



THE UNIVERSITY *of* EDINBURGH



# 5th Annual Gearing Up Conference

Thursday, 9<sup>th</sup> March 2017

10:00-15:30

University of Edinburgh

John McIntyre Conference Centre, Pollock Halls of Residence

## Schedule of the Day

| Session  | Time                        |
|--|-----------------------------|
| Welcome and introduction to the day              | 10:00-10:10                 |
| Session 1  | 10:15-11:00                 |
| Session 2  | Presentations - 11:05-11:50 |
|  | Workshops - 11:05-12:05     |
| Tea Break – Posters and Bring & Brag stalls      | 11:50-12:20                 |
| Session 3  | Presentations - 12:20-13:05 |
|  | Workshops - 12:20-13:20     |
| Lunch & Posters / Bring and brag stalls continue | 13:05-14:00                 |
| Student Panel                                    | 14:00-14:45                 |
| Plenary  | 14:45-15:30                 |

## Break-out Session Options

### Conference Themes:

- Transitions Into   
 ● Transitions During/Through   
 ● Transitions Out  
● Resilience   
 ● Student Led

| Option | Session 1   | Session 2   | Session 3  |
|--------|---|---|--|
| A.     |   | Transition skills and strategies:<br>Supporting staff and students<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span> <span style="color: orange;">●</span><br>WORKSHOP (60 minutes)        | The transitional perspective: The University, student experience and me<br><br><span style="color: magenta;">●</span><br>WORKSHOP (60 minutes)   |
| B.     | Transforming new student induction: The experience of one Scottish university<br><br><span style="color: magenta;">●</span><br>WORKSHOP (45 minutes)  | “We’re not going to hold your hand”: Does tough-love empower students?<br><br><span style="color: green;">●</span> <span style="color: cyan;">●</span><br>WORKSHOP (60 minutes)   | Student transitions into blended learning – challenges and solutions<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span> <span style="color: purple;">●</span><br>WORKSHOP (60 minutes)   |
| C.     | Lightening Talks<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span> <span style="color: cyan;">●</span> <span style="color: orange;">●</span> <span style="color: purple;">●</span> | Postgrad Launchpad:<br>supporting informed choice as a basis for successful postgraduate transitions<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span> <span style="color: cyan;">●</span> | The MasterCard Foundation Scholars Program – a programmatic approach to transitions<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span> <span style="color: cyan;">●</span> <span style="color: orange;">●</span> <span style="color: purple;">●</span> |
| D.     | Welcoming international students: transitions into Scottish Higher Education<br><br><span style="color: magenta;">●</span>  | Student identities in transitions: understanding social media use<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span> <span style="color: cyan;">●</span>                                    | SLICCs: enabling widening participation student agency during summer experiences<br><br><span style="color: green;">●</span> <span style="color: orange;">●</span>   |
| E.     | VETPALs – Aiding transitions through Vet School and into the Profession<br><br><span style="color: green;">●</span> <span style="color: purple;">●</span>   | From further to higher education: transitions as an on-going process<br><br><span style="color: green;">●</span>  | Student perceptions of best practices in supporting students’ transitions<br><br><span style="color: magenta;">●</span> <span style="color: green;">●</span>   |
| F.     | Create a CityLab to build a better city through your students<br><br><span style="color: cyan;">●</span>  | Feedback on Feedback: engaging students in a structured dialogue about feedback and its future impact<br><br><span style="color: green;">●</span>   | Preparing for Doctoral success – a collaborative approach<br><br><span style="color: green;">●</span>  |

## Session 1 Abstracts

### 1C. Lightning Talks

- **Edinburgh in context: Introducing the Business School, the University and local economy**  
**Diane Gill; Business School, University of Edinburgh**  
Edinburgh in Context is a fun, interactive, ipad adventure to introduce new students to the Business School, the University and the local economy. We'll share how we designed it to help our ambitious postgraduates settle into the city and hit the ground running.  
  
