

# Outduction

Enhancing the final year experience

Kingston  
University  
London



## TRANSITIONS

Ruth Whitfield – University of Bradford

6 September 2011

Kew Gardens



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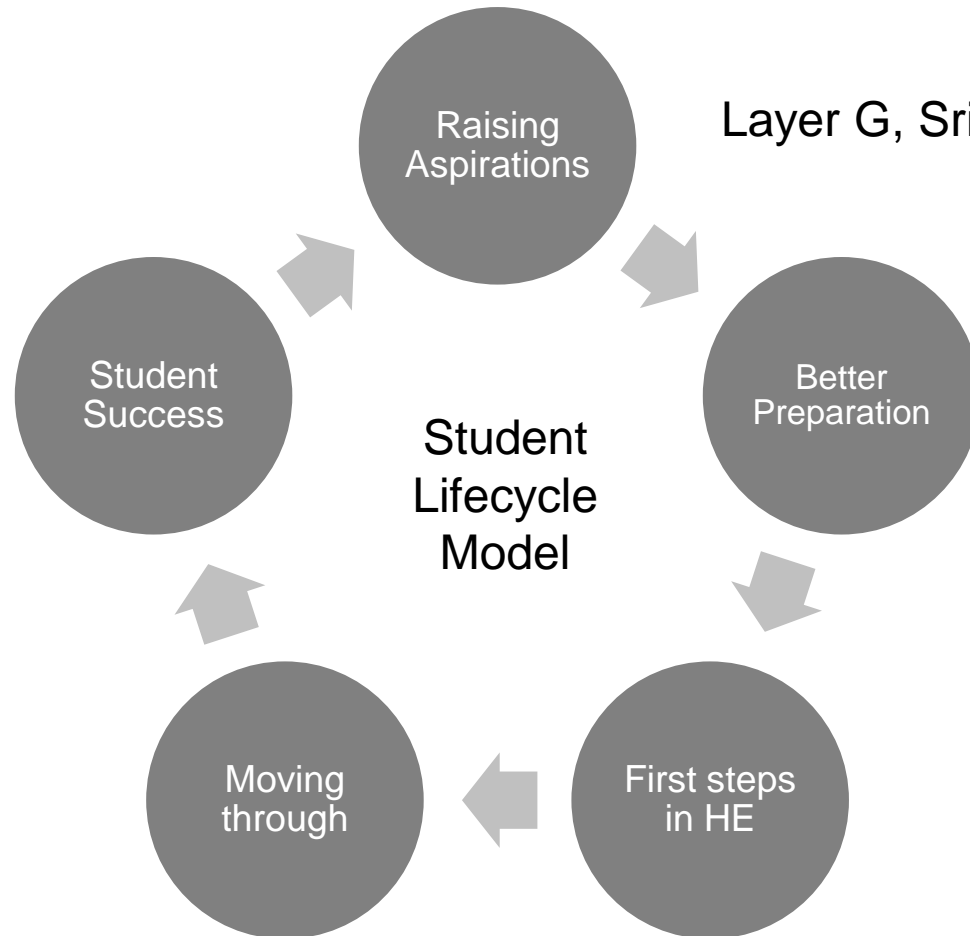
## Overview

- Context;
- Some examples;
- Discussion and feedback;
- Sustaining Outduction work.



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## Final Year Transitions: Context

- Recent focus on the first year undergraduate experience:
  - National Resource Center for the first-year experience and students in transition – <http://www.sc.edu/fye/>
  - Yorke 2007 (2007) The first-year experience of higher education in the UK, The Higher Education Academy
- “Common neglect of the final year experience” (Eckel 1994)



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## Final Year Transitions: Context

