

Edge Hill
University

Supporting Induction and Transitions

Introduction

Effective induction supports students' transition into higher education and also supports their smooth transition into their specific programme and place of study.

Learners also require support at specific transition points, most notably between years of study where the academic level of learning outcomes increases and more autonomous and independent learning is expected.



Aims of this workshop

This session aims to create space for discussion around induction and transitions and seeks to provide a platform to share solutions to challenges identified and signpost colleagues to further support.

To raise your awareness of Induction and Transitions and specifically within the context of programme design, development and delivery support you to identify key induction and transition points in the 'student journey'

- Qualification Reform & Possible implications



Differences across shared qualifications

	England	Northern Ireland		Wales	
A-Levels	First teaching of reformed qualification from September 2015	First teaching of reformed qualifications from September 2016	75% of A-Levels in NI through CCEA, the rest from AQA,WJEC and OCR so will follow English/Welsh model	First teaching of reformed A-Levels from 2015	Content will be similar to England, some differences where a welsh perspective is needed
	Science practical does not count towards final grade	Science practical contributes to overall grade		Practical or controlled assessment remains part of final grade	
	Linear Study – AS-Level decoupled from A-Level	Linear or Modular at the discretion of the school		AS-Level remains integrated part of the A-Level	
GCSE’s	First teaching of reformed qualification from September 2015	First teaching of reformed qualifications from September 2017		First teaching of reformed qualifications from September 2015	
	Change in grading scale from Alphabetical to numerical – 9 to 1	Reforms focusing mainly on content rather than structure or grading		Maintaining alphabetical grading scale	

BTEC 2016 Qualifications



Agriculture



Art and Design



Construction



Enterprise and Entrepreneurship



Equine Management



Forestry and Arboriculture



Forensic and Criminal Investigation



Retail



Sport



Travel and Tourism



Information Technology



Performing Arts



Sport and Exercise Science

- Only one submission per assignment – once students have covered all of the theory
- Aesthetic changes to the name of qualifications
 - Certificate – one grade, D* = 28 points
 - Extended Certificate – one grade, D* = 56 points
 - Foundation Diploma – one grade, D* = 84 points
 - Diploma – two grades, D*D* = 112 points
 - Extended Diploma- three grades, D*D*D* = 168 points
- Larger core of mandatory modules (over 50%)
- More emphasis on research and academic skills
- Mixture of centre-set and external assignments/assessments

- New suite of Level 3 Qualifications designed to fill the 'Maths Gap' most post-16 students face during their A-Level and/or BTEC study
- For students who have achieved a grade c/4 or above in their GCSE but are not carrying on with their Math study at A-Level
- Introduced in 2014, first examinations Summer 2016
- Around 500 Schools, Sixth Forms and FE Colleges already teaching Core Maths
- Government aims for the majority of students to continue their study of mathematics post-16 by 2020

“ We recognise the value of additional UCAS Tariff qualifications (EPQ, Core Maths etc.) and these should be noted on the UCAS forms, as these grades will be considered in offer making ”

Edge Hill – What concerns us?

Students achieving the necessary tariff points

- BTEC Reforms - can't achieve 120 points
- Loss of some 'enrichment' subjects at A-Level
- More robust subject content at A-Level
- Linear style of study suiting male students more than female

Emphasis on EBACC/STEM subjects reducing uptake/provision of Arts Courses

- Inclusion of subjects as preferred rather than essential for performing arts course

Supporting students transition to university

- Won't have studied modularly
- Won't have had completed the same amount of coursework

Institution-wide understanding of reforms

- Engagement of academic staff
- Literature being updated, presentations accurate
- UCAS tariff including much more vocational courses – not all accepted

Transparency and accessibility of Admissions Policies

- Summary briefing for teachers/careers advisors

Area review & changes to performance indicators leading to reduction in careers provision and a change in IAG



