

**No Entry, Side Winds, No
Through Road, Soft Verges,
Turn Left Ahead, No Overtaking,
Stop and Give Way, Steep Hill
Upwards:**

**Are students prepared for
navigating transitions in HE?**

Roni Bamber,
Queen Margaret University
Chair, Student Transitions Enhancement Theme



Student Transitions

Enhancement Theme

2014-17



ST Theme - Organisation

- 3 year plan of work
- Central organising group
- Focus on institutional work
- Student Network
- Projects



Focus

Transitions

- ❖ Into HE
- ❖ Through HE
- ❖ Out of HE



What are transitions?

‘The process or a period of changing from one state or condition to another’ (Oxford English Dictionary)

Transitions are difficult!

(HEA/NUS, 2013)

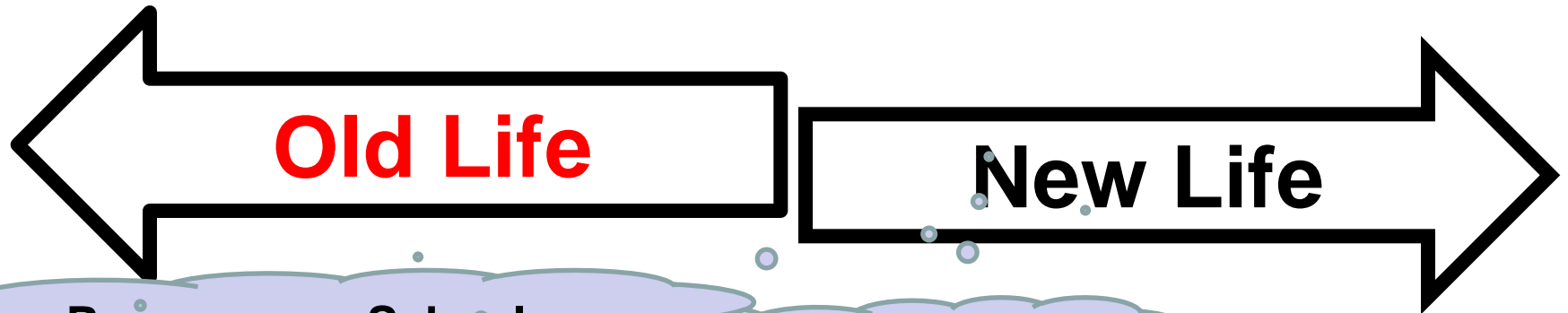


Conceptions of Transitions

- Process?
- Event?
- Period of change?
- Passage?
- Stage?
- Journey?



Different transitions...



Provenance: School

College

Work

International

Disability

Student Type:
WA

Minority Groups (Gender,
Ethnic)

UG / PG

FT / PT



Only one transition or many?

- Both



Student Journey(s)

Stages

- Getting there
- Settling there
- Being there
- Staying there
- Moving on from there

When

- Application to enrolment
- Making the transition
- The First year
- Course design, TLA
- Employability, LLL





