

Appendix 1

Transition support maps – by transition type

CATEGORY	UCS	DDSS	SSG	ELTC	REGISTRY	TPO	UHS	CHAPLAINCY	STUDENTS UNION
Academic Cycle	UCS provides induction talks, and an extended 'drop in' service for the first 3 weeks of the academic year. Through 'Skills for Life' we run exam, revision and stress workshops, as well as workshops aimed at post graduate students who are writing up. We are exploring ideas around 'ending well' Our website provides self help information and signposts other sources of help	<p>The range of support provided by DDSS has the direct aim of supporting disabled students to move through the academic calendar/cycle. Disability Advisers' identify and collaborate with academic departments to recommend adjustments throughout the student's journey, to support equal access to learning and success in moving onto the next stage in the academic cycle. A range of 'people' support is available to support students to focus on academic progress, including Study Support Key Workers and Support and Guidance Mentors. The Disability Advisers engage in Case Reviews to assess student progression and potential barriers to learning. The Mental Health Adviser supports students to move through the less predictable events of the academic cycle, such as students returning from a Leave of Absence on mental health grounds.</p> <p>We are further developing our transition support for new students by holding induction events to take place before Fresher's week.</p>	<p>The section provides comprehensive preparatory pre-arrival information about the social and academic expectations of university. This includes information on living and studying at the University of Sheffield.</p> <p>The Student Services Information Desk (SSID) provides resources and support to support students throughout their academic cycle from commencing studies in the first year to supporting students as they leave the institution.</p>	<p>Campus tours, help with police registration, opening a bank account, registering with UHS, visa extensions etc. (ELTC students)</p> <p>Briefings on our services in orientation weeks (degree/exchange sts.)</p> <p>Support & guidance for pre-entry assessment (ELTC students)</p> <p>Support & guidance after pre-entry assessment (ELTC students)</p>	<p>Registry Services prepares new students for registering/becoming a student at the University. The publication: <i>Registration: The Essential Guide</i> underpinned by informative web pages tells students what they need to do both before and on arrival at the University from arranging to pay tuition fees to choosing modules and lists key dates and times for registration-related activities during the Registration Event. Other transitions students may undergo include making changes to modules (known as the add/drop period), telling us about changes to personal details to amend the student record, informing us of any religious observance to be taken into consideration when timetabling invigilated examinations or applying for examination resits and/or problems with paying tuition fees.</p> <p>Each subsequent year, continuing students will repeat some or all of these transitions by registering, choosing modules, sitting examinations and other related activities.</p>	<p>TPO provides advice and support for new students at the module enrolment event. Throughout the academic session TPO also has responsibility for processing changes to student status, including changes of programme, leave of absence and withdrawals. As part of this process guidance (inc. guidance notes) is provided to students. TPO also manages the student's progression between levels, including the issuing of results and guidance/explanatory notes in relation to year end results and appropriate next steps. In addition TPO also manages the Faculty level processes relating to student progress and progress monitoring, fitness to practise, academic appeals and complaints. These processes can involve one-to-one contact and advice to the students as well as more formal correspondence and committee meetings.</p> <p>SQU manages the operation of the University's student Discipline and Discipline Appeals Committees and provides support to the Appeals Committee of the Senate. The latter considers appeals in relation to unsatisfactory progress and fitness to practise. Different levels of advice and support are given to the students during these processes and a suite of web pages signpost students to the varying complaints and appeals procedures. The membership of all these committees is made up of highly experienced staff (and includes magistrates and clinicians).</p>	<p>UHS is involved in transitions within the academic cycle which occur for medical reasons – advising on leave of absence on medical grounds, certification required for this and for fitness to return. Sickness certification during exam periods also falls within our remit, as does some fitness certification for study abroad and advice in health care during those periods of study.</p>		<p>The Students Union involvement in Arrival Guides/Talks and open days is part of the Academic Cycle as we detail information about the Student Advice Centre which may be called on during a students academic cycle.</p>
Psychological, Emotional, Developmental	<p>Most of the therapeutic work that we do focuses on personal and emotional development, learning to understand oneself better, managing change and loss etc, whether this is through individual or group work: e.g dealing with mental health issues such as depression and anxiety, personality and relationship difficulties, bereavement. Skills for Life work includes: therapy group, confidence, assertiveness, relaxation, low mood/ depression</p>	<p>The Personal, Emotional and Developmental transitions are supported indirectly through the named and formal academic support. For example, the Support and Guidance Mentors support students to reduce their anxiety of transition into a new environment during induction. Emotional stress may fluctuate as students move through the academic cycle and the Disability Advisers are able to review students' needs and recommend support that is appropriate to changing needs.</p> <p>As a department, we collaborate with other professional services to ensure that the Personal, Emotional, Developmental transitional needs of students are met, including the University Counselling Service. We signpost students to services that can provide emotional support.</p>	<p>Many of the personal, emotional and developmental transitions that our students experience are supported by the Critical Support Team. Co-ordinators will, for example support students who are experiencing difficult and challenging experiences such as bullying, relationship breakdowns etc. These transitions may be unpredictable and in many cases can have a detrimental effect on a student's university experience. The team therefore offer a flexible, accessible and informal service, which is able to respond to the multiple needs of our students in times of transition.</p>	<p>Personal tutorials (ELTC students)</p> <p>Welfare Surgery (ELTC students)</p> <p>Signposting other support services (ELTC students)</p> <p>Support for students with dyslexia/SpLD</p>	<p>Registry Services may provide students with support when issues arise in such areas as difficulty paying tuition fees or during examination periods; for example, students with additional support needs who need extra support when taking invigilated exams.</p>	<p>Although the Student Administration Service does not have a direct role with regard to the personal, emotional, developmental and sense of belonging categories of student transition many of the processes and support offered by TPO and SQU cut across the four categories in question. For example, as part of the progress of student procedures informal interviews can be held. The discussions that take place can play a role in personal, emotional, developmental category. An opportunity is offered to students to discuss poor performance, lack of engagement and failure on their programme of study. In addition, the Discipline process encourages students to acknowledge that their behaviour needs to change. It can require them to make reparations to the community for their actions,</p>	<p>UHS regularly supports students through the varied personal transitions they undergo, in managing their own physical, sexual and emotional experiences and health problems. We treat, advise and signpost students to others within Student Services and the wider University as appropriate.</p>	<p>The Multi-Faith Chaplaincy (MFC) team are often involved in pastoral conversations with known or previously unknown students, centring on moments of transition. All team members play a role in this, though most often the chaplains who are also members of the Critical Support Team. Students also drop in and make contact by phone and email. Spontaneous transitions conversations also occur with already known students. Transitions are also dealt with in the context of a student's own faith community, in which in effect informal rites of</p>	<p>Involvement in CDC's, the presence of Team Students Union, Student Advice Centre Tea Party and the various representative committees contribute to this category. All these activities have the purpose of supporting students and helping them find themselves and supporting students.</p>