Edge Hill
University

T Levels

Rollout

- 25 subjects (split into 15 different industry routes) available by September 2023
 - Will replace around 13,000 technical qualifications at Level 3
- First 3 introduced from September 2020 in around 50 FE providers & schools
 - ***Some have little or no experience of delivering technical education***
 - Another 60 providers will come on board from 2021
- Provider must have a good or outstanding OFSTED rating, at least satisfactory financial health and currently delivering to a minimum of 10 qualifying students per T-Level subject area

2020 Local Providers	2021 Local Providers	
Runshaw College	Bolton College	Lakes College
Cardinal Newman	Burnley College	LTE Group
Priestly College	Bury College	Oldham College
Blackpool & the Flyde College	Cheshire College	Preston College
Accrington & Rossendale College	Furness College	SCC Group
Access Creative College	Hopwood Hall	The Trafford College Group
Oldham 6th Form College	Hugh Baird	Wigan & Leigh College
Nelson & Colne College	Kendal College	

SEPTEMBER 2020

Click on course names to find out more.

[Design, surveying and planning \(construction\)](#)
[Digital production, design and development](#)
[Education](#)



SEPTEMBER 2021

Click on course names to find out more.

[Building services engineering](#)
[Digital business services](#)
[Digital support and services](#)
[Health](#)
[Healthcare science](#)
[Onsite construction](#)
[Science](#)



SEPTEMBER 2022

Accountancy
Design and development
Financial
Human resources
Legal
Maintenance, installation and repair
Management and administration
Manufacturing, processing and control



SEPTEMBER 2023

Agriculture, land management and production
Animal care and management
Catering
Craft and design
Cultural heritage and visitor attractions
Hair, beauty and aesthetics
Media, broadcast and production



SEPTEMBER 2020

Click on course names to find out more.

[Design, surveying and planning \(construction\)](#)

[Digital production, design and development](#)

[Education](#)

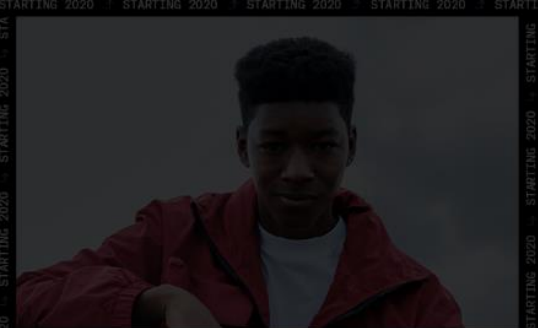
DESIGN, SURVEYING AND PLANNING

x

Your course starts by helping you get to grips with core knowledge of how the construction industry works, the principles of design and the role of technology and sustainability. You will then have the chance to specialise in one of these areas:

- building services design
- civil engineering
- hazardous materials analysis and surveying
- surveying and design for construction and the built environment

FIND THIS T LEVEL IN MY AREA ↗



SEPTEMBER 2021

Click on course names to find out more.

[Building services engineering](#)

[Digital business services](#)

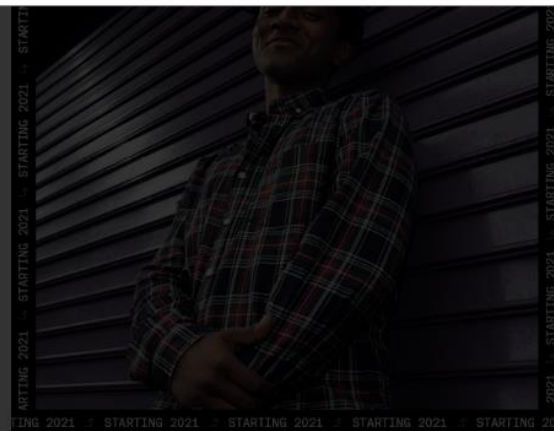
[Digital support and services](#)

[Health](#)

[Healthcare science](#)

[Onsite construction](#)

[Science](#)



