



Queen Mary

University of London

Introduction to Queen Mary

At Queen Mary University of London, we believe that a diversity of ideas helps us achieve the previously unthinkable.

Throughout our history, we've fostered social justice and improved lives through academic excellence. And we continue to live and breathe this spirit today, not because it's simply 'the right thing to do' but for what it helps us achieve and the intellectual brilliance it delivers.

We continue to embrace diversity of thought and opinion in everything we do, in the belief that when views collide, disciplines interact, and perspectives intersect, truly original thought takes form.

Go to www.menti.com and use the code 91 95 27 4

What are you hoping to get out of this session?

Press ENTER to pause scroll

MENTIMETER





Queen Mary
University of London



Helping students to prepare for university- level study

Miriam Lowe

Today's Session...

1. Common challenges Students face entering Higher Education
2. Something I wish I had known...
3. Current climate and '5 senses of success'
4. Early indicators of success
5. Actions and Key messages
6. Questions

Go to www.menti.com and use the code 91 95 27 4

What do you think are some of the challenges experienced by students commencing University?

MENTIMETER

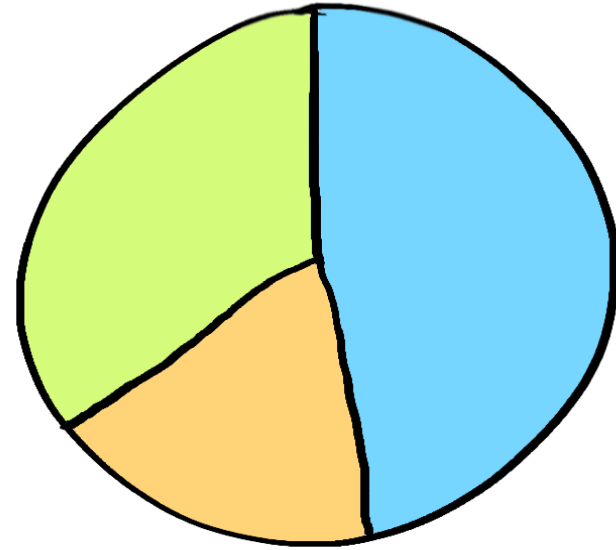
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Challenges entering Higher Education

- Significant change in life / routine
- Financial Concerns
- Implicit expectations / hidden curriculum
- Isolated from friends / family (Homesick)
- Change in academic requirements –self directed learning, group work, critical thinking
- Work/life study Balance
- Time Management
- Socialising too much

Imposter Syndrome

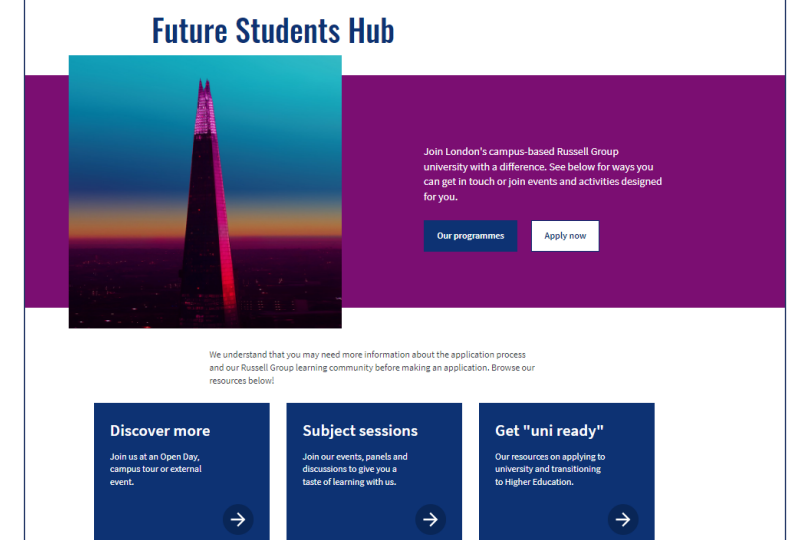


-  PEOPLE WHO GET IMPOSTER SYNDROME
-  OTHER PEOPLE WHO GET IMPOSTER SYNDROME
-  LITERALLY EVERYONE ELSE (THEY ALSO GET IMPOSTER SYNDROME)