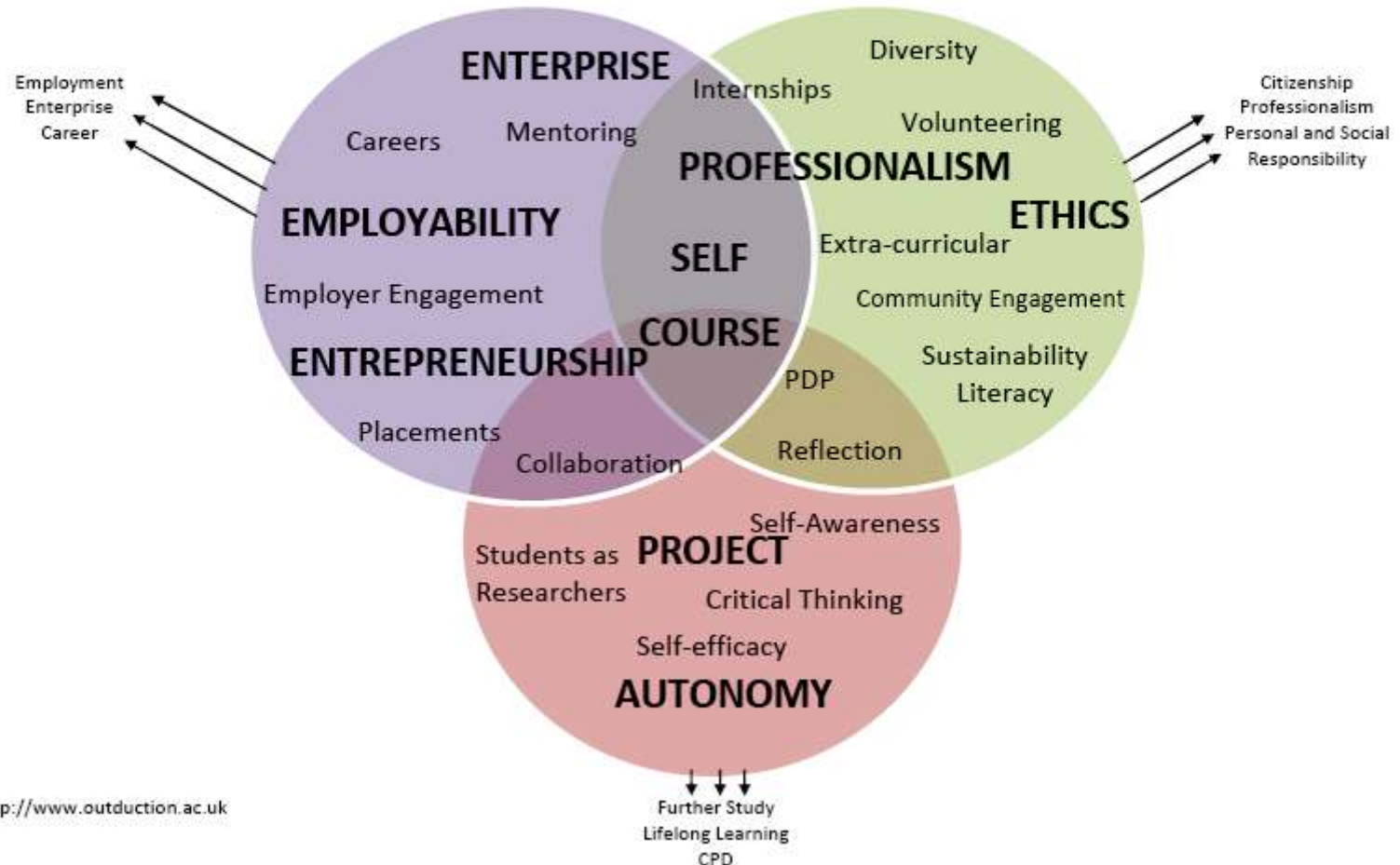
- Transition into:
  - Higher stakes, eg 70% counting towards your final degree classification;
- Transition through:
  - Extended writing / project work.
  - More self management / independent study.
- Transition out of:
  - Further study / lifelong learning / CPD;
  - Employment / enterprise / career;
  - Citizenship / professionalism / personal & social responsibility.
  - Transition for alumni?





