



Student Transitions Symposium Programme

Dalhousie Building

Friday 9 June 2017



#uodtransitions

Time	
9.15	Registration in the Dalhousie Foyer <i>(Refreshments available)</i>
9.45	Welcome (Lecture Theatre 1, Ground Floor) <i>Professor Karl Leydecker, Vice-Principal (Learning and Teaching)</i>
10.00	Supporting student transition and engagement through effective assessment and feedback - Keynote Presentation (LT1) <i>Professor Sally Brown, independent consultant and Professor Emerita at Leeds Beckett University</i>
11.00	Coffee Break (Dalhousie Foyer)
11.15	Plenary Presentations (LT1) 1. 'I'm not sure what you are trying to say'. Evaluating and developing the writing of international students <i>Amanda Shaw, English for International Students</i> 2. Supporting student transition into professional practice <i>Donna Dey, Angela Lindsay and Patricia Thomson, Education and Social Work</i> 3. Supporting student transitions into a positive graduation destination through credit-bearing careers education - does it work? <i>Ruth O'Riordan, Careers Service</i>
12.30	Lunch and Poster Session (Dalhousie Foyer) Optional Focus Group (Room 2G03)
13.30	Plenary Workshop - making assessment more effective and efficient (LT1) <i>Professor Sally Brown</i>
14.30	Plenary Lightning talks (LT1) 1. Post qualifying student induction site <i>Gerry Roarty, Nursing and Health Sciences</i> 2. Where can public engagement take you? <i>Erin Hardee and Dr Sonia Moniz, Life Sciences</i>
15.00	Coffee Break (Dalhousie Foyer)
15.15	Parallel Session A - Workshop (Room 2G13) Self-awareness as the key to successful transitions to and from the workplace - using online portfolios to assess internships <i>Martyna Lazowska, Sophie Morrison and Dr Lynsay Pickering, Careers Service</i>

Student Transitions Symposium Programme contd.

Time	
15.15	<p>Parallel Session B - Lightning Talks (Room 1G06)</p> <p>1. Becoming, being and belonging: the STEP UP module <i>Michael Allardice and Dr Tom Cunningham, CASTLE</i></p> <p>2. Supporting student transition into a Masters in Architecture programme <i>Ruth Lonsdale, Social Sciences</i></p> <p>3. Reach Tayside - access to high demand professions <i>Dr Gemma Gaw, Dentistry/External Relations, Yvonne Milne and Callum Livingstone, both Medicine/External Relations</i></p> <p>4. Lift-Off <i>Tom McConnachie, Nursing and Health Sciences</i></p>
16.15	<p>Final Remarks (Dalhousie Foyer)</p> <p><i>Dr Lorraine Anderson, Head of CASTLE and Assistant Director Student Services</i></p>
16.30	<p>'Strawberries and Sparkles' Reception (Dalhousie Foyer)</p>
17.00	<p>Close</p>



Student Transitions Symposium

Friday 9 June 2017

Abstracts and Speaker Biographies

Keynote Presentation

Supporting student transitions and engagement through effective assessment and feedback

Professor Sally Brown

Assessment is a crucial part of the student higher education experience, and is a key locus for engagement. This keynote will explore the central tenets of good assessment and discuss how we can use assessment as a means by which students can be supported through the key transitions of the student lifecycle by considering:

- Using assessment in the first six weeks of the first year to help students develop confidence, get a measure of their own achievements and understand the challenges of university life;
- Avoiding the 'sophomore slump' caused by big gaps between the end of year assessments and the start of the new academic year;
- Providing authentic assessment that help students prepare for post graduate careers and other aspects of their lives.

Professor Sally Brown is Emerita Professor of Higher Education Diversity in Teaching and Learning at Leeds Beckett University. Sally has worked in education for more than forty years and was, for five years, Director of Membership Services for the Institute for Learning and Teaching. Prior to this she worked at the University of Northumbria at Newcastle for almost 20 years as a lecturer, educational developer and Head of Quality Enhancement. She is a National Teaching Fellow and was awarded a £200,000 NTFS grant for three years to research Innovative Assessment at Master's level. She is widely published, largely in the field of teaching, learning and assessment. Sally is an independent consultant and workshop facilitator who offers keynote addresses at conferences and events in the UK and internationally.

Plenary Presentations

1. 'I'm not sure what you are trying to say'. Evaluating and developing the writing of international students *Amanda Shaw, English for International Students*

When evaluating the writing of an international student who is making the transition from their home context to an exclusively English-medium in the UK, it can be helpful to understand the linguistic and discourse choices made by these learners which sometimes result in a text that does not meet the expectations of the reader.

