

Contact details	School/Dept/Service	Nature of Transition activity	Description of Transition activity
Moira Bent moira.bent@ncl.ac.uk	Library	Survey as part of National Teaching Fellowship to discover perceptions of information literacy in the transition to HE. Resulted in contacts in 7 schools in Co Durham and subsequent plans for development of info lit activities with schools	So far piloted in 1 school. Member of library staff worked with teacher and school librarian to run info lit workshops in school.
Sara Bird Sara.bird@ncl.ac.uk	Robinson Library	Liaison and Support of local schools and teachers	Visits to Robinson Library from local schools by 6 th from students in support of their studies. This can be subject specific, e.g. History, Geography, English, Science, etc or more general for the new qualification EPQ or information literacy. Sessions involve tour of the library, explanation and taught session on searching the catalogue, provision of ICT facilities or teaching room.
Colin Bryson colin.bryson@ncl.ac.uk	Combined Studies, HaSS	Enhancement project coupled with QE of the degree in general	The project has three elements: <ol style="list-style-type: none"> 1. Listening to the student voice to gain a better insight into what students perceive is working well, the issues that need to be addressed and how they should be addressed. 2. Making a series of interventions through formal (and more informal) mechanisms to enhance transition towards stronger engagement with academic and learning communities. 3. Evaluation of these interventions, particularly with a view to expanding across the faculty and university.

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Stuart Challinor stuart.challinor@ncl.ac.uk	AFRD	Year 11 Business Masterclass	10.00 Meet the team: Stuart Challinor and Baxter Fenwick 10.00 The Business Environment: Stuart Challinor. The macro-environment: The Political environment ; The Economic environment ; The Social and cultural environment ; The Technological environment; The Ecological environment ; The micro-environment: Customers, Suppliers, Distributors, Stakeholders
Dr Catherine Douglas catherine.douglas@ncl.ac.uk	VETNET LLN (hosted by Newcastle University) / AFRD / Maths and Stats	<ol style="list-style-type: none"> 1. Extended induction 2. Peer Assisted Learning 3. Animal Maths 4. Stage 3 Animal Health Conference 5. Animal Uni 6 and 7. Information, Advice and Guidance DVDs 8. College open day 	<ol style="list-style-type: none"> 1. Extended induction - to address integration of students who live away from university accommodation and may have an impoverished social experience. 2. Peer Assisted Learning - Stage 2 students supporting stage one. 3. Fun.* Animal Maths - to contextualise and apply maths to the animal and veterinary related subjects. 4. Stage 3 Animal Health Conference - this has been opened up as an additional opportunity on the HE "open day/experience HE" calendar. 5. Animal Uni - the first summer school for vocational learners. 6. IAG (information, advice and guidance) DVD aimed at vocational learners studying animal qualifications at level 3. 7. IAG (information, advice and guidance) DVD aimed at work-based / mature learners studying or who have studied animal qualifications at level 3. 8. Pre-application vocational learners college open day.

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<p>Dr Bill Foster Teaching Fellow w.h.foster@ncl.ac.uk</p>	<p>School of Mathematics & Statistics</p>	<p>One of the major problems that many students face on entering University is the level of maths & stats as well as numeracy expected in the first year of their degree course and in many cases there is a gap in their background or skills. If this gap is not addressed immediately at Newcastle, or even better before coming to University, any skill, knowledge or application deficiency has serious consequences on engagement, retention and the level of degree attained.</p> <p>For the purposes of this report we split transition into two operational areas. The third section discusses the use of computer based methods aiding transition.</p>	<p>The following is a list of current and planned activities in this area:</p> <ol style="list-style-type: none"> 1. Developing online and other material in consultation with schools and colleges to support the teaching of maths and numeracy at the appropriate levels. 2. Influencing student decision making by supplying support from Newcastle University via outreach activities linked directly into their A level or Diploma studies. 3. Supplying extra material to students coming to Newcastle so that they are better prepared. Some disciplines already supply their new entrants with information and booklets on the background expected.
<p>Dr J Glassey, Jarka.glassey@ncl.ac.uk, CEAM, Merz Court</p>	<p>CEAM + Library</p>	<p>Introduction to Chemical engineering</p>	<p>The first teaching week of the first semester in Stage 1 is dedicated to this project. It starts by a welcome to the school and an overview of different chem. eng. careers and is followed by the statement of the design problem that student groups have to solve within the next 3 weeks.</p>

