

## **Bridging Course and Teacher Conference 2025: Final report for the Isaac Newton Trust**



Selwyn College Cambridge

With the generous support of the Isaac Newton Trust, Selwyn College has for a second year run a bridging course for 15 students from Widening Participation backgrounds. The students were in residence at Selwyn for the period 31 August to 6 September. Across the following three weeks, they were provided with ongoing support by subject-specific supervisors who they first met during the residential, with access to resources provided through a dedicated Moodle site. In connection with the bridging course, we also this year ran a teacher conference for 11 teachers from Selwyn's link areas (West Yorkshire and East Berkshire), 30 June to 1 July, to discuss issues around students' transition from school to university and to invite feedback on the approach we are taking at Selwyn.

We are extremely grateful to the Isaac Newton Trust's Widening Participation and Induction Fund for supporting these activities, both of which have been very well received by participants. We have also been successful this year in securing donor funding to continue the bridging course for at least a further four years, so we can continue to build on what we have learned during this pilot phase. This success would not have been possible without the INT's willingness to support the first two years of the project, during which time we have been able to demonstrate to donors that the bridging course is a worthwhile and successful enterprise.

### **Report on the Bridging Course 2025**

19 students were originally invited to this year's bridging course at the same time as they received their Cambridge offers in January. They were selected on the basis of their individual, school, and geodemographic characteristics, using the same eligibility criteria as are used to identify candidates for the August Reconsideration Pool during the admissions process. We did not invite all of our offer-holders who met these criteria for fear of overshooting our capacity of 15, so prioritised greater numbers of flags and paid attention to where an applicant's particular schooling would have been likely to have given them greater opportunities despite the presence of geodemographic flags. Of the original 19 invited, 11 met their offer conditions and confirmed their place on the course, 7 missed their offer and did not take up their place either at Cambridge or on the course, and 1 met their offer and will take up their place at Selwyn but was unable to attend the bridging course due to prior commitments. 3 invitations were extended to applicants made offers from the August Reconsideration Pool, and a further late invitation was made to an original offer-holder who had narrowly missed out on being invited in January. All four of these late invitees accepted, taking us to our capacity of 15. The subjects represented were Architecture, Chemical Engineering & Biotechnology, Design, English, History, History & Politics, HSPS, Medicine, and Natural Sciences (Biological & Physical).

The residential course comprised a mixture of general academic skills sessions, subject-specific supervisions plus independent study time, introductions to facilities and support systems within the College and beyond, and social and orientation activities. In putting this programme together, I was ably and enthusiastically supported by a number of colleagues at Selwyn and from across the wider University, and also by a team of four student ambassadors, three of whom had been participants in the inaugural bridging course in 2024. The full schedule is included as Appendix B here for the Trust's reference.

We collected feedback on the residential course from participants in written form, and the student ambassadors also facilitated and notated a group discussion at the end of the week to draw out further responses. Student ambassadors and supervisors provided additional feedback via an online survey. We plan to collect further feedback from participants as the academic year goes on, not only to get their thoughts on the online elements of the course but also to see how their reflections on their experience may evolve or change as they face the realities of Tripos and of life at Cambridge.

The feedback collected from students at the end of the residential was largely encouraging (14 respondents only, as 1 student had to depart prior to the feedback session). We asked students to record their self-described levels of confidence about starting at Cambridge on a scale of 1 to 10 at the outset of the week, and then again at the end of the week. The average levels of confidence rose from 5.76 to 8.26 as a mean score, or from 5.5 to 8 as a median. In anonymous written feedback, the students also unanimously agreed or strongly agreed with the following statements:

- The residential has helped me to feel that I know my way around Selwyn (11 strongly agreed, 3 agreed).
- The residential has helped me to know who I can ask for help in different situations (10 strongly agreed, 4 agreed).
- The residential has helped me to get a better sense of what teaching and learning in Cambridge is like (9 strongly agreed, 5 agreed).

There was general agreement with the following statements, too, though with one or two outliers:

- I'd recommend the Bridging Course to future students from similar backgrounds to me (11 strongly agreed, 2 agreed, 1 neither agreed nor disagreed).
- The residential has helped me to feel that Selwyn College is a place I belong (6 strongly agreed, 7 agreed, 1 neither agreed nor disagreed).
- The residential has helped me to develop my subject-specific skills (4 strongly agreed, 7 agreed, 2 neither agreed nor disagreed).
- The residential has helped me to feel that I know my way around Cambridge (4 strongly agreed, 8 agreed, 1 neither agreed nor disagreed, 1 disagreed).