● Transitions Into
  
- **Direct Entrant induction at Queen Margaret University: online and in person**  
**Karl Johnson; Division of Psychology & Sociology, Queen Margaret University**  
Queen Margaret University's WISer project focuses on participation and retention, supporting staff/student initiatives and engagement – such as a Direct Entrant Induction for students of Business, and Psychology & Sociology. It incorporates online self-diagnostic, directed video feedback, tailored follow-up sessions, and ongoing contact hours.  
  
● Transitions Into
  
- **Speed Flatmate Finding: supporting accommodation transition**  
**Dominic Lewis & Aaron Kelly; Residence Life, University of Edinburgh**  
Starting second year at University for many of our students often involves moving accommodation – a daunting prospect that can cause severe anxiety for many of our first year students. We invite you to come along and gain an understanding of how Residence Life supports residents through this particularly stressful period so that their focus can remain firmly on their academic performance.  
  
● Transitions During/Through
  
- **How student representatives support other students' transitions**  
**Tanya Lubicz-Nawrocka, Mikel Wildasin, Megan Brown; Edinburgh University Students' Association**  
Student Reps do remarkable work improving the student experience, showing resilience and problem-solving to improve students' transitions through University. With the introduction of a Students' Association new initiative, Reps have written 800+ blog posts that showcase their work and allow students and staff to learn about their successes.  
  
● Transitions During/Through   ● Resilience   ● Student Led
  
- **Our virtual graduation story**  
**Sharon Boyd, Louise Connelly, Brian Mather; The Royal (Dick) School of Veterinary Studies, University of Edinburgh**  
The R(D)SVS has run a virtual graduation for postgraduate online students since 2011. In November 2016, we extended the option to a wider group of students. We piloted Collaborate as a tool for the virtual graduation. This lightning talk will describe the virtual graduation process and the factors to consider.  
  
● Transitions Out

## **1B. Transforming New Student Induction: the experience of one Scottish university**

**Keith MacAskill; Heriot-Watt University**

What kind of induction do we want our new students to have and how do we ensure that our institution can offer it? This workshop draws on the last three years of experience of induction development at Heriot-Watt University during which induction has gone from a short but intensive information giving exercise driven by the imperative of getting new students through enrolment to one where new students interactively discover their new learning environment. This workshop looks firstly at how Heriot-Watt made the transition from the former to the latter model of induction and what still needs to be achieved. Secondly, participants are invited to reflect on

- What should the objectives of induction be?
- What should be included (academic? Non-academic? Social?)
- What should the relationship be between induction and Student Union Freshers' Week activities?
- How best to approach induction: large auditorium events? Staff led and student led activities? Optional or compulsory activities?
- How should we develop induction in the future and what might be the obstacles and opportunities we face in doing so?
- Is the idea of induction week becoming obsolete?
- How will technology transform new student induction?

Finally we hope to draw out some conclusions which will be generally applicable for future practice.

*Keith MacAskill is the Student Induction and Transition Manager at Heriot-Watt University and has a background in student advice and guidance and has developed student induction programmes and transition support initiatives in both English and Scottish universities. His prior experience also includes student admissions, adult education programme management and FE teaching.*

● Transitions Into

## **1D. Welcoming international students: transitions into Scottish Higher Education**

**Sidonie Ecohard and Dr Monika Foster; Edinburgh Napier University**

The topic of international students' transitions has been high on the Higher Education (HE) agenda in recent years. Indeed, international students are a main economic driver for HE Institutions (HEI) (Quan et al. 2016; Wu and Hammond 2011), especially in the United Kingdom. However, learning across cultures and languages create additional challenges for international students, so that their initial transition into UK HE is more difficult than home students (ibid.; Foster, 2011). In fact, international students are confronted by a number of specific challenges, among which language proficiency, academic background and social integration (ibid.).

Therefore, there is a need to be aware of the difficulties encountered by our international students, and provide high-quality sources of help, delivered to them in a timely fashion (Quan et al. 2016). Over the years a number of mechanisms set up to ensure effective support for international student transitions have been developed across the UK HEIs (Foster, 2012). However, as the demand for the international education has grown rapidly, the number and types of support has developed quickly in many universities, often leading to a proliferation of support, not entirely clear for the students and not always accounting for the many pathways the students enter the universities or the specific challenges faced by students from different countries of origin (Ryan 2012).

