# Gearing Up for Transitions Conference

**Wednesday, 2\textsuperscript{nd} March 2016**  
09:00-16:00  
University of Edinburgh  
John McIntyre Conference Centre, Pollock Halls of Residence

## Schedule of the Day

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival &amp; Registration</td>
<td>09:00 - 09:15</td>
</tr>
<tr>
<td>Welcome &amp; Housekeeping</td>
<td>09:15 - 09:20</td>
</tr>
<tr>
<td>Welcome &amp; Setting the Scene</td>
<td>09:20 - 09:40</td>
</tr>
<tr>
<td>The Student Experience of Transitions \textbf{into} University (student panel)</td>
<td>09:40 - 10:25</td>
</tr>
<tr>
<td>Breakout Session 1</td>
<td>10:30 - 11:15</td>
</tr>
<tr>
<td>The Student Experience of Transition \textbf{through} University (student panel)</td>
<td>11:20 - 12:05</td>
</tr>
<tr>
<td>Poster and Bring &amp; Brag Stalls</td>
<td>12:05 - 13:05</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12:05 - 13:05</td>
</tr>
<tr>
<td>Breakout Session 2</td>
<td>13:05 - 13:50</td>
</tr>
<tr>
<td>Breakout Session 3</td>
<td>13:55 - 14:40</td>
</tr>
<tr>
<td>BREAK</td>
<td>14:40 - 15:00</td>
</tr>
<tr>
<td>The Student Experience of Transition \textbf{out} of University (student panel)</td>
<td>15:00 - 15:45</td>
</tr>
<tr>
<td>Reflections &amp; Next Steps</td>
<td>15:45 - 16:00</td>
</tr>
</tbody>
</table>
## Break-out Session Options

<table>
<thead>
<tr>
<th>Option</th>
<th>Session 1 (10:30-11:15)</th>
<th>Session 2 (13:05-13:50)</th>
<th>Session 3 (13:55-14:40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Lightening Talks</td>
<td>Lightening Talks</td>
<td>SLICCs: Academic credit for out-of-classroom experiences and building graduate attributes</td>
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<tr>
<td>B.</td>
<td>Widening participation at the University of Edinburgh: the staff and student perspective</td>
<td>An Open Dialogue: Helping students find the road to resilience...</td>
<td>Getting students to engage using creativity and facilitation</td>
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<tr>
<td>C.</td>
<td>Peer Support for Pre-arrival: Resource &amp; support package for students of the BVM&amp;$S$ degree</td>
<td>The Principal's Go Abroad Challenge: Supporting students through an international experience</td>
<td>Surveys!</td>
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<tr>
<td>D.</td>
<td>The importance of mindset: helping students develop resilience in their study of Mathematics</td>
<td>Building supportive communities by promoting student-led transition teams</td>
<td>Credit for Entry and beyond: supporting mature students in their transition into university</td>
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<td></td>
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<tr>
<td>E.</td>
<td>Making students’ transition into each year personal and impactful</td>
<td>Laying the Foundations: Transformative learning for effective transition into UG study on the International Foundation Programme</td>
<td>Academic Transitions Toolkit: a practical guide to developing academic transitions for UG students</td>
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<td></td>
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<tr>
<td>F.</td>
<td>Transitions in Online Postgraduate education</td>
<td>What are Open Badges, and how can you use them to promote student reflection?</td>
<td>Medical Student Transitions - From Year 2 to Honours</td>
</tr>
</tbody>
</table>

**Conference Themes:**

- Transitions Into
- Transitions During/Through
- Transitions Out
- Resilience
- Student Led
1A. Lightning Talks:

- **#GetStudentsInTheDoor**
  Lauren Johnston-Smith and Zuzana Vancova; College of Medicine & Veterinary Medicine.
  We identified gaps in the pre-arrival support provided to postgraduates in the College of Medicine and Veterinary Medicine, so we tried out some new ways of engaging with applicants, alongside improving our current information provision. Come and hear about what we did and whether it worked!

- **This Must be the Place.**
  Professor Neil Mulholland; Edinburgh College of Art
  MFA students (School of Art) programme their own orientation week as a ‘paragogy’ (peer to peer learning) project; enabling transition into postgraduate taught study and resilience. They visit art organisations and, crucially, build their own studio spaces. They quickly establish socio-economic networks that serve them well in their careers as artists, critics and curators, generating an adaptive, geopolitical resilience.