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Iain Harris iain.harris@ncl.ac.uk	HaSS Faculty Office	Post Application Open Days	Information about the school, staff, course with optional advice on finance, welfare and tours of campus/accommodation forming part of the day. I imagine a lot of the details on this activity will be provided by schools as my role is limited to suggesting good practise in PAOD's, and delivery of Accommodation Tours. Whether this merits being categorised as transition activity is questionable, there is certainly scope is to include more.
Peter Hopkins peter.hopkins@ncl.ac.uk	GPS	The transition to university: the experiences of students living at home	At the moment, the focus is upon the transition from school to university; however, we hope to extend the project to include the transition through university as well.
Tina Huddart tina.huddart@ncl.ac.uk	Agriculture, Food & Rural Development	"Buddies" - we assign a buddy to new Stage 1 students. When Induction Pack information is sent out at the start of September - buddies i.e. students who have been contacted over the summer who have given us their permission to include their e-mail address in the induction information.	Buddies and new Stage 1 students during Induction Week are bought together in a lunch to chat. We tried something different this year (only because of the volume of Stage 1 students in this degree programme) and we got all the buddies and other select students to stand up and give a 5 minute informal presentation on what it was like for them adjusting to University life, social aspects and study. We also include our own "transition" sheet of things you are most likely to encounter first day, first week, first month etc.

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Mark Jackson m.p.c.jackson@ncl.ac.uk	Historical Studies	Transition from School to University: Archaeology SH and JH Students The Archaeology Team has made a number of changes in recent years to help with the Transition to University. We continue to develop this important area but here are some of the areas we have developed	The Archaeology staff have made a number of significant changes which are important for helping students to adjust to University life. They include the facilitation of the building of relationships between students quickly and for providing venues for students to meet informally and formally with academic staff. As well as engaging students quickly in exciting ways to study the subject of archaeology which most would not have encountered before.
Dr John Lazarus j.lazarus@ncl.ac.uk	Institute of Neuroscience	Setting Language Research to Music Widening participation project familiarising secondary school students with HE.	Students from local secondary schools worked for several months, in two successive years, with Newcastle University MA and PhD linguistics students, Newcastle University staff, and a composer, on ideas for music pieces based on babies experience of discovering language. John Lazarus contributed an animal communication workshop.
Dr Carolyn Letts c.a.letts@ncl.ac.uk	ECLS/SLS	Extended induction to help stage 1 students with transition, focusing on self-directed learning and writing assignments.	Induction extended beyond induction week throughout semester 1. Includes group tutorials and presentations on using the library effectively and essay writing.
Sara Marsham sara.marsham@ncl.ac.uk	School of Marine Science and Technology	Easing transition: A proposed learning forum to facilitate the enhancement of A-level and undergraduate student experience. A cross-institutional undergraduate-led scientific conference in marine biology allowing undergraduate students to present their own research to an audience of A-	<ol style="list-style-type: none"> 1. A-level students will gain experience of assessment methods used as part of degree programmes. 2. The format of the scientific conference will dispel common perceptions that degree level science is difficult to understand. 3. Undergraduate experience of presenting at scientific conferences will be enhanced via

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		level students interested in science degrees.	participation in 10 minute oral presentations.
Professor S McHanwell stephen.mchanwell@ncl.ac.uk	Dental Sciences	Student seminars on reactions to Stage 1	Holding a series of focus group sessions discussing student perceptions of their first term in Newcastle.
Dr Dawn Noble dawn.noble@nth.nhs.uk	University Hospital of Hartlepool	Work experience time offered to sixth form students interested in medicine as a career possibility	The sixth form students have had an opportunity to discuss with the existing medical students regarding university life and experience as a medical student including study time, work commitment, hours of study and leisure activities available.
Ruth O'Rourke r.f.o'rourke@ncl.ac.uk	Modern Languages	Pathways: Tackling Transition Together	Two meetings at Newcastle. A starter and a plenary. There are also learning walkways in operation between staff. This is a consortium project and involves staff from Durham and UNN.
Anna Reid anna.reid@ncl.ac.uk	ECLS/KTP project with Bedlingtonshire Community High School	Induction of Key Stage 3 student researchers	'Transition' in the sense that we are attempting to investigate students' understanding of learning in their from role as young people who go to school to student researchers with the potential for considerable impact on our project's outcomes

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Patrick Rosenkranz, School of Psychology, 4 th Floor Ridley Building, p.m.rosenkranz@ncl.ac.uk	Psychology Biomedical Sciences	Mentoring, Monitoring and Motivating: a tool set to assist the transition to university learning	<p>Biomedical Sciences aims to provide first year students in the two Schools with more structured support to help in their transition to University learning.</p> <ol style="list-style-type: none"> 1. A mentoring scheme will be established in the two Schools. 2. Attendance of students at selected classes will be monitored. 3. The phase advisers/stage coordinator will also monitor student achievement in course work.