Rollout

2020 Providers



Digital Providers



Construction Providers



Education and Childcare Providers



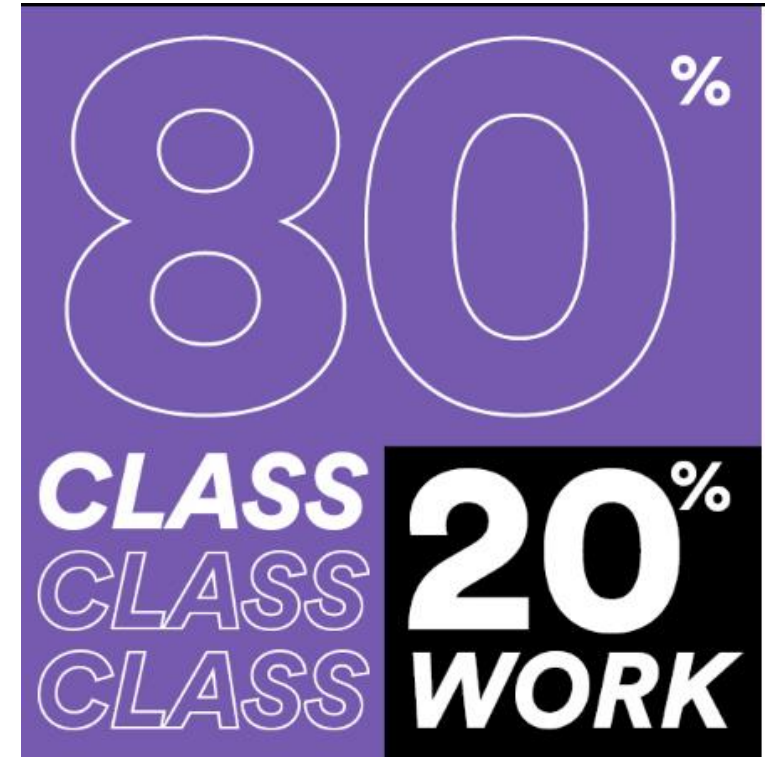
Providers can drop out at any point between now and 2020 'if they feel that delivering T-Levels is no longer worthwhile'

(T Levels Research: How are Providers Preparing for Delivery? National Foundation for Educational Research, 2019)

Five components:

- An approved technical qualification
- A work placement lasting at least 45 days
- Maths, English and digital requirements
- Any other occupation-specific requirements/qualifications
- Any further employability, enrichment and pastoral provision

Placements can be one day per week or in blocks



Grading

- An overall grade
 - pass, merit or distinction
- A separate grade for the core component
 - A* to E
- A separate grade for occupational specialism
 - pass, merit or distinction

Also noted:

Confirmation student has met the maths and English requirement

Student has completed the industry placement

Met any mandatory requirements

*** Students who don't pass all components will receive a statement of elements they have completed***

 Institute for Apprenticeships
& Technical Education

T Level Certificate

This is to certify that
Anne Other
has been awarded
MERIT
Construction: Design, Surveying and Planning

Achieving:

Technical Qualification Core: Design, Surveying and Planning Occupational Specialism: Civil Engineering	GRADE B Merit
Other Additional Certification Health and Safety Certificate (Level 2)	

The named recipient has also successfully completed an Industry Placement and met the minimum requirements for English and Mathematics.

Awarded on
25th October 2022

Signed


Chair, The Institute for
Apprenticeships and
Technical Education

TL

(T Level Action Plan, Department for Education, October 2019)

Tariff points	T Level	A Level	BTEC
168	Distinction* (A* Core & Distinction in Specialism)	A*A*A*	D*D*D*
144	Distinction	AAA	DDD
120	Merit	BBB	
96	Pass (C or above in core)	CCC	MMM
72	Pass (D or E in core)	DDD	

Transition Programme

- For students who are not ready to start a T-Level programme
 - Tailored preparation programme
- Phased approach starting with a small number of providers, all offered an additional financial incentive to be part of the pilot