- **Culture Shock workshops for International students.**
  Ali McDonald; International Student Advisory Service
  Student feedback from pre-departure in-country briefings throughout the summer months in 2015 confirmed that a large concern for international students was adapting to culture shock once they initially arrive in Edinburgh. In September 2015 the International Student Advisory Service piloted ‘Culture Shock’ workshops with the intention of helping students prepare for any potential difficulties in relation to culture shock. Come discover how the International Office plans to provide further support to help international students adapt to life in Edinburgh with an opportunity to contribute to the development of the Culture Shock workshops.

- **Alumni Mentoring aiding student transitions.**
  Maz Nathoo; EUSA – Peer Learning & Support
  The department of Peer Learning and Support has been working with graduate volunteers to find out what their experiences were during University and working within Peer led activity. Based on the volunteers’ feedback we are implementing Alumni Mentoring. Alumni Mentoring involves past volunteers, who have now transitioned out of university, mentoring final year students with the purpose of supporting them through this daunting process.
  In this lightening talk I will review the details of the Alumni mentoring and training including the details of the activities and initial participant feedback.
1B. Widening participation at the University of Edinburgh: the staff and student perspective
Cathy Howieson & Sarah Minty; Centre for Educational Sociology & Centre for Research in Education Inclusion and Diversity (CREID)

This presentation considers findings from research with staff and students (first and third years) at UoE. It explores staff’s knowledge and understanding of widening participation, as well as the experiences of widening participation-indicated and traditional students, and considers the factors which can help or hinder their successful transitions into, and during, university.

Sarah Minty is a PhD researcher at the Centre for Research in Education, Inclusion and Diversity (CREID), UoE. She previously worked as a CREID Research Fellow and has undertaken a number of studies in the area of HE and widening access. She is particularly interested in issues of student finance.

Dr Cathy Howieson is an Honorary Research Fellow in the Centre for Educational Sociology, UoE. Her research interests cover secondary, further and higher education and training, including transitions within and between education and the labour market. Most recently she has focused on research on non-traditional entrants to HE.

1C. Peer Support for pre-arrival: resource & support package for students of the BVM&S degree
Dr Jessie Paterson, Charles Keys, Katherine Phillips, & Monique Yntema; Royal (Dick) School of Veterinary Studies

Building on the success of the R(D)SVS VetPAL scheme, a resource package of academic & non-academic content was made available pre-arrival to students in August 2015. Over 90% of first year students have accessed the materials and students have commented that they found it useful pre and post arrival. This presentation from staff and students will demonstrate some of the resources that were created and also discuss in more detail the results of the evaluation.

Dr Jessie Paterson is a Lecturer in student learning, R(D)SVS – member of R(D)SVS team with a particular focus on academic support including study skills and transitions.

Charles, Katherine and Monique are three students involved in the project – all 4th year students on BVM&S degree. Katherine and Monique are doing this as their Student Research Component Project.

1D. The importance of the mindset: helping students develop resilience in their study of Mathematics
Dr Pamela Docherty; School of Mathematics

"I used to be good at maths at school." Our students arrive with top grades in mathematics, and are often faced with a crisis of confidence when they encounter a maths problem at university which they cannot see how to solve right away. This leads them to believe that they are no longer 'good at maths', and therefore have made the wrong choice in degree. During this presentation I will discuss our recent induction work in helping students to overcome these difficulties, influenced by Carole Dweck’s idea of fixed vs growth mindsets.

Pamela Docherty is the Student Learning Advisor in the School of Mathematics. Her role is to support students in their mathematical learning at all levels of undergraduate study, but particularly in the key transition between school and university-level mathematics. Before her current role, she gained a PhD in Mathematical Physics.
1E. Making students’ transition into each year personal and impactful
Liz Dobson-McKittrick, Susan Bird & Dr Gavin McCabe;
University Careers Service & Employability Consultancy

This workshop will discuss the Making Transition Personal pilots and look at the elements of the framework (motivations, aspirations, expectations, actions, support) in more detail. Colleagues will have hands-on opportunity to use the framework to make their students’ transitions more personal and impactful, sharing practice and learning from the pilots. It is relevant for those working with undergraduates, postgraduate taught and postgraduate research students.

Susan Bird is a Career Consultant for the College of Science & Engineering working with the Schools of Biological Sciences and Physics & Astronomy. An Aberdeen/Edinburgh Napier graduate, previous experience includes medical underwriting & product development within an SME. Interests include diversity and writing a physics careers blog.

Liz Dobson-McKittrick has been working with the University for just under two years. Liz works part time in the Employability Consultancy as an Employability Developer and part time in Student Recruitment and Admissions as an Induction Coordinator, with a specific interest in Postgraduate Welcome.

