



Student Transitions: Example of transitions practice

Title: Lost in Transition? Student Experiences of Articulation

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

The University of Dundee's Transition Officer and the Students' Association Deputy President are being supported by Enhancement Theme funding to take forward an initiative to ascertain the effectiveness of support initiatives for articulating students, with a view to informing, enhancing and sharing practice.

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 the University of Dundee, in collaboration with partner Colleges, have developed a number of approaches to support articulation students: including co-delivery of the curriculum between both institutions, joint recruitment processes, academic skills classes, online modules and advice and guidance sessions. This initiative aims to assess these support mechanisms from a student perspective; giving a voice to those currently in the programmes, and those now in University following articulation. The aim is to share practice on what works, what challenges there are, and, crucially, the student experience in making the transition from College to University.

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

Articulating students face a series of personal, social, academic and administrative challenges. This initiative aims to discover whether and in what ways student perceptions change over time: if some challenges are more relevant than others before, during and after the transition from College to University. It also aims to evaluate the effectiveness of the current support mechanisms offered to articulating students and to establish student



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perspectives on what works well, what needs further development or could be more suitably timed in the learner journey, and any approaches that may be ineffective.

A cohort of first year articulation students currently based at College will be asked to complete four reflective journal entries over the year supported by structured open questions for them to consider. This reflective analysis will not only help answer the research questions, but will also be of benefit to the students going through the articulation process as a means of personal development and goal setting.

A cohort of second year students currently at University, who came through the articulation route, will be asked to complete one reflective piece on their experience of articulation examining the challenges they faced, the effectiveness of support approaches, and what might be done to improve the process for others.

This is a new initiative which aims to inform the development of effective support mechanisms for articulating students.

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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