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# Mapping Issues, Themes & Domains of the Final Year Experience



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## Final Year Transitions: Context

- Diversity of students makes final year transitions even more complex:
  - Direct entry students (local and overseas);
  - Students returning from placements;
  - Students from previous year.



# Bradford's first event in April 2009



Interns gathered data on students' highlights, memories, challenges and achievements

## Achievements



## Challenges



We turned all the students' responses into Wordles



## Highlights



## Memories



1-4pm 17th November

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NEW AND  
NEXT

All the information you need about being a final year student and after graduation. Including information concerning careers, travel and working abroad, post graduate studies, volunteering, entrepreneurship and much more.

**Location:**  
The Meeting Zone,  
John Galsworthy Building,  
Penryn Road Campus.

Win iPad Prizes & Amazon Vouchers, Free Refreshments, Freebies

Make your final year count



3-5pm 14th November

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**BIG EVENT for Final Years**

Ideas and tips for making the most of your final year and planning for life after graduation. Don't miss it!

**Highlights**

- Share tips and what to expect
- How to apply for postgraduate study
- Student activities for developing employability skills
- Graduate schemes and getting a job
- Information stands
- Talks
- Games ... and more!

Date: 13 October 2010  
Time: 12:00-16:00  
Venue: Student Central—Learning Mall

Get the weekly jobs [www.outduction.ac.uk](http://www.outduction.ac.uk)

UNIVERSITY OF BRADFORD



Interns at both institutions made use of the **Networking Game** developed by **Birmingham City University** as part of their **Creating future-proof graduates NTFS** project - <http://www2.bcu.ac.uk/futureproof>

Bradford Interns have worked with Hermione Berry, Careers, who uses the game within her teaching sessions.



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## Some Bradford Examples

- Engineering – Transition to post-graduate studies & Who are the final year in EDT?
  - Roz Halliwell
- Engineering – Direct entry students
  - Prashant Pillai
- Computing – Engaging Academic Rigour
  - Marion Bowman and Andrea Cullen
- Careers – Postgraduate Certificate in Employability and Entrepreneurship
  - Ann Berry



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## Discussion

- How and when do you induct students for the final year?
- How do you support final year studies?
- How and when do you prepare students for life beyond graduation?



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## Enhancing the Final Year Transition 1

- Needs to balance preparation in earlier years without excluding direct entry or placement students, etc.

“That was really difficult because I was on placement and I didn’t have any contact with University as such. I had a tutor from university visit me when I was at placement and that was only twice a year and er when I had a look on that website, the programme, to help me to choose my project, I had to rely only on really brief description that is there about the project and er I didn’t know anything much about the supervisors as well. So I had to ask myself a lot like students at university who were on their final year when I was on my placement .”



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## Enhancing the Final Year Transition 2

- Consider how you introduce new things in the final year.
- How do you prepare for new lecturer / student encounters?
- Are we making a step change or a smooth transition?

“The lecturers were emphasising that we don’t need your opinion; you have to show your reading and your knowledge of other authors and then, er show evidence that you have read like some extra books, extra journals, extra articles, on the subject so that is what I was trying to show in my essay and it appeared wrong. So it basically was misunderstanding because I never had encountered that previously and it was really challenging to do it on your final year.”



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## Enhancing the Final Year Transition 3

- Be explicit and use consistent approaches across the year, or even programme.

