Postgraduate student transition: how different is it from undergraduate transition?

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Abstract
This paper presents findings from an institutional research project exploring postgraduate experience of transition. Much of our institutional work on transition has focussed on undergraduate students. University policy on New Arrivals and Transition was endorsed in 2011 for undergraduates, raising questions about our primary focus on undergraduates and about the differences between undergraduate and postgraduate transition. This prompted our research, which included focus groups with staff and students and individual student interviews. Key themes emerged from this research: preparedness for postgraduate life and study; communication; socialisation; skills and resources; staff and student training; institutional systems. Our research suggests that the transition needs of postgraduates may differ in level and intensity but not in kind from those of undergraduates; postgraduate transition deserves the same attention, design and resource as that of undergraduates. Our institution has now accepted a range of recommendations about policy and practice.

1. Introduction
1.1 Sector context
At Greenwich, as at many higher education institutions, transition has received considerable attention in recent decades, as we have come to understand how students’ early experience at university impacts on success and achievement; how the development of a good “fit” between student and institution is crucial, and is shaped by multiple complex factors including personal, social, pedagogical and other institutional elements (Tinto 1993; Yorke & Longden 2008; Cook & Rushton 2009; McInnis 2001). Institutions have designed successful programmes to facilitate students’ induction into higher education and support their retention and persistence (Hussey & Smith 2010).

Widening participation agendas have led to an increase in the number of students who have an undergraduate degree within the UK, and market forces have pushed students to undertake postgraduate qualifications in order to be more competitive within the job market (McCulloch & Thomas 2012). For universities, the financial gains from postgraduate education have led to the development of taught master’s programmes aimed at international students, budding academics and practitioners (Bowden 2005). This expansion, however, has not resulted in a corresponding increase in resources to support master’s students specifically (Bowman 2005), nor an established body of research into postgraduate transition more generally (as noted by Scott et al 2011; O’Donnell et al 2009; Tobbell, O’Donnell & Zammit 2010).

O’Donnell et al (2009) suggest that a lack of focus on the transition needs of postgraduate students reflects the assumption shared by many within higher education that these students are already prepared for postgraduate study since ‘postgraduate-level study simply represents “more of the same”, or “taking things to the next level”, and thus that there is little (if anything) in the way of a transition to be undertaken’ (2009, 27). O’Donnell et al (2009) and a small but growing number of researchers refute this assumption which is predicated on the belief that only one transition (i.e. to higher education) is involved. In reality, students moving to postgraduate study can experience a variety of different transitions (Hussey & Smith 2010).
International students are challenged by transition into an alien academic culture (Brown 2007); students returning to education often find that they do not have the required study skills and familiarity with the new technologies that are integral to contemporary higher education (Masterman & Shuyska 2012); students may have changed institutions or subject areas and find themselves at odds in new disciplinary and institutional discourses (Bowman 2005); postgraduate students often have complicated lives, combining family responsibilities with part-time work and study (West 2012). Postgraduate students can no longer be seen as a homogeneous group of high achieving students who have decided to continue studying their undergraduate subject, rather they are a heterogeneous group with their own motivations, previous educational experiences, expectations and differing support needs.

This study sought to explore postgraduate transition within one institution. The aim of the study was to better understand student experience and to subsequently develop relevant policy and practice to support and enhance their educational experiences.

1.2 Institutional context

Driven by concerns about retention and achievement, there has been significant development in our approaches to transition and in the provision we make before, on and following from, arrival at the University. Student feedback has helped us grasp something of the scale and quality of transitional experience: the excitement, high expectations and anxiety and the “bizarreness” of university (Currant & Keenan 2009). This emphasis on understanding newness, which has been important for our work on undergraduate transition, has perhaps supported assumptions about postgraduate students’ transitional experiences being different in kind.

New policy on New Arrivals and Transition (2011) has grown out of a cross-institutional enhanced induction project and has been directly based on the views of students and staff and their experience of what works well (Alsford & Rose 2013). The Policy focuses on fostering formation of relationships within programmes, active habits of participation and learning, and on allowing time for transition as an extended process. This reflects a shift from earlier patterns of induction as primarily information-giving plus the Students’ Union. It was decided, without extensive discussion, that the Policy was for undergraduate but not postgraduate students. It was, perhaps, assumed that, not being new to higher education, postgraduate students do not have the same transition. Planning processes in Schools are separate for undergraduate and postgraduate new arrivals, and those overseeing postgraduate transition have been less represented and engaged in our developmental processes.