Diagnostic and guidance period	<ul style="list-style-type: none">• To assess students' capability and support needs in order to tailor their Transition Programme to address these needs• Help students decide which T Level route they want to prepare for
English and maths	<ul style="list-style-type: none">• For students who do not hold at least a GCSE grade 4 in English and/ or maths and are required to continue studying as per the condition of funding.
Work experience and preparation	<ul style="list-style-type: none">• To develop the skills, behaviours, attitude and confidence that will be needed for students to complete the T Level industry placement.
Introductory technical skills	<ul style="list-style-type: none">• Introductory skills and concepts to prepare students for the T Level route they wish to progress to.
Pastoral support and personal development	<ul style="list-style-type: none">• Relevant and meaningful support to address barriers to education, support emotional and/or mental health difficulties, and support the development of study skills, and reflective and resilience skills.

2020 Local Providers
Blackpool & The Fylde College
Cardinal Newman
Nelson & Colne College
Priestly College
Runshaw College
Oldham 6th Form College

(T Level Action Plan, Department for Education, October 2019)

Questions/Concerns

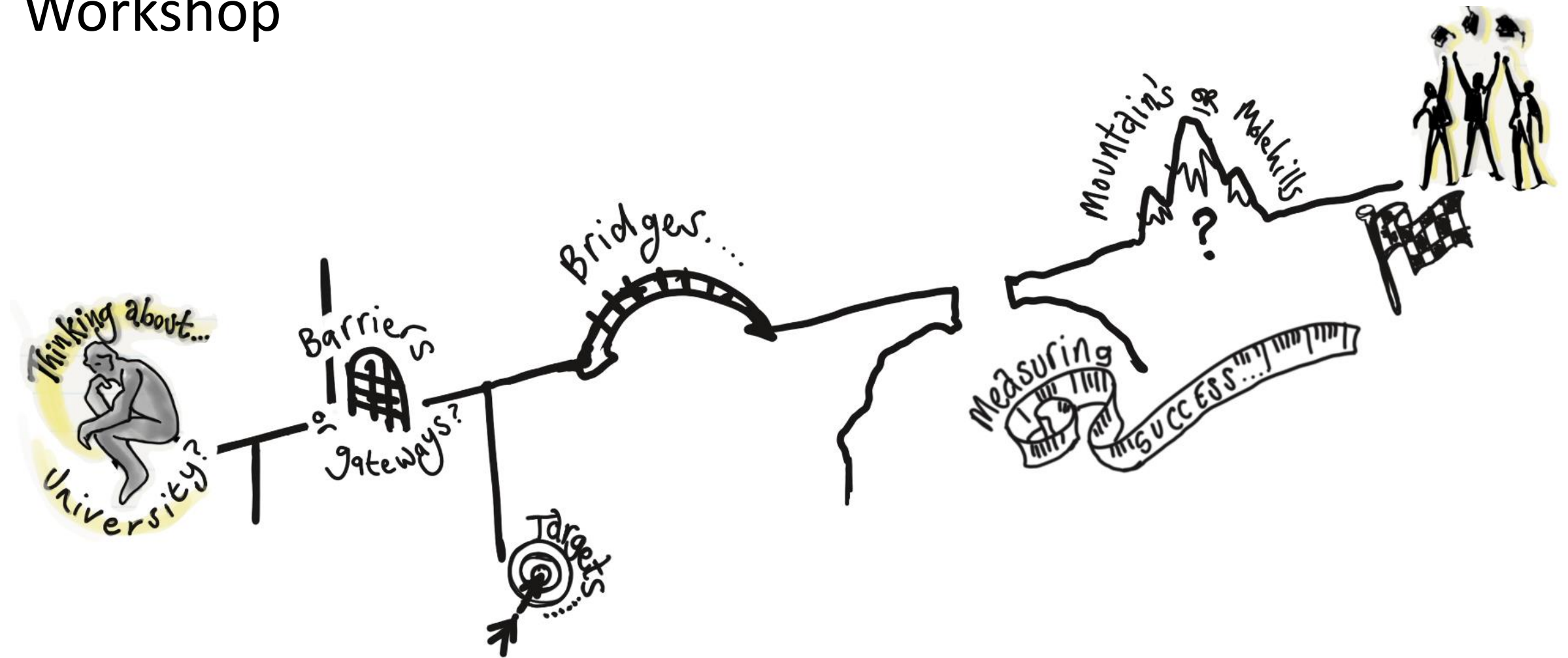
- Adult learners – T Levels intended for 16 to 19 year old in the first instance, have said the same qualification could be suitable for 19 to 23 year old
 - **Intended to replace vast amounts of technical qualifications which are currently targeted at adult learners**
- Will BTECS and Cambridge Tech Levels continue
 - **‘we recognise that there may be a need to fund some other qualifications in addition to A levels and T levels but are keen to ensure that the system is as simple of possible’** (Department for Education, Implementation of T-Level Programmes)
- Will universities accept T Levels
 - **Imperial have said they do not deem them suitable qualifications for university entry**
 - **Glasgow, Leeds and Sheffield have said they will in principle but will look at them on a case by case basis**
- Is there enough demand
 - **429,000 students completed a Level 3 qualification in 2016/17, only 64,453 were enrolled on an existing Level 3 technical qualification and only 42,000 were taking a Tech Level with no other qualification alongside it** (A Qualified Success, Policy Exchange, 2018)
- Will there be enough placement providers
 - **Only 8% of employers currently offer work placements of the duration required for T-levels** (A Qualified Success, Policy Exchange, 2018)
- Will the increased number of guided learning hours (compared with other A-Level subjects) be a barrier for some students – those with caring responsibilities or part time jobs etc