EVERYONE FEELS LIKE AN IMPOSTER
SOMETIMES, AND THAT'S OKAY

QM Support

- [Future Students Hub](#)
- [Outreach hub](#)
- Open Days / Offer holder days
- [New Students website](#)
- Transition course: [Transition into HE](#)
- [Library Academic Skills Transition Module](#)
- [QMSU](#) / [Barts SA](#)
- [A wide range of QM services and support](#)



Future Students Hub

Join London's campus-based Russell Group university with a difference. See below for ways you can get in touch or join events and activities designed for you.

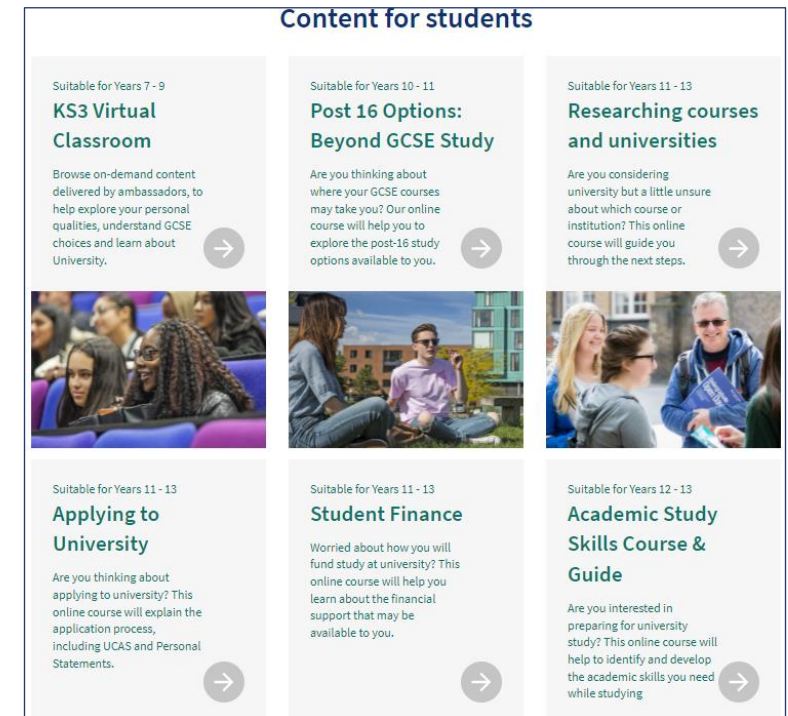
[Our programmes](#) [Apply now](#)

We understand that you may need more information about the application process and our Russell Group learning community before making an application. Browse our resources below!

Discover more
Join us at an Open Day, campus tour or external event.

Subject sessions
Join our events, panels and discussions to give you a taste of learning with us.

Get "uni ready"
Our resources on applying to university and transitioning to Higher Education.



Content for students

Suitable for Years 7 - 9
KS3 Virtual Classroom
Browse on-demand content delivered by ambassadors, to help explore your personal qualities, understand GCSE choices and learn about University.

Suitable for Years 10 - 11
Post 16 Options: Beyond GCSE Study
Are you thinking about where your GCSE courses may take you? Our online course will help you to explore the post-16 study options available to you.

Suitable for Years 11 - 13
Researching courses and universities
Are you considering university but a little unsure about which course or institution? This online course will guide you through the next steps.

Suitable for Years 11 - 13
Applying to University
Are you thinking about applying to university? This online course will explain the application process, including UCAS and Personal Statements.

Suitable for Years 11 - 13
Student Finance
Worried about how you will fund study at university? This online course will help you learn about the financial support that may be available to you.