There was one further statement about which participants were more equivocal:

- The residential has helped me to develop my general academic skills (3 strongly agreed, 7 agreed, 3 neither agreed nor disagreed, 1 disagreed).

We had thought a lot about the provision of general academic skills training since the 2024 bridging course, because this was the aspect of the course that received most negative feedback last year. We responded by making sessions shorter and more practical, cutting down staff-led presentations in favour of giving students more concrete examples of what they would face in Tripos and asking them to devise their own approaches e.g. to reading lists, essays, problem sheets, and timetables. While in some ways it is disappointing to see that these sessions still received more negative feedback than other aspects of the course, there are also reasons to be encouraged. The feedback was better than last year, where the responses to the same question were: 7 agreed, 7 neither agreed nor disagreed, 1 disagreed. Qualitative feedback comments last year also frequently targeted the general skills sessions for being overlong and for imparting little more than common sense, whereas this year a more mixed picture emerged. Indeed, some aspects of the skills sessions were labelled as being among the most useful parts of the course. Sessions on referencing, reading lists, essay-writing, and on 'becoming an expert' seem to have been highly valued at least by some students. There is clearly still work to do, and a few comments suggested that there is scope to shorten or simplify some sessions further or to make them more relevant to all participants. However, I got the sense that we were moving in the right direction.

The subject-specific supervisions seem to be the most important part of the provision – 8 of the 14 respondents in their written feedback identified them as a particularly valued aspect of the course. Other elements repeatedly singled out for praise were the student ambassadors and the insights they offered into Cambridge student life, the opportunities to become more familiar with both Selwyn and Cambridge prior to the start of the academic year, and the general friendliness of the College and its people.

Constructive criticisms arising from the qualitative feedback that we might take into account for the future included:

- Several participants wanted to see more advice on finances and budgeting at university.
- A couple of participants wanted some more specific advice e.g. on what to bring to Cambridge, or on where you can store belongings outside of term if you're coming from Northern Ireland.
- The balance of the week perhaps felt a little off to some, with too much towards the start of the week then not quite enough towards the end, or comparatively busy mornings and quiet afternoons. This is something we had tried to work on in response to feedback from last year, but perhaps even more of a rethink is due. Part of the issue is perhaps that what students seem to be perceiving as 'free time' towards the end of the week and in afternoons is in fact the time intended for independent study and supervision prep, so perhaps better messaging to both supervisors and participants on this point could be helpful.
- It seems that there is perhaps still an issue of too many diverse subjects being grouped together within skills sessions e.g. essay writing workshop, sample lecture, the introduction to archival work, referencing workshop. Although again I think we did

better than last year in this regard, there's an argument for further splitting the group or even more carefully tailoring activities within sessions.

- Some of the information seemed a bit repetitive by the end of the week; a Q&A for STEM students on practicals and labs in particular seemed to fall flat.
- The balance of humanities to STEM students among the ambassadors was perhaps too much towards STEM, whereas arts and humanities students were in the majority among the participants.
- There could be clearer messaging around the fact that the participants are adults and are allowed to manage their time outside of scheduled sessions as they see fit, without having to get permission to go into the city centre etc.

Our student ambassadors were able to offer some further useful thoughts, especially given that three of them had experienced the inaugural version of the course. They observed that, even though the students were still a little exhausted by the academic sessions during the week, there were marked improvements in the length, interactivity, and usefulness of those sessions. They also said that the group had engaged more readily and consistently in evening social activities than the previous year's cohort, suggesting that they were perhaps cohering better as a group and feeling more energised by the end of each day. Ambassadors' responses to questions also showed that they felt better supported in their role than last year's group, suggesting that the steps we had taken to implement more robust guidance and training for them, in response to some difficult situations having arisen last year, had paid dividends. Aside from this, the ambassadors echoed the students in stating that the supervisions were the most useful part of the course, that there still seemed to be an imbalance in students' workload with perhaps too much for humanities students and too little for STEM students, and that a session on finances would be a good addition.

The supervisors who taught on the course also offered some helpful feedback that was largely positive. They praised the course's organisation, thinking of it as an "important initiative" giving the students a chance to practice academic skills and to partake in aspects of Cambridge life that may at first seem "arcane," for instance a formal dinner. They also liked the online supervisions, which took the pressure of the residential week and allowed students to build up to the completion of a bigger task. One supervisor noted the difficulty of understanding how the course impacts performance and wondered if the additional pre-session workload might seem somewhat punitive. A more streamlined course, they suggested, might free up resources to support these students in other ways.

