

## Transition to Higher Education at a Time of Change

### Programme

- 10.30**     **Virtual coffee & registration**
- 10:50**     **Welcome & introduction**  
**Annette Hayton**   NERUPI Convenor, Senior Research Fellow, University of Bath
- 11:00**     **The emotional impact of global issues: implications for new students in higher education**  
**Caroline Hickman**   Lecturer and Researcher, Department of Education, University of Bath  
Caroline will consider the emotional impact of the current environmental, social and health crises and explore how we can constructively address these and move forward sustainably into the future. She will draw on her own experience as an educator and climate psychology therapist to consider how those working in access and student success can support students in their transition to HE in 2020.
- 11:30**     **Culture and identity: what can we learn from the concept of cleft habitus?**  
**Nicola Ingram**   Professor of Sociology of Education, Manchester Metropolitan University  
Nicola will talk about issues of class and belonging drawing on her research investigating the tension between becoming educationally successful and being working class. She will consider the difficulties in reconciling home and neighbourhood influences with the influences of educational settings, the emotional implications of these tensions and the particular challenges brought about by the Covid-19 pandemic and other crises.
- 12.00**     **Break**
- 12.30**     **Using NERUPI to plan and review transition and induction provision**  
**Annette Hayton**   Senior Research Fellow / NERUPI Convenor, University of Bath  
Annette will consider the responsibilities of HE providers to support students in realising three key objectives from Level 4 of the NERUPI Framework (Transition). Focussing on become (habitus), practise, (skills capital) and understand (academic capital), she will explore some of the challenges and opportunities that the current crisis brings and how we might assess the impact of approaches to transition.
- 1.00**     **Facilitated group discussion**  
Transition to HE at a time of change - adapting and evaluating transition and induction activities to support new students

Programme continued...

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### Programme Continued

<b>1:30</b>	<b>Break</b>
<b>1.45</b>	<b>Feedback from groups and panel discussion</b>
<b>2.15</b>	<b>Event close</b>

### Event Overview

Making the transition to higher education is a challenge for all students. Becoming an undergraduate signifies a commitment to a chosen path, a new type of learning experience and, very often, a significant change in social network. Although higher education is designed to be transformational, experiencing the process of personal change can be painful as well as enjoyable. This process is even more challenging for students from groups under-represented in higher education as their culture and values are less likely to reflect the culture and values of the academy. They, and their support networks, have less understanding of the traditional expectations of student life and study which often results in them feeling like 'fish out of water', adversely affecting their capacity for study and social connections.

Covid 19 means that new entrants in 2020 face another challenge. Staff, as well as students, are not yet clear about the shape of the learning experience or what student life will be like – although we know it will not be back to normal. Many students will not have engaged with formal learning or their teachers since March, have not taken the examinations they have worked towards over the years or completed the important rites of passage that support the change process. In addition to Covid 19 many young people are deeply concerned about the implications of climate change and the inequalities of our society brought into sharp focus over the recent weeks.

This creates additional challenge for HE staff concerned with developing provision to support transition to higher education this autumn. But it is also an opportunity to rethink what induction and transition could become. Setting meaningful aims for this process and learning from the experience is fundamental if we are to make best use of the situation to enhance the transition experience for undergraduates in 2020 and the future:

This session will:

- Consider the emotional impact of Climate Change, Covid 19 and inequalities on society and young people
- Explore the particular challenges experienced by students from under-represented groups in higher education
- Review and apply the Level 4 NERUPI Aims and Objectives centred on Transition
- Provide opportunities for members to share ideas and plans for induction and transition

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### Suggested Pre-reading

Rise of Eco Anxiety - Caroline Hickman, 2019: <https://www.bath.ac.uk/announcements/rise-of-eco-anxiety-affecting-more-and-more-children-says-bath-climate-psychologist/>

The Chameleon Habitus: Exploring Local Students' Negotiations of Multiple Fields - Jessica Abrahams & Nicola Ingram, 2013: <https://www.socresonline.org.uk/18/4/21.html>

NERUPI Framework: <http://www.nerupi.co.uk/members/resources/nerupi-framework-for-levels-five-and-six-student-success-progression>

Theory, evaluation, and practice in widening participation: a framework approach to assessing impact - Annette Hayton and Andrew Bengry-Howell, 2016: <http://www.nerupi.co.uk/members/resources/article-1>

### Speaker Biographies

**Annette Hayton** is Senior Research Fellow in the Department of Education at the University of Bath and convenes the NERUPI Network on behalf of the University; she co-developed the NERUPI Evaluation Framework. Annette was previously Head of Widening Participation at the University of Bath and Goldsmiths, University of London and so has many years' experience managing activities designed to support successful progression to higher education. She aims to combine theory, research and practice, making praxis the foundation of her work to promote equity and foster progressive change within the education system. Annette is currently Innovative Practice Editor for the journal Widening Participation and Lifelong Learning and a member of the International Centre for Higher Education Management at the University of Bath.

**Caroline Hickman** has a background in Social Work working in both mental health and children and family teams for several years in South London. She ran a Practice Learning Centre for four years arranging social work placements in the voluntary sector whilst teaching at the University of North London and South Bank University. Caroline subsequently spent 20 years as an independent trainer, lecturer and consultant in London and runs an independent psychotherapy practice. She joined the University of Bath as a lecturer and researcher in 2008 having previously lectured at the University of East London and the University of Plymouth. Caroline's research interests including climate change and eco-crisis psychology as well as children's communication and various interests related to social work and psychotherapy.

**Nicola Ingram** is Professor of Sociology of Education at Manchester Metropolitan University and previously held a professorship at Sheffield Hallam University. Her research is focused broadly on social class inequalities in education and she is particularly interested in how aspects of identity, such as gender and ethnicity, interweave with the classed dimension. Her recent books include Working Class Boys and Educational Success: Teenage Identities, Masculinities and Urban Schooling (Palgrave MacMillan 2018); Educational Choices, Aspirations and Transitions in Europe (Routledge 2018); Higher Education, Social Class and Social Mobility: the Degree Generation (Palgrave Macmillan 2016).