Suitable for Years 12 - 13
Academic Study Skills Course & Guide
Are you interested in preparing for university study? This online course will help to identify and develop the academic skills you need while studying.

Something I wish I had known before commencing Uni...

One thing I would have loved to know before attending uni would be the difficulty in the work load and also having to learn through lectures rather than a teacher teaching. I would have also loved to know the main sources to go to for help.

Masters Student in Engineering

I wish the importance of preparatory work was stressed more. Quite a few students generally dismiss summer reading lists or reading that can be done pre-course until the very last minute, to order in books for example, and I think it's detrimental to their personal progress and the pace at which seminars can be delivered. I genuinely believe it's in the best interest of students and their own time management to really try do as much prep work (or at least have a good idea of the workload ahead) before seminars and lectures creep up on you!

Second Year UG English Student

“One thing I wish I'd known before starting university is how independent and self driven you have to be in your studies as the academic staff do not guide you as much as you're used to in secondary and sixth form.”

UG Physics Student with Foundation

Something I wish I had known before commencing Uni...

We always hear that university is “less stress” than A-levels and that it’s a lot more independent work, but I didn’t know what it meant until I experienced it first hand. I want to briefly elaborate on that so people are well informed.

*Depending on their course, the number of hours you need to put into work – tutorials, homework submissions, quizzes etc – can vary. Some content may require more than just lecture notes and recordings to grasp content. This means you have to find resources and spend time to better understand this material. This could be through YouTube, Textbooks, other online university notes etc and this process is indeed time-consuming. **Less stress doesn’t automatically mean less work. You are responsible for understanding the material covered and doing the assessed work, writing notes etc because no one’s there to remind you to do the work.***

Current Climate – Covid-19 learning loss in post-16 education

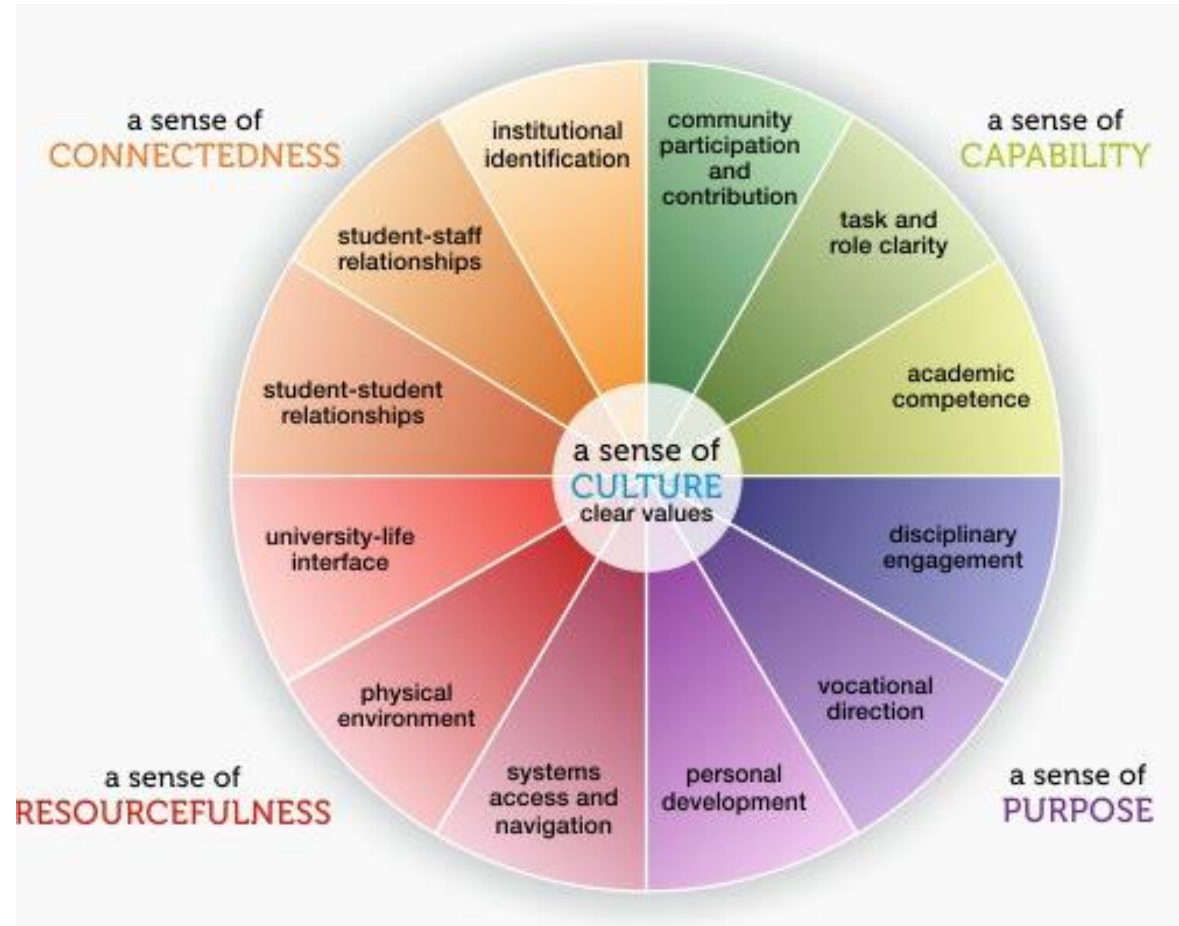
Post-16 education in the United Kingdom has been dramatically affected by the COVID-19 crisis