Big tall
place
for a
small
person

Getting
lost...
Finding
friends...
Belonging

I arrived a
day late...
sent to the
wrong
building

Living at
home,
hard to
fit in

Intimidating
walking into
the building

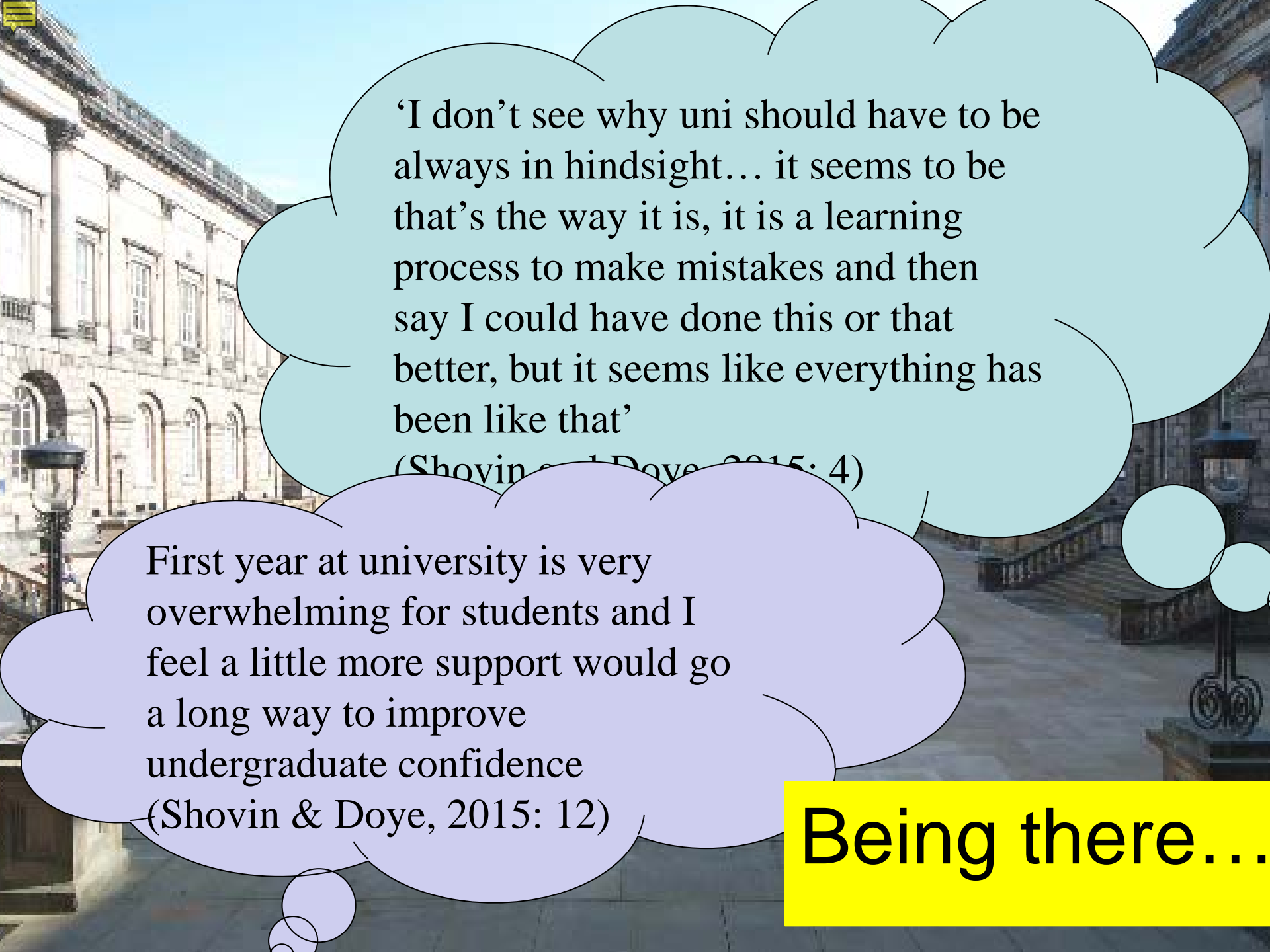
A deaf
person
can't
belong

**Getting
there...**

I wasn't very sure about how well I was doing academically in the first semester. At school, your teacher would tell you... you're doing this really well, if you just do this, it'll make it better... you got so much feedback personally... At uni... you'd never be told where you stand. They'd give you feedback... but they'd never be like 'this is going to pass' or 'that wouldn't pass' [so you ask yourself] 'ok, where do I stand? What am I aiming for?'

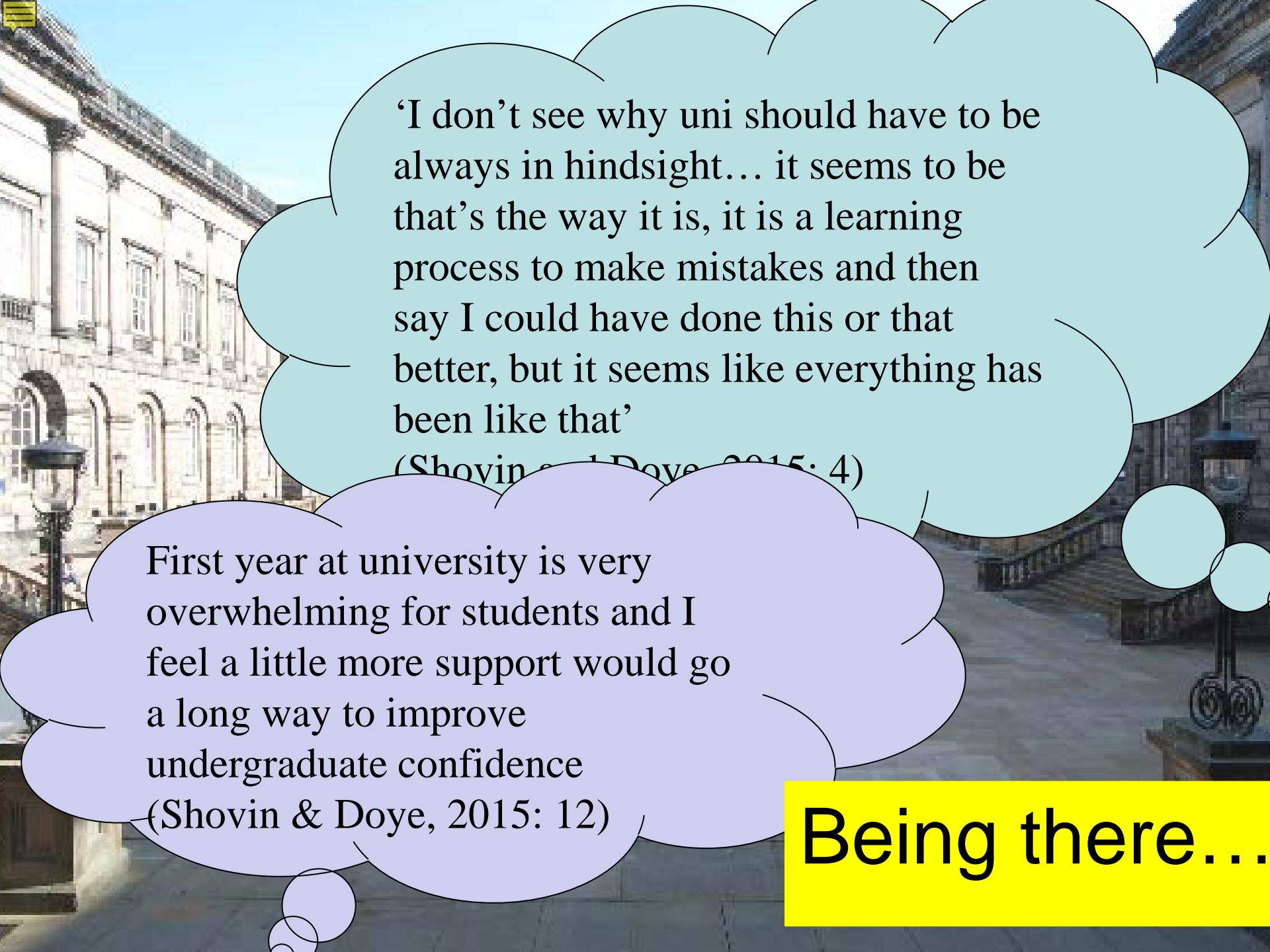
(Shovin and Doye, 2015: 27)

Settling there



'I don't see why uni should have to be always in hindsight... it seems to be that's the way it is, it is a learning process to make mistakes and then say I could have done this or that better, but it seems like everything has been like that'

