

Supporting Student Transitions

The Hidden Curriculum

“the ‘untaught’ component of the educational experience, and includes the implicit knowledge, norms and behaviours that are required for success” Hubbard et al, 2020.

What is included in the hidden curriculum?

- Words, phrases, acronyms
- Belonging and privilege in the curriculum and outside
- 18 and ready to party vs. Mature and with responsibilities
- The independent learner ideal and how to get there
- Expectations of preparedness and existing knowledge
- Academic literacies and the ideal "good" student
- Who is successful? The elusive 2:1
- Who to ask for help? And what does that mean?

For more information: Hubbard, K., Gawthorpe, P., Fallin, L., & Henri, D. (2020). Addressing the hidden curriculum during transition to HE: the importance of empathy. In T. Hinchcliffe (Ed.), [The Hidden Curriculum of Higher Education](#) (59-76). Heslington, York: Advance HE

The easier part to fix: Words, concepts and acronyms

The QAA has created a quick introduction and worksheet where you and your team can explore how to demystify certain elements of the hidden curriculum for your students.

You can find both of these in the Programme Manager Handbook.

Here are some examples:

Subject-specific terminology	Identifying gaps	Uncovering the hidden curriculum
What words and phrases do students need to know?	Where in the curriculum is this explained or communicated to students?	How could this be more explicitly communicated to students? Do students all have access to this information?
Examples		
Students have weekly Computer-Based Learning sessions, referred to as CBLs. Students need to know this	This is mentioned in the first introductory welcome event.	We could work on making terminology more explicit in module paperwork and lectures, for example, by reducing the use of acronyms or

acronym to understand the course.		providing students with a jargon buster.
Students complete a critical review of a paper as part of an assessment. This is often referred to as a 'crit'. Students need to understand this when making module choices.	Assessment criteria are available on the VLE and listed in the module catalogue.	We could ensure that we use consistent language in all modules when describing assessments. We ensure that we explain what is meant by 'critical' and provide exemplar assessments.
Students are expected to give a conference style presentation.	Assessment criteria are available on the VLE, but students don't understand what is meant by a conference.	We could explain further what is meant by conference, and the behaviours that will ensure success. We could give example slides.

The world after induction

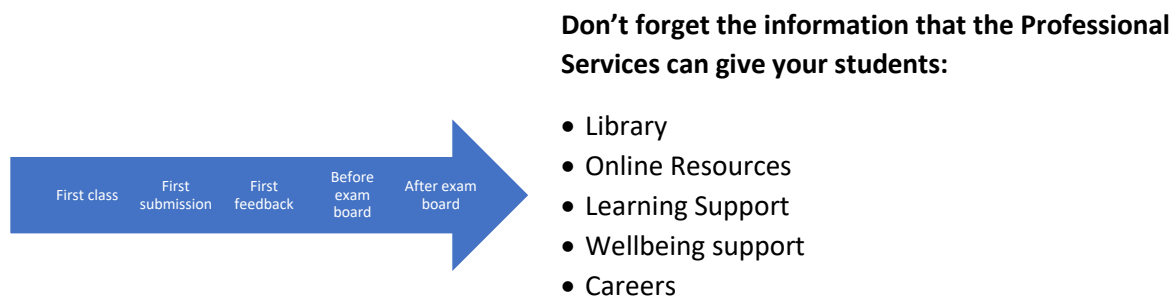
Induction is not a period of time but rather a process. So, we need to consider the timing of different induction activities.



The student journey is a marathon not a sprint; can you imagine a marathon running being given water only at the very beginning of the race?

The concept of the long induction

Most important question: When would be the best time for students to receive information, sessions or support?



Not just the first year!

Induction is not just for the first year. Induction and Transition to the next level are closely related.

Preparing students for the next level is essential to retention and success.

What is the information/skills that students should get before Level 5 or before Level 6?



- Higher-level resources
- New/upgraded skills
- Intelligent module choices
- Careers planning

The period between levels



Can your students connect with their studies when away?

Can they keep supporting each other?