Our international students have all been successful in previous academic contexts, but these contexts can be very different to our own and it is important to be aware that student transgressions of the 'academic writing code' are not usually deliberate, or deceitful, but come about through a lack of explicit awareness of 'the rules' of academic writing in English, or a failure to understand the centrality of a particular practice to western academic discourse.

This presentation will focus on areas commonly identified as causing difficulties for students writing in a foreign language (task achievement, use of sources, information flow); provide some context for why these areas might cause difficulty; and suggest ways of providing feedback to help the student understand how they might better address these issues in the future.

Amanda Shaw grew up in South Africa, and studied at Rhodes University, Grahamstown, where she obtained an MEd in English Second Language Teaching and qualified as a Secondary School teacher. She spent two years as a Secondary School English teacher before returning to Rhodes University as a Junior Researcher at the Institute for the Study of English in Africa. Amanda then moved to the University of Zululand where she worked as an Academic Development practitioner before moving to the UK in 1999. Since then she has taught English for Academic Purposes (EAP) at the universities of Keele, Newcastle, and Abertay before coming to the University of Dundee in 2014 where she now manages the unit of English for International Students. Her particular teaching interests are academic literacy and vocabulary development.

Abstracts and Speakers contd.

2. Supporting student transition into professional practice *Donna Dey, Angela Lindsay & Patricia Thomson, Education and Social Work*

A pilot study was undertaken to support third year Initial Teacher Education (ITE) MA students at the University of Dundee, with the aim of developing skills and attributes associated with the enhancement theme of student transitions in Higher Education: self-efficacy; reflection; and connectedness. The study emerged as a result of the authors' reflections about the challenges that students perceive in transitioning into Professional Practice and how they could be supported in becoming both a third year student as well as an early years student teacher. The study involved seven volunteer students visiting an Early Learning and Childcare setting in one local authority, one afternoon a week for eight weeks, in order for them to gain experience in playing and communicating with younger children.

Students were invited to participate as co-researchers, and to contribute to the research design. We met with the student group to share their perceptions about transition into the early years setting before, during and after the study. Data were collected through collaborative inquiry group discussions.

Initial data analysis suggests that students found the visits to be a very positive experience, helping them to become more autonomous learners who are able to reflect on personal learning and self-direct their individual goals.

Donna Dey is a Lecturer in the School of Education and Social Work at the University of Dundee. She teaches on the MA Education, PGDE and M.Ed programmes and has a particular interest in Health and Wellbeing and student transitions.

Angela Lindsay is a Lecturer in the School of Education and Social Work at the University of Dundee. She teaches on the BA Childhood Practice and MA Education programmes and has a particular interest in the early years and student transitions.

Patricia Thomson is a Lecturer in the School of Education and Social Work at the University of Dundee. She teaches on the MA Education, PGDE and BA Childhood Practice programmes and has a particular interest in student transitions and social justice.

3. Supporting student transitions into a positive graduation destination through credit-bearing careers education - does this work? *Ruth O'Riordan, Careers Service*

Key issues to be addressed are:

- Supporting student transitions into positive graduate destinations: how does taking a careers module make a difference?
- Research methods: the route we took to secure robust findings
- Outcomes: Research findings and questions raised

The UoD Careers Service runs 10 full-credit Careers Education Modules. The combination of increasing teaching efficiencies coupled with the desire to increase student employability and consequently impact positively on student destinations comes together to often see us asked the question, do careers modules work to support the transition from student to graduate?

We have therefore put our heads above the parapet and are keen to impress that credit-bearing Careers Education should be an integral part of student learning. Our Higher Education Careers Services Unit (HECSU) funded study investigated 3 years of graduates and sought to evaluate the impact of credit-bearing careers education on the destinations (as defined by the Higher Education Statistics Agency (HESA) and the Destinations of Leavers from Higher Education (DLHE)) of graduated students using the DLHE survey. A module attend and control group were utilised. Furthermore we surveyed our final year students to investigate the impact careers education had on their preparedness to transition beyond graduation (again a control group was utilised). The research found that credit-bearing careers education increases the likelihood of graduate success and similarly found that students who complete a level 2 careers module report feeling more prepared for this transition.

The research can be found on page 14 of the 2017 Winter Edition of Graduate Market Trends:

<http://viewer.zmags.com/publication/8031907d#/8031907d/14>

Abstracts and Speakers contd.