Dr Gavin McCabe leads the University’s Employability Consultancy. With a background in statistical epidemiology, international development, careers advice and HE projects, he is now responsible for supporting institutional strategy and initiatives relating to students’ employability, development and graduate attributes, as well as fostering associated local-level activities and enhancements.

1F. Transitions in online postgraduate education
Gill Aitken (MSc Clinical Education), Steven Short (NHS Lothian/Resuscitation Research Group Edinburgh) & student presenters;

Numbers of postgraduate students are increasing. At this workshop staff and students from the MSc Clinical Education will highlight the diversity of postgraduate students, share our experience in supporting this group and stimulate discussion on how the University can best address the needs of these students.

Gill Aitken is the MSc Clinical Education Deputy Programme Director at the University of Edinburgh. Trained as a dietitian, has worked in healthcare education for many years and overseen the successful growth and development of the MSc Clinical Education.

Steven Short is a Resuscitation Officer, NHS Lothian/Resuscitation Research Group Edinburgh, Nurse and first year MSc Clinical Education student.

Transitions Into Transitions During/Through

Transitions Into

Student Led

Transitions During/Through
### 2A. Lightning Talks

**Individual Differences.**  
**Gillian Simmons; Student Recruitment & Admissions**

Valuing Diversity and Individual Difference - Increasing the diversity of our student population is a key strategic aim. A wide range of students from different backgrounds and with different experiences enhances the educational experience. But do we really understand what individual difference means for our students, and are we ready to support them, whatever challenges they might face?

- Transitions Into  
- Transitions During/Through  
- Transitions Out  
- Resilience

**Resilience Programme Pilot Study - Vet School**  
**Stacy Spielman; Royal (Dick) Vet School of Veterinary Studies**

At the Royal (Dick) School of Veterinary Studies, we piloted a self-directed resilience course with a small number of staff and students. We then captured participants’ thoughts on the course, and opinions on whether we should include the course in the future, as a component of the vet degree.

- Resilience

**Showcasing academic career journeys at Edinburgh**  
**Elizabeth Scanlon (Institute for Academic Development) & Sharon Maguire (University Careers Service)**

This project showcases the academic career journey from PhD student to head of institute through video case studies from individuals across the University. They show the challenges and rewards of an academic career, and the qualities and experiences that aid progression. These videos will help students to make effective transitions to the next stage of their career.

- Transitions Out

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### 2B. An open dialogue: Helping students find the road to resilience....

**Chris Doye (IAD), Daphne Loads (IAD) and Helen Stringer (Careers Service)**

Resilience is the dominant theme of this conference, but we still debate and discuss its meaning. We know it matters, but why? Come along to our participative session, where we will be exploring the role of resilience in students’ academic lives and career decision-making.

*Helen Stringer is the Assistant Director of the Careers Service. She leads the team of Careers Consultants working across all three Colleges and is responsible for developing strong academic partnerships. She has 10 years’ experience in the careers profession, including practitioner and management roles. Helen joined the University of Edinburgh Careers Service in 2014.*

*Chris Doye is Head of the IAD’s Study Development team, which supports the development of students’ academic and learning skills. She has taught and supported learning in many different contexts around the world. At Edinburgh, she is interested in working with Schools to integrate such skills into academic programmes.*
Daphne Loads also works in the IAD and supports learning and teaching across the University of Edinburgh. She has professional qualifications in Social Work, Counselling and Teaching in Higher Education and a Doctorate of Education. She is a Senior Fellow of the HEA. Her research interests include academic identities and arts-enriched professional development.

2C. The Principal's Go Abroad Challenge: Supporting students through an International Experience
Thomas Ozers; International Office

Drawing on examples from the last three years this presentation will introduce delegates to “The Principal's Go Abroad Challenge” and will critically assess how it guides participants through the four key periods of transition associated with an International Experience, drawing out examples of best practice and highlighting key issues.

Thomas Ozers is the Assistant Head of the Go Abroad Office within the International Office. With over a decade of experience in student support his current role revolves around creating international opportunities for Edinburgh students with a particular focus on travel outside of Europe.

2D. Building supportive communities by promoting student led transition teams
David Hope, Avril Dewar, Chiara Ventre. Medical School

In this talk we describe how a staff-student partnership developed a targeted intervention to support at-risk year 1 undergraduates in Maths, Medicine and Veterinary Sciences. We focus especially on how developing student-led transition teams can provide unique support to new undergraduates, aid the growth of transition team members and promote a more empathic, collegiate learning community. Tips for implementing effective student-led transition teams are discussed.