In general, the course does seem once again to have been a great success, though still providing food for thought as we consider future iterations. I would like once again to thank the Isaac Newton Trust for generously supporting this course in its inaugural phase, and for providing the platform upon which we have been able to use to secure a new source of funding to continue to develop the course.

## **Report on the teacher conference ‘Improving students’ experience of the transition to university’**

The second activity funded through our WPIF grant for 2024-25 was a two-day conference at Selwyn for 11 teachers from our link area schools in West Yorkshire and East Berkshire, held across the 30 June and 1 July 2025. We put together a programme of sessions to introduce our bridging course to teachers, to allow them to hear the voices of students who had been involved in the 2024 bridging course, and to give an opportunity to engage with colleagues from other Colleges who are also running bridging courses and to think about a variety of approaches and experiences (I am grateful to colleagues from Christ’s, Corpus Christi, and Robinson for their participation). We also hosted the teachers and our guests from other Colleges for drinks and dinner with the Master and a number of our Fellows. The following day, Admissions Tutors answered questions, then we took the participants for a tour of the University Library (with a particular focus on the resources that the UL provides for schools and for students making the transition to University) and its ‘Curious Cures’ exhibition. The full schedule is included as Appendix C below.

I created a collaborative Google Doc to allow participants to summarise their thoughts on each of the sessions, as a way of identifying the key points emerging. It was clear that there was plenty to consider for both us and the teachers. Some of the most interesting points to emerge included:

- Teachers suggested that Colleges (and the University) could be more pro-active in explaining not just to students but also to teachers and parents the extent of support available for students meeting Widening Participation criteria – awareness around the August Reconsideration Pool and the idea of a bridging course, for example, is still relatively low. Greater engagement with schools and even more transparency about eligibility criteria could assist teachers and parents in helping their WP students to understand what it means when someone is offered a place through the ARP or on a bridging course and to do some of the work of fending off imposter syndrome.
- The teachers in attendance were from a mix of comprehensives, sixth form colleges, good grammar schools, and independent schools, which inevitably led to some interesting and robust conversations about who is included and who is excluded from schemes aimed at Widening Participation. There were helpful reminders from the independent sector, especially from schools in parts of the country relatively underrepresented at Cambridge, that they have their own struggles in getting students to consider Oxbridge and their own students who would benefit from additional support in making the transition to university.
- The discussion with other Colleges running bridging courses was fascinating, particularly when it came to the question of how we gauge success. All three colleagues on the panel were at Colleges that have been running bridging schemes for longer than Selwyn, and all seemed to have accepted that opportunities for ‘scientific’ evaluation of impacts on academic performance are relatively limited. Instead, they found enough of a benefit in students’ sense of enjoyment and pride in their participation, their subsequent engagement in wider College life, and in the

opportunity to catch some complex issues early to justify the course. 'Outcomes' were thought of in holistic rather than solely academic terms.

- There was useful sharing of ideas in terms of precisely how the academic content of bridging courses is decided upon and delivered, and the participating teachers were able to adopt some ideas for thinking about how best to organise 'Oxbridge-style' work and preparation for their own students.

Overall, the conference was a resounding success, allowing for an exchange of ideas but also, just as importantly, allowing our academic staff to get to know teachers in our linked schools better and vice versa. I did not solicit any formal feedback from the teachers, but several comments came via email in the aftermath of the conference suggesting that it was an enjoyable and useful experience for all:

- "I just wanted to say a huge thank you for organising the Selwyn teacher conference – it was by far the most enjoyable conference I have attended in my career and equally as informative! In particular I thought the opportunity to dine with some of the university admissions tutors and lecturers was incredible – I gained so much information about the university and the systems in such a lovely, relaxed atmosphere. The student panel was also excellent! I hope you might consider putting on another event like this in the future."
- "It was a really useful experience to reflect on both the experience my students are likely to [have] at Cambridge, particularly Selwyn, as well as how we can manage the barriers that limit their confidence in applying."
- "I had a really interesting, helpful and thoroughly enjoyable time and am so grateful to you for the time you so clearly spent putting it together. ... A real bright spot in the run up to the end of term."
- "Thank you for organising such an engaging Teachers and Advisors Conference. The sessions were incredibly valuable, and I appreciate the effort that you put into arranging this."