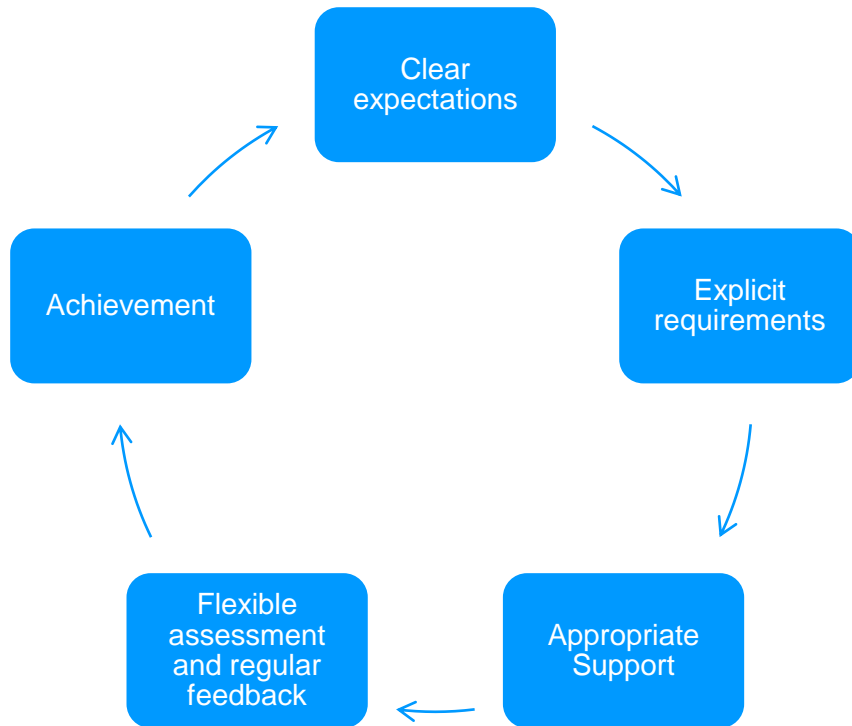
“Sometimes you can reference at the end of the work, sometimes you use a footnote ... Some of them were really flexible, makes it all a bit ...”



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## Transition Life Cycle



- Evidence supports the Transition Life Cycle, Colley (was Currant) B (2009).



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## Enhancing the Final Year Transition 4

- Give similar focus to raising aspirations and preparing students for post-graduate study as to preparing for employment.

“The notion that undergraduate study might facilitate easy transition to postgraduate study does not seem to be borne out in this research. Many students experience a gap between undergraduate and postgraduate study, and do not come equipped for participation.”

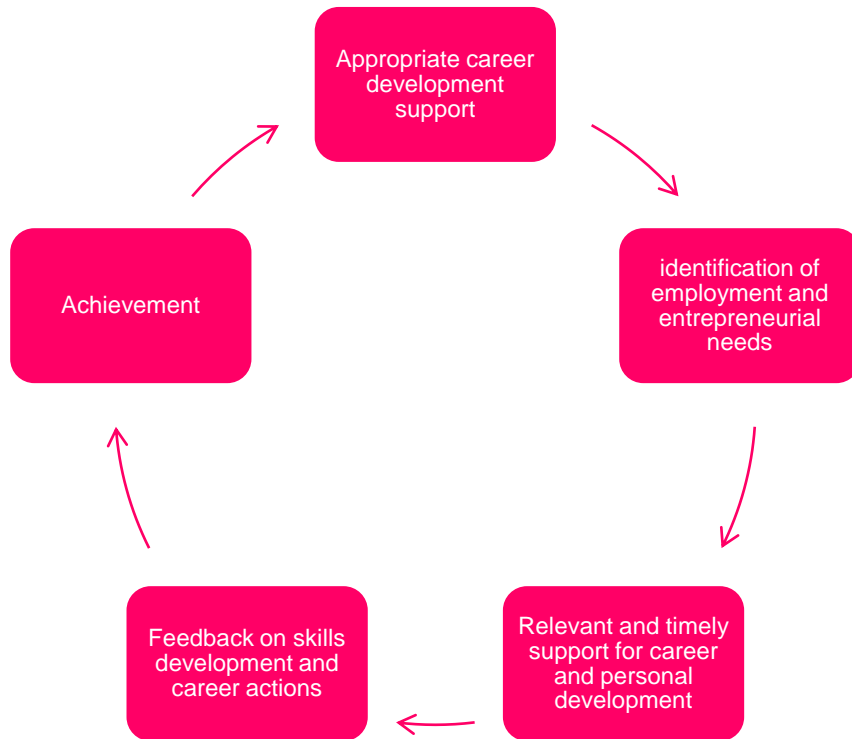
Tobell J et al (2008)