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						for example, taking part in voluntary community services. In all processes mentioned there can also be a link with other areas of Student Services, e.g. Counselling and UHS.		passage might be observed, marking transition points with acts of worship or social events.	
Intellectual and Academic	'Learning to learn' (part of our mission statement) is key to our provision in this area. Workshops such as the 'Inner Critic' and 'On hating your PhD' look at barriers to learning such as procrastination, fear of failure/ success, and individual counselling often looks at these (sometimes unconscious) mechanisms	Support and Guidance Mentors support students to develop strategies for independent academic learning and to identify how to be a successful student. Students are mentored to understand what is expected of them and to develop an awareness of their strengths and weaknesses. Study Support Key Workers provide subject specialist study support.	The section work closely with academic departments to develop relevant, appropriate and engaging induction resources in order that students are both better prepared for the academic demands of University and aware of the explicit and implicit attributes expected at University.	Guidance & support on academic expectations in the UK (all sts) Enabling development of language and skills (all students) Briefings from past ELTC students (ELTC students) Support for students with dyslexia/SpLD	Students choosing modules may contact Registry Services about their choices; we offer students administrative guidance about how to choose their modules online, referring them to their academic department(s) when they need academic guidance.	SQU oversees the operation of the Students' Charter (in partnership with the Students' Union). This document sets out what a student can expect from the University and what the University, in turn, expects of the student.	UHS will provide medical evidence for academic departments and liaise with them on students' behalf when necessary.		The Post Graduate research and taught committees represent and offer support for all PG students.
Sense of Belonging	Skills for Life groups and workshops place the emphasis of learning from, supporting, and when necessary, challenging each other. UCS also provides training and consultative support to other staff in dealing with these issues	For students who are disabled, DDSS provides a place to have their additional needs considered. By identifying the barriers to learning and the appropriate support, we ensure that disabled students have full access to university, and so, feel a part of the university. We establish relationships with students through the one-to-one support provided. We arrange pre-entry Information Visits with disabled applicants that enable the applicant to develop a link with members of DDSS before they arrive - this may encourage a sense of belonging and support transition from home to university. Support and Guidance Mentors and Study Support Key Workers support students to develop the skills to be academically integrated into the university.	A comprehensive induction programme is delivered to support the diverse student body. This includes pre-arrival events and information as well as a substantive Intro Week schedule that includes a multitude of events and activities, which encourage involvement and foster a sense of belonging and community. The programme is delivered through the hard work of current students who provide peer assistance and support and whom are able to promote the experiences and opportunities available to new students. A comprehensive residential international student orientation programme is delivered which offers an opportunity for students to better understand the new and different community and culture that they are now a part of. We deliver specific support for non-traditional students whom include, mature students, commuters and care leavers. This includes study skills session, social events and specific, tailored 1:2:1 support. The section also delivers a peer mentoring scheme, <i>Sheffield Mentors</i> which provides guidance and support before arrival and throughout the year for first year students.	Raising awareness of societies, union activities, tandem learning opportunities (ELTC students) In-house social programme Information on TEFL as a career (graduating students) Initial teacher training (anyone)			UHS aims to establish a connection with all students during the transition from their previous home to Sheffield, during Intro Week for the majority of students but at other times during the academic year for certain groups. By making students aware of our service with printed and web based information we hope to offer all students a holistic service which they will find accessible and approachable throughout their student journey.	Members of the MFC will try to find appropriate faith communities for new students, in advance of arrival when asked, or upon arrival. The focus is upon successful integration and transition from home to university. At the start of the year the MFC will also hold a variety of events which again help new and returning students to integrate or reintegrate into the university community. This effort continues with participation in various induction events throughout the year and through conversations, of a pastoral or religious/spiritual nature, with individual students.	The Union exists to ensure students have a collective voice and are represented. Everything we do is about creating opportunities to help students build networks and get involved. Key examples are sports and activities. We also offer Union Life Membership which helps continue the sense of belonging a graduate has to the Union, Institution and City.