Once again, we would like to extend our thanks to the Isaac Newton Trust for making this event possible. It was clearly of huge benefit to all involved.

*Dr Tom Smith*

*Admissions Tutor and Bridging Course Director*

*September 2025*

## Appendix A: Planned and actual spend

### Teacher conference

Item	Planned spend (based on 30 teachers)	Actual spend (11 teachers)
Accommodation including breakfast (planned for 1 night at £42.40pp per night; actual spend £43.75pp per night)	£1272.00	£481.25
Formal dinner (planned for 36 people at £32.90pp; actual spend includes drinks; fewer teachers than originally planned but invited a number of colleagues from Selwyn and other Colleges)	£1184.40	£1252.32
Buffet lunch (planned for 40 people, at £10.15pp)	£406.00	£152.25
Two sets of refreshments for 40 people, at £3.33pp (actual spend includes filter water)	£266.40	£104.32
<b>Subtotal</b>	<b>£3128.80</b>	<b>£1990.14</b>

### Bridging course

Item	Planned spend	Actual spend
Accommodation including breakfast (6 nights at £42.40pp per night; actual spend £43.75pp per night)	£3816.00	£3937.50
Meals (£12.43pp per meal for 5 lunches and 5 dinners)	£1864.50	£1864.50
Six sets of refreshments for 25 people, at £3.33pp (actual spend for reduced offering – just biscuits and filter water)	£499.50	£77.58
Group tuition (15 contact hours split into two groups, paid at £55/hour; actual spend lower because there were fewer sessions where the group was split in half)	£1650.00	£892.50
One-to-one tuition (5.5 contact hours across 4 weeks, paid at £55/hour; actual spend lower because the subject balance was such that some students could be grouped for supervisions)	£4537.50	£1980.00
Student bursary to defray lost income from summer jobs (£250pp)	£3750.00	£3750.00
Allowance to cover student travel costs (up to £150pp, paid as expenses)	£2250.00	£2118.18
Friday formal hall for 35 people, including teachers and organizers, at £32.90pp (actual spend includes drinks)	£1151.50	£1249.97
Sundries, including academic materials (£25pp)	£375.00	£331.59
Course director salary (5% of university's spine point 57)	£2884.80	£2884.80
Student ambassadors (4 ambassadors doing 50 hours' work each at £11.44/hr, plus food and accommodation across 6 days on same plan as students; actual spend lower because one ambassador didn't require accommodation)	£3802.80	£3616.45
<b>Subtotal</b>	<b>£26,581.60</b>	<b>£22,703.07</b>

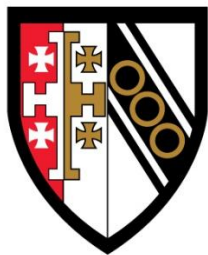
Total planned spend = £29710.40

Total actual spend = £24693.21

**£5017.19** unspent and to be returned to the Isaac Newton Trust

# Selwyn College Bridging Course Residential 2025

31 August–6 September



Selwyn College Cambridge





Welcome to the Selwyn Bridging Course! We're so pleased that you're able to join us for what we're sure will be an excellent week. If you have questions or concerns at any point, any of the people listed below will be happy to help:

### **Course Director**

Dr Tom Smith [tds33@cam.ac.uk](mailto:tds33@cam.ac.uk)

### **Course Tutors**

Dr Alan Howard [adh29@cam.ac.uk](mailto:adh29@cam.ac.uk)

Rev'd Dr Arabella Milbank Robinson [amm245@cam.ac.uk](mailto:amm245@cam.ac.uk)

### **Student ambassadors**

Amelia Armiger [ala44@cam.ac.uk](mailto:ala44@cam.ac.uk)

Sunnie Chen [sc2544@cam.ac.uk](mailto:sc2544@cam.ac.uk)

Patrick Sugak [ps2008@cam.ac.uk](mailto:ps2008@cam.ac.uk)

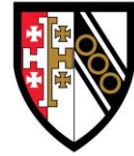
Jacob Waddington (*JCR Access Officer*) [jww48@cam.ac.uk](mailto:jww48@cam.ac.uk)

If you have any immediate concerns about navigating the College or about safety during the residential, the Porters will be available. The Porters' Lodge is staffed and open to visit 24/7 or can be reached on 01223 335846.