David Hope is a Fellow in Medical Education. He is particularly interested in psychometrics, feedback and assessment. His work on transitions focuses on predicting at-risk students before they undertake summative assessment.

Avril Dewar is a Fellow in Medical Education. She is particularly interested in feedback and promoting better transitions to (and from) university through staff-student partnerships. As part of the project she has undertaken a systematic review of early interventions.

Chiara Ventre is a fourth year medical student. As part of a funded Higher Education Academy project she has conducted interviews with other undergraduates to develop better transition tools, analysed qualitative data and revised training materials related to the project.
2E. Laying the Foundations: Transformative learning for effective transition into undergraduate study on the International Foundation Programme.
Anthea Coleman-Chan & Dr Caroline Bamford; Office of Lifelong Learning

This presentation will consider International Foundation Programme students’ transition process through Gale and Parker’s (2014) models of transition. It will examine to what extent the IFP offers a student-centred, transformative learning experience which resources students’ abilities to negotiate change.

Dr Caroline Bamford is the Deputy Head of Short Courses at the Office of Lifelong Learning. She is the Director of the International Foundation Programme and organises credit programmes at the Office of Lifelong Learning.

Anthea Coleman-Chan is the Course Organiser, International Foundation Programme, Office of Lifelong Learning. She has taught on and coordinated the International Foundation Programme since its inception in 2011. She has a strong interest in widening participation and is completing her EdD at the Moray House School of Education.

Transitions Into Transitions During/Through

2F. What are Open Badges, and How Can You Use them to Promote Student Reflection?
Tanya Lubicz-Nawrocka, Charline Foch, & Maz Nathoo; EUSA

The Edinburgh University Students’ Association is leading the way in the UK higher education sector to implement Open Badges which promote student engagement, reflection, and professional development. In this workshop, you will learn about badges, brainstorm, and create your own draft badge tailored to your discipline. Try your hand at designing one!

Tanya Lubicz-Nawrocka is EUSA’s Academic Engagement Coordinator who is responsible for training and supporting Class Representatives across the University.

Charline Foch is a part-time Masters student who also works with EUSA as the Schools Engagement Assistant.

Maz Nathoo is EUSA’s Peer Learning and Support Officer.

Together they will share their enthusiasm for the Open Badge scheme they have developed.

Transitions During/Through Transitions Out Student Led
3A. SLICCs: Academic credit for out-of-classroom experiences and building graduate attributes

Simon Riley, Gavin McCabe, Emma Searle, Tobias Thejll-Madsen

This workshop will enable participants to understand what SLICCs (Student-Led Independently Created Courses) offer as an innovative approach to learning and teaching, hearing both the staff and student experience. Participants will explore the SLICCs reflective framework, how their flexibility can deliver additional credit and in-programme credit to existing courses, work across disciplines, all to build graduate attributes.

Simon Riley, Senior Lecturer, Edinburgh Medical School and Institute for Academic Development, Academic Lead for SLICCs
Emma Searle, 3rd year undergraduate student in International Relations, SLICC pilot summer 2015
Tobias Thejll-Madsen, 2nd year undergraduate student in Psychology, SLICC pilot summer 2015
Dr Gavin McCabe, Employability Consultancy, SLICC developer

Transitions During/Through

3B. Getting students to engage using creativity and Facilitation

Maz Nathoo, Julia Zaenker, Anna McKay; EUSA Peer Support

Peer Assisted Learning is growing in all institutions and has a huge impact on transitions throughout student study. However, the groups of students that engage the most are those who have student Leaders that are running creative facilitation methods.

This workshop will explore the ways students use objects and creative methods to facilitate course content that allow the first years to consolidate knowledge and help with the transition into higher education.

Maz Nathoo - Peer Learning and Support Officer at EUSA.
Maz has been heavily involved in Peer Learning since his degree, being a Leader and finding creative ways to get students to understand content without teaching them. Then he worked in the University of Manchester as a Peer Support intern and now for the Edinburgh University Student Association within the Department of Peer Learning.

Julia Zaenker - PALS Leader and Vice Coordinator for EngineeringPALS at University of Edinburgh
Julia has been a great Leader and runs creative sessions on STEM (Science, Technology, Engineering and Mathematics) subjects for first year students in Chemical Engineering. She has also co-written parts of this creative Engagement workshop using her experiences outside of University.

