

The Value of Enhancement Themes

Roni Bamber
Queen Margaret
University,
Edinburgh.
(Chair, Student
Transitions
Enhancement Theme)

To:
The New Zealand
quality
enhancement
community

In this keynote...

Story of ETs in Scotland

Our approach

Outcomes / Value: what have ETs achieved?

Challenges

Story of ETs in Scotland

Part of the Quality Enhancement Framework
(2003)

1. Institution-led quality review
2. Engagement of students in quality management
3. Public information on quality
4. Enhancement-led Institutional Review (ELIR)
5. Enhancement Themes

Story of ETs in Scotland

- Enhancement as ‘taking deliberate steps to bring about improvement’
- Themes selected by sector, aligned with other policy drivers (avoiding areas of competition)
- Managed by QAAS, but joint ownership: QAAS, institutions, students, partner organisations (eg sparqs)
- All institutions involved (ELIR link)

Enhancement Themes

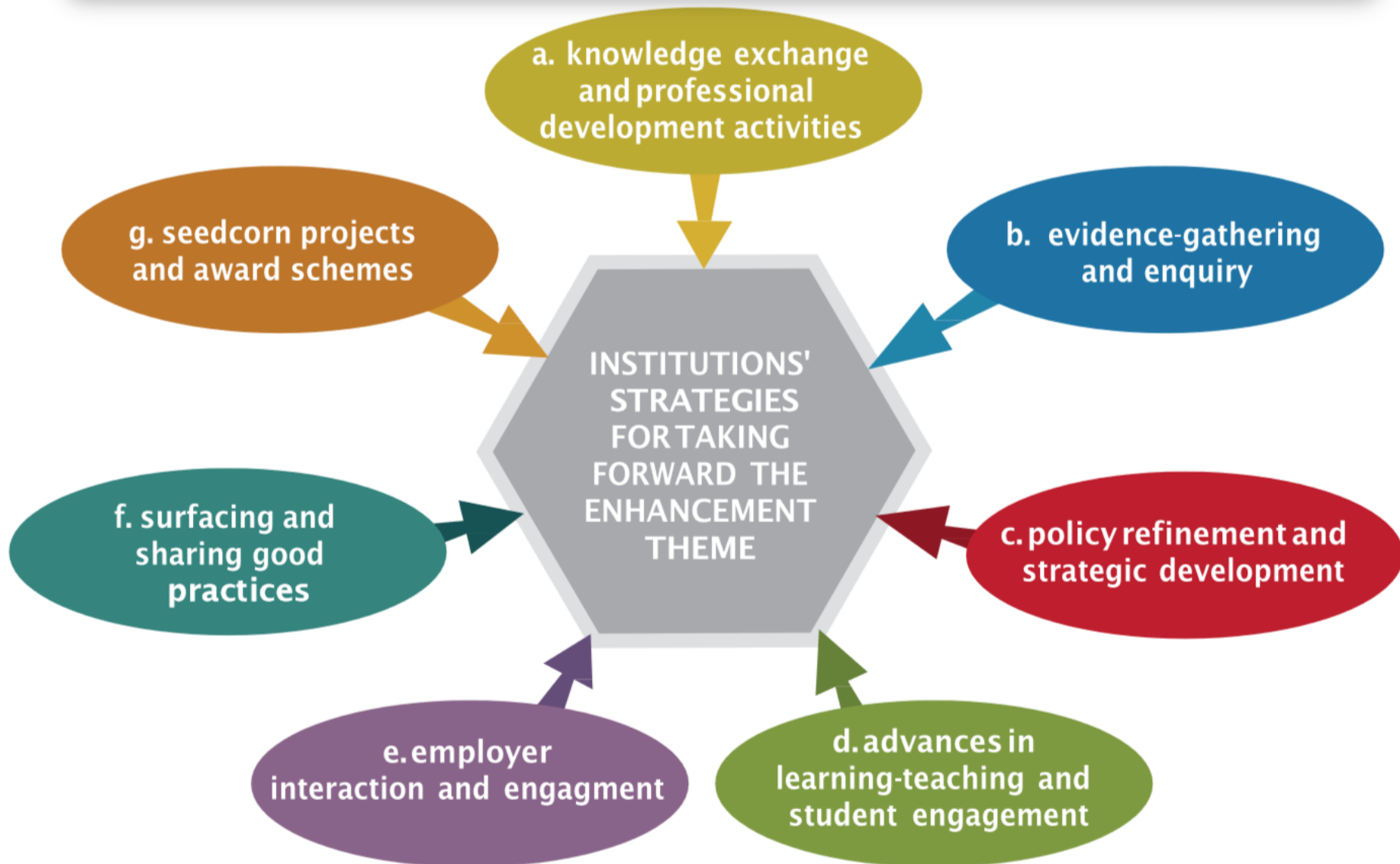
2003	2004	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
A		Employability		First year		Graduates for the 21st century		Developing and supporting the curriculum		Student Transitions					
Re		student needs													
		Flexible delivery		Research-teaching linkages		Graduates for the 21st century		Developing and supporting the curriculum		Student Transitions					

2017-20 = Evidence for Enhancement:
Improving the Student Experience

Approach

- Balance of QA / QE cultures
- Collaborative approach to quality and to risk taking: tackling common problems together
- Sharing of ideas and good / not so good practice, to enhance student learning
- Research-informed
- Evolving thinking / practices around QE: not static
- National framework, with local affordances
 - Umbrella themes, respect for different institutional priorities / cultures

Institutional approaches



Approach of latest Theme

Student Transitions Theme:

- **Aim** “To enhance the student transition experience in Scottish higher education, and promote associated practices within and beyond Scotland”
- 3 year plan of work

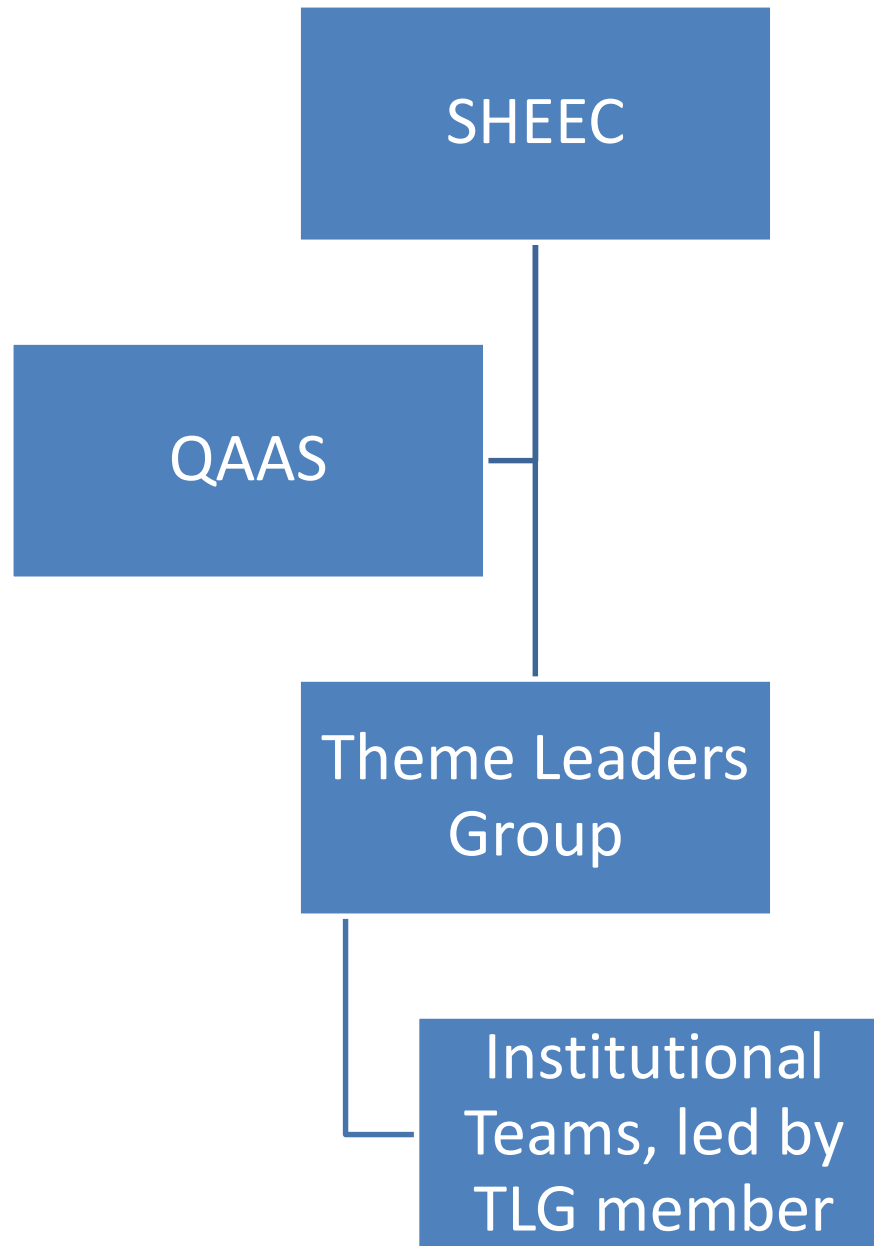
Approach of latest Theme

- Change management
- Implicit theory of change:

If the sector works together in a change effort, supported by resources, research and enabling structures, then this can lead to change in practices in institutions.