We know from our institutional New Arrivals Survey that the early experience of our postgraduate students is broadly similar to that of undergraduate students, and generally very positive\(^1\). Between 2010 and 2012, survey findings have shown that there was no statistical difference between undergraduate students and postgraduate students in terms of whether their expectations had been met, their sense of belonging to the University, their confidence in understanding what was expected of them (2010, 2011, 2012), the information that they had received (2011, 2012), and their understanding of the purpose of the first week (2011).

There were some differences. Postgraduate students are statistically significantly less likely to participate in planned activities (2010, 2011, 2012), particularly those that are organised by the Students Union (2010, 2012), which they often perceive to not be applicable to them (2012). Postgraduate students are also statistically significantly more likely to arrive on

\(^1\) Findings from the university’s New Arrivals Survey, administered and reported by the Educational Development Unit
campus after the start of term (2011, 2012). Both of these aspects could potentially have an impact on students' ongoing socialisation into the University.

The context and this previous research gave our study a clear focus:

- what can we learn about the experience of our new postgraduate students and those who support them?
- would exploration of these experiences support the assumption that our policy, and particularly its statement of entitlement, does not or should not apply to postgraduate students?
- what recommendations can be shared with the sector to enhance the postgraduate student transition experience?

2. Approach to the study

This project included focus groups with staff and students and individual student interviews. Thirty members of staff participated; these were primarily academic staff with some professional staff working in information services or central student support. Forty-one students participated in the student focus groups, there was a mix of postgraduate research and postgraduate taught students. In addition, five in-depth individual interviews were carried out with postgraduate students (I 1-5), they comprised: one PGCE, one MA, one MBA and two PhD students. This report focuses only on data from taught students.

The focus groups used a range of activity-based group exercises (Krueger & Casey, 2009). Both staff (S1) and student (S2) focus groups included a post-it note activity asking participants to note useful new arrival activities and sources of information and to make recommendations for improvement. Staff were also asked to map postgraduate transition experience onto a student lifecycle model (Hefce 2001,15-16), noting issues at particular stages through the student journey (J1). Students were invited to map their journey to date (J2), noting peaks and troughs in their experience (Beard 2010, 183-185).

The longitudinal lifecycle approach was an important element of our university enhanced induction project, reflecting the suggestion that ‘embarking on master’s level studies could be viewed as a key transitional ‘stage’ of a longitudinal learning career in which particular intellectual, social and emotional challenges are likely to arise’ (Scott et al 2011). The focus of this work was thus on on-going transition, in line with institutional policy and the growing sector emphasis, although arrival and the early weeks feature strongly.

The data were analysed inductively, identifying emergent themes. The researchers worked independently and then verified and synthesised their codes into the key themes of: communication; socialisation; support; curriculum design and delivery; training; and staff roles.

3. Findings

3.1 Communications: information and guidance

Unsurprisingly we received feedback on the need for clear communication about practicalities such as applications, visas and finance. However students’ needs in these early stages of the process go beyond the practical; keeping in contact is crucial for “keeping warm” and preparing for postgraduate study.

Students saw preparedness as requiring detailed information about the programme including expectations and requirements; about ‘the basics’ of the discipline (e.g. technical or analytical techniques), and ‘some knowledge of plagiarism’. They saw contact with academic staff and former students as the best information sources (S2). Their concerns about
preparedness also encompass expectations and attitude. A dominant theme was the need for the right attitude for study, including: ‘have a clear plan and objective’; being ‘pro-active and organised’; and recognising that postgraduate study was difficult, ‘MSc is not a joke’ (J2).

Although much good provision of information and guidance was identified from application through to the first few weeks, students were clear about the potentially negative impact of gaps and deficiencies, lack of co-ordination and conflicting messages. Such impact may not surface in our New Arrivals survey because the effects may become clear to students only later, perhaps with a first assessment. Master’s students talked of how ‘more course info prior to starting may have made (assessments) less daunting (reading lists, what course entails, dates)’ (J2); another related a sense of missing out because of being so held back by what he’d not known/been told when he began (J2).