Anna McKay - Peer Learning and Support Assistant
Anna has been a Literature PALS Leader during her degree at University of Edinburgh and has now joined the department to help support students throughout the University whilst doing a Master’s degree. She has run this workshop for the College of Humanities & Social Science

Transitions During/Through  Student Led
3C. Surveys!
Lisa Dawson & Joshua Stapp; Student Systems – Surveys Team

The University run a number of central surveys; NSS (National Student Survey), ESES (Edinburgh Student Experience Survey), ISB (International Student Barometer), PT (Post Graduate both taught and research), and the New Student Survey.

Findings from previous research with students are currently being used to shape ongoing investment in enhancing the student experience. Improvements that have resulted from student feedback include improvements to libraries, study and social spaces, improved assessment and feedback processes and award-winning peer support initiatives.

This workshop gives the opportunity to review the data from the surveys and understand how this correlates e.g. how does the satisfaction of post graduate students at induction correlate with that of the PTES survey they complete towards the end of their studies. How many questions within Induction and PTES are asked in other surveys. How can we ensure the outputs from these surveys support an improved student experience.

Lisa Dawson is Head of Student Systems Operations at the University of Edinburgh and Josh Stapp is the Student Surveys Coordinator

Transitions During/Through

Resilience

3D. Credit for Entry and beyond: supporting mature students in their transition into university
Martine Pierquin, Rachael King, Patrick Jamieson, Gary Anderson, Jessica Wright; Office of Lifelong Learning

The University of Edinburgh’s Credit for Entry (CfE) is a one year, part-time programme taking place at the Office of Lifelong Learning and which provides the opportunity for people to return to study. It is open to people who have had a continuous break of at least three years from formal full-time education. Students must be confident about studying independently on different short courses assessed by end-of-course essay. Short courses in the Credit for Entry programme are available during days and evenings to accommodate students with jobs and families. Individual courses mostly last for 10 weeks, with attendance of two or three hours per week. Many students have successfully entered the University of Edinburgh and universities elsewhere through the Credit for Entry route.

In the first part of this workshop, current students will talk about the experience of taking the Credit for Entry route to University, and past students who have successfully completed the programme will discuss their transition into 1st year undergraduate. The students will reflect on their initial decision to return to study, and the transitions they have made over the past year and towards their goal of getting a university degree. They will discuss their expectations and the challenges they meet academically, socially and personally as mature students in an access programme first and then in an undergraduate environment at a world-leading university. They will invite you to contribute your own experiences of working with or being mature students and together we will explore ideas for additional support to adults entering higher education. We will focus on what could be done at Credit for Entry level and beyond the programme itself to make mature students welcome and encourage them in their first year at university.

- Patrick Jamieson is a Credit for Entry student at the Office of Lifelong Learning;
- Gary Anderson is a former CfE student and now a first year undergraduate at ECA;
- Jessica Wright is a former CfE student and now a first year undergraduate in Social Work;
- Rachael King is a Course Organiser and Personal Tutor for Short Courses and CfE;
- Martine Pierquin is a Course Organiser and Personal Tutor for Short Courses and CfE

Transitions Into

Student Led
**3E. Academic Transitions Toolkit: a practical guide to developing academic transitions for undergraduate students**

*Abby Shovlin; Institute for Academic Development (IAD)*

This presentation will launch the pilot version of the IAD Academic Transitions Toolkit which will provide staff with practical strategies and guidance on how to implement the following transition elements into their practice which include:

- Learning to Learn in your subject
- Structured Social
- Experiential
- Building resilience
- Addressing student concerns

The toolkit has been built from successful pilot projects at the University which were designed in response to research findings from qualitative research into student learning journeys.

*Abby Shovlin is the IAD’s Academic Transitions Adviser. She designs and delivers transitions support for students and supports academic staff to embed best practice in transitions into their programmes.*

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**3F. Medical Student Transitions - From Year 2 to Honours and back**

*Dr Chris Harlow; Edinburgh Medical School*

65% of Medical students at Edinburgh currently transition to an intercalating Honours degree for one year and then return to the MBChB Programme. Each transition can be a challenging experience, and with the introduction of a 6 year MBChB programme in 2016-17, all students will make this transition to an intercalating Honours Programme, raising a number of issues:

- How do we best prepare 2nd year students for transition to Honours?
- How can we support medical students during their Honours year?
- Can we gain insight into what students want/need to aid transition?

This workshop welcomes anyone (students, academic staff, support staff) who would like to hear more about medical student transition and contribute to the discussion. This workshop will explore the issues involved, and aims to identify key areas where preparation and support are needed.