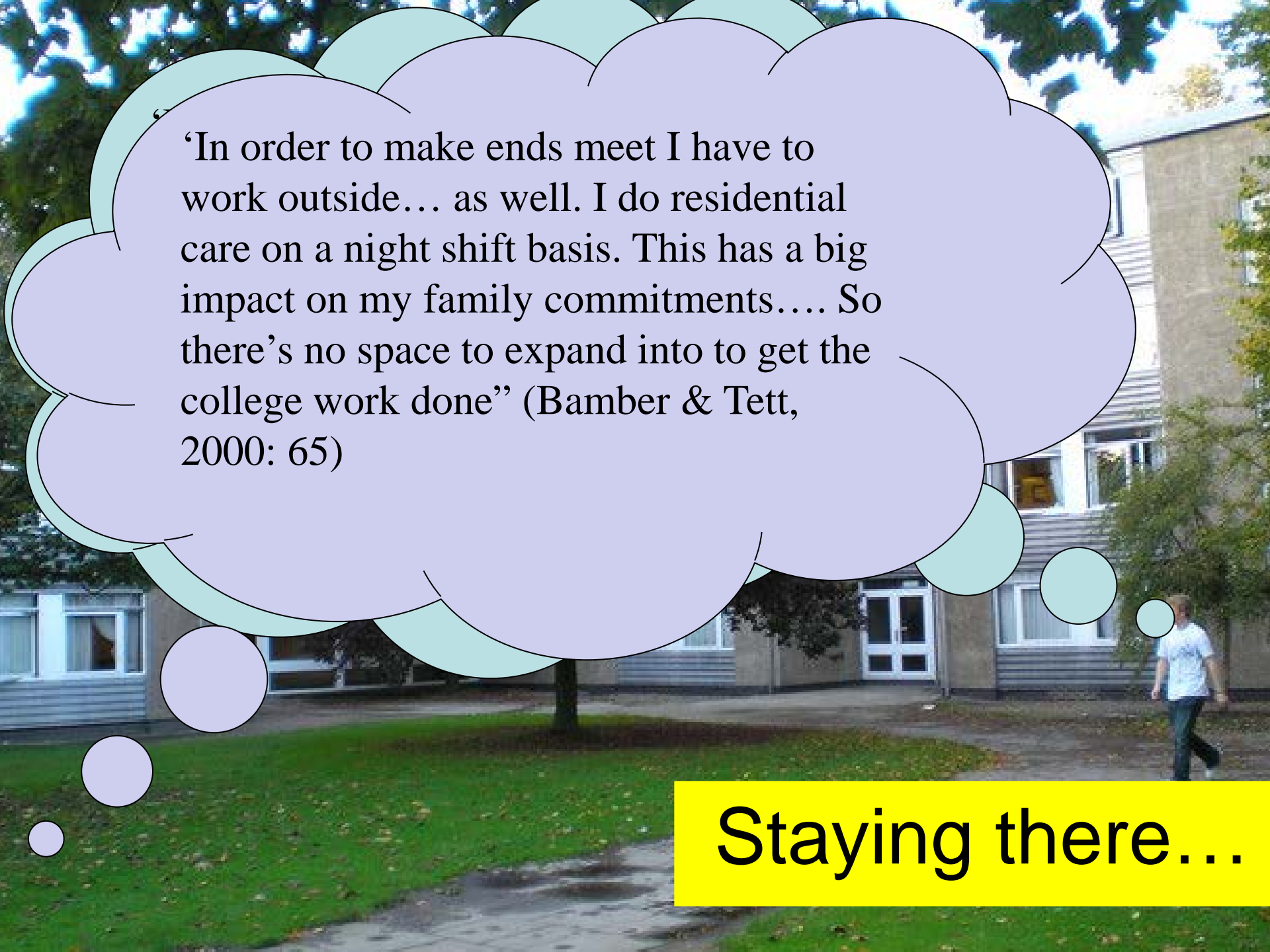
(Shovin & Doye, 2015: 4)



First year at university is very overwhelming for students and I feel a little more support would go a long way to improve undergraduate confidence

(Shovin & Doye, 2015: 12)

Being there...



‘In order to make ends meet I have to work outside... as well. I do residential care on a night shift basis. This has a big impact on my family commitments.... So there’s no space to expand into to get the college work done’ (Bamber & Tett, 2000: 65)

Staying there...

I feel better about myself and that is key for me. Coming from a background where education was a no-starter for me, I've achieved something, I've succeeded... I basically know more about what I'm talking about and I know more about how to make things happen. In terms of being a worker I'm confident and capable. Before I knew that I'd skills and abilities and stuff, but now I know that I can achieve things. It's made a difference.' (Bamber & Tett, 2000: 72)

**Moving on from
there...**

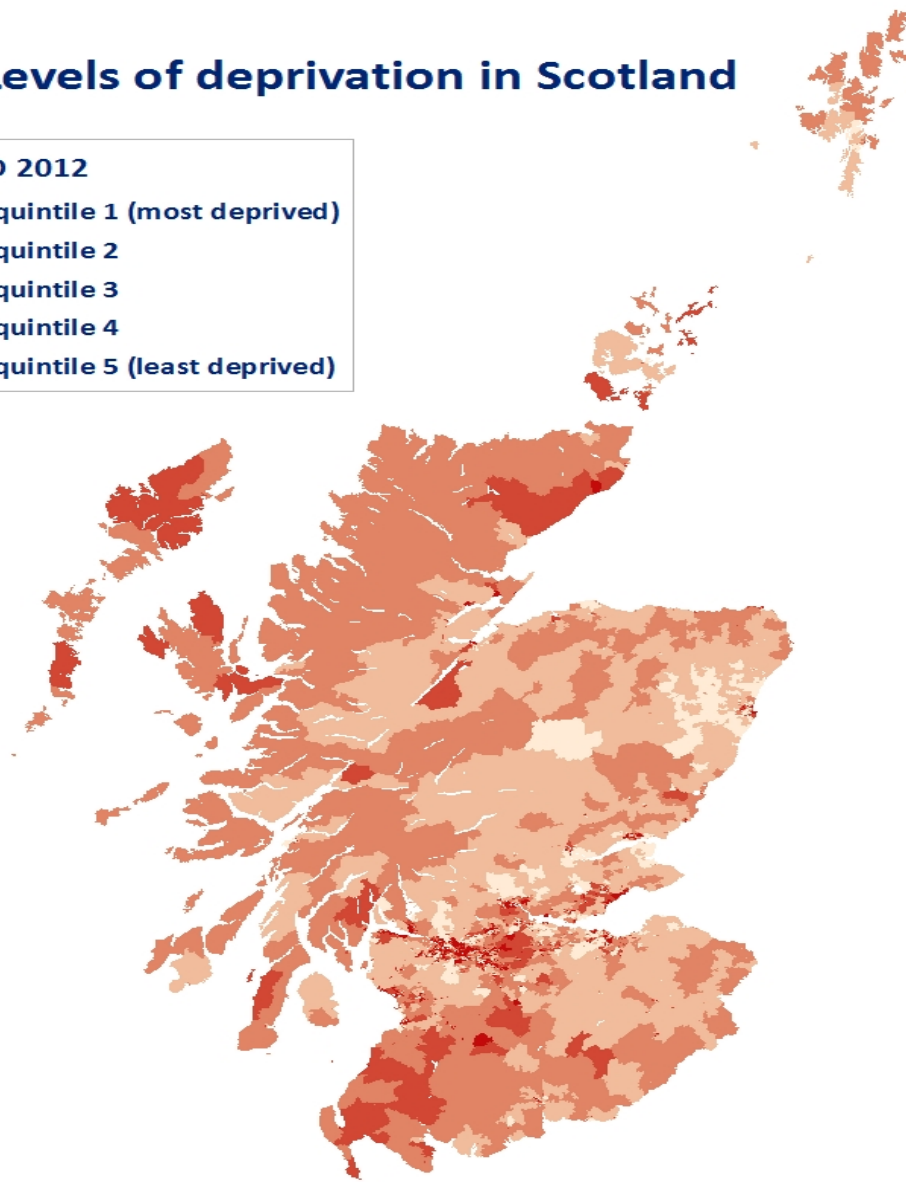
Navigation for whom?