Enablers

- Clear logic modelling and theory of change
- Institutional focus + resources
- Student engagement + voices
- Staff engagement + sharing of practices
- Tools (eg Skills and Strategies tool kits)
- Ways of working (culture of cross-sectoral collaboration)
- Enabling structures (eg committees)



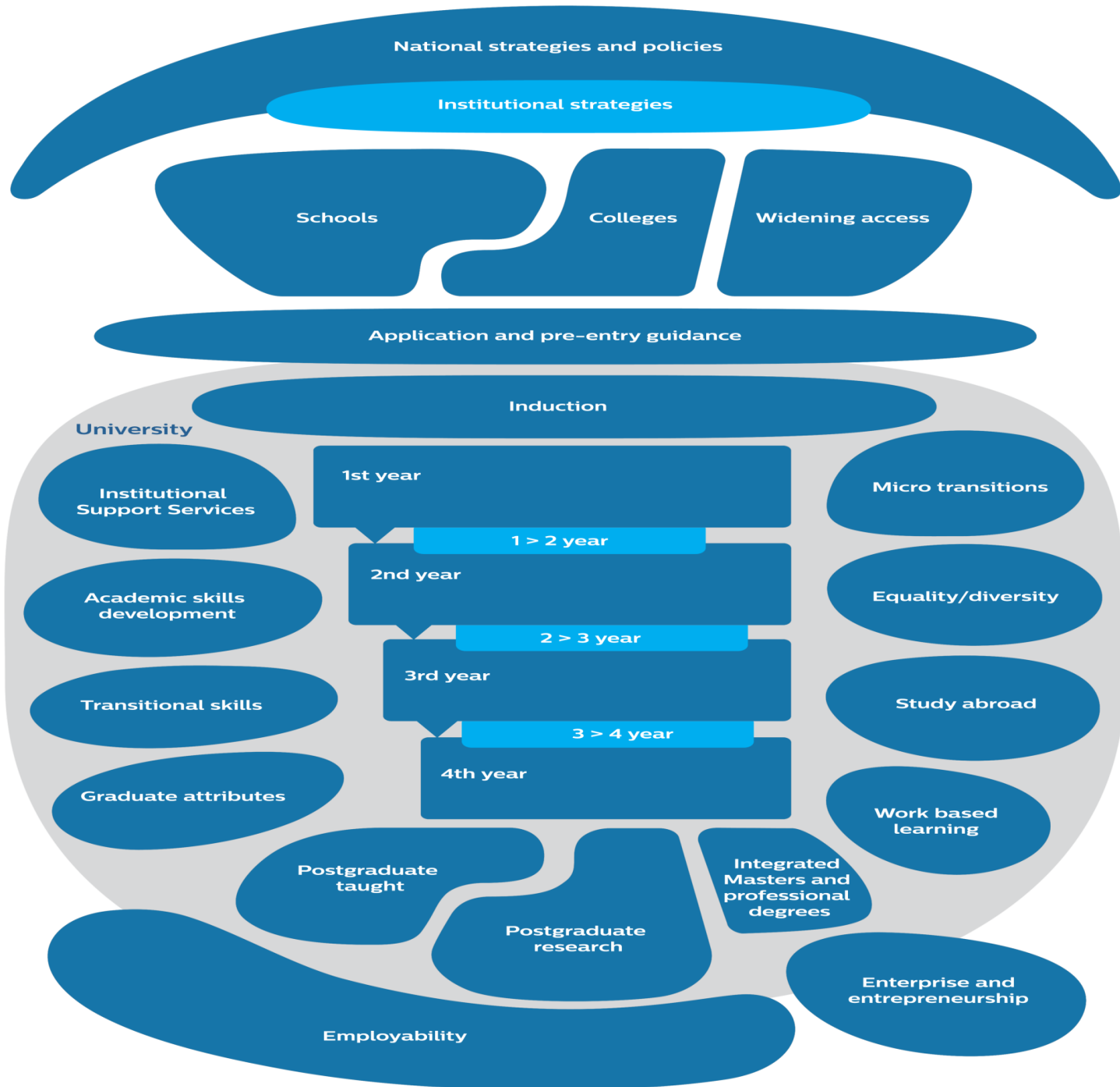
Other enablers?

- £: each institutional team (contract of work)
- £: sectoral project funding
- Communication and dissemination strategies: from QAAS, and institutional teams
- Evaluation (demonstrating value)

Value: what have ETs achieved?

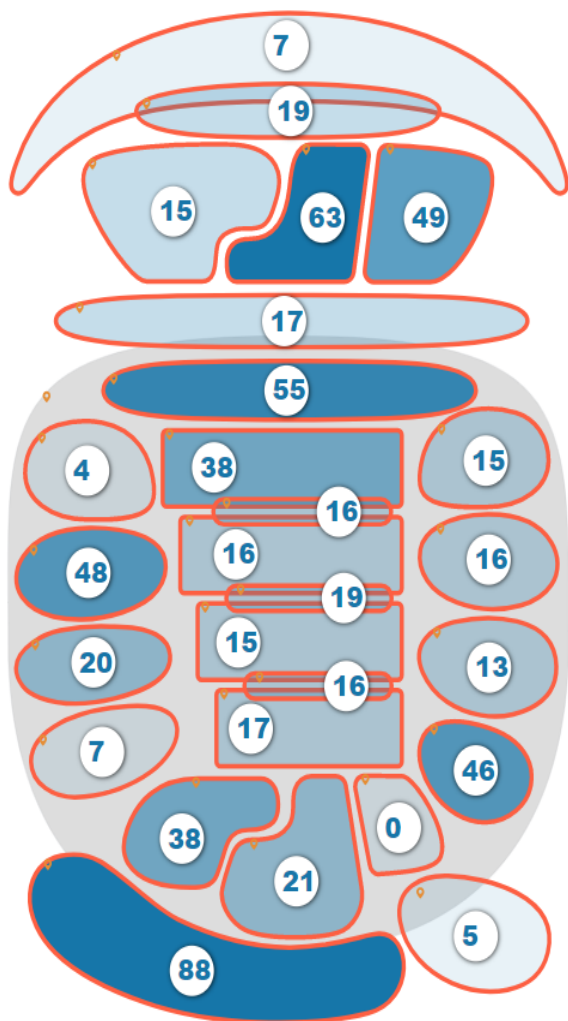
Outputs:

- Evidence of engagement for institutional reviews (ELIR)
- Extensive Enhancement Themes resources
- Scottish transitions map



Transition Islands

(Clicking on the map areas will filter resources, **Deselect all Islands**)



Filters

(To further filter resources use the dropdowns below)

Keyword Search



Transition Islands



Organisations



Student Characteristics



Filtered Resources (459)

(Please see below a list of your filtered resources)

STUDENT COMMENTARY: Flagging up the Associate Student Scheme



STUDENT COMMENTARY: New Students Welcome Festival



STUDENT COMMENTARY: RPL and Transitions at UWS



STUDENT COMMENTARY: Square One, Pre-entry engagement with University



STUDENT COMMENTARY: Year Abroad



STUDENT COMMENTARY: Education



STUDENT COMMENTARY: Towards professional competence: supporting student placements in an undergraduate speech and language pathology programme at the University of Strathclyde.



STUDENT COMMENTARY: Vertically integrated events in Chemistry programmes



STUDENT COMMENTARY: The Engineering Academy



STUDENT COMMENTARY: Come On In



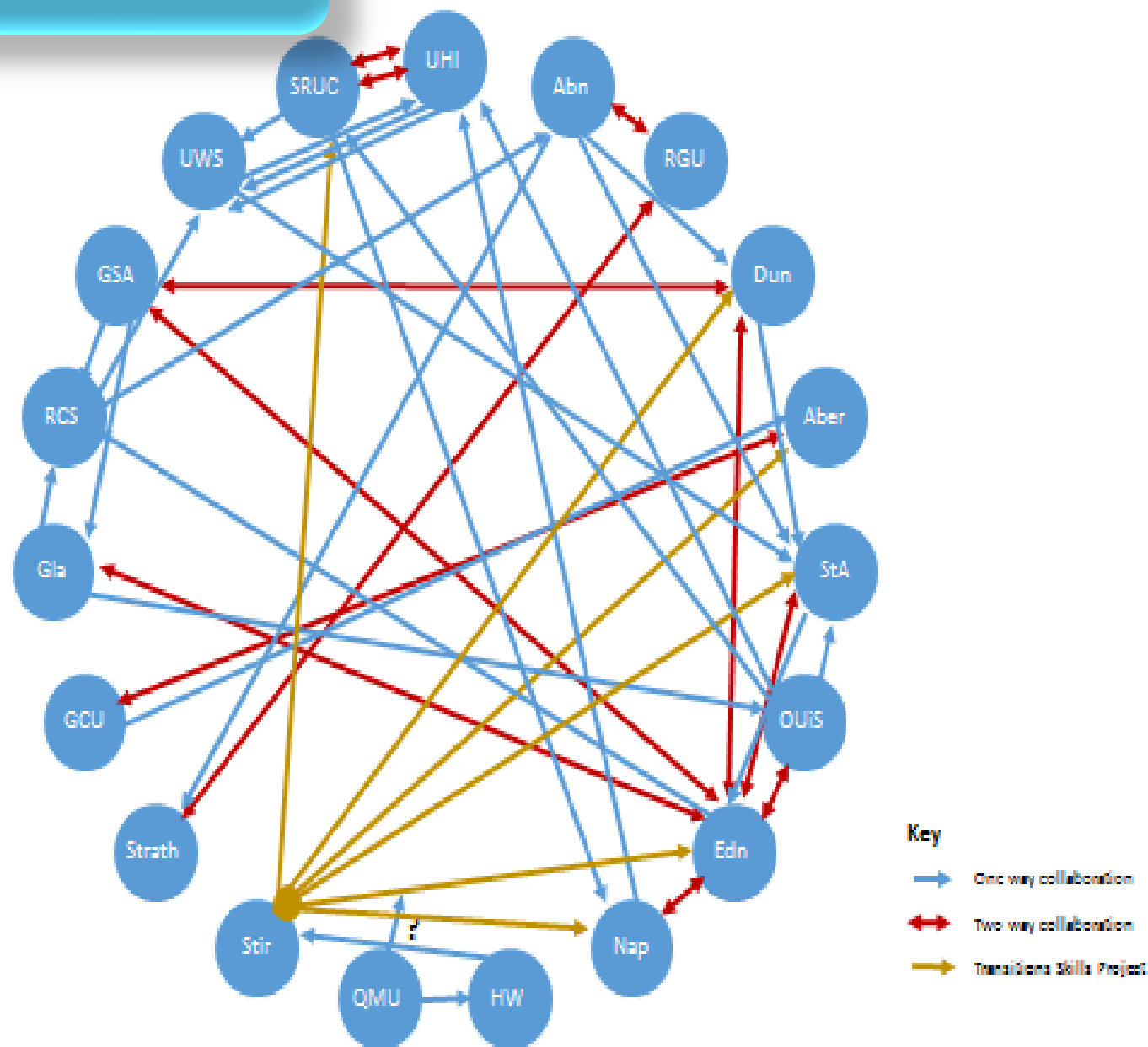
STUDENT COMMENTARY: A reflective writing about challenges/ positives around the transition from Finnish to U.K. education