*Chris Harlow, PhD.*
- **Basic scientist with a background in Reproductive Biology.**
- **Programme Organiser, Reproductive Biology Honours**
- **Course Organiser, MBChB SSS2a and new SSS5a modules**
- **Personal Tutor**

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*Transitions Into  Transitions During/Through  Transitions Out  Resilience*
Alumni Community
Beth Monro & CJ Cochran, Office of Development & Alumni

When you leave the University you are joining a community of over 240,000 people. This professional and social network provides a lifetime of support with clubs and contacts across the world, access to online communities and resources, and a host of benefits exclusive to Edinburgh Alumni.

The bring and brag stall will highlight the benefits and services alumni are entitled to, along with areas that will be of interest to current students such as Connect.ed, our online advice service which allows students access to alumni directly to get career advice and guidance.

Transitions Out

January Welcome – an extended induction programme for second semester visiting undergraduates
Induction Team.

The University of Edinburgh welcomes approximately 700 international visiting students to the University in January each year. This poster highlights the newly enhanced extended induction programme including Taste of Scotland, formal welcome talks, various tours of campuses and facilities, a Student Services Fair and variety of social events hosted by EUSA and Schools.

This is a collaborative effort led by the Induction Team working with the College of Humanities & Social Science Visiting Student Office, College of Science & Engineering Admissions Team, EUSA, the International Student Advisory Service and Residence Life.

Transitions Into

OpenMed: Students as co-curators of an OER learning framework in medicine
Simon Riley, Ross Ward, Christopher Cronin, Neil Turner

OpenMed (http://openmed.co.uk/) is a learning framework to share Open Education Resources (OERs) and open access educational materials, for the benefit of students, trainees and educators in medicine and health care professions. It is being co-created and curated by our students for students, with light-touch staff input.

- Simon Riley, Edinburgh Medical School, Senior Lecturer with a role to develop OERs
- Ross Ward, IS Educational Design and Engagement Team
- Christopher Cronin, 5th year undergraduate medical student
- Neil Turner, Edinburgh Medical School, Head of Undergraduate Medical Education
Learning to learn Maths: Getting students to think about how they approach Maths at University

Pamela Docherty (School of Mathematics), Jenna Mann & Abby Shovlin (IAD)

Here we present our Enhanced Maths Academic Induction Programme for the School of Mathematics (University of Edinburgh), in collaboration with the Student Experience Project and the Institute for Academic Development. The programme aimed to help students effectively transition to studying Mathematics at University through group activities and was delivered in September 2014 to joint honours and Maths students. We chose and designed a mixture of generic and specific tasks to get students to consider the transition into Maths at university and to encourage group working. The tasks can be adapted for different disciplines. Students worked through all the stations in groups. At the end, students completed an individual feedback/feedforward postcard. Feedback of the Induction showed that 87% of students agreed or completely agreed that it was useful and 88% of students agreed or completely agreed that it was enjoyable. The feedforward formed the basis of the School’s longitudinal approach to induction. Cards were returned to students during mid-semester review meeting, allowing students to reflect on their resolutions made at the beginning of their university careers.

Jenna Mann, Study Development Adviser, Institute for Academic Development. Jenna works with UG and PGT students and staff across the University of Edinburgh, on-campus and online, to develop and enhance students’ study skills and learning strategies.

Pamela Docherty, Student Learning Adviser, School of Mathematics. Pamela’s role is to support students in their mathematical learning at all levels of undergraduate study, and assisting in the key transition between school and university-level mathematics.

Abby Shovlin, Academic Transitions Adviser, Institute for Academic Development. Abby designs and delivers transitions workshops and resources for students and supports staff to embed best practice in academic transitions into their teaching and programmes.

Transitions Into

Transitions During/Through

Transitions Out

Resilience

Centre for migrant, urban, minority ethnic and homeless health

Dr John Budd, GP Edinburgh Access Practice
Chris Cronin, Graduate in Medicine, University of Edinburgh
Dr Fiona Cuthill, Lecturer in Nursing Studies, University of Edinburgh
Dr Jim Marple, Primary Care Physician, Royal Infirmary Edinburgh
Professor Alison McCallum, Director of Public Health and Public Policy, NHS Lothian

Marginalised populations with high levels of deprivation experience disproportionately poor health outcomes. The Centre for migrant, urban, minority ethnic and homeless health (MUMEH) aims to bring together interested groups from across the University of Edinburgh, NHS and third sector to combat this health and social inequality. The collaboration will centre on education, health care and research, providing opportunities for students to participate in projects and develop their skills.