The schedule for the week is outlined across the pages below. Generally, during the afternoons in particular, if you're not participating in a scheduled event then the expectation is that you will be doing some independent study in preparation for your supervisions – perhaps in your rooms, in the Bartlam Library, or in the café-bar.

Please note that there is ***no dress code*** for any event during the week, even for the 'formal' dinner on Friday. In any situation, please wear whatever you feel comfortable in!

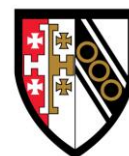
# Sunday 31<sup>st</sup> August



Selwyn College Cambridge

- 14:00–16:00** Room key collection and welcome tea (*Chadwick Room*)
- 16:00–17:00** College tours led by student ambassadors (starting at the *Chadwick Room*)
- 17:00–18:30** Welcome meeting (*Chadwick Room*)
- *Dr Tom Smith* (Course Director)
  - *Dr Alan Howard* and *Rev'd Dr Arabella Milbank Robinson* (Course Tutors)
  - *Dr Stuart Eves, Amelia Armiger, Sunnie Chen, Patrick Sugak, Jacob Waddington* ('expectations' panel)
- 18:30–19:30** Dinner (*Hall*)
- from 19:30** Evening activities (*Chadwick Room*)

# Monday 1<sup>st</sup> September



Selwyn College Cambridge

- 8:00–9:00** Breakfast (*Hall*)
- 9:00–13:30** Small-group tours of Cambridge led by student ambassadors (starting from *Porter's Lodge*) then lunch in *Hall*
- 14:00–15:30** Making the most of supervisions (*Chadwick Room*)
- *Dr Stuart Eves* (Tutor and Director of Studies in Veterinary Medicine)
- 15:30–16:00** Porters' welcome and safety briefing (*Chadwick Room*)
- *Lee Scott* (Deputy Head Porter)
- 17:00–17:30** Initial meeting with supervisor
- Architecture: *Dr Jiayu Pan* (*Old Library room 4*)
  - Chemical Engineering & Biotechnology: *Thusara Chandrasekera* (*Old Library room 1*)
  - Design: *Dr Jiayu Pan* (*Old Library room 4*)
  - Engineering: *Dr Peter Wilkinson* (*Old Library room 3*) – 17:30–18:30
  - English: *Dr Alex Calder* (*Old Library room 2*)
  - HSPS: *Dr Zeina Al Azmeh* (*J12, Cripps Court*)
  - History: *Elvira Tamus* (*Walters Room*)
  - History and Politics: *Elvira Tamus* (*Walters Room*)
  - Medicine: *Dr Stuart Eves* (*K4, Cripps Court*)
  - Natural Sciences (Biological): *Dr Stuart Eves* (*K4, Cripps Court*)
  - Natural Sciences (Physical): *Cat Leedham* (*Chadwick Room*)
- 18:00–19:00** Dinner (*Hall*)
- from 19:00** Reflection time and evening activities (*Chadwick Room*)

# Tuesday 2<sup>nd</sup> September



Selwyn College Cambridge

- 8:00–9:00** Breakfast (*Hall*)
- 9:00–10:30** Making the most of lectures, with a sample lecture (*Chadwick Room*)
- *Dr Charlie Walker* (Trevelyan Research Associate in Astrophysics)
  - *Professor Marta Halina* (Study Skills Tutor)
- 11:00–12:00** Tour of the Bartlam Library (meet outside the building)
- *Sonya Adams* (College Librarian)
- 12:00–13:00** Lunch (*Hall*)
- 13:00–14:00** Referencing and avoiding plagiarism (*Chadwick Room*)
- *Professor Marta Halina* (Study Skills Tutor)
  - *Dr Tom Smith* (Course Director)
- 14:30–17:00** Tutorial Office appointments (*Tutorial Office, first floor, Christopher Dobson Building*) and Course Tutors appointments (*Rev'd Dr Milbank Robinson: D7, Old Court; Dr Howard: Room 2, 21 West Road*)
- 18:00–19:00** Dinner (*Hall*)
- from 19:00** Evening activities (*Chadwick Room*)

