

<b>Session Title:</b>	<b>Enhancing academic skills and supporting transition to HE</b>
<b>Speaker(s):</b>	Daniel Winwood, University of Bath
<b>Chair:</b>	Jen, University of Newcastle
<b>Reporter:</b>	Tiegan Yates, EHU & Ben Kibble-Smith, LJMU

<b>Speaker/Institution Bio/Information:</b>	Daniel Winwood – University of Bath
<b>Overview/Aim of session:</b>	Understand transition support mechanisms for students, information on University of Bath’s programmes and how to enhance academic skills.
<b>Workshop Content</b>	<p><b>Enhancing Academic Skills</b></p> <ul style="list-style-type: none"> <li>• Keep academic contextualised within courses that students are interested in</li> <li>• Different subjects, context specific, prioritise and think about the audience.</li> <li>• Analysis on students – assessing the specific skills that students need working with / on. (Needs analysis)</li> <li>• Learner Agency – student centered. Use students to inform, giving organic voices</li> </ul> <p><b>Supporting Transition –</b></p> <ul style="list-style-type: none"> <li>• ‘Capability to navigate change’</li> <li>• It’s an ongoing process</li> </ul> <p><b>Three views on transition</b></p> <ul style="list-style-type: none"> <li>• Induction “pupil to a student” – linear, chronological, eg school -&gt; uni. Navigating institutional norms, traditional.</li> <li>• Development “becoming independent person” – Frames the students as vulnerable, needs hand holding.</li> <li>• Becoming – “continuous transition – every student</li> </ul>

	<p>is individual” They may need support at different times, and therefore multiple opportunities to engage.</p> <p>Incorporate student worries into a session.</p> <p>Gale and Parker (2014) &amp; Gravett (2011) are useful resources.</p> <ul style="list-style-type: none"> <li>• Non Linear and fluid experiences</li> <li>• Students have experience to be celebrated and are individuals – they are not an empty vessel.</li> <li>• Involved parties</li> <li>• Activities, programmes and events</li> </ul> <p><b>Access to Bath</b></p> <ul style="list-style-type: none"> <li>• Transition toolkit (sent to all students after A-level results day)</li> <li>• Pathway to Bath – 3 hours a week of subject content and contextualised skills, mentor’s and ends with a summer residential.</li> <li>• Use teachers as a needs analysis</li> <li>• Induction sessions – sent to all students.</li> <li>• All WP offer holders get a 1 grade drop offer if completed</li> <li>• Skills centre (second year induction too)</li> <li>• Student services</li> <li>• Self-assessment tool – suggests useful resources – allows students to take ownership – takes students to a website where we can create our own courses – they can evaluate them at the end</li> <li>• Access to Bath is for WP students only</li> <li>• Built own skills centre (based off nottingham) – XERT facility</li> </ul> <p>Discussions</p> <ul style="list-style-type: none"> <li>• Distinction between content and learning</li> </ul>
<p><b>Case Studies/Examples:</b></p>	<p>University of Bath outlined their Access to Bath programme.</p>
<p><b>Scenarios/Roundtable discussions:</b></p>	<p>Supporting transition</p> <ul style="list-style-type: none"> <li>- Could be between any qualifications</li> <li>- Based around academic skills</li> <li>- Could be a long process</li> </ul>

<b>Questions and Answers:</b>	Are there any aspects of today's session which could be applied to your own area of work?
<b>SummaryKey takeaways:</b>	<p>Transition is an ongoing process, and should be a key element of the student recruitment cycle.</p> <p>Having support from subject specific academics and other professional staff to enhance offer to students.</p> <p>WP a priority for support, support them to "become" (see point 3 of 3 views above)</p> <ul style="list-style-type: none"><li>- Let student support each other</li><li>- Difference between content and learning</li><li>- Not always possible to do contextualised skills</li><li>- You can start broad – scaffold – build up to more contextualised skills</li></ul>