Through involving students in currently established projects, as well as helping departments to establish new ones, the centre hopes to facilitate a two way sharing of experiences and talents (whether musical, artistic or academic). We hope to provide the opportunity for undergraduate education to demonstrate greater collaboration with this population group, showing students in all areas the fulfilling nature of working with this population. There will also be the possibility for departments to provide focussed training for undergraduates to enable them to work effectively with the MUMEH population group in their chosen career.
Piloting Online Workshops for PGT Students' Study and Academic Skills
Frances Parry, IAD

To support online distance learners (ODL) with their transitions into, through and out of their masters study the Institute for Academic Development (IAD) piloted a programme of online study/academic skills workshops for PGT ODL students during the 2014/15 academic year. Many of the workshops were specifically tailored to the needs of the online student.

Topics included welcomes/inductions, researching literature, critical thinking, time management, writing, project management and dissertations. These workshops were originally aimed at the ODL student but as the programme progressed we began to see that an equal number of on-campus students were taking part in the online sessions. This highlighted the demand from both ODL and on campus PGT students for online workshops.

This current academic year (2015/16) the online programme of workshops has been mainstreamed as part of the ongoing support offered from the IAD to PGT students (on campus and online).

This poster will review the programme of online workshops, PGT students’ (online and on campus) study needs and how students (both online and on campus) have engaged with online workshops.

Frances Parry, Deputy Head of Masters, Institute for Academic Support, University of Edinburgh
Donna Murray, Head of Masters, Institute for Academic Support, University of Edinburgh

Donna and Frances work within the Institute for Academic Development supporting both PGT students and Programmes. Their work is diverse and includes, the PGT Programme of student workshops, online learning resources, Making the Most of Masters, the Masters Network and the 20/40 seminar series.

Transitions Into  Transitions During/Through  Transitions Out

English Language Support for Student Transitions: Into and During Study
English Language Teaching Centre

This poster will focus on the ways in which the English Language Teaching Centre (ELTC) support international student transitions into and during their studies at the University of Edinburgh, through a range of carefully-designed courses for students and workshops for academic staff.

The focus of this poster is helping international students make these transitions (particularly international students for whom English is not their first language).

Transitions Into  Transitions During/Through
Bring & Brag stalls (hosted during Lunch – 12:05-13:05)

Building supportive communities by promoting student-led induction teams
David Hope. Edinburgh Medical School

The Edinburgh Medical School have been working for several years on improving transitions into Y1 and succeeding at early assessment in Maths/Medicine/Veterinary Sciences. Recently, a grant from the HEA and the University has allowed us to produce and disseminate material designed to help new students support each other and allow later-year students to support new students. This project has been received very positively.

The bring and brag stall will showcase:
- Posters designed as part of a Transition Theme grant on how students can support each other.
- Written guidance for near-peer student facilitators of transition sessions.
- A printout of our transition tool.

These resources will be referred to during the session of the same name, being hosted during Session 2.

Creative and Cultural Careers Festival
Careers Service

The Creative & Cultural Careers Festival (CCCF) is a weeklong festival of events organised by the University of Edinburgh Careers Service running the 2nd-6th March 2016.

The Festival is aimed at students of all levels, as well as recent graduates, from any subject who are interested in finding out more about working in the Creative Industries, Media or Cultural institutions. Through the events, we have tried to cover as many different sectors, industries, professions and crafts as possible in one week. Have a read through the event pages on our website http://www.cccf.ed.ac.uk/ to find out what’s happening at each event and how to get involved.

There's also information on the speakers and organisations who will be delivering the sessions.

EUSA Resources - Open Badges & Online Training for Class Reps: Development and Practice
Tanya Lubicz-Nawrocka, Rachel Pratt & Sophie McCallum

This is your chance to speak with EUSA staff members about some of their newest support resources: Open Badges and the online training for Class Reps.

Mozilla’s Open Badges are a new, free, and increasingly effective way of recognising individuals’ learning and professional development. Open Badges are an innovative way to promote students’
professional development and reflection on the skills they are developing at University which are part of their professional identity. Thus far Open Badges have not been widely used in the further or higher education, but staff from Edinburgh University Students’ Association (EUSA) would like to share their new Open Badges for Class Reps which were developed in partnership with Information Services to implement one of the first Open Badge schemes used in the UK higher education sector.

This refers to a workshop being offered during Session 2 of the same name.

The stall will also highlight the newly developed online training for class representatives. Come see the videos and even try out some of the training yourself!