- For each student group?
- For the most vulnerable, most challenged?
- For all students the same?



Levels of deprivation in Scotland

SIMD 2012



Entry Rate Differences:

- 22% aged 18-19 in most deprived areas
- 63% in most advantaged areas (UCAS, 2012)



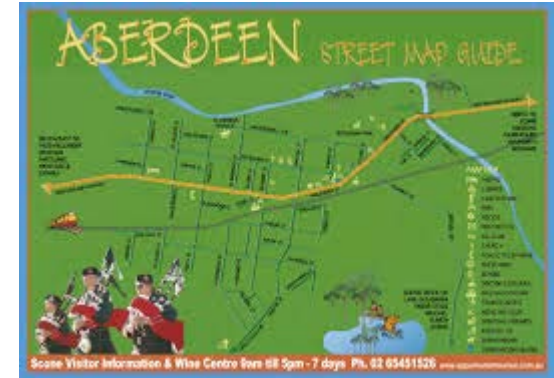
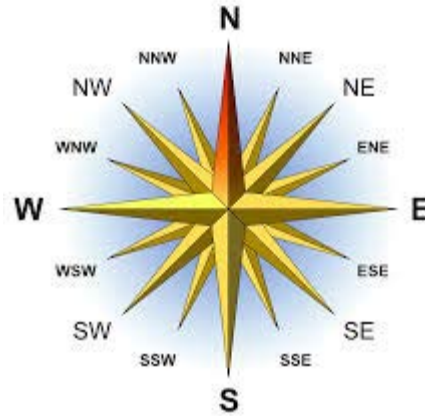
Navigating through what?

- Framework of transition categories
(Univ of Sheffield, 2009)





Category of Transition	Examples
Academic Cycle	Joining the university, induction and orientation, first exams/assessed work, spending time abroad, writing up and graduating
Personal, Emotional, Developmental	Recognising that students are moving through an intense and highly developmental phase of their lives. Becoming an independent adult, beginning and ending relationships, searching for a sense of purpose
Intellectual/Academic “learning to learn”	Moving from school to university mode of study, working independently, dealing with raising the bar, higher levels of expectation intellectually, moving from UG to PG
Sense of Belonging	Becoming part of and detaching from communities



HOW?

ABERDEEN
*Extending to Aberdeen Airport, Altens
 Blackburn, Bridge of Don, Cove Bay
 Cults, Dyce, Kingswells, Middleton Park
 Peterculter, Potterton, Westhill*

Street A-Z Atlas

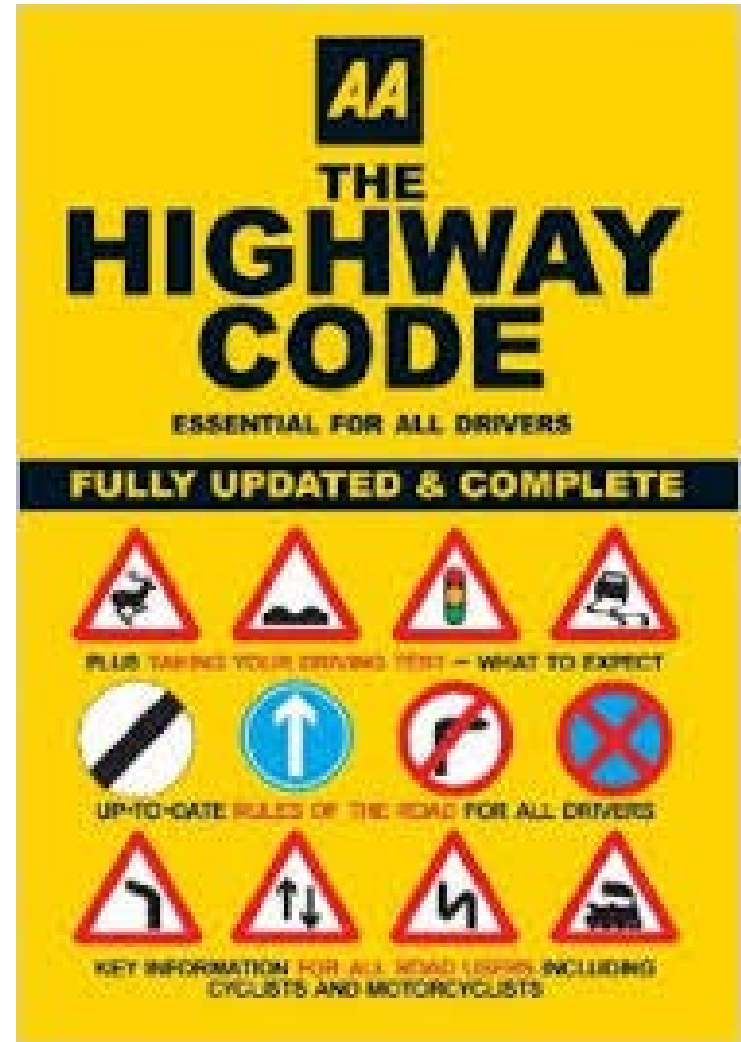
- ▶ ONE WAY STREETS
- ▶ SELECTED CAR PARKS
- ▶ OVER 3,700 STREETS
- ▶ HOSPITALS
- ▶ INDUSTRIAL ESTATES
- ▶ PLACES OF INTEREST
- ▶ PUBLIC BUILDINGS
- ▶ SELECTED PAVES & MILEWAYS
- ▶ SHOPPING CENTRES
- ▶ LARGE SCALE CITY CENTRE

SPEED CAMERA LOCATIONS WITH MPH LIMITS FROM POCKETGPSWORLD.COM



ACADEMIC CYCLE

What?!