In the 2021–2022 academic year, U.K. universities will welcome a cohort of undergraduate students who have faced ongoing disruption to their pretertiary studying, resulting in an approximate loss of 6 months of education (Office for National Statistics, 2020), mass cancellations of exams, and a notable lack of preuniversity preparatory support, compared with pre-COVID-19 cohorts (Eyles et al., 2020). This new cohort of undergraduates will, therefore, require extra support in their transition to university.

Pownall, M., Harris, R. and Blundell-Birtill, P. (2021) [‘Supporting students during the transition to university in COVID-19: Five key considerations and recommendations for educators.’](#)

Students may possibly find themselves in a situation of exam cancellation this coming year. Even if exams are not cancelled they may still be entering university with less preparation for higher education than their pre-pandemic counterparts.

5 Senses of Success



Lizzio, A. (2006). [Designing an orientation and transition strategy for commencing students: A conceptual summary of research and practice \(First year experience project\)](#). Queensland: Griffith University.

Table 1. Suggested considerations and recommendations to address Chester et al.'s "Five Sense of Student Success" issues which arise as a result of the COVID-19 crisis.

| Sense | Characteristics | Consideration | Recommendation |
|-----------------|--|---|--|
| Capability | Understanding the student role and mastering of academic knowledge and skills | (Re)acclimatizing to studying | Clearly communicate expectations and champion flexibility. |
| Connectedness | Building relationships with peers and staff, as well as identifying with the university | Imposter syndrome and sense of belonging | Facilitate peer-to-peer support and encourage collaborative group working |
| Purpose | Setting realistic goals, engaging with the discipline and developing a sense of vocation | Mental health consequences of COVID-19 | Remain sensitive to the long-lasting mental health effects of COVID-19. |
| Resourcefulness | Knowing about university resources and procedures. Balancing work, life, and study | Increasingly unattainable hidden curriculum | Avoid assuming that students have prior knowledge about university life |
| Culture | Appreciating the core values and ethical principles of higher education | Equality of experience | Embed equality, diversity, and inclusion into all aspects of the student experience. |

COVID-19 = coronavirus disease of 2019.

Queen Mary Offerings / Successes

Flexibility – mixed mode delivery, options to attend in person / online from home. Significant support offered both in person and online. Additional Academic resources/ support offerings available through online delivery.