Outcomes

- Enhancement discourse
- Better understandings of key L&T issues
- Change of relationship: sector / QAAS
- Leverage to encourage institutions to tackle complex issues
- Embedded enhancement-led approach to L&T at policy level in institutions
- Changed practices
- Habits of building sector-wide networks / partnerships

Culture of collaboration





3rd International Enhancement
in Higher Education Conference
Inspiring excellence - transforming the student experience
#ETconf17

Welcome
Professor Peter McGeorge
University of Lincoln
10th - 12th October 2017
Raül Valls
University of Lincoln

And sharing

Outcomes

“the influence of the Themes is enduring, inculcating a **mind-set** or helping to establish a **culture** in which professionals **reflect** on their practices and continually seek to improve these. In most Thematic areas, the **resources** and **activities** associated with each Theme have provided important **sources for learning and teaching developments** both within and across institutions in the Scottish HE sector.”

(ET [Evaluation report](#), 2014)

Where
were we
trying to get
to, and
how?



1 University of Aberdeen

2 Abertay University

3 University of Dundee

4 University of Edinburgh

5 Edinburgh Napier University

6 University of Glasgow

Campus: Dumfries

7 Glasgow Caledonian University

8 Glasgow School of Art

9 Heriot-Watt University

Campuses: Galashiels & Orkney

10 University of the Highlands and Islands

Campuses: Argyll College, Orkney College,
Highland Theological College, Perth College,
Inverness College, Lews Castle College,
Sabhal Mòr Ostaig, NAFC Marine Centre,
North Highland College, Moray College,
Scottish Association for Marine Science,
Shetland College, West Highland College

11 Open University in Scotland

12 Queen Margaret University

Campus: Cromarty

13 The Robert Gordon University

14 Royal Conservatoire of Scotland

15 Scotland's Rural College

Campuses: Aberdeen, Ayr, Dumfries,
Cupar & Broxburn

16 University of St Andrews

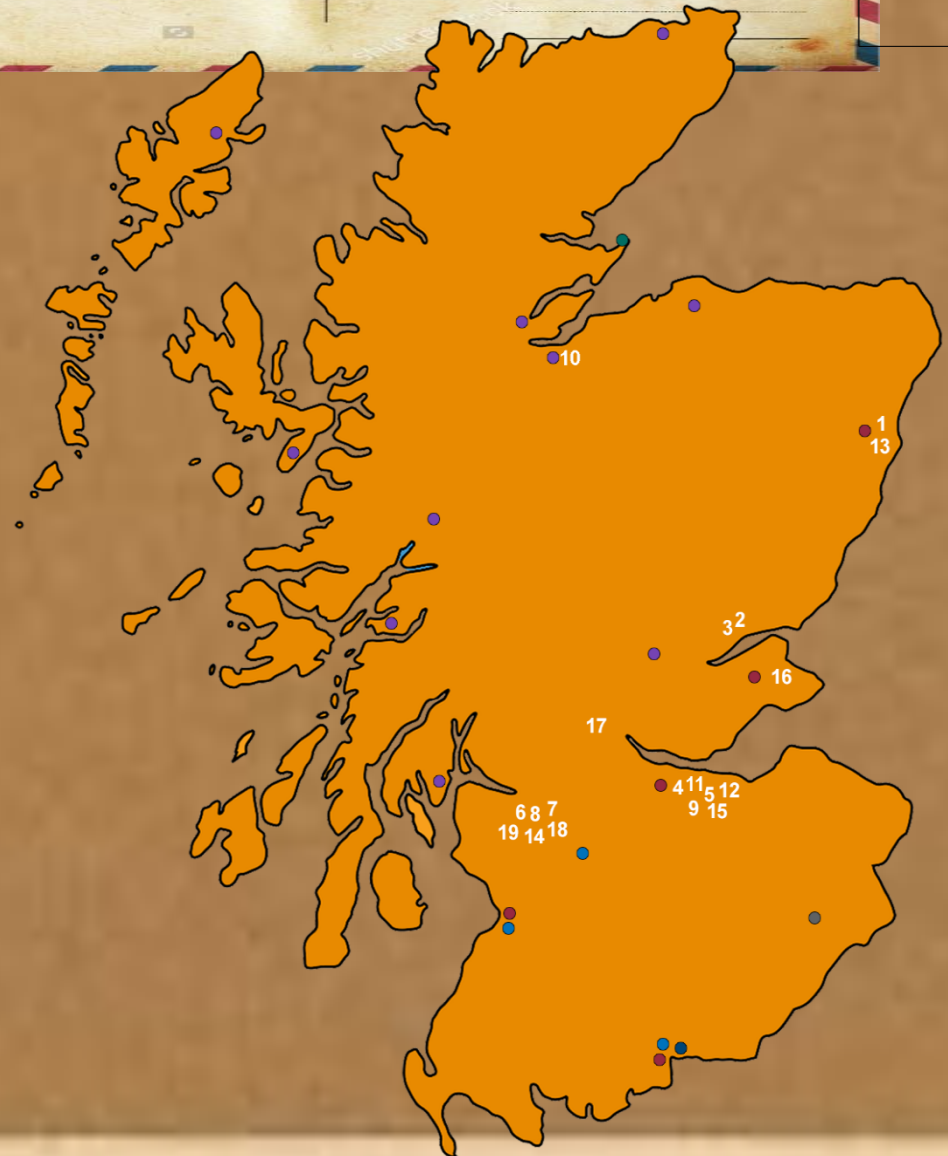
17 University of Stirling

18 University of Strathclyde

19 University of the West of Scotland

Campuses: Ayr, Dumfries & Hamilton

Itinerary



Shetland



Student Transitions Enhancement Theme: Logic Model

AIMS: To enhance the student transition experience in Scottish higher education, and promote associated practices within and beyond Scotland

OBJECTIVES

We want to:

- Improve our understanding of what successful Student Transitions are
- Encourage the sector to use what we have learnt to improve/reflect on how Student Transitions are supported in practice
- Embed student engagement into the heart of our work
- Increase the reputation of Scottish higher education in the rest of the UK & internationally by showing how we work collaboratively as a sector
- Show how our work supports more successful student transitions, i.e. effects change

How do we know we met these objectives?

OUTCOMES

By the end of this Theme, we will have:

- Discovered, developed and documented transitions ideas and practices from a wide range of sources, in support of those working and learning across the sector
- Supported effective sharing, engagement with and uptake of ideas, resources and activities
- Learned from the student experience of navigating transitions
- Promoted and learnt from collaborative working across the Scottish HE sector
- Instigated and supported change in transitions

STRATEGY

Our approach is to:

- Identify and develop good practice examples from Scotland and further afield
- Ensure wide engagement of the Scottish HE community
- Facilitate joint leadership and ownership by SHEEC and TLG
- Ensure wide engagement of students in Theme groups at sector and institutional level, and in the wider work of the Theme
- Promote networks, collaborations and interest groups
- Interrogate and challenge existing practice
- Periodically evaluate to

EXAMPLE ACTIVITIES

We will do this by:

- Identifying good practice examples of how STs are supported at three stages: pre-entry, during and preparing to leave the course
- Producing a repository of good practice and contacts
- Producing short briefing papers on aspects of transitions and how they are exemplified in specific locations to support student success
- Dissemination and engagement events
- Definition of criteria for good practice in transitions
- Producing a

Because we had activities designed to meet them

OUTPUTS

Our products will be:

- Briefing/guidance papers
- Case examples
- Project outputs, from national and institutional projects
- Transitions map
- Website with multi-level functionality
- Engagement & Dissemination Plan to help engage the HE community with the resources and ideas produced
- Student transition voices (videos and other media)
- Inter-institutional projects
- Benchmarking data
- Platform for continuation of ST work

IMPACT INDICATORS

Our success will be seen in:


- Comprehensive collection of practice and resources supporting student transitions from Scottish HEIs and the rest of the world identified, produced and published on Enhancement Theme website. Evidence of their usefulness to the wider sector demonstrated.
- Evidence of engagement with Theme by both staff and students (eg event attendances; website hits; blog posts)
- Demonstration of where student experiences of transitions have impacted on Theme outputs
- Evidence of students (network) learning from their engagement with the Theme
- Inter-institutional work outputs collected and published with demonstrable benefit evidenced in institutional practices (ie. Value added)
- Evidence that resources have been used to enhance practice to support student transitions in Scottish higher

