are communicated early and clearly. They need to be allowed to develop as adult, independent learners even if this new identity is not fully adopted at once due to living at home and moving between roles. It is vital that they feel full members the university environment as soon as possible, rather than on-going imposters within it.

The conceptual organiser below integrates these strands. The top half summarises the main issues that commuter students are facing with regard to the key areas defined in the literature and outlined above. The suggested approaches that HEIs can take to address these are shown in the lower half. They are not intended to be exhaustive or specific but are included to indicate the range and types of interventions that would help the modern, commuter student transition more smoothly and effectively to university level study and will be the subject of a further paper by the authors.

THE COMMUTER STUDENT

CULTURAL CAPITAL	SELF-EFFICACY AND RESILIENCE	RELATIONSHIPS AND IDENTITY	INDEPENDENT LEARNING	EXPECTATION VERSUS REALITY
May have less understanding of what university is and how it works in the UK.	Does not have to deal with everyday challenges of independent living.	Has continuous contact with former friendship and work groups.	May lack examination skills if coming from course work background.	School/college focus on achieving grades.
May only have family experience of non-UK system to draw upon.	Parents may continue to be problem solvers when in the home environment.	Moves back and forth between being student and child, sibling, carer or partner.	Harder to see self as independent learner when seen as child, sibling etc. at home.	Economic need to work in "spare" time.
See those with greater cultural capital as having "Insider Knowledge."	School and college system may have reduced capacity to deal with failure.	May move between two cultures on a daily basis.	Time management can be issue when working and studying.	May not fully appreciate the need to be on campus even when sessions are not timetabled.
CREATING EFFECTIVE TRANSITION FOR NON-TRADITIONAL, "COMMUTER" STUDENTS				
Clearly explain the systems and mechanisms in all dealings with new students and ensure that no assumptions are made.	Develop approaches that create some "problems" to be overcome early on.	Encourage collaboration between students and staff through the design of assessments and other activities.	Develop teaching and assessment interventions that develop research, reading and analysis skills.	Work more closely with schools and colleges to close the understanding gap.
Provide guidance to parents/guardians via websites or printed materials that seek to explain processes and key events.	Address stress management techniques and provide support throughout the transition process and first year.	Encourage the development of a peer network by encouraging group work and ensuring that a range of activities are included that are suitable for all cultures.	Develop timetables that group sessions together to allow for economic use of time and opportunities for paid employment.	Set out clear expectations at the start of the programme of study. Include information regarding the timetable and the amount of self-study required with pre-induction/post offer information.
CULTURAL CAPITAL	SELF-EFFICACY AND RESILIENCE	RELATIONSHIPS AND IDENTITY	INDEPENDENT LEARNING	EXPECTATION VERSUS REALITY

THE HE INSTITUTION

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