Make signage, rules, expectations clear (for all students)

Contact Hours


Seminars

Virtual learning environment

Lectures

Independent learning





Peer-
Assisted
Learning



Academic
Tutor





Plagiarism

Turnitin

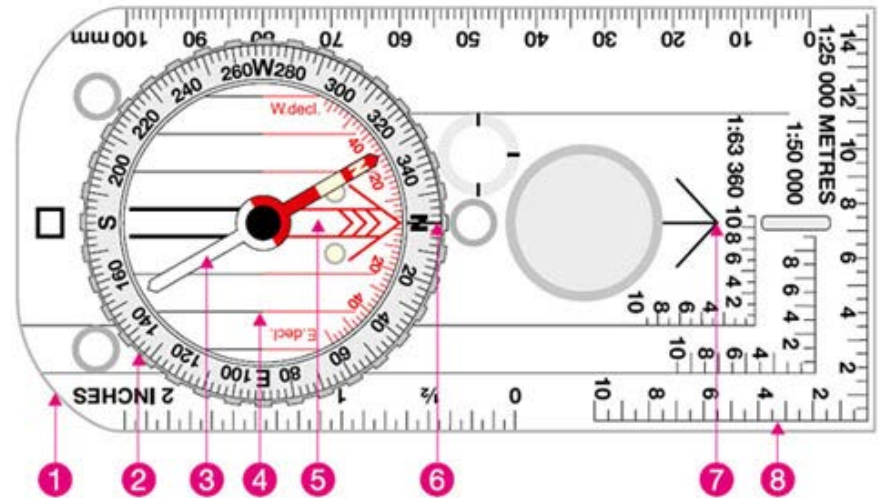
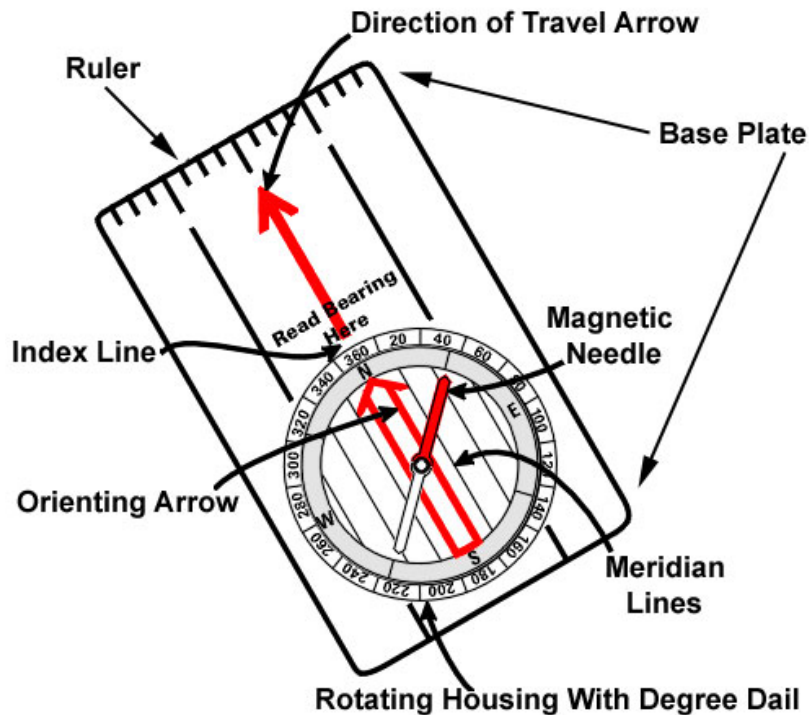


Academic writing

Critical thinking

Research





INTELLECTUAL / ACADEMIC “LEARNING TO LEARN”



Projects, Support eg Widening Access Initiatives

- ✓ Pre-entry support
- ✓ Support on entry
- ✓ In-course support
- ✓ For specific learner groups
- ✓ Early stages especially important (Gazeley & Aynsley, 2012)
- ✓ And transition points (HEA/NUS, 2013)