And indicators to assess if we had done it



Improve


el



Increase Scottish
HE's **reputation** by
working
collaboratively as



Embed
**student
engagement**



Show how our
work **effects
change**

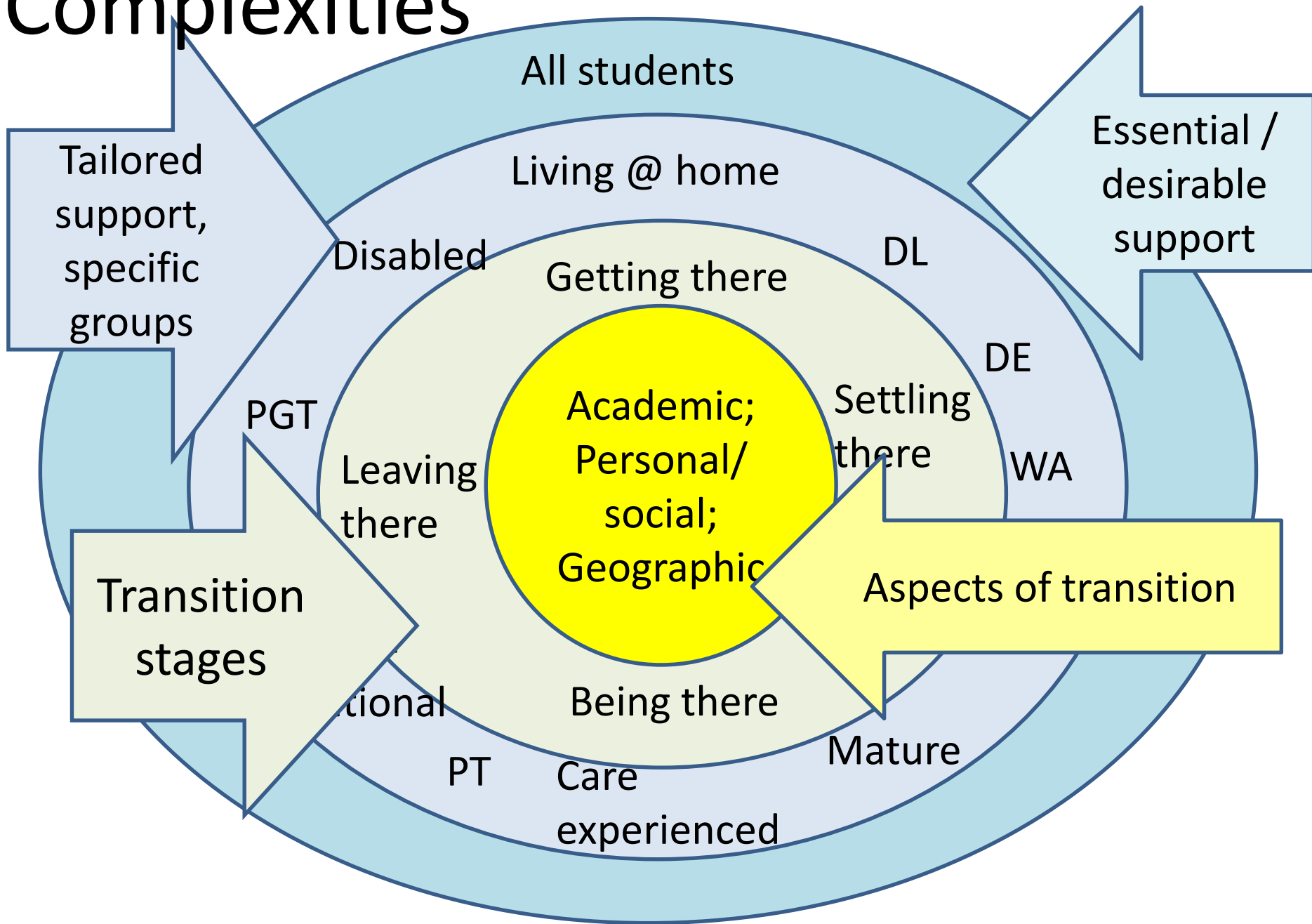
Itinerary (1)

Student Transitions Enhancement Theme: Logic Model				
AIMS: To enhance the student transition experience in Scottish higher education, and provide accelerated practice within and beyond Scotland				
INTENTIONS	INTERMEDIATES	STRATEGIES	OUTCOMES	IMPACT INDICATORS
<p>We want to:</p> <ul style="list-style-type: none">Improve the understanding of what successful student transitions meanEncourage the sector to consider the range of student transitions and the support needed to ensure they are successfulImprove the engagement of students in their transitionsImprove the engagement of employers in the transitions of studentsImprove the engagement of the sector in the transitions of studentsImprove the engagement of the sector in the transitions of students	<p>By the end of this Theme, we will have:</p> <ul style="list-style-type: none">Developed a shared understanding of what successful student transitions meanDeveloped a shared understanding of what successful student transitions meanDeveloped a shared understanding of what successful student transitions meanDeveloped a shared understanding of what successful student transitions meanDeveloped a shared understanding of what successful student transitions meanDeveloped a shared understanding of what successful student transitions mean	<p>Our approach is to:</p> <ul style="list-style-type: none">Develop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions mean	<p>We will do this by:</p> <ul style="list-style-type: none">Developing a shared understanding of what successful student transitions meanDeveloping a shared understanding of what successful student transitions meanDeveloping a shared understanding of what successful student transitions meanDeveloping a shared understanding of what successful student transitions meanDeveloping a shared understanding of what successful student transitions meanDeveloping a shared understanding of what successful student transitions mean	<p>Our products will:</p> <ul style="list-style-type: none">Develop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions meanDevelop a shared understanding of what successful student transitions mean

Improve
understanding of
Student
Transitions

✓ More complex
understanding of
diversity of student
transitions in
different contexts

Complexities



“The ET has broadened
or enhanced
understanding of
student transitions and
the complexity of its
definition”
(Evaluation Interim
Report)

OUIs “multiple and
concurrent transitions
– multiple and
concurrent
resiliences”

“Now we're very aware
that there are several key
transitions and we need to
be thinking about how we
support the students
through these different
stages of their journey
through HE. So I think our
institutional conception
and awareness and the
way we talk about
transition has changed.”
(Evaluation Report, **R1**)

[illegible]

Transition Skills + Strategies

- 
- Self-belief (self-efficacy)
 - Self-management of expectations
 - Critical Self-reflection
 - Academic Resilience
 - Mindset
 - Time management

Setting Goals: Establish your goals for what you want to achieve and plan how they will fit into your longer term goals.

Informed Realism: It is important to become familiar with any new requirements and to be realistic about how you will meet them.

Flexibility: Good coping mechanisms will come from approaching differences between reality and expectations with some flexibility.

This editable document has been specially designed to enable you to tailor content to your particular subject or department. QAA Scotland is therefore not responsible for any content changes made to the template.

www.enhancementthemes.ac.uk/enhancement-themes/current-enhancement-theme/transition-skills.

Morisano, D Hirsh, J B Peterson, J B, Pihl, R O and Shore, B M (2010) : *Setting, elaborating, and reflecting on personal goals improves academic performance*. Journal of Applied Psychology, 95, pp 255-264.



Managing my expectations at university

It is important to be clear about your expectations of what it is like to be in higher education. It will help if your expectations are informed and realistic.

If your expectations and your reality are different then there is a gap that could widen and impact negatively on your academic success. It might help you to manage your expectations if you create a vision board like the one below.



Itinerary (2)

Student Transitions Enhancement Theme: Logic Model					
AIMS: To enhance the student transition experience in Scottish higher education, and provide accelerated practice within and beyond Scotland					
INTENTIONS	INTERVENTIONS	STRATEGIES	ACTIVITIES	PRODUCTS	IMPACT INDICATORS
<p>We want to:</p> <ul style="list-style-type: none">• Enhance our understanding of what successful student transitions are• Encourage the sector to ensure we have heard in our research on student transitions and engagement in practice• Support student engagement in the sector• Support staff engagement in the sector• Support the sector to work collaboratively as a sector• Support the sector to support our work• Support the sector to support our work• Support the sector to support our work	<p>By the end of this Theme, we will have:</p> <ul style="list-style-type: none">• Developed a shared understanding of what successful student transitions are• Developed a shared understanding of what successful student transitions are• Developed a shared understanding of what successful student transitions are• Developed a shared understanding of what successful student transitions are• Developed a shared understanding of what successful student transitions are• Developed a shared understanding of what successful student transitions are• Developed a shared understanding of what successful student transitions are	<p>Our approach is to:</p> <ul style="list-style-type: none">• Develop good practice and evidence of how it is achieved• Develop good practice and evidence of how it is achieved• Develop good practice and evidence of how it is achieved• Develop good practice and evidence of how it is achieved• Develop good practice and evidence of how it is achieved• Develop good practice and evidence of how it is achieved• Develop good practice and evidence of how it is achieved	<p>We will do this by:</p> <ul style="list-style-type: none">• Developing good practice and evidence of how it is achieved• Developing good practice and evidence of how it is achieved• Developing good practice and evidence of how it is achieved• Developing good practice and evidence of how it is achieved• Developing good practice and evidence of how it is achieved• Developing good practice and evidence of how it is achieved• Developing good practice and evidence of how it is achieved	<p>Our products will be:</p> <ul style="list-style-type: none">• Briefings/podcasts• Case studies• Project outputs• Project outputs• Project outputs• Project outputs• Project outputs	<p>Our success will be seen in:</p> <ul style="list-style-type: none">• Completion of a range of practice and resources• Completion of a range of practice and resources• Completion of a range of practice and resources• Completion of a range of practice and resources• Completion of a range of practice and resources• Completion of a range of practice and resources• Completion of a range of practice and resources

Use our learning in practice

✓ Sharing of practices across 19 institutions

All **19** Scottish institutions participated in the Student Transitions Enhancement Theme



69 submissions to the transitions through higher education track of the 3rd International Enhancement in Higher Education Conference



