



## Student Transitions: Example of transitions practice

**Title:** Principles of Postgraduateness (PoP)

**Transition(s) the practice supports:** the aim of this is to identify where this would sit on the transitions map. It would help to know which students it supports – eg discipline related, widening participation, those going on placement

**This initiative aims to support postgraduate students in the transition from undergraduate to postgraduate study and research, with a particular focus on the cultural differences and academic skills requirements at postgraduate level.**

<http://www.dundee.ac.uk/castle/studentssupport/academic-skills/pops/#d.en.283281>

**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.

**The Principles of Postgraduateness workshops** are held in Freshers' Week and are aimed at new postgraduate students, whether taught PG or research. As the majority of attendees are studying in the UK for the first time, one of the main aims is to introduce students to the UK academic culture. A further aim is to help bridge the gap between undergraduate and postgraduate study in terms of the academic skills attributes required at this level (noting that some attendees may be returning to study several years after completing their undergraduate degrees). The workshops also provide attendees with the opportunity to begin networking and to share expectations, fears and experiences with others in the same position as themselves.

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

This could be written, in a multimedia form or presented as a poster (PowerPoint slide or PDF).

The Principles of Postgraduateness programme grew initially out of concerns that traditional Freshers' Week activities were focused on undergraduate students and that there was a risk that newly arrived postgraduate students were finding themselves bored, alienated and potentially homesick as they waited for their courses of study to begin. PoP was developed as part of the process of supporting the transition into 'being' a postgraduate student.

Developed and delivered by the Academic Skills team in CASTLE (Centre for the enhancement of Academic Skills, Teaching, Learning and Employability), the series of workshops has been designed to introduce a mainly international constituency to the UK academic culture (e.g. academic ethics, teaching styles, writing conventions) whilst remaining relevant to home-based students who also attend. The workshops also address the transition from undergraduate to postgraduate study, identifying what might be expected of students in terms of enhanced generic academic skills (e.g. research skills at PG level, writing at PG level, etc.).

There are four 2-hour workshops run on consecutive mornings.

1. Where am I? Adjusting to a new academic environment.
2. Together Alone? Autonomous Learning and Postgraduate Interactions.
3. Postgraduate Research: Conducting research at PG level.
4. Presenting Your Research: Writing and Communication at PG Level

Students are free to attend as few or as many sessions as they would like. In general, most students appear to attend all four sessions, whilst attendances pick-up slightly as the week progresses and later arrivals join the workshops. The workshops blend some 'lecture'-type material with interactive discussions and group work exercises, helping students to build confidence and to meet and work with fellow new postgraduates.

Several Schools now advise their students to attend the workshops as part of their induction activities, and feedback from participants indicates that the workshops are helpful and, in many cases, reassuring to students as they begin their postgraduate journeys.

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

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**All examples provided will be posted to the Enhancement Themes website with the intention of including them in the National Transitions map.**