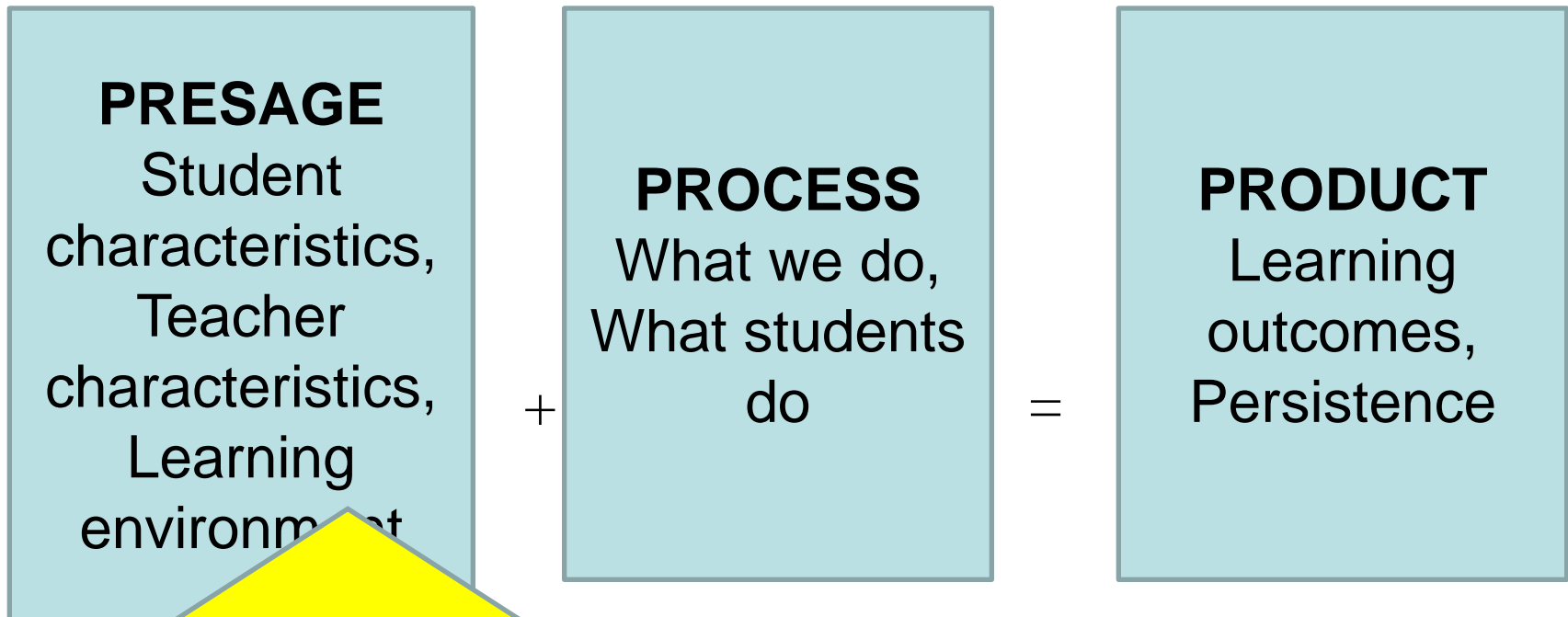




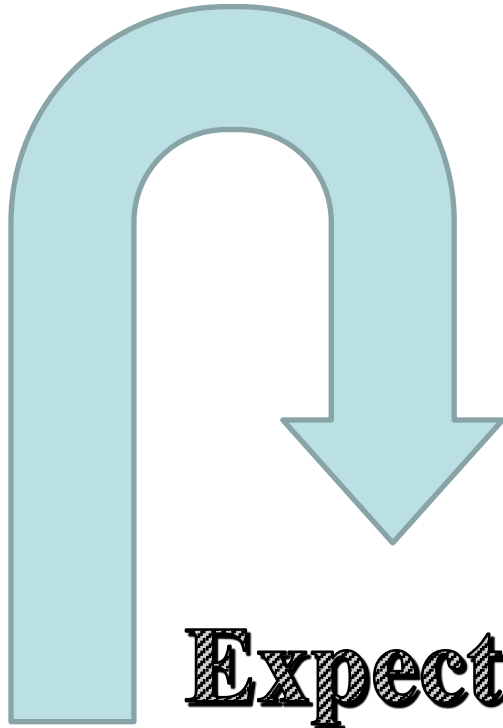
PERSONAL, EMOTIONAL, DEVELOPMENTAL



3 P Model (Biggs, 1985)



Includes emotional
and psychological
baggage



Expectations



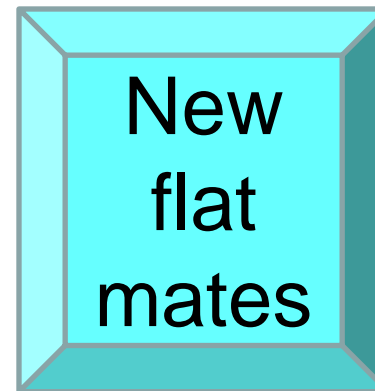
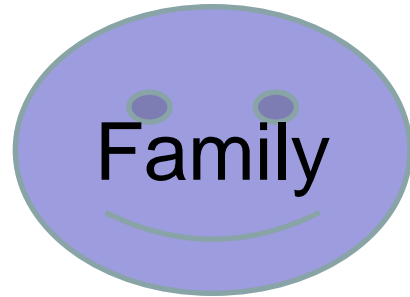
Hopes