Induction and orientation activities which are provided received a lot of positive comments from students and staff and clearly help many with initial settling in, although students noted the lack of consistency in provision for programme-based welcome activities which are ‘different for each school, department, campus’ (J2). Students talked about being overwhelmed by large numbers in lecture theatres, about information overload and the need for more activities. Interactive campus treasure-hunts scored highly and staff suggested that the first week for postgraduates should be separated from teaching, as undergraduates, to allow for such activity: ‘whatever your early experience is really sticks with you’ (J2).

The difficulties late arrival can mean for a transitioning postgraduate student were noted often. Staff were particularly concerned about the lack of provision for late comers, and the need for more extended and repeated induction activities, especially at programme level (including learning resources and student services). This is particularly challenging for staff within the constraints of a one year programme. International students are more like to arrive late, and shared responsibility for them between different offices makes coordination difficult - clearer definition of roles is needed.

3.2 Socialisation

Relationships are seen by both students and staff as a crucial element of student experience and support where the University could do more to foster integration. Almost all the students we spoke to were clear about the importance of forming relationships at university and of making friends early in the programme. One student's high point was: ‘!!!Meeting fellow countrymen and friends!!!’ (J2), while another’s low point was a ‘sense of loneliness’ (J2); and ‘getting along with students – feeling of togetherness as a group’ were all highly valued by students (S2). For one student, a lunch-time break between timetabled classes provided a crucial space for students to socialise, providing some ‘time of feeling like a student’ which was important to her, but not easy in a very packed timetable (I5).

More activities and events are needed, ‘meet[ing] previous students’ (S1); ‘support groups, especially for postgrads’ (S2); ‘extra-curricular activities, fun stuff (S1)’; ‘more opportunities to network’ – with the intention of helping students ‘feel more welcome’ (S1); and ‘more social events of postgraduates’ (S1). Some existing activities are sold more to undergraduate students (S1) and some Masters students complained of ‘no social activities, just work, boring’ and that ‘there’s nowhere to socialise’ (J2).

Staff-student relationships also need to be fostered. Staff spoke of the importance of ‘creating a sense of community' and the need for staff to ‘get to know the students, set aside specific PG time’, ‘make them feel part of an exclusive club’, ‘always ask them how they’re doing’ (J1). A repeated thread in our research was students’ need for personal interaction
with and encouragement from staff as well as from peers, ‘Small group drinks with supervisors and other students’ being a valued experience (J2).

3.3 Support

Communication and forming of relationships is integrally related to support, another core theme in our research which demonstrates the need for appropriate, accessible and helpful personal contact through the whole transition period.

The need for supportive relationships runs from the application process through to the role of tutors or supervisors, administrators, the Students’ Union, support services staff, as one student noted: ‘meeting with student centre – supportive, kind, gentle, always ready to help, calm’ (S2), and even ‘security men at the security post’ (S1). There was a feeling that, whatever their formal role, all university staff had an obligation to help students settle into life at the university where they may face the need for personal, welfare and academic guidance.

Staff advised you have no presumptions when working with postgraduates and this was borne out by students’ comments. These presumptions may relate to their knowledge; maturity; skill level; or their engagement: ‘don’t assume that they are not engaging if they don’t attend initially. Try and find out why. Life in the UK is often very difficult for new international PG students and they need some support at the start’ (S1). This may be because, as one staff member noted, ‘often students, especially international, do not understand material presented and maybe too my attempts to clarify.’ (J1).

The support of academic staff is crucial, staff recognising that they need to get to know their students, be empathetic to their situation and work patiently with them. Students highly value positive relationships with their lecturers, ‘excellent programme leader’ (J2) being a high point in one student’s journey, with another master’s student wanted to be ‘noticed by instructors during lectures’ (J2).

The academics noted that dealings had to be ‘organised, clear. Follow up on everything’ and that support might be called upon ‘at short notice’ (S1). Students spoke particularly of the need for support in placements, which may be difficult to organise within a one year course; ‘did have the link at the uni, but I didn’t know her, so I didn’t want to email her and say, what should I do? I met her only for the first meeting, I met her twice so I didn’t really know her. So I didn’t really have anyone who I could ask, how do you deal with this?’(I5)

Staff highlighted the importance of the personal tutor’s role in progress monitoring and support so that there is a sense of a joint journey with recognition of and support for students’ development and achievement; ‘students … hit a bit of a trough and need encouragement’ (J1). However a lack of consistency was evident in terms of personal tutor support: some postgraduate students receive individual support, but others do not; one student did not think she had a personal tutor: ‘I suppose we’re meant to have one. But, I’m trying to think. No.... would have helped, to have a tutor you could go through all these things with them’ (I5). This prompted academics to ask for ‘timetabled support with personal tutor’ (J1).