403

individuals involved in Institutional Teams over years 2 and 3 of the Theme



81

students involved in the Student Network across the three years of the Theme



20,866

page views on the information about Student Transitions web pages



over **900** resources related to the Theme



10 QAA Scotland events related to the Theme



1,378

registrations over the last three QAA Scotland conferences



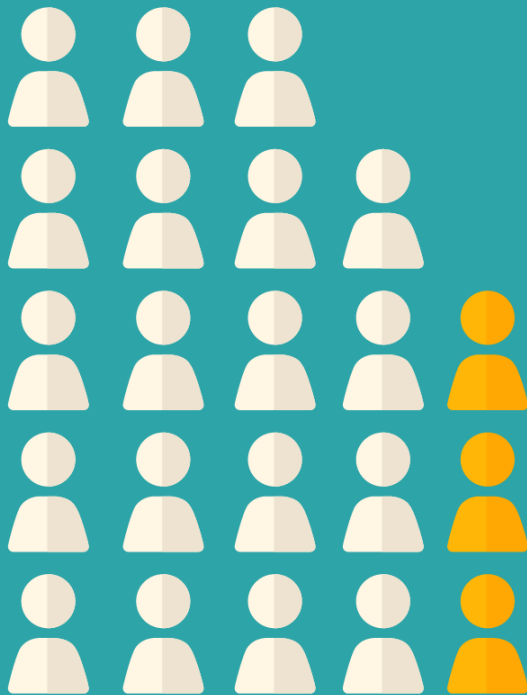
Itinerary (3)

Student Transitions Enhancement Theme: Logic Model				
AIMS: To enhance the student transition experience in Scottish higher education, and provide accelerated practice within and beyond Scotland				
INTENTIONS	INTERMEDIATES	STRATEGIES	SUPPORTS	IMPACT INDICATORS
<p>We want to:</p> <ul style="list-style-type: none"> • Enhance the understanding of what successful student transitions are • Embed the practice of successful student transitions in the work of the sector • Support the development of the sector's capacity to deliver successful student transitions • Support the development of the sector's capacity to deliver successful student transitions • Support the development of the sector's capacity to deliver successful student transitions 	<p>By the end of this Theme, we will have:</p> <ul style="list-style-type: none"> • Developed a shared understanding of what successful student transitions are • Developed a shared understanding of what successful student transitions are • Developed a shared understanding of what successful student transitions are • Developed a shared understanding of what successful student transitions are • Developed a shared understanding of what successful student transitions are 	<p>Our approach is to:</p> <ul style="list-style-type: none"> • Develop good practice in the sector • Develop good practice in the sector • Develop good practice in the sector • Develop good practice in the sector • Develop good practice in the sector 	<p>We will do this by:</p> <ul style="list-style-type: none"> • Developing good practice in the sector • Developing good practice in the sector • Developing good practice in the sector • Developing good practice in the sector • Developing good practice in the sector 	<p>Our products will be:</p> <ul style="list-style-type: none"> • Good practice in the sector • Good practice in the sector • Good practice in the sector • Good practice in the sector • Good practice in the sector

Embed student engagement

✓ How we operate as a Theme: Student Network part of TLG

Increased the number of student representatives on the Theme Leaders Group



YEAR 1

19 HEI staff representatives and 2 student representatives



YEAR 3

19 HEI staff representatives and 19 student representatives



[illegible]

✓ JPAAP journal special issue

JOURNAL OF
Perspectives in Applied Academic Practice

[illegible]

- ✓ International / high profile visitors and contributors



Itinerary

“We have incorporated aspects of the thinking around the ET into the reapproval of all our programmes this session” (HEI report)

Show
work
char

ional
ndas

Itinerary (5)

Student Transitions Enhancement Theme: Logic Model					
AIMS: To enhance the student transition experience in Scottish higher education, and provide accelerated practice within and beyond Scotland					
INTENTIONS	DESIGN/COMMISSIONING	INTERVENTIONS	IMPLEMENTATION	OUTCOMES	IMPACT INDICATORS
<ul style="list-style-type: none">We want to:<ul style="list-style-type: none">• Enhance the understanding of what successful student transitions are• Encourage the sector to ensure that we have shared an understanding of what successful transitions are• Encourage the sector to ensure that we have shared an understanding of what successful transitions are• Encourage the sector to ensure that we have shared an understanding of what successful transitions are• Encourage the sector to ensure that we have shared an understanding of what successful transitions are	<ul style="list-style-type: none">By the end of this Theme, we will have:<ul style="list-style-type: none">• Developed a shared understanding of what successful transitions are• Developed a shared understanding of what successful transitions are• Developed a shared understanding of what successful transitions are• Developed a shared understanding of what successful transitions are• Developed a shared understanding of what successful transitions are	<ul style="list-style-type: none">Our approach is to:<ul style="list-style-type: none">• Develop good practice examples of how to support student transitions• Develop good practice examples of how to support student transitions• Develop good practice examples of how to support student transitions• Develop good practice examples of how to support student transitions• Develop good practice examples of how to support student transitions	<ul style="list-style-type: none">We will do this by:<ul style="list-style-type: none">• Developing good practice examples of how to support student transitions• Developing good practice examples of how to support student transitions• Developing good practice examples of how to support student transitions• Developing good practice examples of how to support student transitions• Developing good practice examples of how to support student transitions	<ul style="list-style-type: none">Our products will be:<ul style="list-style-type: none">• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions	<ul style="list-style-type: none">Our success will be seen in:<ul style="list-style-type: none">• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions• Good practice examples of how to support student transitions