Fears



Acknowledge affective side of learning



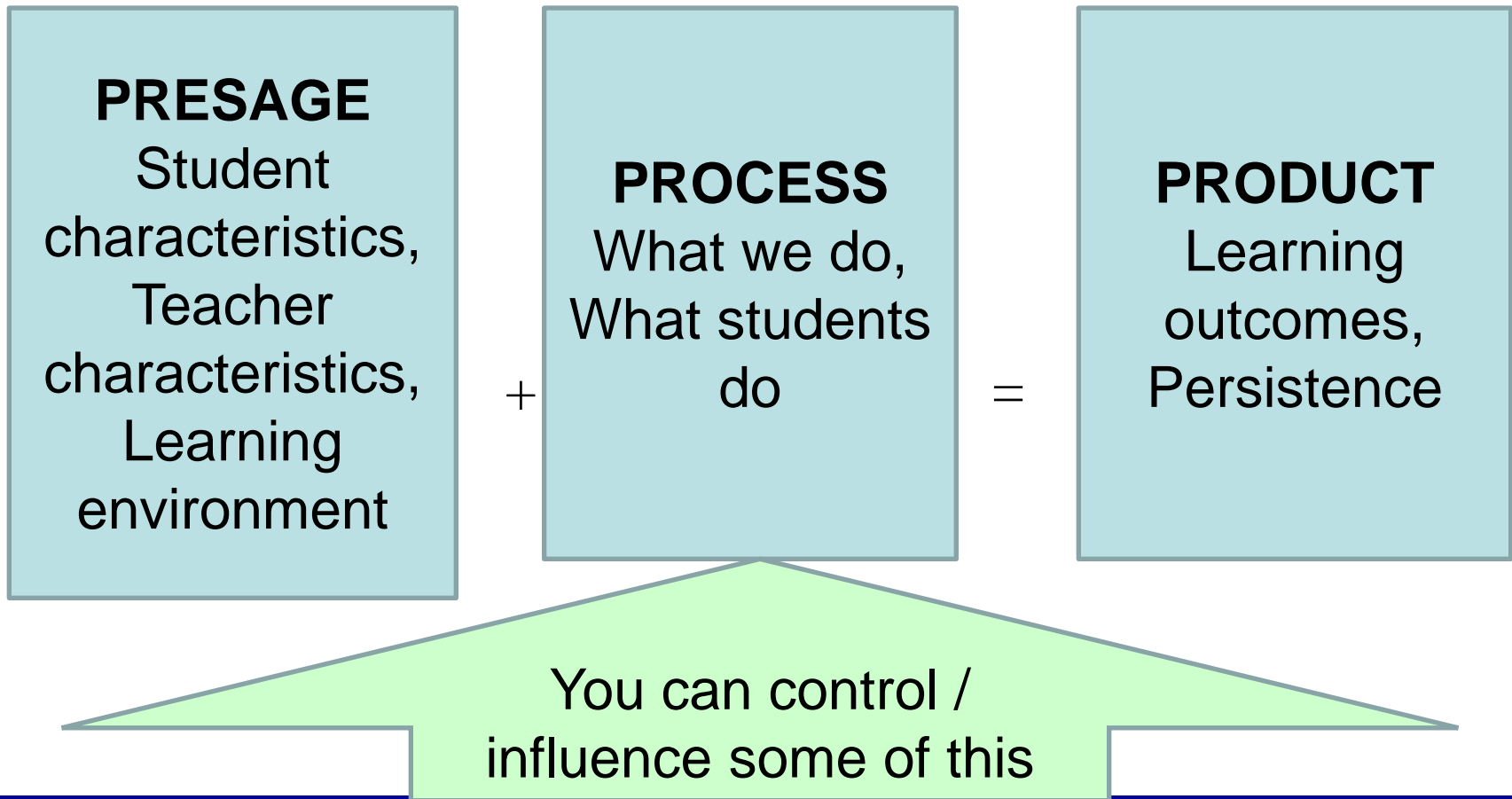
SENSE OF BELONGING



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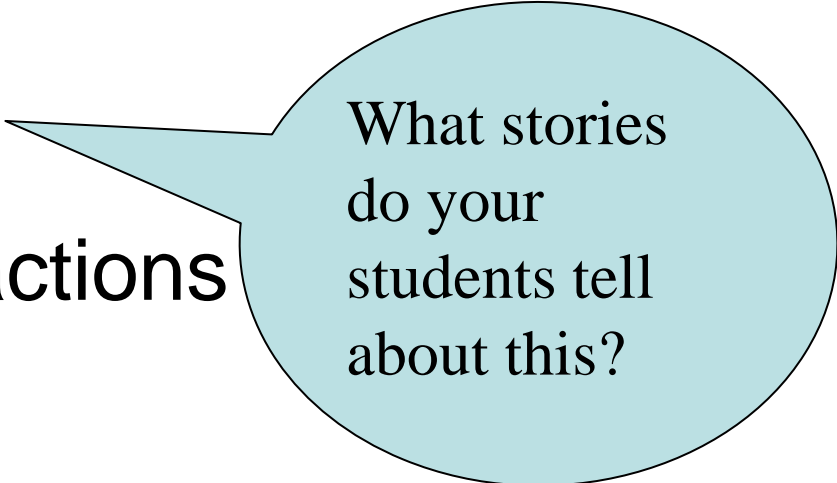
3 P Model (Biggs, 1985)



Identity, belonging and building social capital

Proactive... (Thomas, 2013)

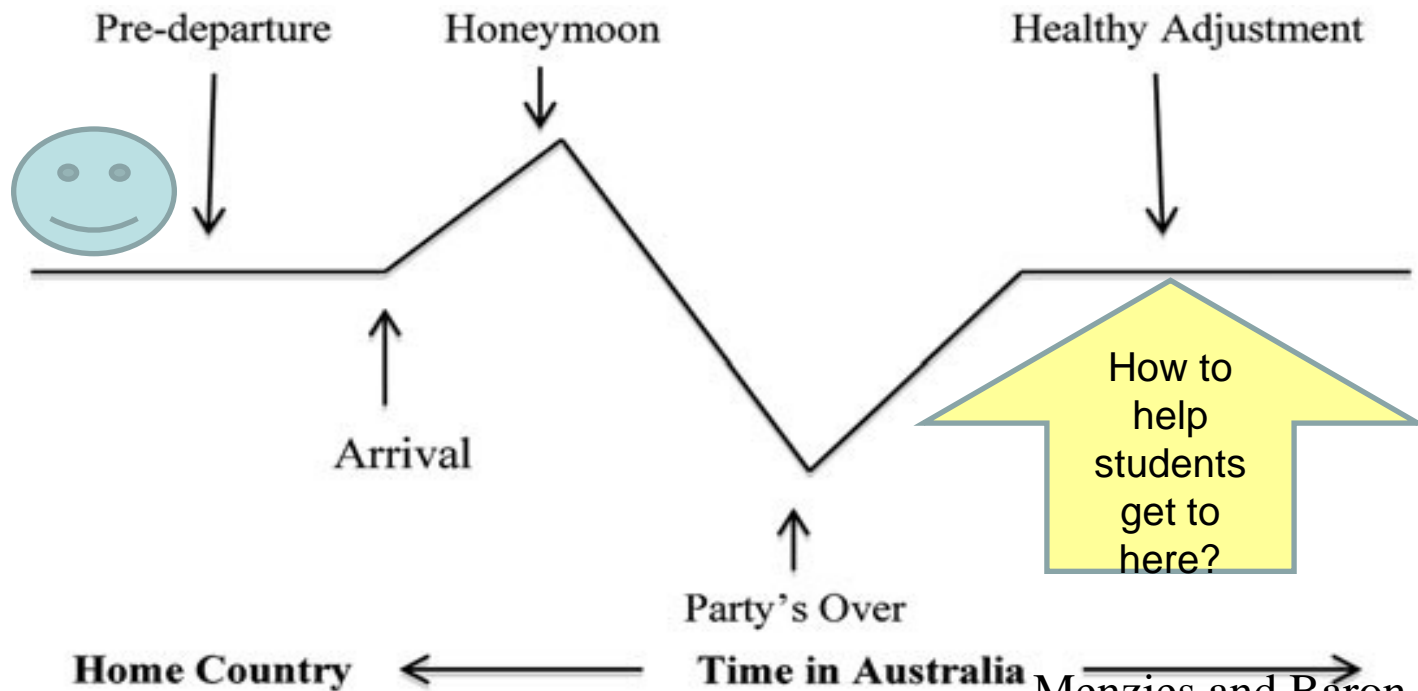
- Community
- Peer relations
- Staff – student interactions
- Social activities
- Other?