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## Moving on Life Cycle



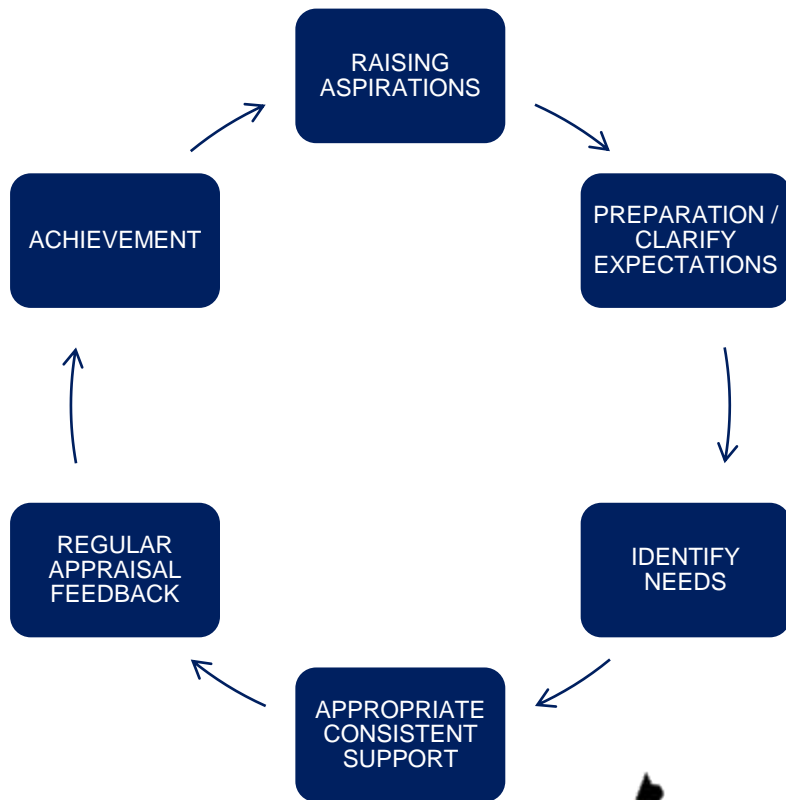
- Evidence supports the Moving on Life Cycle, Colley (was Currant) B (2009)



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## A suggested final year life cycle

