

## *Title: Articulation into Year 3 of UHI's Engineering programmes*

Transition(s) the practice supports: the aim of this is to identify where this would sit on the planned transitions map.

### *International partnerships:-*

- 1. Student support in English language development in years 1 and 2*
- 2. Staff development support for Hunan Institute of Engineering, China*

Abstract: a brief outline of the practice – this will allow all your institutional examples to appear on the one page of the website, linking to further information. This should be no longer than 120 words.

*Staff at UHI developed learning materials for specific use of students studying in years 1 and 2 of their 'Chinese engineering degree', these materials were made available to them through the VLE. The concept was to give additional support to the learning of English language and to add to their technical English vocabulary, specifically terms and words relating to engineering principles or systems. Also, the learning materials tried to help students in their 'change' from Chinese to UHI methods and styles of learning and assessment.*

*Staff in China were developed to ensure they understood and were also competent in the use of UHI's academic standards/regulations and methods of assessment. Two HIE lecturers visit UHI each semester. This is an on-going programme supported by the Hunan Provincial government. This development included staff coming to UHI for a semester and UHI staff visiting China to discuss this with other staff and also students.*

Description: (this is the information to which the abstract would link) a more detailed description of the practice with an indication of what led to its development, how long it has been in place, and why it benefits students

*UHI started to develop a partnership with the Hunan Institute of Engineering in 2011 with a view to articulating their year 2 engineering students onto year 3 of either UHI's mechanical or electrical degrees. The delivery format was for UHI to deliver year 3 modules in China with support from Hunan staff during the year. UHI were to deliver 20 hours of lecture material in country and have all L&T material available on the VLE. Hunan staff were to provide additional lectures, tutorial support and practical lab support.*

*Year 4 of the degree is to be delivered at the UHI, primarily at Perth College UHI.*

*It was identified early on in discussions that the two main issues that could adversely affect this partnership were; 1. Students may not reach the required standard of English by the end of year 2 of their studies, and 2. Staff and students and not being competent in the use of UHI's academic regulations and quality standards.*

*The plan developed through the partnership to address these issues was:-*

- 1. UHI to give additional English language support materials to Hunan students and UHI staff visiting Hunan to discuss language issues and carry out English language 'progress tests' on students and review overall student attainment and progress.*
- 2. Two teams of Hunan staff coming to UHI (two staff on each occasion) over the last two years, spending a semester in classes and shadowing UHI staff and reviewing teaching methods (this was carried at two UHI colleges, Perth College UHI and North Highland College UHI). They attended lab,*

*workshop and assessment sessions and participated in specific projects eg Chinese to English 'translation table' as a reference tool for technical English terms.*

*These two initiatives have worked well, with nearly all students reaching the required level of English language and the students have been performing well in coursework and exams during the session.*

Contact details: name and email address of key person who can discuss the case study in more detail. (with their permission agreed before submission)

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