

What do we know / don't know about incoming students?

We don't know very much – we have many assumptions

We assume

- Students are used to IT
- They have subject knowledge – varies from exam board/school
- Things about learning styles

We know they have met entry requirements: we know their qualifications

We know some background details of students:

- socio economic factors
- previous education/school etc
- disabilities/diversity
- previous / no previous Uni experience in family

We don't know what they have studied or how they have studied

School learning /teaching experience are an unknown (and so varied)

For International Students there is a big cultural difference.

We perceive a gap between the skills they have and those needed at Uni; e.g. critical thinking/writing

For A Level students there is a big gap in ways students learn, between school and Uni

Not fully equipped for self managed learning (hand holding in school / college)

A Levels are not necessarily a good indicator of student potential

We know students often come from smaller learning groups than they have at Uni

An increasing number live at home

More students now have to have a part time job; this has implications for study.

We don't know what students bring to Uni.

Motivation for going to university varies greatly

- So many different reasons
- Not one size fits all

Expectations among incoming students can be far too low and too high

They may have apprehensions / misconceptions / feel intimidated

What do we want to know?

Big Questions

- How do students learn?
- What are the barriers?
- Don't need anything new?
- How can we fix what is already there?

We want to know

- What helps you learn and what are the barriers to learning (to the students in schools.)
- What kinds of information do you use to help you with your studies (e.g. use of technology) (to the students in schools.)
- Current students – What do you remember from your induction?
What did you learn/what can the Uni do to improve: to enable you to settle in?
- Info about the students , eg motivations, personal circumstances
- How well does the personal tutor system work? (for school and Uni students) / Are they aware of what the personal tutor is there for?
- Staff: how much training do you get as a personal tutor?

<u>Prospective Students</u>	<u>Current Students</u>
What are you worried about – peers?	How did you feel on arriving at Uni?
What helps you learn and what are the barriers to learning?	Info about the students: e.g. motivations; personal circumstances
What are you looking forward to?	Do you know where to go for.....? Do you know what to do if.....?
What kinds of information do you use to help you with your studies? (e.g. use of technology)	What is your preferred medium for information? Or combination of media?
	What do you remember from your induction? What did you learn/what can the Uni do to improve it to enable you to settle in?
	How well does the personal tutor system work? (for school and Uni students) / Are they aware of what the personal tutor is there for?
	For staff: how much training do you get as a personal tutor?

Questions to internal / external Staff:

- How can we join up all the transition related work that goes on?

- Do we feedback our efforts, and their improvements to the student body?
- How can we better the process?

Communicate

- Make existing systems work properly
- Share student related practices/concerns

What works/doesn't work to support transition?

Works	Doesn't Work
Experienced support Shadowing/pre-entry activity	University Timetable - not user friendly
Weekly tutorials with the same tutor	Registration
Peer mentoring/access to students (students going into their old schools.)	Finance pre-entry students can't access resources e.g. internal stud. Mature stud.
Internal communication + joined up thinking	Physical Estate Access for disabled students
Making students <u>feel welcome</u> Work with parents, teachers, careers advisers as influencers	Campus management!
<u>Would work</u> Careful planning of induction/schedule	The geography of the place works against support: hard to achieve. A sense of belonging. Hard to create a <u>culture</u>
Interviewing pre-entry	
Academic families – peer support Yr 3 → Yr 2 → Yr 1	Depersonalised approach To – Registration Timetabling
Societies	
A good induction process	Over induct – during induction week Too much info too early – not retained
Spread 'induction' out , dripping in info	Student welfare not available in induction week
Using previous PARTNERS students to plan induction, including delivery of some sessions themselves.	Outreach – can be hard to talk to mentor
2 day event with staff + students (as in Archaeology)	
Peer mentoring Students mentor students	

Can be structured (or not)	
Teaching starting from Induction Week	
Lot of early formative feedback	
Reassurance of early feedback	

Key issues:

- Communication with incoming / aspirant students and their teachers
- Supportive contact between current and incoming students
- Design of induction activity – initial and extended
- Design of personal tutor system, and support for personal tutors
- Importance of early feedback on progress