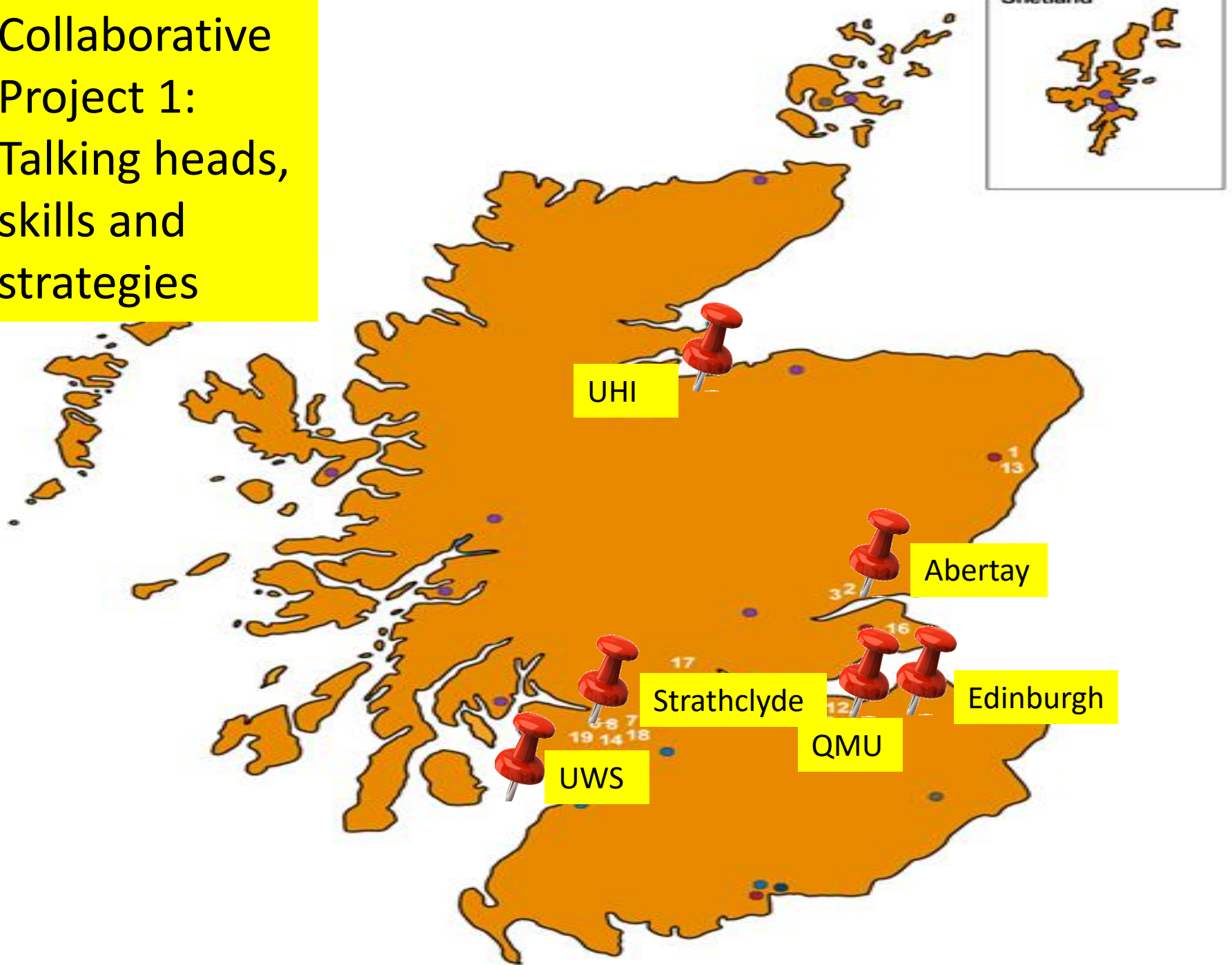
Show how our work **effects** change

✓ Multiple examples from ALL Scottish HEIs in repository

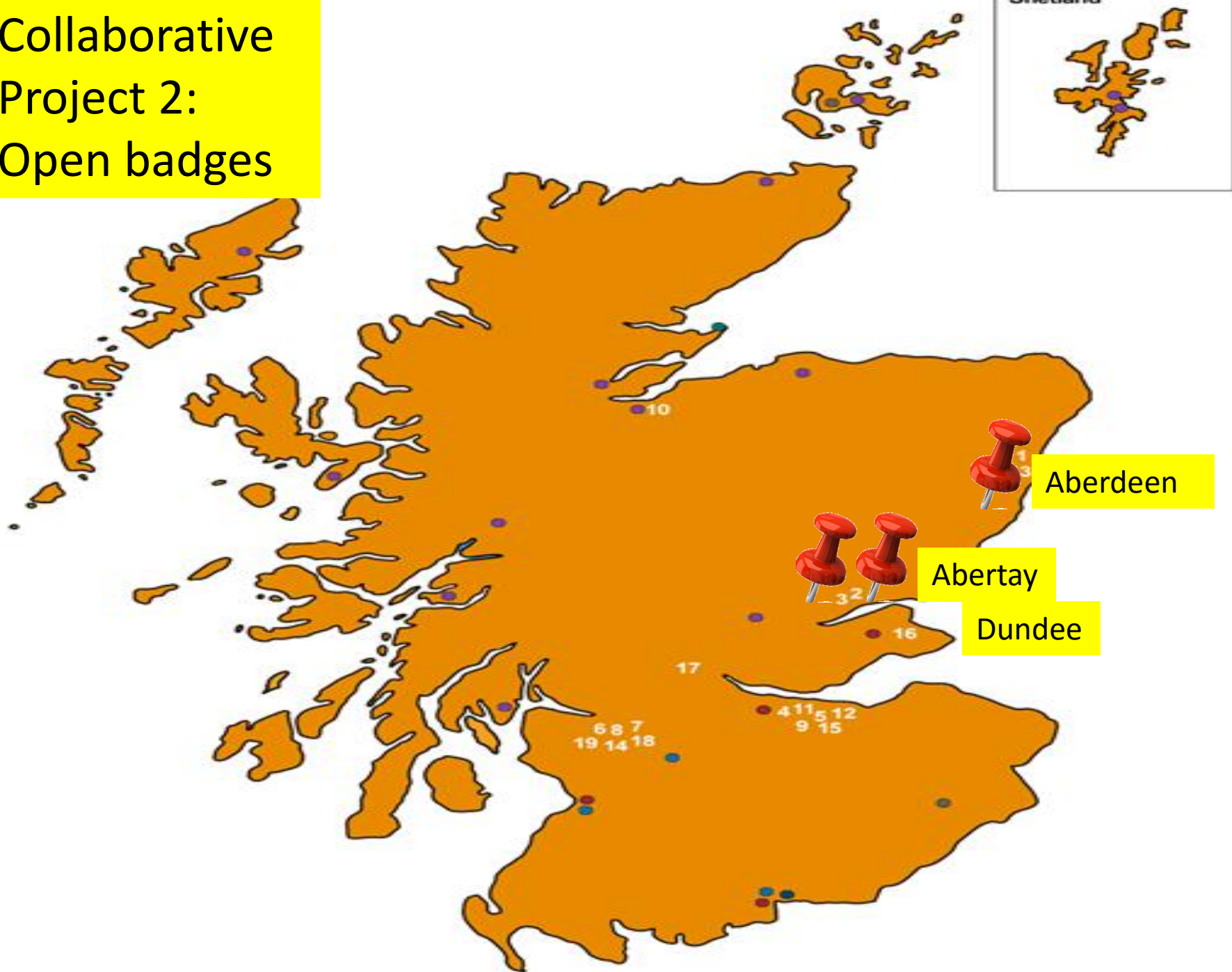
Institutional case studies (year 2) – by topic



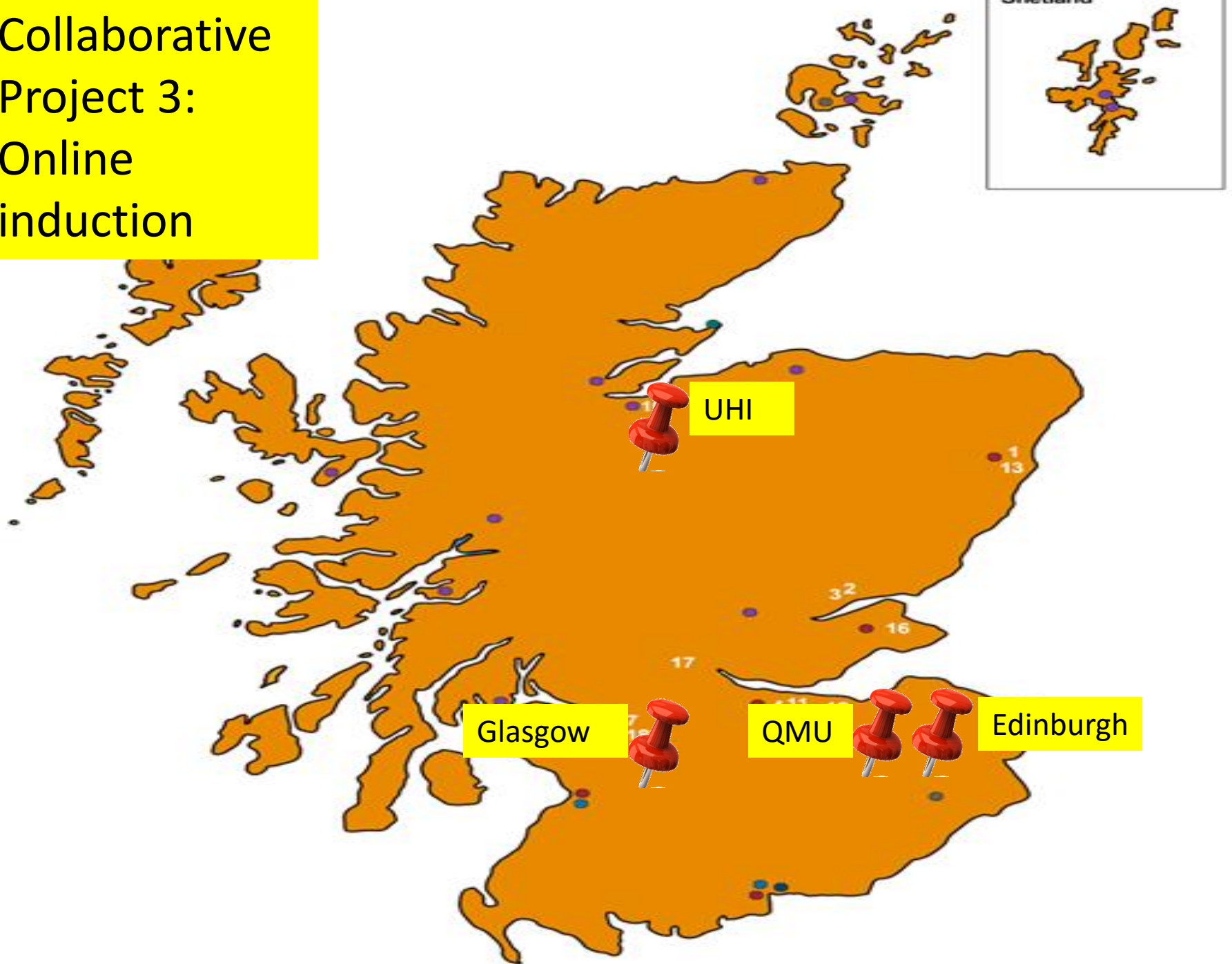
Collaborative Project 1: Talking heads, skills and strategies



Collaborative Project 2: Open badges



Collaborative Project 3: Online induction



Getting there (Into)

Institutional Initiatives

UHI: HN to degree

Aberdeen: Using Facebook to aid transition

St Andrews: Non-traditional student blog

Glasgow: WA with MOOCs

UWS: Pre-entry engagement via Moodle

GCU: Welcoming and Engaging Care Experienced Students

Settling there



RGU: Student Association engaging DLs

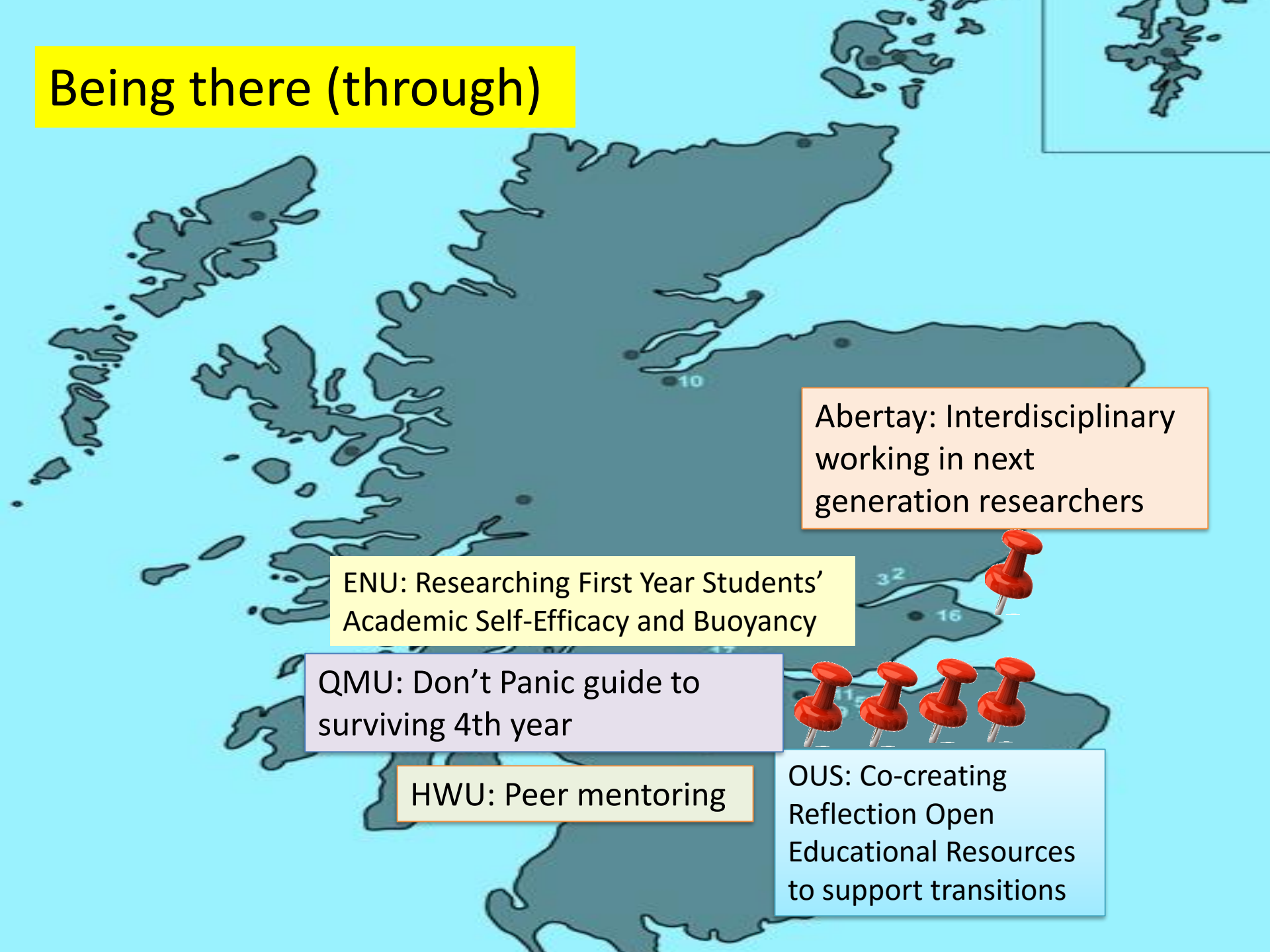
A map of Scotland is shown with a light blue background. The landmasses are in a darker blue-grey. Four red pushpins are placed on the map to indicate specific locations. Each pushpin is accompanied by a text box. The pushpins are located in the northeast (near Aberdeen), the east coast (near Dundee), the west coast (near Glasgow), and the south (near Edinburgh). The text boxes are colored: orange for the northeast, light blue for the east coast, light purple for the west coast, and light yellow for the south. The map also shows some numbers (17, 32, 16, 411, 9, 8, 7, 4, 18) scattered across the landmasses, possibly representing population or other data points.

