



# What makes a difference?

- ❖ **Start early!**
- ❖ **Clear preparation programme**
- ❖ **Consistent staffing**
- ❖ **Enthusiasm and encouragement**
- ❖ **Access to a range of opportunities**
- ❖ **Individual attention**
- ❖ **Identifying with the process**
- ❖ **Learning independently**
- ❖ **Learning at university**

**Start early!**



When did you start thinking about university?

How early do you start preparing students for university entry?

# Clear preparation programme

When did your school /college programme for university entry start? When it started, did you know what was involved?



How clear and consistent is the support for university entry?

# Consistency of staffing



Were you helped by experienced tutors and guidance workers?

How well trained and well informed are staff dealing with transition?



# Enthusiasm and encouragement



Who inspired and encouraged you to apply for university?



What strategies are in place to inspire and encourage?

# Access to a range of opportunities



How many different ways have you found out about life at university?  
Which ones helped you most?

What range of opportunities do you offer to students to find out about university life and study?

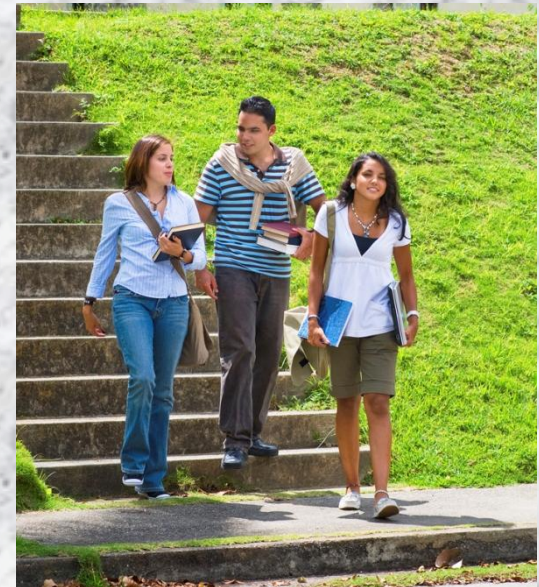


# Individual attention



Have you been able to spend time with individual students or staff to talk through your own circumstances?

What opportunities do you offer for 1-1 contact for applicants with students and staff?



# Identifying with the process



How have you  
been helped to imagine  
yourself at University?



What real-life  
opportunities are offered  
of university life?



# What helps my journey?

- ✓ Awareness-raising as to the possibility of applying to University: where does this start?
- ✓ Support for self-belief: what affects my aspiration to apply, study and succeed
- ✓ Accessing 'taster' experiences which enables me to imagine life at university
- ✓ Support and guidance through the application process
- ✓ Gaining practical information, for example about finance, transport and housing, university attendance and assessment processes
- ✓ Continuing help with orientation and practical support on arrival at university

# Reflecting on the journey

Use the 'reflecting on the journey' sheet in any way you wish, to enable your group to discuss the issues we have raised, and other issues which are important to transition.

You are not expected to answer all the questions – they are prompts for discussion. Enable the artists to work with you, to express your reflections.

# Paving the way

## What's in the bag?



# Learning independently



What learning strategies do you have, that you think will be useful at University?

How do you prepare students to learn independently?

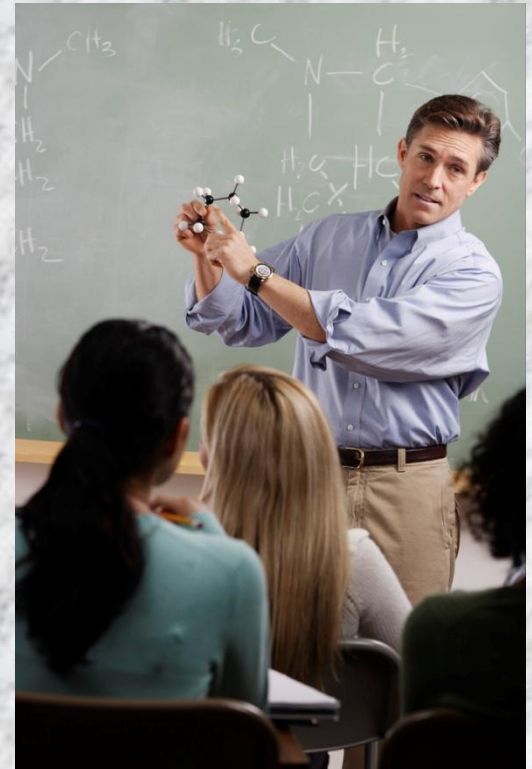


# Learning at university

How will you adapt to learning and living at university? What will support you?



How do we prepare and support new students through transition?



# What's in the bag?

Use the discussion time to brainstorm a huge number of items to go in the student's bag

Include items which the student has

Include items provided (or which could be provided) by the school, college or university

Work with the artists to represent your ideas

**Fill up that bag!**