The session introduces the QAA funded university-wide international students transition scoping project conducted at Edinburgh Napier University. The project investigates practices supporting international students' transition onto programmes. This research project explores and maps the entirety of practices available at Edinburgh Napier University to support international students' transition, with a particular focus on identification of best-practices, duplications and gaps in provision and terminology to supporting international students' effective transition at Edinburgh Napier University.

The session aims to present the rationale behind the university-wide scoping methodology as well as guidelines to allow for replication of the study. Our findings highlight the need for the development of a comprehensive approach to transitions at institutional level for international students, widening access students and students returning to education, with a particular focus on student engagement.

*Dr Monika Foster is Associate Professor and Director of Learning and Teaching at the Edinburgh Napier Business School. She is a Principal Fellow of Higher Education Academy and co-editor of recently published book 'Innovations in Learning and Teaching'. Monika's research interests lie in international student mobility and transitions, internationalisation of the curriculum and the linguistic, academic and cultural challenges faced by international students in cross-border education. She has led a number of cross-institutional and interdisciplinary projects to scope and design mechanisms for assisting students with the transitions. Her recent work includes a scoping study of international student transitions as part of the QAA Enhancement Theme Student Transitions and a study exploring student perspectives on the internationalised curriculum. Dr Foster has published widely in the UK and overseas.*

*Sidonie Ecochard works at the Department of Learning and Teaching Enhancement at Edinburgh Napier University. She is involved in coordinating Edinburgh Napier University's answer to the QAA (Scotland) Enhancement Theme Student Transition, and conducts research on international transitions and the nexus culture-learning.*

● Transitions Into

### **1E. VETPALs – Aiding transitions through Vet School and into the Profession**

**Dr Jessie Paterson, Robert Campbell & Rebecca Jones; University of Edinburgh**

In the 2013-14 academic year, the R(D)SVS introduced an academic peer assisted learning scheme (VetPALs) to 1st year students. This works by students in later years (VetPAL leaders) providing peer academic support to students in earlier years with the primary aim of supporting students transition into HE by helping them to develop their learning and study skills. The scheme has now grown such that in the current academic year there is a team of 18 Leaders delivering 10 sessions/year to around three quarters of the 1st year cohort.

This presentation will discuss how being a VetPAL leader has aided transition through Vet School and also helped the Leaders to build some of the more generic skills/ attributes needed to be a successful Vet. For these 2 students, after reaping the benefits of the scheme in their own transition into HE, they volunteered to be VetPAL leaders in their 2nd year. While recognising their growth in employability skills like communication, team working and delegation as part of an aligned recognition framework (the Edinburgh Award), they also started to appreciate the hidden benefits in their own transition through Vet School. As a multi-year team a community of shared peer "wisdom" meant that the later year students peer-mentored the earlier year leaders not only in being a Leader but also in their transition through the years and final exit to the workplace.

*Dr Jessie Paterson is a Lecturer in Student Learning with strong interest in peer support. Robert Campbell and Rebecca Jones are 4th year students in the Royal (Dick) School of Veterinary Studies at the University of Edinburgh*

● Transitions During/Through ● Student Led

## **1F. Create a CityLab to build a better city through your students**

**Bruce Scharlau; University of Aberdeen**

Your city needs a CityLab where honours students can propose and prototype sustainable solutions to city-wide challenges in an interdisciplinary and inter-institutional manner. We do this at the University of Aberdeen and Robert Gordon University with support from Aberdeen City Council. Come hear how you can do this in your city.

This session will introduce the novel idea of CityLab and why we started one in Aberdeen. We had issues around course credit, staff participation, and institutional support. We found solutions to all of them. Aberdeen CityLab bends some of the traditional ideas around courses. We are interdisciplinary and interinstitutional between the University of Aberdeen and Robert Gordon University. We let students develop challenge topics on how to improve the city of Aberdeen using the space and guidance from Aberdeen City Council. Using a human centred design approach we provide students with a process, with which they can prototype viable solutions. We offer students a chance to explore how they can apply their disciplinary skills and approaches in a professional setting as they work with city council staff, and partner organisations. This course lets students apply their discipline skills in a team setting to city-wide issues. Students learn how other discipline approaches support each other, and gain experience with the soft-skills around communication in a professional setting. Together, these offer students a compelling story of teamwork and project development, which should help them develop their career plans. This creative problem solving course embodies through praxis what some of our students wished all university courses should aspire to become.