# Wednesday 3<sup>rd</sup> September



Selwyn College Cambridge

- 8:00–9:00** Breakfast (*Hall*)
- 9:00–10:30** **Arts/Humanities/Social Sciences:** What to do with a reading list (*Chadwick Room*)
- *Professor Marta Halina* (Study Skills Tutor)
  - *Dr Tom Smith* (Course Director)
- Physical Sciences:** Mathematics and problem sheets masterclass (*Walters Room*)
- *Cat Leedham* (PhD student, Institute of Astrophysics)
- Biological Sciences:** Biological sciences workshop (*K4, Cripps Court*) – 9:30–10:30
- *Dr Stuart Eves* (Tutor and Director of Studies in Veterinary Medicine)
- 10:30–10:45** Walk to University Library (meet at *Porters' Lodge*)
- 10:45–11:45** Tour of University Library
- 11:45–12:00** Walk back to Selwyn
- 12:00–13:00** Lunch (*Hall*)
- 13:00–14:00** Becoming an 'expert' (*Chadwick Room*)
- *Dr Stuart Eves* (Tutor and Director of Studies in Veterinary Medicine)
- 14:30–15:30** Drop-in hour at the Bartlam Library: not compulsory, but if you have any questions you'd like to ask about accessing resources, study spaces, printing facilities, and more, please do stop by and our College librarian will be available
- *Sonya Adams* (College Librarian)
- 17:00–18:00** Supervision 1
- Architecture: *Dr Jiayu Pan* (*Old Library room 4*)
  - Chemical Engineering & Biotechnology: *Thusara Chandrasekera* (*Old Library room 1*)
  - Design: *Andrés Zúñiga-González* (*Old Library room 3*)
  - Engineering: *Cat Leedham* (*Chadwick Room*)

- English: *Dr Alex Calder (Old Library room 2)*
- HSPS: *Dr Zeina Al Azmeh (J12, Cripps Court)*
- History: *Elvira Tamus (Walters Room)*
- History and Politics: *Elvira Tamus (Walters Room)*
- Medicine: *Dr Stuart Eves (K4, Cripps Court)*
- Natural Sciences (Biological): *Dr Stuart Eves (K4, Cripps Court)*
- Natural Sciences (Physical): *Cat Leedham (Chadwick Room)*

**18:00–19:00**    Dinner (*Hall*)

**19:00–20:00**    ‘A day in the life’ – student ambassador session (*Chadwick Room*)

**from 20:00**    Evening activities (*Chadwick Room*)

# Thursday 4<sup>th</sup> September



Selwyn College Cambridge

8:00–9:00 Breakfast (*Hall*)

## Arts/Humanities/Social Sciences

9:00–10:30 What makes a good essay? (*Walters Room*)

- *Dr Tom Smith* (Course Director)

10:30–12:00 Visit to Selwyn Archives

- *Sonya Adams* (College Librarian)
- *Dr Tom Smith* (Course Director)
- *Elizabeth Stratton* (College Archivist)

12:00–13:30 Lunch (*Hall*)

## Sciences

9:30–10:00 Walk to the Whipple Museum of the History of Science (meet at *Porters' Lodge*)

10:00–11:00 Panel discussion on practicals and labs for Cambridge scientists (*Whipple Museum*)

- *Amelia Armiger* (Student Ambassador)
- *Sunnie Chen* (Student Ambassador)
- *Dr Stuart Eves* (Tutor and Director of Studies in Veterinary Medicine)
- *Dr Samuel McDermott* (Director of Studies in Chemical Engineering and Biotechnology)

11:00–12:00 Tour of the Whipple Museum

12:00–12:30 Walk back to Selwyn

12:30–13:30 Lunch (*Hall*)

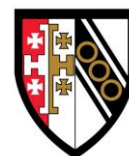
## Everyone

This afternoon is a good opportunity for students to complete their GP registration.

- 14:30–16:30**    Tours of the Christopher Dobson Building in small groups (meet outside the building)
- *Dave Johnstone* (IT Manager)
  - *Lucy Turnell* (Nurse)
  - *Jennifer Phillips* (Bursar)
- 17:30–18:30**    Drinks in the *Master's Lodge*
- 18:30–19:30**    Dinner (*Hall*)
- from 19:30**    Reflection time and evening activities (*Walters Room*)