Workshop



<i>Workshop Activity</i>	
	1. Consider key induction and transition points in the student journey

Workshop



Workshop



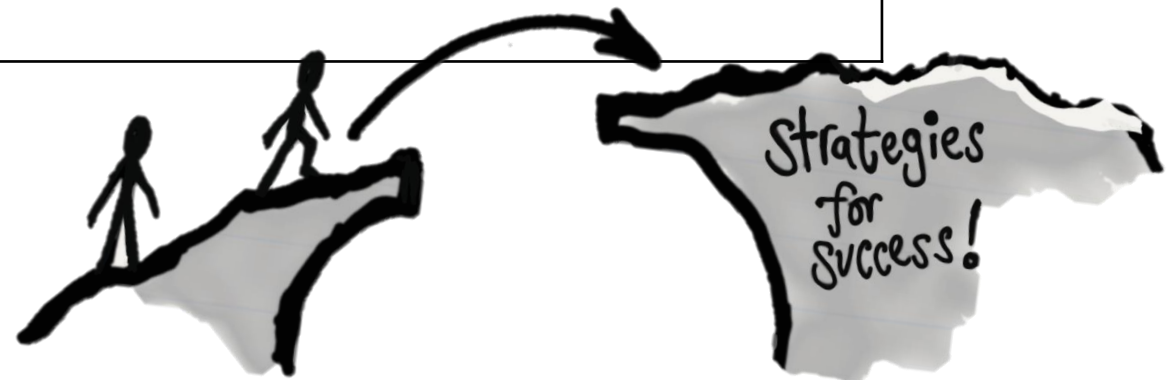
Workshop Activity	
	2. Explore potential strategies and interventions within the context of programme design, development and delivery to support Induction and Transitions

Workshop



Sharing Practice

The next slides offer examples of 'tried and tested', proven in practice strategies that we know work. For more ideas please visit the CLT Sharing Practice virtual repository: <https://blogs.edgehill.ac.uk/clt/>



Stepping up: Pre-entry modules

Learning Services are able to work in collaboration with colleagues across the University to develop pre-entry modules. The aim of the pre-entry module, delivered via the Blackboard Open Education platform, is to support students with their transition into their academic programme at the University.