*Bruce Scharlau is a Senior Lecturer in Computing Science at the University of Aberdeen, where he teaches programming using agile processes, enterprise computing topics using lean startup and service design perspectives, alongside entrepreneurship. Bruce also teaches Aberdeen CityLab, which combines these topics.*

 Transitions Out

## Session 2 Abstracts

### **2A. Transition skills and strategies: Supporting staff and students** \*(60 minutes)

**Emilia Todorova; Quality Assurance Agency for Higher Education**

As part of the Student Transitions Enhancement Theme, QAA Scotland commissioned two projects during academic years 2014-15, and 2015-16 to examine transition skills and strategies that a student might develop to cope with transitions.

The overall aim of the two projects was to provide students and staff with a suite of resources to understand and develop the skills which can lead to an effective transition into, within and beyond Higher Education. The workshop will provide an opportunity for conference attendees to explore how the resources can be used by different members of the academic community to support the development of the identified skills. The resources are intended for student support staff (also within students' associations), teaching staff, staff who would deal with student induction, or staff who manage the curriculum development and design process.

The resources cover the following transition skills: Self-belief, Self-management of expectations, Critical Self-reflection, Academic Resilience, Mindset and Time Management.

The workshop will go over how the resources can be used to create workshops, as stand-alone handouts that can support teaching activities or used during one-to-one student support sessions, or be combined with activities already running within the institution to complement their provision.

*Emilia Todorova is a Quality Enhancement Specialist at QAA Scotland. Her responsibilities include supporting the Enhancement Themes through a number of projects as well as quality enhancement in general within the Scottish Higher Education Sector. She is currently responsible for the skills and strategies project, amongst other things.*

● Transitions Into   ● Transitions During/Through   ● Resilience

### **2B. "We're not going to hold your hand": Does tough-love empower students?** \*(60 minutes)

**Dr Gavin McCabe and Lizzie Mortimer; University of Edinburgh**

This workshop will explore the extent to which giving students ownership of the transition process has a positive impact on the levels of empowerment they feel.

Through the workshop, participants will be able to explore and debate issues raised around student support, student learning and quality assurance, gaining insights from an example context and through debate with peers and alternative perspectives.

Questions raised will include:

- Are the risks posed by a 'tough love' approach – such as struggling or disengaged students leaving the course – outweighed by the benefits of empowering students?
- Do students feel more empowered to make the most of and learn from other transitions from a more hands-on style of staff support?

Prior to debating the issues, we will use the Edinburgh Award (International & UK Work Experience) as an example context to discuss the strengths, benefits and risks of delivering a support programme

almost wholly at a distance, relying on students' self-motivation to engage when transitioning to and from a substantive period of work experience.

Students globally use this programme to gain recognition for their summer work experience and help get the most out of it. This boosts their learning gained from the experience; confidence, skills, and impact; employability; and ability to apply their learning to new contexts.

*Dr Gavin McCabe leads the University's Employability Consultancy. With a background in statistical epidemiology, international development, careers and higher education 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.*

*Lizzie Mortimer leads on pan-institution delivery for the University's Careers Service. This builds on roles as the Careers Consultant for the Schools of Informatics, Business and Social and Political Science and a background in learning and development and teaching English as a foreign language.*

● Transitions During/Through ● Transitions Out

## **2C. Postgrad Launchpad: supporting informed choice as a basis for successful postgraduate transitions**

**Clare Mckay and Frances Parry; University of Edinburgh**

This presentation introduces Postgrad Launchpad, a collaborative initiative to support our students during the process of considering and applying for postgraduate study, whether at this University or elsewhere. Student Recruitment and Admissions, the Institute for Academic Development, the Careers Service and Scholarships and Student Funding Services have come together to develop a programme to increase understanding of postgraduate study options, support informed decision-making and prepare students for the next level of study. In the context of increasing government emphasis on Information, Advice and Guidance (IAG), the session will draw on sector research and the combined experience of participating student services to explore the relationship between prospective students' motivations, their information needs and their preparedness for successful transition to the next study level. Responding to growing concern about fair access to postgraduate study, this session will also consider how Postgrad Launchpad can help us meet the challenges of what is often referred to as 'the new frontier of widening participation'. In evaluating Postgrad Launchpad as it enters its second year, it is clear there is scope to develop the initiative further. This session will provide a platform for interested colleagues, particularly from Schools, to engage and explore options for partnership.