Times Higher article on 27th March 2017: <https://www.timeshighereducation.com/news/careers-modules-and-work-placements-should-be-compulsory>

Ruth O'Riordan is a Senior Careers Adviser who has worked in the Careers Service at the University of Dundee for 13 years. Prior to this she worked within the Recruitment Industry for a range of organisations in the public and private sector. Ruth holds an undergraduate degree from the University of Dundee, a Post Graduate Diploma in Careers Guidance from Edinburgh Napier University, the LTA Module of the PG Certification in Teaching in Higher Education and is an Associate Fellow of the HEA. With a particular interest in supporting undergraduate students realise and achieve their potential careers through interactive, innovative and inclusive methods, Ruth leads the Careers Service in the delivery of credit-bearing careers education across a range of modules including the Online Career Planning Module, The Career Planning Module and the Career Management Module for Law Students. Current research topics include the impact of credit-bearing careers education and the motivations of undergraduate careers module students. Ruth is the 2013 Winner of the University of Dundee Honorary Graduates' Award for Inclusive Practice.

Plenary Workshop

Making assessment more effective and efficient *Professor Sally Brown*

Assessment is arguably the most important way in which we can impact on student achievement and retention and it plays a key role in helping students make effective transitions from level to level, but it is often regarded as the most demanding and sometimes irksome aspect of our professional roles. In this interactive workshop we will aim to:

- Discuss how to make assessment more effective and efficient;
- Consider how best to make feedback developmental and transformative;
- Explore a variety of approaches to streamlining assessment in practice;
- Plan for action to enhance assessment practice.

Plenary Lightning talks

1. Post Qualifying student induction site *Gerry Roarty, School of Nursing and Health Sciences*

The School of Nursing and Health Sciences has created a new Post Qualifying student induction site for off-campus students. The Lib. Guide platform has been used to create a more visually appealing induction site, which focusses on:

- Go-Start - this focusses on the practical information required when transitioning into studies;
- Get-Online - this section aims to give the students an overview of what to expect in online and distance study;
- Go-Study - this is the final part and is focussed on tips and guidance about key skills for successful study.

The induction site has been designed to build up a skills set as quickly as possible and to have tools that students can use throughout their studies, and has been developed to be 'easy-to-use' and simple to navigate.

Gerry Roarty is an Educational Technologist in the School of Nursing and Health Sciences. Gerry started work in Further Education (FE) ten years ago and developed a keen interest in teaching, education and e-Learning. His role of Learning Technologist in FE gave him great exposure to different college sectors, multiple Virtual Learning Environments and a range of learners. Having worked for the School of Nursing and Health Sciences for two years, Gerry has focussed on enhancing the learning of staff and students. The School has a large number of distance-learning students and he has developed a new induction site for Post Qualifying students. In his own personal development, Gerry is currently studying an MSc in Blended and Online Education at Napier University, and the PGCAPHE qualification here in the University.

Abstracts and Speakers contd.

2. Where can public engagement take you? *Erin Hardee and Dr Sonia Moniz, Life Sciences*

Developing a scientific research career poses incredible challenges. Students and young investigators undergo important transition stages, from undergraduate to post-graduate studies and the subsequent establishment of their independent research, requiring the acquisition of multiple and diversified skill sets to successfully operate these changes. Most (if not all) of the key transition skills for this success are essential components of science communication and Public Engagement (PE). PE in science research institutions has become increasingly important. Many funding bodies and charities nowadays include a demand for a PE program to access funding, recognising the importance to be able to convey scientific information to the general public to help people navigate the complex society we live in.

Transition skills gained from PE throughout a researcher's career development are therefore two-fold. From a personal development perspective: developing presentation and communication skills for a diverse array of audiences; self-management; and innovative thinking. From an organisational point of view: organising events; budgeting; writing fellowships; and looking for sponsorship and funding. Based on first person testimonies from students and researchers at the University of Dundee, we will explore some of the PE options and how they can inform study and career choices and help in career development.

Erin Hardee is the Schools Outreach Organiser for the School of Life Sciences at the University of Dundee. She joined the University in this role in 2013 and since then has helped coordinate and deliver school visits, teacher training, curriculum support and researcher engagement and development.

Dr Sonia Moniz has been a Research Fellow in the School of Life Sciences at the University of Dundee since 2012, where she has also developed her interests in science communication and teaching. She has participated in several outreach activities and recently joined the team for a new teacher training support scheme.