Objectives of the module include:

- Meeting the academic teams
- Expectations of the department/the course
- Introduction to the terminology and language of the University
- What to expect during the first few weeks
- Help and support available from Learning Services and other support departments
- Discussion opportunities with other students on the same course

For more information about the pre-entry module contact
Helen Jamieson via email at helen.jamieson@edgehill.ac.uk



Preparing for first week:

BA (Hons) Teaching Learning & Child Development

Hefce undergraduate degree

3 years full time

270 students on programme

Programme Leader: Gillian Pye

Course Leader: Susan Williams

A mix of students from varying backgrounds –

A level, BTEC, Fast Track, mainly 18 year olds

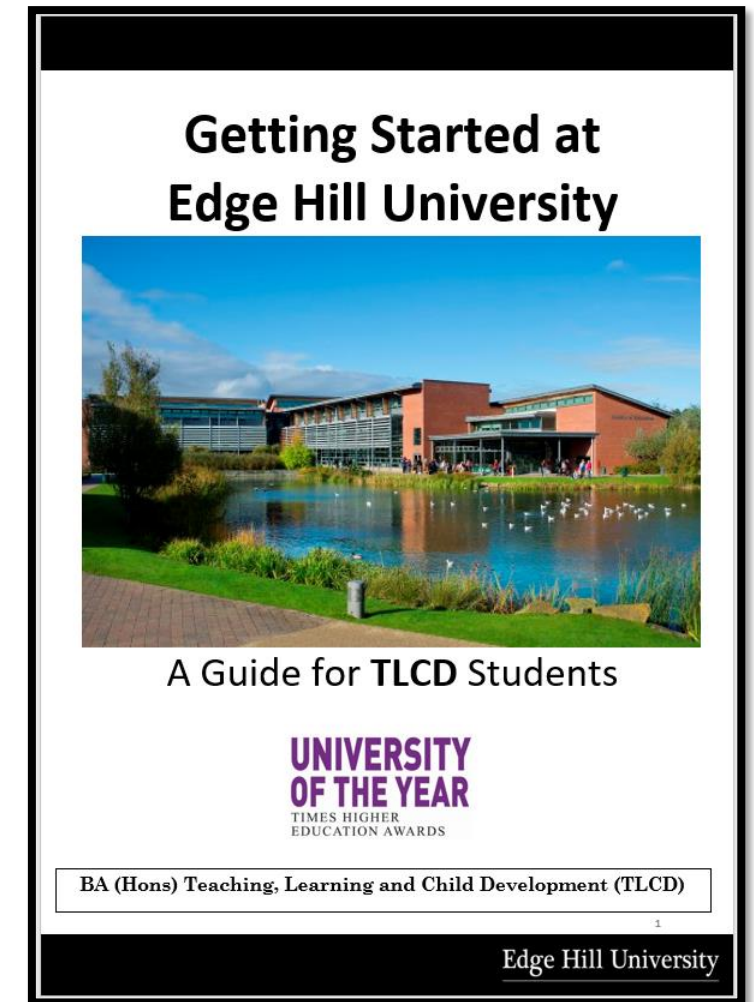


Four strategies for Inducting new students to Edge Hill:

- ☐ HE Study Skills booklet prior to Induction and picked up in First week
- ☐ Current students engaged in Induction and taster events
- ☐ The role of the Personal Academic Tutor
- ☐ Bespoke Study Skills sessions for students in first semester

HE Study Skills:


- written in four sections
- Students complete prior to arrival
- Revisited during Induction week
- Sessions based on this during First semester



Current students:

- SAMs meet students on Applicant and Open days
- SAMs meet students on Welcome Thursday & Sunday
- SAMs present during Induction Week
- SAMs support during Year 1





Edge Hill University

Induction Week: 18th to 22nd September, 2017

BA (Hons) Teaching, Learning and Child Development

Team Orientation Activity:

Team Members Names:	
1.	
2.	
3.	
4.	
5.	