*As Head of Postgraduate Recruitment (jobshare), Clare Mckay works with colleagues across the University to recruit students who have the greatest potential to benefit from our postgraduate offer, and to enhance their experience as applicants.*

*Frances Parry works within the Institute for Academic Development supporting both PGT students and Programmes. Her 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

## **2D. Student identities in transition: understanding social media use**

**Dr Louise Connelly; University of Edinburgh**

Understanding students' use of social media and online experiences is important if higher education institutions are to effectively support students to manage their online presence (digital footprint) in relation to individual choices, privacy and risk management, employment opportunities, or where social media is used in the classroom.

In 2014-2015 the University of Edinburgh launched a cross-University Digital Footprint campaign in order to address a digital skills gap. The campaign was managed by the Institute for Academic Development in collaboration with other support services (EDINA, Information Services, Careers Service, EUSA, & SIPs) and targeted all students, ~33,000 undergraduates, postgraduates, online distance learners, and PhD researchers, in order to raise awareness about managing a digital footprint and curating an effective online presence.

Simultaneously, a funded research project aimed to better understand what social media students were using, what experiences they encountered online, and how the University could better support them at different transitional stages (entering university, during, and exiting). Three surveys were issued alongside interviews with six students has provided a greater understanding of this complex and often contextualised topic. The research findings provide a greater understanding of students' use of social media, which is important if higher education institutions are to effectively support students to manage their online presence (digital footprint) in relation to individual choices, privacy management, employment opportunities, or where social media is used in the classroom.

*Dr Connelly is an E-Learning Developer at The Royal (Dick) Vet School of Veterinary Studies; Principal Investigator for the 'Managing Your Digital Footprint' research; and Co-investigator for "A live pulse": Yik Yak for Understanding Teaching, Learning and Assessment at Edinburgh (2016-2017) project. Her research focuses on social media, and digital education.*

● Transitions Into   ● Transitions During/Through   ● Transitions Out

## **2E. From further to higher education: transitions as an ongoing process**

**Lyn Tett, Viv Cree and Hazel Christie; University of Edinburgh**

Rather than transition being seen as a one-off event this longitudinal study on 'non-traditional' students who entered a research-intensive university in Scotland direct from further education colleges identified four sets of critical moments: the loss of a sense of belonging on coming to university; learning to fit in by the end of the first year; changing approaches to learning and belonging in the final years; changing selves in the years following graduation. This presentation will discuss the results of the study and how the changes experienced continued to have an impact on the personal and professional lives of the cohort.

*Lyn Tett is Professor Emerita in the Moray House School of Education.*

*Viv Cree is Professor of Social Work Studies in the School of Political and Social Sciences*

*Hazel Christie a member of the IAD's Learning and Teaching team which provides support to both staff and students across the University in learning, teaching and assessment.*

● Transitions During/Through

## **2F. Feedback on feedback: engaging students in a structured dialogue about feedback and its future impact**

**Robert Chmielewski and Prof. Peter Higgins; University of Edinburgh**

The way in which we are managing the assessment lifecycles in higher education is undergoing a major change. In many cases students are able to access their feedback available online. However, there are also other aspects of students' reception of feedback which could benefit from the electronic management of assessment (EMA):

- a) the feedback turnaround times,
- b) the quality of feedback comments,
- c) the feedback's potential to be useful for subsequent assessments.

If one assumes that there is a strong link between student expectations of feedback and their satisfaction with the teaching and learning on a course, then how we choose to provide that feedback and present it as supportive of student development must be one of the most important issues for any University course. However, even if the feedback is of high quality, not all students are equipped with skills which would allow them to fully capitalise on it. Therefore, providing students with appropriate guidance and structure in order to support their interaction with feedback seems a worthwhile thing to do.

