



[Recommend this title](#)

[Review this book](#)

Tags: [Education](#), [Higher Education](#)

Transition into Higher Education

AUTHOR : By [Harriet Jones](#), [Hilary Orpin](#), [Gemma Mansi](#), [Catherine Molesworth](#) and [Heather Monsey](#) Edited by [Karen Smith](#) and [Joy Jarvis](#)

ISBN : 9781914171291

Edition No : 1

Publication : Jan 16, 2023

Extent : 96 pgs

DESCRIPTION

This book will help all academic staff in higher education (HE) develop more informed teaching and better support students as they transition to university.

It explores the organisations who advise students pre-university and uncovers the myths and misconceptions held by HE stakeholders. Induction and welcome activities are examined in order to identify best practice, transition problems such as study skills, employment, mental health and identity are covered, and a final chapter focuses on the effects of Covid-19 on transition issues.

The ***Critical Practice in Higher Education*** series provides a scholarly and practical entry point for academics into key areas of higher education practice. Each book in

the series explores an individual topic in depth, providing an overview in relation to current thinking and practice, informed by recent research. The series will be of interest to those engaged in the study of higher education, those involved in leading learning and teaching or working in academic development, and individuals seeking to explore particular topics of professional interest. Through critical engagement, this series aims to promote an expanded notion of being an academic – connecting research, teaching, scholarship, community engagement and leadership – while developing confidence and authority.

CONTENTS

Introduction

Chapter 1: Perceptions of transition

Chapter 2: The pre-degree environment

Chapter 3: Stakeholders in the transition to university

Chapter 4: Supporting students in transition

Chapter 5: The first year at university

Chapter 6. Remote learning within the HE sector

AUTHOR

Harriet Jones was Professor of Student Learning in the School of Biological Sciences, the Centre for Ecology, Evolution and Conservation at the University of East Anglia. She was a Senior Fellow of the HEA and was awarded a National Teaching Fellowship in 2019 for her work on the holistic approach to the school-to-university transition. She specialised in teaching first year students in the School of Biological Sciences and researched the problems students face in making the move into HE for over 20 years. She worked with UCAS, Ofqual, OCR, AQA and IB, and contributed to conferences and workshops with educators on both sides of the school-to-university transition.

Gemma Mansi is the Deputy Head of Teaching and Learning in the school of education at the University of Greenwich. She is a Senior Fellow of the HEA and specializes in teaching childhood and youth studies. Gemma began her academic career at the University of Greenwich immediately after her undergraduate and postgraduate studies. Her PhD explored how social change affects transitions of young fathers on the Isle of Sheppey, Kent. Through research and practice, Gemma has focused her efforts in developing a specialized understanding of young people's transitions and how they are affected by social factors and institutions.

Catherine Molesworth is a lecturer in the school of education at the University of Greenwich where she teaches a range of subjects including psychology and statistics to undergraduates and doctoral students. Her PhD at City University and postdoctoral work at the Institute of Psychiatry focused on learning processes in autism spectrum disorders. Her interest in students' experiences of education and transition was inspired by conversations with pupils and teachers in schools during her research work and previous experience working in the Directorate for Planning

and Statistics at Greenwich where she led the statistical analyses of large data sets relating to student progression.

Heather Monsey has worked in outreach for the last 5 years and is currently an outreach officer for the University of East Anglia. The primary focus of her role is to widen access to university for students from backgrounds under-represented in higher education. She provides information, advice and guidance on all stages of the university application process for level 3 students, with a particular focus on supporting student's transition to university. Heather works closely with students, teachers and parents across Norfolk schools, facilitates a transition event on campus, as well as co-authors the Preparing for University MOOC.

Hilary Orpin is a Director of Strategic Development in the Faculty of Education, Health and Human Sciences, at the University of Greenwich. She is a Senior Fellow of the HEA. She has worked in higher education since 2007 and specialises in teaching students on the BA Hons childhood and youth studies programme. She was as a professionally qualified youth and community worker who specialised in supporting young people excluded from school to gain qualifications which would enable them to enter further education. As both an HE lecturer and youth and community worker she has supported young people's transitions from school to further education and further education to higher education.

Joy Jarvis is currently Professor of Educational Practice at the University of Hertfordshire and a UK National Teaching Fellow. She has experience in a wide range of education contexts and works to create effective learning experiences for students and colleagues. She is particularly interested in the professional learning of those engaged in educational practice in higher education settings and has undertaken a range of projects, working with colleagues locally, nationally and internationally, to develop practice in teaching and leadership of teaching. Joy works with doctoral students exploring aspects of educational practice and encourages them to be adventurous in their methodological approaches and to share their findings in a range of contexts to enable practice change.

Karen Smith is Reader in Higher Education in the School of Education at the University of Hertfordshire. She has a strong practice and research interest in transnational education, notably in flying faculty models. Karen spent many years working on lecturer development programmes and is now the Director of the University of Hertfordshire's Professional Doctorate in Education. Karen also leads collaborative research and development in her School, where she engages in externally funded research and evaluation and supports the development of scholarly educational practice through practitioner research