Parallel Session A - workshop

Self-awareness as the key to successful transitions to and from the workplace - using online portfolios to assess internships *Martyna Lazowska, Sophie Morrison and Dr Lynsay Pickering, Careers Service*

The UoD Careers Service has been running an elective Internship Module for the past 12 years and this year taught over 70 students across our Internship Module and compulsory Business Management Internship Module. At the heart of these modules is the notion that self-awareness is key to making a successful transition into the world of work. Self-reflection underpins all the learning outcomes for these modules and this year we introduced an innovative new assessment method - an online portfolio which makes up 100% of the coursework and is designed to assist students to reflect on and increase their self-awareness of their transition to and from the workplace.

This workshop will begin with a discussion of the role of self-awareness in our careers modules, setting this within a theoretical framework and with interactive analysis of our methods of teaching self-awareness and self-reflection skills (you'll have a chance to try out some of our student activities and exercises!). We'll then take you on a guided tour of some of our students' portfolios and along the way we'll discuss:

- Challenges and opportunities in assessing students internships - learning outcomes and assessment methods;
- E-portfolio learning gains; enhanced digital literacy, peer learning and review, self-awareness and self-reflection;
- The Student Voice; a look at feedback from students on portfolio assessment.

Parallel Session B - lightning talks

1. Becoming, Being, Belonging: the STEP UP Module *Michael Allardice and Dr Tom Cunningham, CASTLE*

The STEP UP Module was piloted in Semester 2, 2017 as a means to improve the transition our Associate students at Dundee and Angus College will make into their degree pathway at the University of Dundee. This talk will focus on the interactive nature of the module, the response of students to taking STEP UP as an extra to their Higher National studies, and the likely impact such a sustained transition activity will have on their future studies. One aspect in particular, the collaborative approach of staff and the physical location of the classes, will be discussed in some detail.

Abstracts and Speakers contd.

Michael Allardice is an Academic Skills Tutor based in CASTLE. He came to the University of Dundee as a mature student in 1993 and graduated with a single Honours degree in Modern History in July 1997. His second degree is in the Philosophy of Education. He teaches on many courses across the University and has continued to study, most recently Theology by Distance Learning.

Dr Tom Cunningham is the University of Dundee's Transitions Officer, also based in CASTLE. He helps students make successful transitions from Further Education College courses to degree studies at University. His PhD is in Philosophy; he was a lecturer in Philosophy for a short time at the University of Stirling, and he has also worked in widening participation to Higher Education in High Schools across Fife and Tayside.

2. Supporting student transition into a Masters in Architecture programme *Ruth Lonsdale, Science and Engineering*

Since 2011 the drive to widen access into Higher Education has required a broader range of applicants to engage with our application process for the Masters in Architecture programme. Applications include submission of a folio of creative work which, although previously assessed through interview, is now submitted digitally. The shift from face-to-face interview to remote folio submission, and the lower number of school pupils studying art under the new curriculum framework, has necessitated development of different methods of engagement with applicants as they prepare their folio content.

Support is currently offered through a variety of Open Day activities, workshops, resources and outreach programmes. These include external partners in projects such as the Creative Spaces initiative, or internal collaborators such as Access to Creative Education in Scotland (ACES), supported by online and social media posts of current student work, events, trips and activities. Collaboration with Dundee and Angus College has resulted in the integration of academic skills and portfolio development workshops into the Architectural Technology HND curriculum, helping students develop the necessary graphic communication skills for folio submissions and study at Masters level. Evidence of the success of these initiatives is demonstrated through the range and quality of folio submissions, the development of student self-confidence and academic progression on the Masters programme.

Ruth Lonsdale was educated at the Mackintosh School of Architecture. Her time is currently split between studio tutoring at the University of Dundee, lecturing at Dundee and Angus College and working on small scale design projects. She has taught on the undergraduate MArch (Hons) programme for over 12 years. Her teaching draws from a range of experiences including her ongoing design practice. She is currently appointed as an external examiner for the University of the Highlands and Islands ArchTech (BSc Hons) programme. Ruth holds a PGCertTHE. Through her studies she has developed a particular interest in supporting students in their transition into HE. This has included the development of architectural portfolio course teaching materials, co-ordination of workshops and various design projects for school level pupils. She particularly enjoys teaching drawing skills and as a member of the DCA Print studio continues to develop her own work in drawing and printing.