# Friday 5<sup>th</sup> September



Selwyn College Cambridge

- 8:00–9:00 Breakfast (*Hall*)
- 9:00–10:30 Timetables and priorities (*Chadwick Room*)
- *Dr Stuart Eves* (Tutor and Director of Studies in Veterinary Medicine)
  - *Professor Marta Halina* (Study Skills Tutor)
- 10:30–13:00 Visits to museums then lunch in *Hall* – choose between the Fitzwilliam Museum, the Museum of Archaeology and Anthropology, the Sedgwick Museum of Earth Sciences, and the Zoology Museum
- 13:00–13:45 Behind the scenes tour (meet in *Chadwick Room*)
- *Lee Scott* (Deputy Head Porter)
- 15:30–16:30 Making the most out of Cambridge (*Chadwick Room*)
- *James He* (Selwyn graduate and data scientist)
  - *Sam Davis* (Development Officer)
- 17:00–18:00 Supervision 2
- Architecture: *Dr Jiayu Pan* (*Old Library room 4*)
  - Chemical Engineering & Biotechnology: *Thusara Chandrasekera* (*Old Library room 1*)
  - Design: *Dr Jiayu Pan* (*Old Library room 4*)
  - Engineering: *Dr Peter Wilkinson* (*Old Library room 3*) – 17:30–18:30
  - English: *Dr Alex Calder* (*Old Library room 2*)
  - HSPS: *Dr Zeina Al Azmeh* (*J12, Cripps Court*)
  - History: *Elvira Tamus* (*Walters Room*)
  - History and Politics: *Elvira Tamus* (*Walters Room*)
  - Medicine: *Dr Stuart Eves* (*K4, Cripps Court*)
  - Natural Sciences (Biological): *Dr Stuart Eves* (*K4, Cripps Court*)
  - Natural Sciences (Physical): *Cat Leedham* (*Chadwick Room*)
- 18:30–19:30 Pre-dinner drinks (*Harrison Room*)
- from 19:30 Formal Hall (*Harrison Room*)

# Saturday 6<sup>th</sup> September

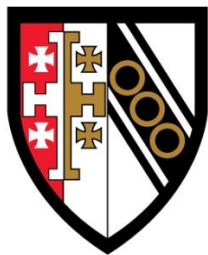


Selwyn College Cambridge

- 8:00–9:00 Breakfast (*Hall*)
- 9:00–9:30 Check out of rooms – hand keys back to *Porter's Lodge*
- 9:30–10:15 Feedback session (*Chadwick Room*)
- 10:15 Official end of course

# Selwyn College Teacher Conference 2025

30 June to 1 July



Selwyn College Cambridge



# Monday 30<sup>th</sup> June



Selwyn College Cambridge

- 14:00–15:00**    Guests arrive and collect room keys from the *Porter's Lodge*
- Tea and coffee available in the *Kathleen Lyttelton Room*
- 15:00–16:00**    Introductory session (*Kathleen Lyttelton Room*)
- 16:00–16:15**    Break
- 16:15–17:15**    Student panel (*Kathleen Lyttelton Room*)
- *Sunnie Chen* (Natural Sciences)
  - *Leo Paveley* (Natural Sciences)
  - *Asha Scott* (Geography)
- 17:15–17:30**    Break
- 17:30–18:30**    Different approaches to bridging programmes across Cambridge Colleges (*Kathleen Lyttelton Room*)
- *James Davies-Warner* (Admissions Tutor, Corpus Christi College)
  - *Professor Jenny Gibson* (Fellow in Education, Christ's College)
  - *Kaz Rawdanowicz* (Outreach and Widening Participation Officer, Robinson College)
- 18:30–18:45**    Break
- 18:45–19:30**    Drinks reception (*garden of the Master's Lodge*)
- from 19:30**    Dinner (*Harrison Room*)

# Tuesday 1<sup>st</sup> July



Selwyn College Cambridge

- |                    |  |
|--------------------|--|
| <b>8:00–9:30</b>   | Breakfast available in <i>Hall</i>   |
| <b>9:30–10:30</b>  | Admissions Tutor Q&A ( <i>Kathleen Lyttelton Room</i> )  |
| <b>10:30–10:45</b> | Break, with refreshments in <i>Kathleen Lyttelton Room</i>   |
| <b>10:45–11:00</b> | Walk to University Library   |
| <b>11:00–12:30</b> | Curator-led tour of the University Library’s ‘Curious Cures’ exhibition with Dr James Freeman, then a walking tour of the library with the University Library’s Participation Manager, Hannah Haines |
| <b>12:30–12:45</b> | Return to Selwyn   |
| <b>12:45–13:30</b> | Lunch ( <i>Kathleen Lyttelton Room</i> )   |
| <b>13:30</b>       | Conference ends, though please do feel free to stay for a tour of the College  |