Student Academic Mentor Name:



Personal Academic Tutor:

- Meet during Induction week for 1-1 meeting, including Student Profile & One page Profile
- Carefully scheduled meetings throughout year – first 1-1 after first assessment returned
- Link between PAT and assessment practices across programme
- Specific activities for PAT at their meetings

WELCOME TO YOUR ACADEMIC TEAM – PERSONAL TUTORS

 <p>Gillian Pye pyeg@edgehill.ac.uk</p>	 <p>Lisa Howard</p>
 <p>Adele Higham highama@edgehill.ac.uk</p>	 <p>Michelle Dunne</p>
 <p>Jean Groves grovesj@edgehill.ac.uk</p>	 <p>Liz Fletcher fletcher@edgehill.ac.uk</p>
 <p>Susan Williams williams@edgehill.ac.uk</p>	 <p>Claire Jubb jubb@edgehill.ac.uk</p>

Personal & Academic Tutoring



The word cloud includes the following terms: Programme, support, departments, Personal, year, tutors, meetings, first, students, tutor, student, Guidance, example, statement, arrangements, scheduled, public, appropriate, placed, records, made, leave, may, provide, advice, departmental, system, policy, writing, information, research, resources, virtual, delivery, and others.

XXXXXX's One Page Profile

PHOTO

What people like and admire about me

- I am happy and amiley
- I am kind and caring
- I love the sea and what lives in it
- I can read
- I am a One Direction expert
- I am a great dancer
- I like to help out
- I am good on the computer

What makes me happy

- Cutting and sticking
- I eat /computer games
- Trampoline
- One Direction (music group)
- Dancing
- Rewards /stools
- Doing little jobs
- Swimming
- Watching TV shows about animals /under the sea
- Playing with my friends at school
- Playing "Hide and seek" and "What's the time Mr Wolf?"
- Colouring
- Sea Creatures

How I like to be supported

- Being given choices (if they are also acceptable to adults).
- For people to be calm and patient with me, and not to lose their temper.
- Giving me warnings for what's coming next - I can manage change when it is explained and I have warning.
- Lots of praise and hugs/prison. Please ignore safe low level behaviour.
- Time to play with my friends and then some time with help from an adult.
- Lots of things planned for distraction if it's needed.
- Adults to always do what they are going to and for onepersons to be kept to.
- I need to have regular sensory breaks and if I get "hyper" and am not listening, I may need a quiet movement break such as a gentle stroll or doing a job. Carrying a heavy box could help to meet my sensory needs.
- I need to have regular snacks throughout the day.