3.4 Curriculum design and delivery

A pedagogy of engagement for postgraduate students was seen as important for both staff and students. This included offering on-going support through the curriculum: ‘mix teaching and induction activities’ (S1), introduce more ‘activity’ into lectures (S1) and ensure that students are aware of the resources that are available to them at the times when they need them through tailored postgraduate provision (J1). The social aspect of learning and its
impact on engagement was highlighted once again: ‘We can learn so much from each other’ (I5). Staff noted that ‘Small tutorial groups / small group activities in larger groups work best – but need more time’ (S1).

Time was identified as a major barrier to ensuring a smooth transition for postgraduate students; the intense nature of year-long master’s programmes means the pressure to cover content is very strong. This was highlighted by one lecturer, who, while recognising that orientation was important, noted: ‘some courses / programmes – students arrive in for and are “oriented” for the first two weeks – meaning they lost two weeks teaching. This means they are already at a disadvantage’ (J1). This focus on content teaching was frustrating for one student who recognised the need for the social aspects of learning: ‘there’s always a tension between what needs to be taught, and free time or play. How do you balance that? [...] I think we all would have liked more discussion time, more free time, for general professional development. But there wasn’t enough time for processing what was going on.’(I4).

Time pressure was also reflected in students’ comments about the spread of assessments across a programme. Students reflected on the pressures that bunched assignments caused. Some students’ experience was ‘first term just had lectures and study time – no assignments, quite easy and nice’, followed by ‘lots of work sprung on us!’(J2). While another student represented their journey in a finally downward trajectory, marked by bunching of assessments and ending with a carefully-taped down tangle of string annotated: ‘Course structure a complete mess’ (J2). For another student, time issues were exacerbated by an ineffective use of available time. He expressed his disappointment that while he had a great start to his programme, his second term had been a ‘disappointment’ as his programme had all but ‘fizzled out’ from March onwards, that is, halfway through his year-long programme (I1).

Another key area of concern was around the assumptions that students felt were made about their level of prior knowledge and ability, for example, in relation to critical thinking, assessment and subject knowledge. One student commented on a reading that was described as ‘introductory’, but was not introductory enough: ‘because his level is such and the words he used, I think sometimes people at that level just make assumptions, because we are postgraduates, they make assumptions that we will understand and you feel a bit stupid saying I just don’t understand that, could you repeat it.’(I5). It was clear that assessment caused many problems in terms of expectations and regulations (J1). Students felt they needed clearer information about assessment criteria - to know what is expected: ‘guidance over what “good” is’ (J2) and ‘initial set of assessments (enjoyed subject matter but uncertainty of what was required)’ (J2). Both staff and students highlighted the need for early formative assessment and the provision of results. International students, in particular, often experienced ‘shock’ when they receive their first set of exam results (J1), and students noted ‘Marking system – low marks’ as a low point (J2) and ‘not getting support on some assessment. Less motivation’(J2).

In terms of curriculum design and delivery, the time constraints of one-year master’s programmes meant that some students did not receive orientation and socialisation activities that can help smooth transition. Assumptions about knowledge, skills and aptitudes also made it hard for some students to easily get to grips with master’s-level learning.

3.5 Training, skills and resources for postgraduate students

In recognition that transition to postgraduate study can be difficult, both staff and students identified the need for training and skills development. Postgraduates might need ‘up-skillling’ to prepare them for postgraduate study (J1), what one student termed an ‘academic “jump up” in areas such as critical thinking, analysis and academic writing. One student, who has
been out of formal education for some years, noted how concerned he was about academic
writing at the start of his programme (I1). Luckily his lecturer devoted time to introducing the
notion of scholarship. For him, this was a ‘fundamental building block’ that had repercussion for the rest of the programme. For another, critical analysis and reflection were essential parts of the course where she felt ‘induction and support were lacking; ‘if you
don’t get that, if you don’t grasp it, you don’t quite get the thread of the whole course’ (I5). One academic felt that “international students need [to be] retrained in what is acceptable for exam responses, coursework and project attendance’ (J1), and short courses on cultural diversity and education in the UK were proposed.