What stories do your students tell about this?



Honeymoon to healthy adjustment? Eg PGT

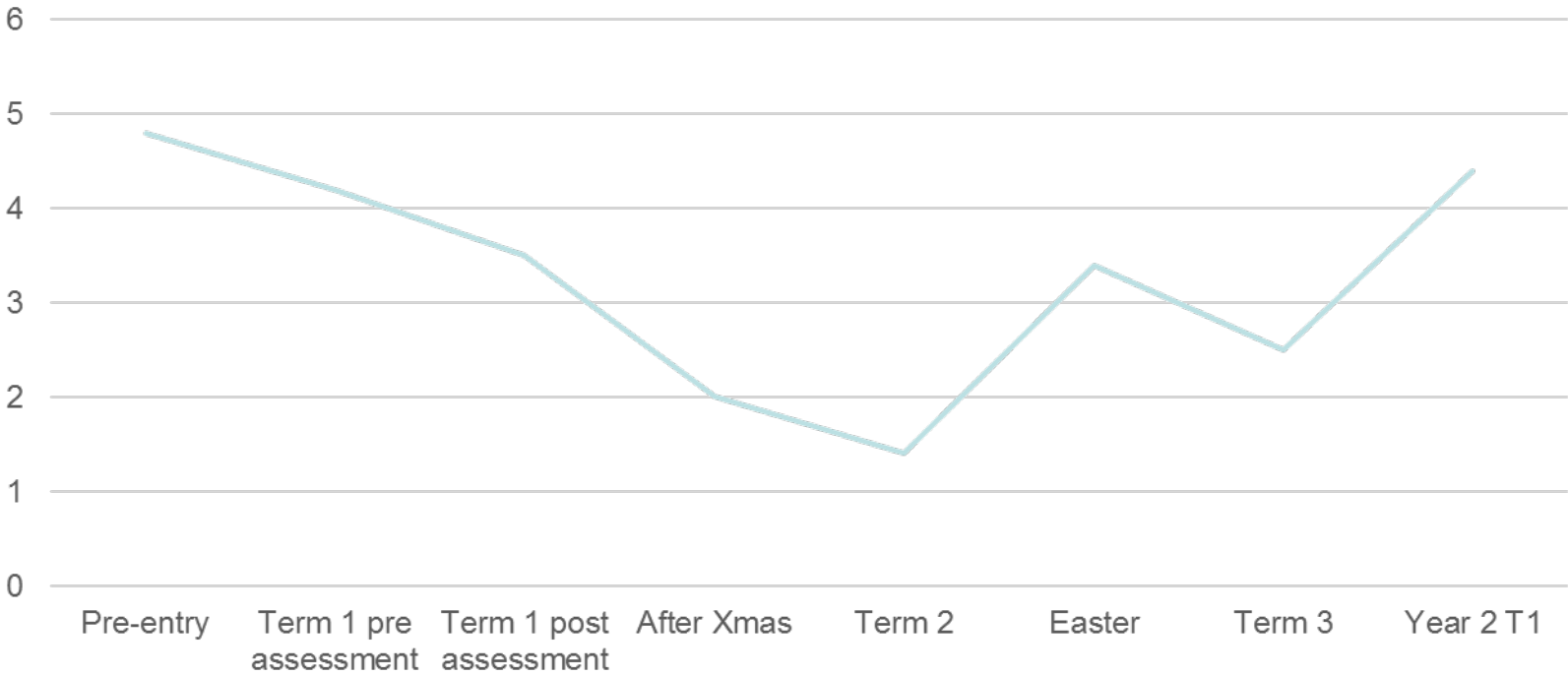


Menzies and Baron, 2014



UG Version?

Chart Title



Series 1 Column1 Column2



Effective **interventions**

(Thomas, 2013)

Most effective pre-entry and induction interventions

– Particularly effective in academic sphere

– **Combine**

- Providing information
- Informing expectations
- Developing academic skills
- Building social capital
- Nurturing a sense of belonging (Thomas, 2012)



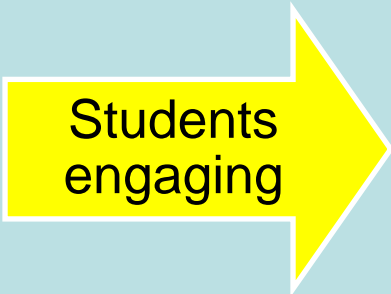
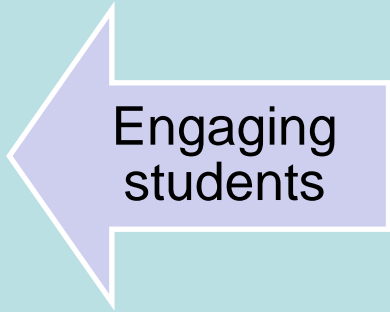
STUDENT RESPONSIBILITY?



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Engaging Students (Bamber & Jones, 2014)



Institutional / staff / dept characteristics	Setting high expectations	Teaching	Feedback and assessment	Identity, belonging and social interaction	Students managing their learning	Student characteristics
Presage	Process				Presage	

Students themselves can...

- Nurture a sense of belonging
 - ‘so important to student retention and success’
(Sanders & Higham, 2012)
 - Eg peer support, friendship
- Play a range of formal roles in retention and WA (Sanders & Higham, 2012)
 - Eg student ambassadors, mentors
- At different stages of life cycle: pre-entry, induction, during programme, exit
- But need help / support



And for students who don't engage?

'Students who are not engaging are at risk of withdrawal. Identifying and following up students who are not engaging improves retention and success' (Thomas, 2012)

- How do you identify them (monitoring)?
- What do you do about it (follow-up)?





So what?

- Particular needs, diverse students
- Nurturing relationships
- Support for transition at all stages of student journey, including pre-entry
(Gazeley & Aynsley, 2012)
- Although most benefit from early interventions and sustained attention at key transition points (Kuh et al, 2008)



HOW TO ENSURE WE KNOW ABOUT AND SHARE EFFECTIVE INTERVENTIONS?



Get involved with the Enhancement Theme!



Thank you!

Enhancement Themes website:
www.enhancementthemes.ac.uk



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