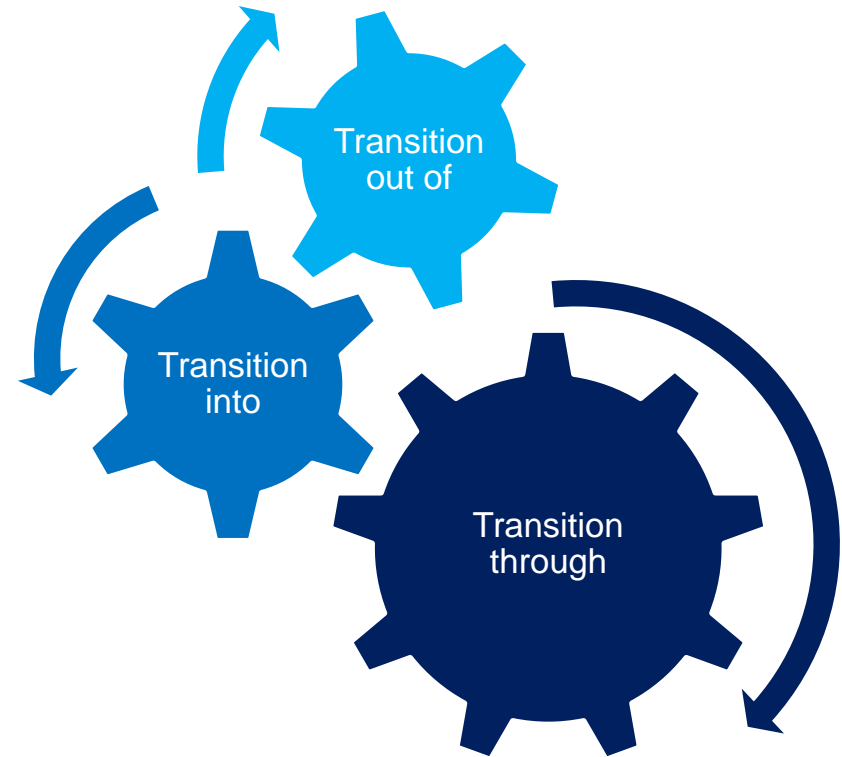
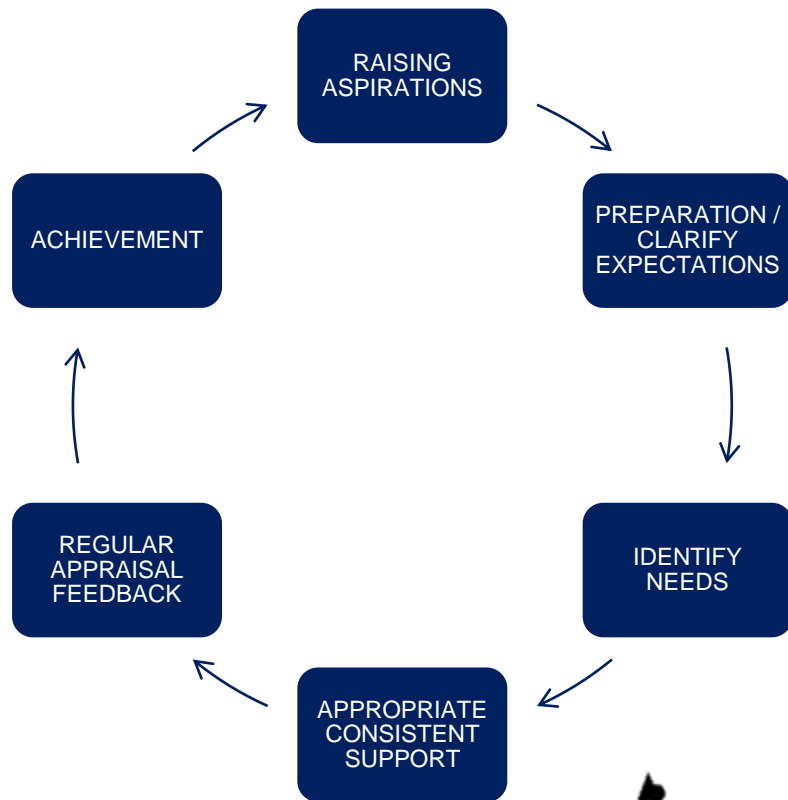


- A combination of the student, transition and moving-on life cycles.
- Repeated at each transition point; however, because of the complexity of the final year, students may find themselves in more than one cycle at a time and at different points in each of those cycles.
- Brings to mind Beard & Wilson's Learning Combination Lock (2003)

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## The final year life cycle model



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## The challenges

- How do we get the cogs to fit together successfully for individual students?
- Who has responsibility for which elements?
  - Academics;
  - Learner support professionals;
  - Career development professionals;
  - Students.
- What are the CPD needs for staff?



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## Related Projects

- The Forgotten Year: Tackling the 'Sophomore Slump' – NTFS project at Liverpool John Moores University.
- Programme Assessment Strategies (PASS) – NTFS project led by University of Bradford in collaboration with 5 other institutions.



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## References

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