More generic skill development, such as information literacy skills, was also highlighted and focus group participants felt that there was inconsistency in current approaches: ‘these activities (library inductions, skills sessions) are not programmed in a systematic way, it’s down to tutors. Some students won’t find out and miss an opportunity’ (J1). Assumptions were also made about students’ skill levels: ‘an assumption that everyone(s’) … IT skills were up to scratch, but they weren’t. There was no induction for IT. The library – gave us a list and said check into SWETSWISE to get journals. It was trial and error’ (I5).

Particularly important to this cohort was the development of skills that could lead to future employment. Students felt they needed support in ‘knowing where to look for jobs, how to apply, develop CV, apply’ (J1). The University’s Graduate Employability Team was commended (J1); but it was felt that more could be done to develop appropriate initiatives for postgraduate students in acknowledgment of ‘the unique employability of PG students’; ‘Is the programme relevant to my job aspirations?’ (J1). Staff suggested that the University foster: ‘stronger links with business to actually provide internships’ and that it ‘work the alumni connection’ (J1). Students spoke of the need for more ‘practical speakers – i.e. from the field’, whose input they valued highly (S2, I5). ‘Attendance of industrial and academic events,’ ‘providing consultancy for large companies’; and ‘beginning working with sponsor on weekly basis’ were identified as high points (J2) and students requested more such opportunities.

The message to not make assumptions was thus repeated in the context of identifying training and development needs of postgraduate students.

3.6 Staff roles

What seemed very pressing to academic staff was having a clear understanding about the scope of their role in terms of postgraduate student support by: ‘discuss[ing] your responsibilities’ and ‘seek[ing] assistance if unsure’ (S1). One area where academic staff felt their role with postgraduate students had changed was international student admissions. Staff felt largely divorced from the admissions process: ‘who decides which students are offered a place? Student intake is largely international, so decisions are made by the International Office. Academics remain largely unaware of composition of student body, as is the programme leader’ (J1). Other staff spoke of feeling ‘disempowered in terms of decisions about students – applications and other decisions. This is ‘not in the best interest of students’ (J1). Their perceived lack of a role in admissions led to future problems; with limited knowledge before the start of term of the make-up of their classes, academic staff found it difficult to design their orientation activities.

Staff felt there was a need for training ‘for all staff involved’ in postgraduate support. The training might be an ‘information induction session’ or more targeted inputs on the ‘needs of international students’, or on ‘the issues students face’ (S1). It was noted that international students had particular needs and that diversity training for staff would be worthwhile: ‘some personal tutors and lecturers need more training on issues to do with diversity. Postgraduate
and specifically international students have specific needs, some of these are not being met at the moment’ (J1).

Again lack of consistency was noted, in relation to understanding what postgraduate student support roles involve; staff wanted clarity.

4. Conclusions and recommendations

The growing body of research into master’s students’ experiences and their transition journeys supports our own findings, providing further evidence of the ways in which postgraduates may struggle with assessment (Tobbell, O’Donnell & Zimmit 2010; West 2012); technology (Masterman & Shuyska 2012); independent learning and isolation (Tobbell, O’Donnell & Zimmit 2010); differing expectations of study and a mismatch between espoused and practiced pedagogic philosophies (O’Donnell et al 2009; West 2012). Our research also calls for the development of communities of postgraduate learners (Conrad, Duren & Haworth 1998); structured time for peer interaction (West 2011); and subject-specific and personalised support (West 2011). In summary, postgraduate students want recognition that postgraduate study is different and that their transitional needs are as valid as those of undergraduates.

Whilst provision for any particular cohort (under- or post-graduate) may need tailoring, our research suggests that the transition needs of postgraduates may differ in level and intensity but not in kind from those of undergraduate students. We contend that postgraduate transition deserves the same attention, design and resource as that of undergraduates.