- Transitions During/Through
- Transitions Out
- Student Led

Feedforward postcards
Pamela Docherty, School of Mathematics

Students complete this postcard after the academic induction session in Welcome Week, answering questions such as "What do I think the biggest challenge for me will be in studying maths at university?", "How do I plan to manage this challenge?". Postcards are then returned and form the basis of a group meeting in Week 6/7 as part of the School's longitudinal induction.

These feedforward postcards were developed in collaboration with Jenna Mann and Abby Shovlin in the IAD.

- Transitions Into
- Resilience

Making Transitions Personal Framework & Case studies
Liz Dobson-McKittrick, Susan Bird & Dr Gavin McCabe; University Careers Service & Employability Consultancy

The Making Transitions Personal Framework has been created to allow Schools to independently review how they support student transition into the next stage of study. The framework includes case studies of School/Units pilots in September 2015 of how they enhanced the students’ transition into the University through a pre-arrival task.

These resources relate to the talk “Making students’ transition into each year personal and impactful” offered during Session 1.

- Transitions Into
- Transitions During/Through
- Transitions Out

PALS Resources and training booklet
Maz Nathoo, EUSA

Resources and training booklet to help our volunteer Leaders with their PALS (Peer Assisted Learning Sessions). In these sessions higher year students facilitate the learning of lower year students through creative and engaging activity.

The Bring and Brag stall will showcase a small box of random objects (including mini jenga, cards, dice) and resources (white boards, pens, flipchart paper) that have been used in our student led sessions. The descriptions will be relating to how the students use these resources to facilitate academic content.

- Student Led
**PhD Planner & IAD Resources for PG Support**

Fiona Philippi. Acting Head of Researcher Development, IAD

France Parry.

The PhD planner was introduced several years ago to aid and assist PhD students to visualise and plan their studies. It gives a concise overview of the main PhD milestones, checklists for various phases and advice from former PhD students. It can be downloaded from the IAD webpages or we can provide Schools or individual students with hard copies.

Fionna Philippi and Frances Parry will also provide various documents highlighting the support that the IAD provides to both PGR and PGT students.

*Dr Fiona Philippi is Acting Head of Researcher Development in the Institute for Academic Development & Frances Parry is the Deputy Head of Masters at the Institute for Academic Development (IAD).*

Transitions Into  Transitions During/Through

Graduate School branded tote bag - School of Literatures, Languages and Cultures

Sarah Harvey

The bag will include a number of additional items for students:
- School planner
- School-branded pen
- IAD printed materials (MSc students: dissertation planner; PhD students: PhD planner)
- relevant EUSA guides
- schedule of welcome event at which the pack is distributed (including map)
- Short information sheet of key information for new students

School branding on the bag/planner/pen helps to build sense of School identity. While information is mainly online for new students, feedback has shown that students prefer to receive some materials in hard copy, and this pack seems to respond to that need while directing students to the relevant online information.

Feedback from students has been largely positive - recent SSLC meetings have provided additional feedback on items that students have requested to be included for future years

Transitions Into

Supporting Online Postgraduate Student Transitions – the Postgraduate Hub

Sharon Boyd.

This bring & brag stall will provide an overview of the through-programme transitions support for online distance learning postgraduate taught students at the Royal (Dick) School of Veterinary Studies. In addition to the support provided by the University, College and programme teams, students also have access to a pre-arrival course, an academic study skills course and a postgraduate hub site.

The postgraduate hub is the result of a Higher Education Academy-funded project, and based on a system used by the MSc in Digital Education programme. The aim is for this to act as the key connection between students and alumni at all stages of their learning experience. The hub is linked into the open-access course for applicants, as students can be added pre-arrival to discussion forums. The hub also contains links to support resources such as those created by the IAD and
Careers to support student transitions. In time, the vision is a mentor system whereby alumni reconnect, share research and support students.

Sharon Boyd is a lecturer at the Royal (Dick) School of Veterinary Studies with a remit to support students working online at distance. She is course leader for the Academic Study Skills course, and co-lead on the postgraduate online peer tutor project. Her research areas of interest are sustainable and digital education.

- Transitions Into
- Transitions During/Through
- Transitions Out

This Must be the Place
Dr Neil Mulholland

The Bring and Brag stall will showcase a slide show and copies of a publication produced by the project: 'Building and Installing Dividing Walls', by Tobias Sternberg

Available for download: http://masterscontemporaryart.eca.ed.ac.uk/?p=3365

It relates to a Lightning Talk of the same name presented during Session 1.

- Transitions Into
- Resilience
- Student Led