As part of the 'Feedback on feedback' project (piloted and survey-evaluated in Autumn of 2016 for the 'Interpreting the Landscape' course) we developed a range of assessment workflows which allow students to submit their assignments online and thus engage in a richly structured dialogue about feedback and the students' performance (the process is eventually concluded with a mark).

*Prof. Peter Higgins teaches on a range of Outdoor Education and Environmental Education programmes. He is currently Dean of Students in the University's College of Arts, Humanities and Social Sciences. Peter also holds a Personal Chair in Outdoor and Environmental Education at Moray House School of Education.*

*Robert Chmielewski is based at Information Services. For over a decade, he has been advising colleagues on how their teaching can be enhanced with the use of technology. His main areas of interest are electronic management of assessment (EMA) and innovative tools/workflows for recording students' reflections and development online..*

● Transitions During/Through

## Session 3 Abstracts

### **3A. The transitional perspective: the University, the student experience and me** \*(60 minutes)

**Abby Shovlin and Ali McDonald; University of Edinburgh**

This workshop is modelled on a newly created 5 element transitions workshop for International Students but has been purposefully designed for staff. The presenters invite participants to reflect on their current understanding of and approach to transitions and facilitate activities that help to capitalise on this learning and plan future goals.

This session aims to:

1. Promote and share a newly created academic transitions workshop that has received 100% student satisfaction and can be used with all students (UG to PGR);
2. Use this successful workshop methodology in a staff setting that supports participants to reflect on how they have been involved in student transitions, what they have learned from this and how this can shape future goals for the individual staff member, their team and the university;
3. Share good practice in transitions and encourage staff to try something new or review their approach and remap their strategy

*Abby Shovlin is the University of Edinburgh's Academic Transitions Advisor. She works with both students and staff to enhance academic transitions into, through and out of university. Her work encompasses both quantitative and qualitative research into transitions and designing and piloting new resources and approaches in collaboration with teaching and professional services staff. Examples of these collaborations can be found in the Academic Transitions Toolkit:*

<http://edin.ac/2dmvzP8>

*Ali McDonald is the Assistant Head of International Student Support. She has years of experience supporting international students transition into HE in Scotland, England and China.*

● Transitions Into

### **3B. Student transitions into blended learning – challenges and solutions** \*(60 minutes)

**Josephine Adekola, Dr Vicki Dale, Kerr Gardiner and Kate Powell; University of Glasgow**

This workshop will focus on the challenges students experience when transitioning into blended learning.

We will begin with a short presentation about the experiences of students from the University of Glasgow. During our first activity, participants will be encouraged to consider the particular challenges facing students at their own institutions, in relation to blended learning, before a second small group activity designed to elicit solutions. The workshop will conclude with a summary discussion of key points and a discussion about how potential solutions may be implemented, including how institutions might work together to support students. The findings from the workshop will be summarised as an article for the Enhancement Themes newsletter and incorporated into our student-facing multimedia output.

*Josephine Adekola is a PhD student and the Research Assistant on the Transitions to Blended Learning Project.*

*Dr Vicki Dale is a Senior Academic and Digital Development Adviser at the Learning Enhancement and Academic Development Service and Research PI for the Transitions project.*

*Kerr Gardiner has been the institutional staff contact for the project during which time he was the Head of Learning Technology and Media Production.*

*Kate Powell is the Vice-President for Education at the Students Representative Council.*

● Transitions Into   ● Transitions During/Through   ● Student Led

### **3C. The MasterCard Foundation Scholars Program – a programmatic approach to transitions**

**Johanna Holtan and Steve Kaye; University of Edinburgh**

The MasterCard Foundation Scholars Program provides full academic scholarships to African students with high potential but few educational opportunities. On top of their studies, the program offers pastoral support, mentoring, and experiential learning opportunities. This session will showcase our approach to transitions from application to graduation and beyond.