Dundee: Inclusive Approach to becoming and belonging

GSA: The cross-school course

Edinburgh: Getting Started Guide

Being there (through)



ENU: Researching First Year Students' Academic Self-Efficacy and Buoyancy

QMU: Don't Panic guide to surviving 4th year

HWU: Peer mentoring

Abertay: Interdisciplinary working in next generation researchers

OUS: Co-creating Reflection Open Educational Resources to support transitions

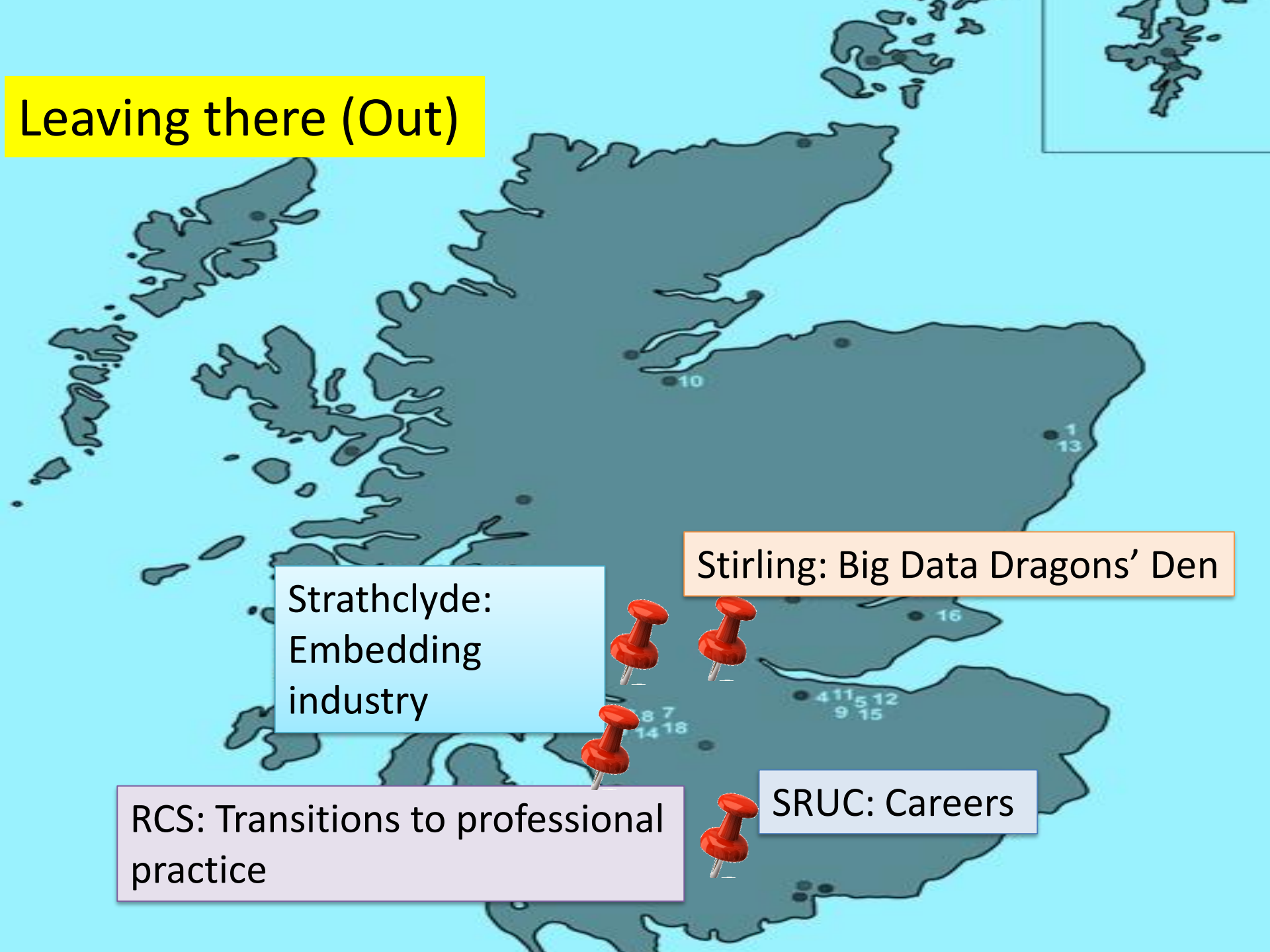
Leaving there (Out)

Strathclyde:
Embedding
industry

Stirling: Big Data Dragons' Den

RCS: Transitions to professional
practice

SRUC: Careers



Impact?

- Sector

- “The *impact* of the Theme can’t be measured in straightforward statistical terms, but the intrinsic *value* of the Theme has been demonstrated by its explicit and implicit appearance in strategies, and as a topic for discussion”
(Institutional report)

Sector level - QAAS officer

“The Themes have helped us build knowledge / expertise around:

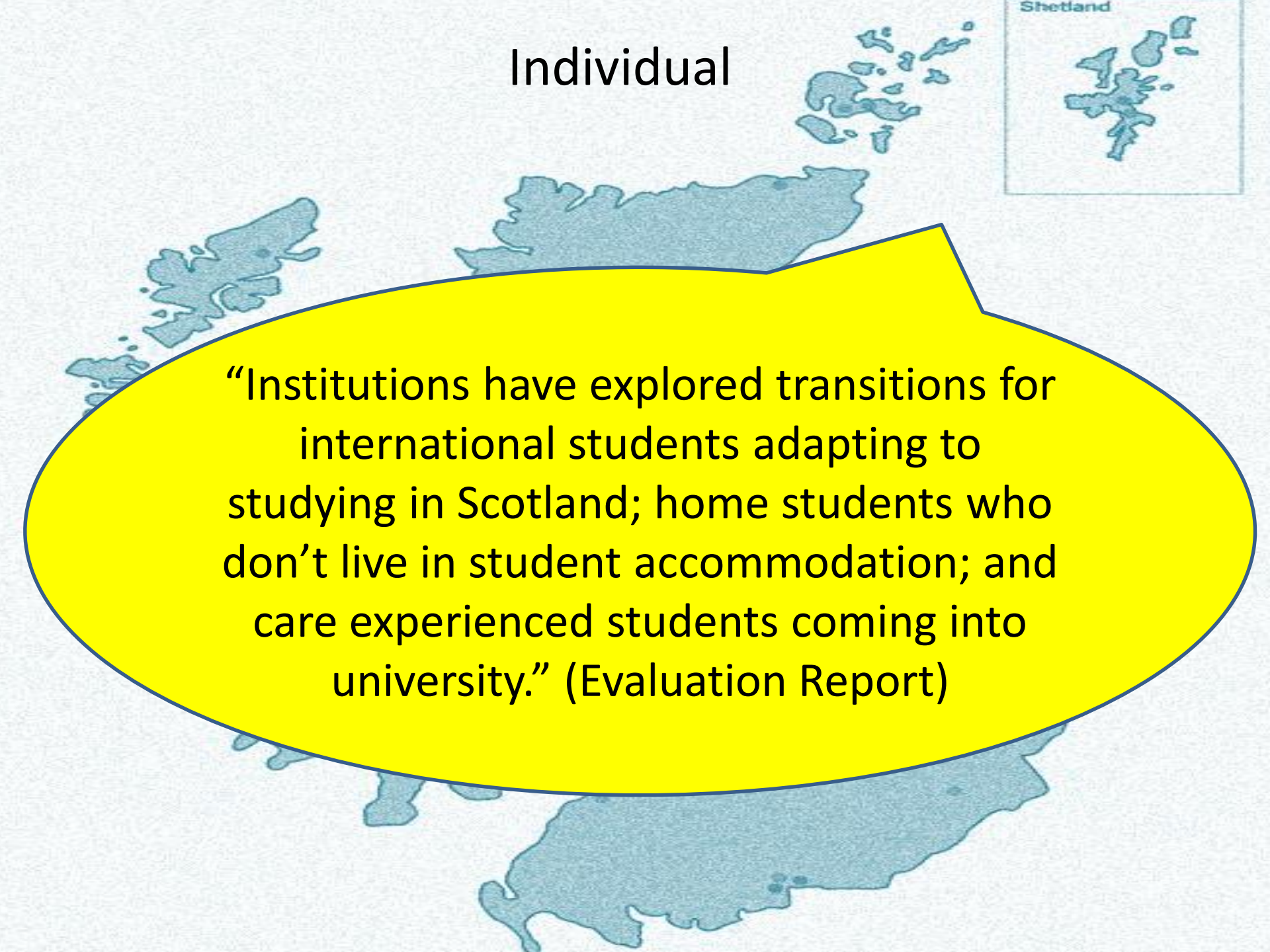
- culture of the sector – (its tribes, beliefs, dynamics, needs, requirements)
- what the sector needs (its capacity for change, strengths and weaknesses)
- what the sector might need to respond to (policy - opportunities and threats)
- what the barriers to change would be, who were the key change agents / had influence within the sector
- how to communicate with all these stakeholders and the best methods to use
- how to direct the ‘policy flow’ from Government through QAA to the wider sector
- who to influence, when to influence them and how to do it.”

