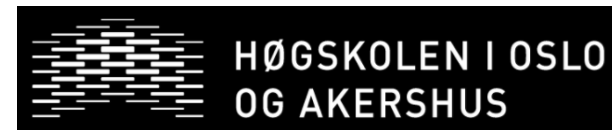# Enhancing access and transition: principles for good practice

KORNELIA FREITAG, RUHR UNIVERSITY BOCHUM, GERMANY

SUSANNE LIPPOLD, RUHR UNIVERSITY BOCHUM, GERMANY

ANN DE SCHEPPER, UNIVERSITY OF ANTWERP, BELGIUM

Who we are

Outline

- Introduction

- Students' experiences with access and transition

- Presentation: Enhancing access

- Presentation: Enhancing transition

- Reflection & Discussion

- Conclusion

Students experiences with access and transition

- Handan Cakir, Fatima Caliskan (Ruhr-University Bochum)

- Matej Patrik Žitňanský (Masaryk University)

- Miriam Sturim, Pia Marie Johansen, Rune Keisuke Kosaka (Oslo & Akershus University College)

Tasks for the audience

- **Q1:** Are the guiding principles fitting to ensure success in larger and more diverse student bodies?

- **Q2:** Are the presented best practices suitable to reach the aim specified in the guiding principles?

- **Q3:** Which best practice appeals to you most and why?

Enhancing access Principle 1:

Improving **communication** and **liaison**

between universities and

wider stakeholder community

to **target future students**

Good Practices

- "Open days", "Fairs", Science competitions for pupils

- Talent **scouts** (Bochum, Innsbruck)

- Student **ambassadors** (Bochum, Oslo)

- Student **tutors** (Antwerp)

- **Targeted** recruitment (Bristol, Dublin)

Good Practices

Targeted recruitment as part of an **academically integrated diversity strategy** (UCD)

National Access Policy: students…reflect diversity of Ireland's population

University policy: student profile …reflect diversity of general population

Aim: to ensure that access is embedded + mainstreamed throughout UCD

Structure: Widening Participation Committee

– Programs / Deans

– Centre for Access & Lifelong Learning

"Engagement **and** Outreach": **UCD in the Community**

Enhancing transition
Principle 2:

Inclusive Support

and **Skills** Provision

Good practices

1. **Inclusive study skills support**

   - Study skills support for all students
     - Mathematics
     - Academic reading and writing
     - Critical thinking skills
     - …
   - Diagnostic tests
   - Online + face-to-face
   - Self-diagnostic, self-reflective, self-identification

Good practices

2. **Personal development planning portfolios** (Bristol)

- Mentoring-based, with help of academic tutor

- Portfolio
  - Reflection on personal achievements and strengths
  - Identifying areas for development

- Overview of skills for students
  - Knowledge and intellectual skills
  - Engagement and influence
  - Personal effectiveness and wellbeing

- Handbook for personal tutors

- <u>Self</u>-diagnostic, <u>self</u>-reflective, <u>self</u>-identification

Reflection & Discussion

- **Q1:** Are the guiding principles fitting to ensure success in larger and more diverse student bodies?

- **Q2:** Are the presented best practices suitable to reach the aim specified in the guiding principles?

- **Q3:** Which best practice appeals to you most and why?

Conclusion

Thank you !