P2P offerings include QM Buddy Scheme, SU and Barts SU clubs and societies, Peer Assisted Study and Peer Led Team Learning Schemes. In person/virtual open days gave students opportunities to speak with SA's about their study.

Student Support [Officers](#) in schools. [Advice and Counselling](#) offering resources and 1:1 support. [Health Service](#) on campus. SU / Barts SA offering support. School Support offerings/ Extenuation changes to reflect increased [disruption](#).

[Get Ahead programme](#) – targeted to students entering uni in response to Covid-19 learning loss – Students can access a suite of resources that help with preparation and hidden curriculum. Would recommend for all students regardless. Transition courses are available (listed on the previous slide).

QM has ranked as the country's top Uni for social mobility and the most inclusive Russell Group university. Of our London UG students, more than 90% are from state schools; 75 % are BAME, and 51 % are first into HE.

Pownall, M., Harris, R. and Blundell-Birtill, P. (2021). Link on slide 10

Early indicators of success in HE

1. Undertaking preparatory work / engaging early
2. Attendance in classes
3. Logging into university systems
4. Making friends
5. Connecting with academic / professional staff associated with course

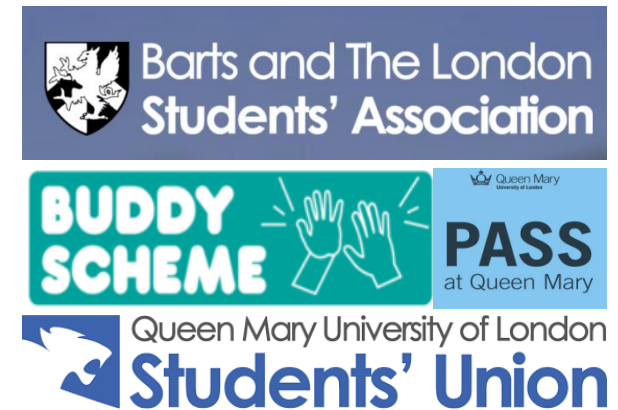


Uni is the perfect chance to learn more about yourself. You are thrown into the unknown where you can try new things and meet people who you otherwise never would, who can help you grow into the best version of yourself!

— Tiana Dinard-Samuel, QMSU Vice President Communities

QM support available to help you succeed

- Transition into HE
- Get Ahead
- Other Library resources and courses are really useful
- **Library Academic Skills Support**
- Student Support Officer /
Student Advisor / Senior Tutor
- QM Buddy Scheme
- Peer Assisted Study Scheme



Things you might wish to do to support students in their HE Journey

- 1 Help to develop a students' personal development plan
- help them explore, create plans, increase knowledge.
- 2 Connect in with the University - Book a transition webinar, schools visit, campus tour.
- 3 If students have further questions you can book in a scheduled call to find out more.

What key messages can you provide?

1 Good students access support! They take advantage of all support they are offered to get the best outcomes.

2 Academics are people too – you can ask them questions. Creating meaningful relationships with your teaching staff makes you more likely to succeed.

What key messages can you provide?

3 University hours are not just what is spent in the classroom (physical or virtual). **Independent study** is a significant part of the work you will need to do. Learn how you learn best!

4 ATTEND! Think of Uni as a full time job – it is your responsibility to turn up!

5 Use your time! Figure out what works best for you! How many hours of work, where you fit it in, how to balance fun and social activities with responsibilities and academic study. Plan!

TO DO THIS WEEK

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |



What key messages can you provide?

6 Engage from the moment you get your offer (or even before)! Find your reading lists/texts, look up your Induction Schedule, sign up for courses and events.

7 Find your People – get a buddy, join a club based on your interests or studies, join a team!



What key messages can you provide?

8 Studying can be stressful. Look after yourself – your wellbeing is very important!

9 **You deserve to be at University.
You belong.**

**Each University wants you there
and wants you to succeed in HE!**



Go to www.menti.com and use the code **91 95 27 4**

What are some of the ways you can help students prepare for their Higher Education?

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Thank you!

Question Time



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