Running through the six themes outlined above were four cross-cutting issues:

- questioning assumptions
- recognising the particular needs of international students
- re-evaluating use of time
- prioritising relationships

Despite assumptions we may make about the familiarity of postgraduate students with higher education, our research suggested that they share very similar excitement, apprehension and challenges. This mixture of anticipation and apprehension was evident in many of the journey mappings, presenting a picture not readily discernible from that of the excited undergraduates who are completely new to higher education. This reinforces messages from both staff and students about postgraduates’ need for transitional support before, as well as from, arrival. A repeated message from both students and staff was that misleading assumptions are made about postgraduate students’ preparedness for study and for life as postgraduates, and that these assumptions mean that students are not always receiving the transitional support they need. There are assumptions that postgraduate students do not participate or are not interested in social events, ice-breakers or fun activities, that they already have the academic and other skills they need for master’s study; these and other assumptions are questioned by our research which shows students’ appreciation for targeted, relevant activity. For international students who have not studied in the UK before, these transitional needs are greatly complicated by cultural and procedural differences.

Within the space of a one-year programme, supplying this transitional support is always going to be difficult. There is a tension between recognition of the need for time for induction and socialisation and the pressure to get quickly into the course. Careful and realistic attention must be given, as part of curriculum design as well as induction planning, to making the best use of the time available, being realistic about students’ capacity, including
extra-curricular activities in planning, and understanding that transition is ongoing. The journey mapping, which was the major activity in the student focus groups, showed that quite a few of the mappings ended at a lower point (sometimes considerably lower) than that at which they started and many communicated a sense of disappointment and missed opportunity. Although students identified many positive elements in their initial and early experiences, there was a sense that difficulties encountered further down the line led them to question whether they could have been better prepared for the experience of postgraduate study. One of the priorities, in the ‘best use of time’, should be establishing and building peer and student-staff relationships which are often given less attention than we devote to undergraduate socialisation.

At an institutional level, our work on transition has grown out of our history as a strongly widening participation institution which has given us a positive ethos of student support. Conversion and retention have been key drivers for work, which has focussed on dissemination and embedding of effective practice, and on establishing greater cross-institutional consistency in terms of the new arrival experience of undergraduate students. There have not been comparable drivers in relation to postgraduate students, although the need for consistency was a repeated message in our research.

Our current New Arrival Policy aims at achieving comparability in what we offer through the Statement of Entitlement for New Students which lies at its core, balanced by local tailoring for particular cohorts. In a large, geographically spread and diverse post-92 university disseminating effective practice, achieving consistency - and indeed having an accurate picture of what current practice is - is difficult. Formal reporting processes specified in the Policy have operated on the same default setting of ‘undergraduate’ and involve reporting against the Statement of Entitlement. This means that the growing picture we have of continuing development and innovation - a picture which facilitates dissemination and collaboration - is primarily an undergraduate one. Whilst there has been some provision for postgraduate students - either targeted or alongside undergraduate activity - the postgraduate transition picture is rather more patchy than the undergraduate one. Our research has identified and prompted a shift from this ‘default’ focus on undergraduate provision. All our students should be provided with comparable support, if we are to enhance their experience and achievement.

For Greenwich, this has led to amendments to our New Arrivals and Transition Policy and the Statement of Entitlement for New Students to explicitly include postgraduate students. It is notable that only minor amendments were needed. This should not be surprising, given that the same kind of provision is clearly needed for both undergraduates and postgraduates (preparation, pre-arrivals, extended transition, forming relationships, pedagogy for transition and engagement). Where the differences will be seen is in what this provision looks like within a postgraduate context. The amendment of the Policy and associated reporting procedures raise awareness institutionally.

Changing practice will be supported by staff development workshops, which take an extended view of transition and base discussion of balanced curriculum design for transition on direct examples from students of challenges they face. Other elements of our institutional context will contribute to changing practice: a newly restructured academic year will now include a First Week, separated from timetabled teaching in January as well as in September; a new Personal Tutor Policy including front-loading of tutorial support for both undergraduate and postgraduate students; and the new role of a ‘International Students Compliance & Advice Manager’ to meet some of the needs expressed in our research.

Recommendations for the sector, arising from our experience and research include:
• Give as much attention to the transition of postgraduate students as to undergraduates.
• Do not make assumptions about postgraduate students’ subject knowledge; skill levels; maturity or general preparedness for postgraduate study.
• Design curricula to support ongoing transition within the compressed timeframe.
• Provide and tailor support for particular postgraduate cohorts and for staff who support them, including provision of personal tutoring support.
• Prioritise building of peer and staff-student relationships.
• Adopt a coordinated approach to postgraduate transition including the endorsement of a policy to ensure consistency and identification of key staff roles.

References


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