Through this session we aim to –

- Discuss Scholars' transitions into University and programming to address their needs including pre-arrival activity, Scholar Orientation, and Scholar Buddies.
- Showcase the whole programme approach to Scholars' transitions during their studies and on graduation back to their home county.
- Highlight tools and resources we have developed to enhance leadership skills and resilience such as the Edinburgh Award in Transformative Leadership, Scholar Buddies, leadership retreats, and others.
- Discuss how we monitor and evaluate these experiences and adapt our practices based on this feedback.

While we are only in our first year, we have learned a great deal alongside our Scholars about the transition experience. We hope that one of our scholars will also join us on the day (based on their availability around their class schedule) so you can hear from them!

*Johanna Holtan oversees the delivery of the MasterCard Foundation scholarship and the design of transformative leadership programming including reflective and experiential learning opportunities. Johanna also runs her own consultancy and is co-founder the award-winning CycleHack, TEDxPortobello, TEDxUniversityofEdinburgh, and Penny in Yo' Pants.*

*As Student Development Officer for the MasterCard Foundation Scholars Program, Steven Kaye designs and delivers support and experiential learning activities for the scholarship. Over the last four years, Steve created the first ever accredited Swahili courses at the University, for which he was nominated for four Teaching Awards. In addition, he has designed and led two immersive four-week Swahili summer school courses based in rural Tanzania.*



### **3D. SLICCs: enabling widening participation student agency during summer experiences**

**Dr Neil Speirs, Dr Simon Riley and Dr Gavin McCabe; The University of Edinburgh**

Student-Led, Individually-Created Courses (SLICCs) provide a flexible reflective-learning framework for experiential learning. They enable students to be co-creators, and to work across disciplinary boundaries.

This presentation will introduce you to how students on the Widening Horizons (WH) project engaged with the SLICC framework and how this framework enhanced the learning gains; enabling students to surface and appreciate that they frequently possessed, and then enhanced, a wide range of personal and professional skills and attributes.

\*As part of the Widening Horizons (WH) project, students from widening participation (WP) backgrounds, supported by staff tutors, travelled to India, Tanzania or China for a 3-5 week educational experience.

*Dr Neil Speirs works on a number of Widening Participation projects as a practitioner and researcher. His particular interests include: peer related pedagogical practices, retention, returning adult learners, early years engagement, equity of student experience and the academic underachievement of males.*

*Dr Simon Riley is Director of Student Selected Components for the undergraduate medicine programme, where students choose their field of interest, gain research experience and undertake career exploration. Seconded to the Institute for Academic Development he is developing his interests in reflection, experiential learning, and student agency, to develop SLICCs institution-wide.*

*Dr Gavin McCabe leads the University's Employability Consultancy. With a background in statistical epidemiology, international development, careers advice and higher education 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.*

● Transitions During/Through ● Resilience

### **3E. Student perceptions of best practices in supporting students' transitions**

#### **Patrick Garratt, Elizabeth Harris and Tanya Lubicz-Nawrocka; Edinburgh University Students' Association**

The Edinburgh University Students' Association Teaching Awards provide a wealth of data on student perceptions of excellence in teaching and student support. The Students' Association has now undertaken research analysing the extensive qualitative data from the Teaching Awards nominations of a prior year in order to understand student perceptions of excellence in teaching and student support.

This presentation will discuss the key findings with respect to student perceptions of how staff support students' transitions (at all levels of study) through the challenges of university. We will discuss key findings as well as this year's current, emerging trends in this academic year's Teaching Awards nominations.

*Patrick Garratt is the 2016-17 Vice-President Academic Affairs at Edinburgh University Students' Association.*

*Elizabeth Harris is a Masters student at the University of Edinburgh, and she works at the Students' Association as the Events and Training Assistant.*

*Tanya Lubicz-Nawrocka is the Academic Engagement Coordinator at the Students' Association, managing the Academic Representation team and key academic projects including the Teaching Awards.*

● Transitions Into ● Transitions During/Through

### **3F. Preparing for Doctoral success – a collaborative approach**

#### **Dr Fiona Philippi and Emily Gribbin, University of Edinburgh**

The presentation will give an overview of an innovative approach to induction for new doctoral students at the University. Through October 2016, Prepare for Doctoral Success, a new online, interactive course run by the Institute for Academic Development (IAD) was piloted. Concurrently, the School of Health in Social Sciences (HiSS) employed the structure of the online course to run a series of face to face induction sessions. In other words, taking a 'flipped classroom' style approach where participants were encouraged to engage both online and face to face. All sessions were designed to help create and build community and employed a variety of activities to encourage students to think about expectations of doctoral study and to start to take responsibility for their own development and

planning. These were organised under four broad headings: getting to know you, starting out, the first year and working with your supervisor.