Institutions



“Across institutions the transitions activity has led to changes in process and practice in activities such as induction, internal evaluations, and WA”
(Evaluation Interim Report)

Individual

A light blue map of Scotland is shown in the background. A large yellow callout bubble with a dark blue border is centered over the map. In the top right corner, there is a small inset map of the Shetland Islands, labeled 'Shetland' in a small font.

“Institutions have explored transitions for international students adapting to studying in Scotland; home students who don’t live in student accommodation; and care experienced students coming into university.” (Evaluation Report)

Major changes
to policy + regs

Creation of a Directors
of PGT network

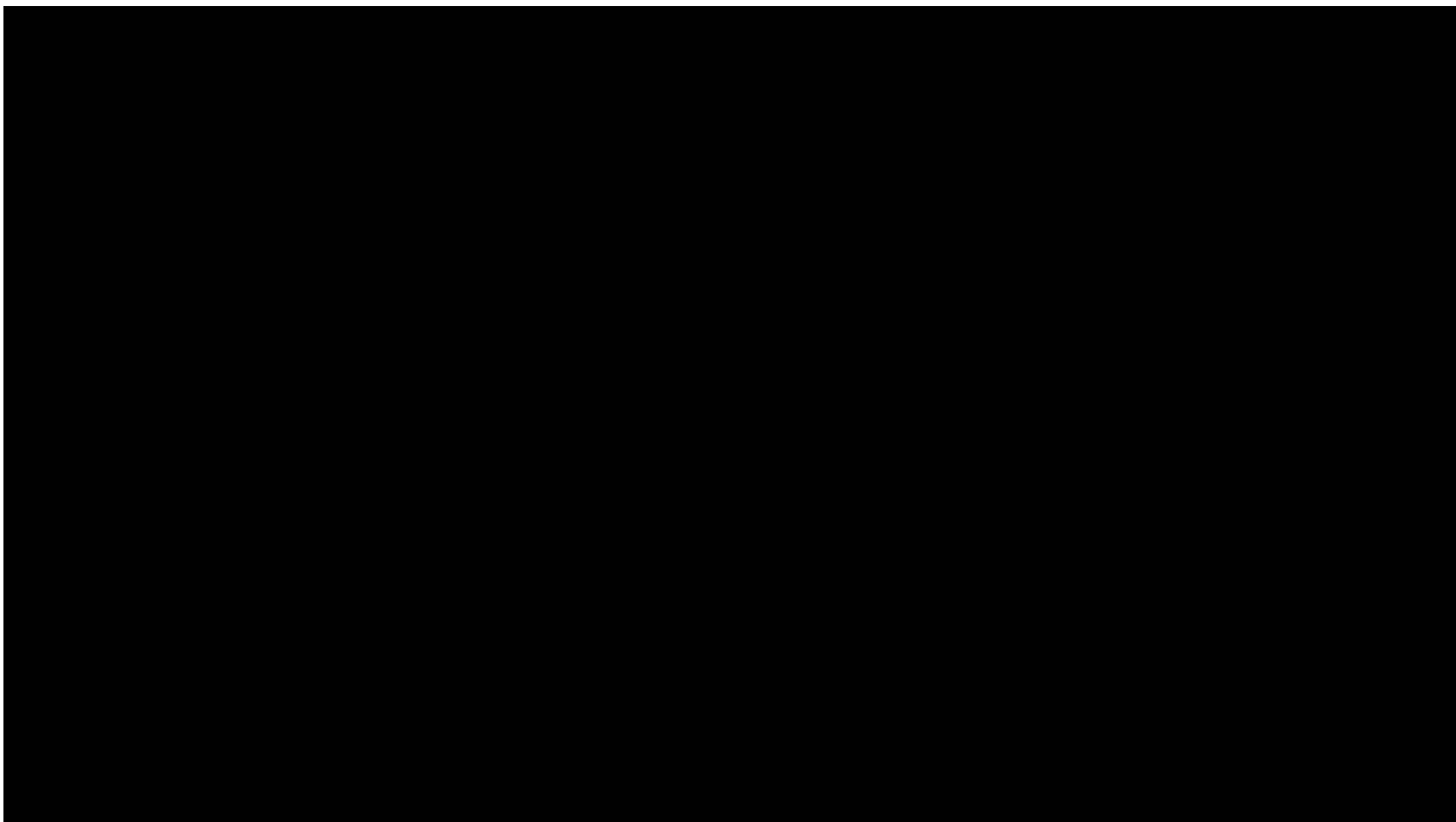
Seamless and transparent
transition from taught
to research postgraduate
Study

Increased retention
into research
degrees

Introduction of
'Thinking about
a PhD' events

Introduction
of 'Loving
your PhD'
lunches

UNIVERSITY OF STANDREWS



Ryan

- <https://drive.google.com/drive/folders/0B98DAC-hFpC1d05SQXRIMmlxZGs>

Are we
there yet?






As a sector, we've journeyed together to:

1. Get better understandings of transitions
2. Apply those understandings to our practices
3. Synthesise findings from research and support fresh research
4. Communicate and disseminate findings
5. Work separately and collaboratively to enhance learning



A large stack of vintage suitcases in various colors and sizes, including brown, red, and green, against a brick wall. The suitcases are arranged in a haphazard manner, with some standing upright and others lying flat. The colors range from dark brown and black to bright red and green. The suitcases have various features like latches, handles, and straps. A yellow banner with black text is overlaid on the center of the image.

It's not the end of the journey

A stack of seven colorful sticky notes (blue, light blue, pink, orange, yellow, light green, and lime green) is fanned out on a brown corkboard. The text is written on the lime green sticky note at the top of the stack.

How to join up the
dots - great
transitions
consistently across
institutions for *all*
students?

Current Enhancement Theme ➤

Institutional work

Inter-institutional collaboration

Transition skills phase 1

Transition skills phase 2

Evaluation of the Theme

Transitions map

Equality and diversity

International Students

Membership of TLG

Completed Enhancement Themes

Guide to the

Student Transitions (2014-17)

During this Enhancement Theme, we explored the transitions of students into, through and out of study at university. We completed a range of **sector-wide** projects and **institutional work**.

Sector-wide work

Three topic-focused projects ran for the duration of the Theme. These were:


- **Transitions Map** - Collated resources highlighting practice across the sector. Covering various stages and types of student transitions.
- **Transition Skills and Strategies** - A set of resources to support staff and students. Using the resources will help develop skills essential for a successful transition.
- **Support for looked-after students** - Focusing on the needs of students who have experience of being in care.
- **The experiences and needs of international students** - Research looking at how these students transition into the Scottish higher education sector.


Institutional work

Scottish higher education Institutions have taken part in the Enhancement Theme. They produced a variety of work which is available on each of the **institutional pages**. This includes:

- End of year reports and work plans for each year.
- Case studies produced during years one and two.
- **Student commentaries** that support the case studies. Proving that institutional activity has improved the experience of students.

Publications and reports

 **Evaluation of year 3 of the Student Transitions Enhancement Theme**

 **International Students - Transitions into Scottish Higher Education: A Scoping Study**

Highlighted resources

Transitions Map

Skills and Strategies

Equality and Diversity

Institutional work

Institutional Work Year 1-3

Institutional Case Studies Year 1


Institutional Case Studies Year 2

Student commentaries

Inter-institutional collaboration

Institutional multimedia

How to keep using what we've produced?

A stack of seven colorful sticky notes (blue, light blue, pink, orange, yellow, light green, and lime green) is fanned out on a brown corkboard. The text is centered on the lime green sticky note at the top of the stack.

What learning
about change
can we take with
us on our next
sectoral
journey?

- 1 University of Aberdeen
- 2 Abertay University
- 3 University of Dundee
- 4 University of Edinburgh
- 5 Edinburgh Napier University
- 6 University of Glasgow
Campus: Dumfries
- 7 Glasgow Caledonian University
- 8 Glasgow School of Art
- 9 Heriot-Watt University
Campuses: Galashiels & Orkney
- 10 University of the Highlands and Islands
Campuses: Argyll College, Orkney College, Highland Theological College, Inverness College, Lewis College, Sabhal Mòr Ostaig, NAFC, North Highland College, M, Scottish Association for M, Shetland College, West Hi
- 11 Open University in Scotland
- 12 Queen Margaret University
Campus: Cromarty
- 13 The Robert Gordon University
- 14 Royal Conservatoire of Scotland
- 15 Scotland's Rural College
Campuses: Aberdeen, Ayr, Cupar & Broxburn
- 16 University of St Andrews
- 17 University of Stirling
- 18 University of Strathclyde
- 19 University of the West of Scotland
Campuses: Ayr, Dumfries & Hamilton

Itinerary

New
Enhancement
Theme





Thank you

I'll look forward to watching your
ET progress