Bespoke Study Skills Sessions

Personal & Professional Development
Academic Skills – Reading



Note Taking /
Making

Others strategies to
help record reading or



HE Study Skills
Development
Harvard Referencing



BA Hons Teaching Learning & Child Development
Assessment Protocols
and Practices



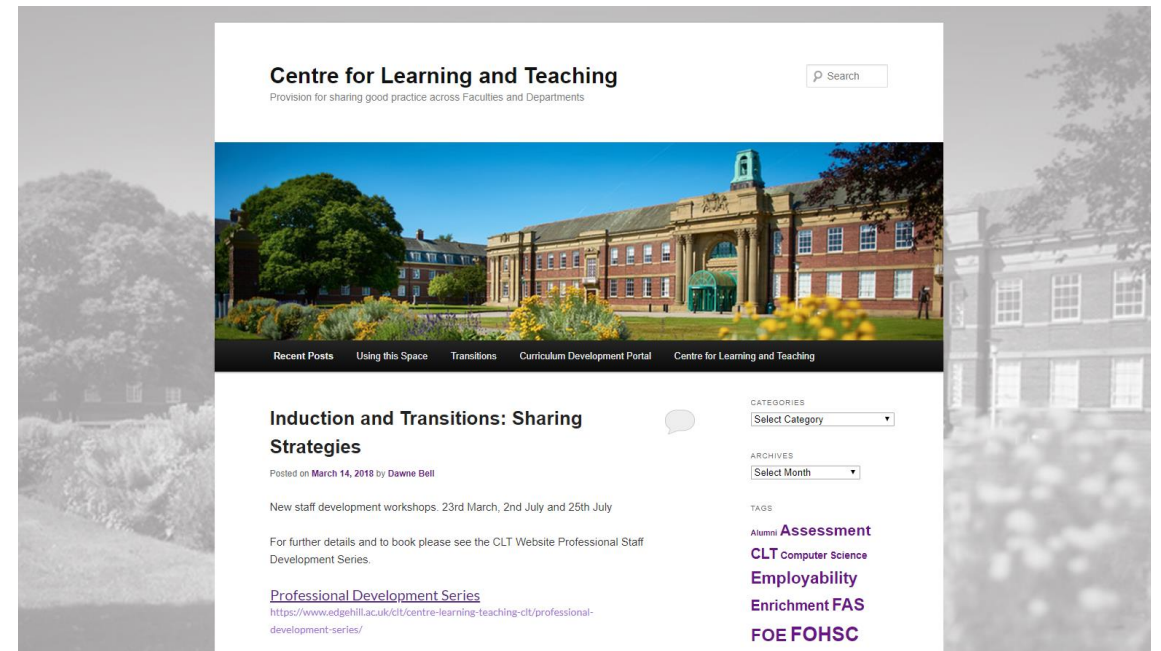
- Go back to our HE Study Skills booklet from pre-course
- Unpack key HE skills in greater depth and link to current work
- Involve Learning Services early
- PAT early signposting for students
- SAMs support for academic success

Sharing strategies

Induction and Transitions leads from each faculty share practical strategies and 'ideas' that work here:

<https://blogs.edgehill.ac.uk/clt/>

To share your ideas please contact your faculty lead(s)
Who can upload your strategies or email CLT@edgehill.ac.uk



Strategies

<https://blogs.edgehill.ac.uk/clt/>

Supporting Transitions: Festive Friday!

Festive Friday

What happened?

Staff host a festive gathering for all of the 1st Year BA Hons Dance Students, providing an opportunity to evaluate and reflect on the students first semester and the journey they have been on since leaving FE.



What is the likely impact?

Feedback indicates that this activity brings the cohort together, helps to build confidence and team work, supports cohort identity and increases motivation. Students are eager to come back for semester 2.

For more information please contact:

Debbie Deborah Norris, Lecturer in Dance

Deborah@edgehill.ac.uk

Stepping Up: Supporting student nurses with their transition into the University

Posted on February 8, 2019 by Helen Jamieson

Learning Services are currently working in collaboration with colleagues in the Faculty of Health and Social Care on a pre-entry module 'Stepping Up to Edge Hill University'.

The aim of the pre-entry module, delivered via the Blackboard Open Education platform, is to support students with their transition into their academic programme at the University. The learning modules are designed to be interactive and engaging with embedded videos and quizzes.



You can share your practice across the institution via the CLT blog, however if you would like to share your work on a national scale, link it to your **ORCID ID**, protect your work with a **CC Licence** and secure your academic and intellectual property with a **DOI** while also able to measure the impact via **Altmetric** why not upload your work to the open access National Teaching Repository?

Access the repository here via the CLT Blog:

<https://blogs.edgehill.ac.uk/clt/the-national-teaching-repository/>

The National Teaching Repository



The NTR is an open access data base. Follow it on Twitter: *@NTRRepository*

Want to know more? Visit the welcome folder here:

https://figshare.edgehill.ac.uk/articles/presentation/NTR_-_Welcome_pdf/12673016

Edge Hill University

Plenary

Thank you for choosing to attend this session 😊

This workshop aimed to raise your awareness of induction and transitions and help to support you to access support and good practice around useful strategies.

For further information, details of additional staff development workshops or to join the Induction and Transitions working group please do not hesitate to get in touch:

CLT CLT@edgehill.ac.uk