The presentation will set out the aims of this approach, give an overview of the structure and evaluation. It will also highlight lessons learned and introduce delegates to a facilitation guide.

*Dr Fiona Philippi is the Head of Doctoral Education at the Institute for Academic Development (IAD)*

*Emily Gribbin is the Head of Student Administration, School of Health in Social Science. Emily is also currently seconded one day a week to IAD.*

● Transitions During/Through

## Posters

### **Contact with cultural others - the Friendship Family Programme** **Sidonie Ecochard and Julia Fotheringham, Edinburgh Napier University**

This programme is an initiative piloted at Edinburgh Napier University to give international students an experience of life in Scotland outside campus. Students are paired with volunteer staff families, who also get the chance to better understand international transitions. The poster will be presented jointly by staff and students involved in the initiative to give them the chance to tell their stories first-hand.

● Transitions Into

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### **English language education - Welcome Week: promoting ELE's English Language Support for International students** **English Language Education (ELE), University of Edinburgh**

In Welcome Week, ELE promotes its English language support for international students at the University of Edinburgh, providing advice and information about the range of courses available to them. Programme Directors and Supervisors are encouraged to refer students who require English language support in specific areas, as priority participants.

● Transitions Into

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### **How am I doing? A record of skills development at Edinburgh Napier University** **Dr Samantha Campbell Casey SFHEA and Dr Janis MacCallum SFHEA, Edinburgh Napier University**

Students don't always recognise active development and struggle to articulate their skills to prospective employers. The Skills Passport tool encourages reflective practise and recording of evidence of personal and professional skills with a view to filling in gaps. This approach is easily transferable to a range of other disciplines.

● Transitions During/Through

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### **Making Transitions Personal: pre-arrival task**

**Kirsty Stewart & Dr Gavin McCabe, University of Edinburgh**

Making Transitions Personal is an approach developed to assist Schools in enhancing students' transitions through University. This framework is designed to support staff to work with students from the outset of a student transition to consider their motivations, aspirations and expectations, and explore the actions and support that can help address these.

Piloting the Making Transitions Personal Framework has shown that one of the most complete ways to build the elements into local provision is to use a pre-arrival task that then feeds into one-to-one Personal Tutor meetings alongside group sessions. Our poster will provide evaluation findings from the work we have done with schools in rolling out this approach.

● Transitions Into

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### **Welcome Home Workshops**

**Kirsten Roche, University of Edinburgh**

The Careers Service, Institute for Academic Development, International Office and Students' Association have been working together to develop support for students returning from international experiences. We delivered 'Welcome Home' workshops to help them reflect on and make the most of their experiences. We also welcome new ideas from interested parties.

● Transitions During/Through

## **Bring & Brag stalls**

### **Student identities in transition: understanding social media use**

**Dr Louise Connelly, University of Edinburgh**

Understanding students' use of social media and online experiences is important if higher education institutions are to effectively support students to manage their online presence (digital footprint) in relation to individual choices, privacy and risk management, employment opportunities, or where social media is used in the classroom.

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

● Transitions Into   ● Transitions During/Through   ● Transitions Out

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### **Wellbeing Map of St Andrews and Wellbeing Workshop Programme Leaflet**

**Penelope Turnbull, University of St Andrews**

The Wellbeing Map has been developed to encourage students to take responsibility for their physical and mental health and take advantage of the many local resources available to them. The map's key lists resources in 4 categories; Be Nourished, Be Inspired, Be Supported and Be Active. The new wellbeing programme leaflet provides information on a wide range of classes & workshops which focus on building resilience.

● Resilience