3. Reach Tayside - access to high demand professions *Dr Gemma Gaw, Dentistry/External Relations; Yvonne Milne and Callum Livingstone, Medicine/External Relations*

Reach Tayside is part of a Scottish Funding Council-funded national initiative, supporting pupils from schools that have a lower than average progression rate to HE into medicine, dentistry and law. Since 2010, we have worked with 17 secondary schools in the Dundee, Angus, Perth and Kinross areas, and supported 1592 pupils who have been interested in University study.

Reach aims to raise aspirations in target secondary schools by facilitating workshops in schools with current UoD medicine, dentistry or law students. Interested pupils are then invited to on campus events within their subject of interest, where staff and visitors inform them about their chosen profession. Many of our events focus on giving pupils practical experience such as anatomy workshops, and a mock legal battle.

An important area of our work is supporting pupils with their applications and helping them develop skills to tackle the various additional selection steps such as the UK Clinical Aptitude Test (UKCAT), Multi-Mini Interviews (MMI's) and

Abstracts and Speakers contd.

gaining relevant work experience. A consequence of this work is a unique supportive network of staff members, current experienced students, new entrants and aspiring school pupils. <https://www.dundee.ac.uk/reach/>

Presenters:

Dr Gemma Gaw (Dentistry/External Relations) - 4th year dental student and Reach Project Officer.

Yvonne Milne (Medicine/External Relations) - 5th year medical student and Reach Principal Student Ambassador

Callum Livingstone (Medicine/External Relations) - 2nd year medical student and Reach Principal Student Ambassador

Presentation Contributors:

Andrew Punton, Aleksandra Olszewska (Principal Ambassadors for Medicine)

Eimear Short, Sarah Davidson (Principal Ambassadors for Dentistry)

Aldra Corbett and Ruaridh Simpson (Principal Ambassadors for Law)

In addition to those mentioned above, Reach Tayside is coordinated by a large team of staff and current students:

Fiona Dear (Reach Tayside Project Officer)

Steve Hughes (Reach Data Analyst)

Jan Murphy (Reach Administrator)

Wallis Jones, Nathan Edwards and John Gorman (Principal Ambassadors for Dentistry)

Chris Vannart and Sarah Woolman (Principal Ambassadors for Law)

4. Lift-Off *Tom McConnachie, Nursing and Health Sciences*

The School of Nursing and Health Sciences has been working collaboratively with staff from the 'Lift Off' project. 'Lift Off' is part of the national 'Schools for Higher Education' programme. The project identifies local secondary schools where less than 22% of pupils progress to Higher Education. The project then targets pupils who are identified as being at risk of not achieving their full potential and/or pupils who are achieving but have not considered entering Higher Education. The collaboration between the School of Nursing and Health Sciences and Lift Off offers local secondary school pupils an opportunity to participate in clinical simulation sessions, working alongside third year student nurses. This participation allows pupils to become part of Higher Education for a day and, in doing so, gives them confidence and raises their awareness of the possibilities of becoming a student nurse.

Their involvement allows them to meet academic staff, student nurses and clinical staff within a supportive environment and helps start the potential process of transition from school to university in a meaningful, tailored and personal way. Two pupils attend each timetabled session: during the morning session, as part of a simulation station, one pupil plays the part of a teenager who has a sexual health issue. The second student joins a group of student nurses and becomes a participant, following the students as they move between the stations. In the afternoon the pupils swap over.

Tom McConnachie qualified as a registered nurse from the College of Nursing, Dundee. He held a number of posts at Ninewells Hospital before becoming a clinical teacher. Currently, he is a Lecturer in Nursing at the School of Nursing and Health Sciences. Since becoming a lecturer, Tom has held a number of module and programme lead positions. He is the Cohort Lead for the 2014 cohort of students; Module Lead for year three Skills and Practice and the School Lead for Public Participation. Tom is currently working on several new initiatives focussed on transitional skills, teamwork and leadership acquisition. He is currently interested in Simulation Teaching within the undergraduate programme.

Poster Presentations

1. A snapshot of transition initiatives at the University of Dundee *Amanda Whitehead, CASTLE*

This poster is a very brief snapshot of some of the interesting student transition initiatives that are currently going on within the University of Dundee. If you have, or know of, an initiative that you would like to be included on the final 'map', see the poster or Amanda for details.

As an Academic Skills Tutor within CASTLE, **Amanda Whitehead** helps students to enhance their abilities to cope with the academic demands of university life. She is currently working on a Student Transitions mapping project which aims to capture examples of good practice in this area across the University of Dundee. She is aiming to create an Institution-wide map of activities, event, initiatives and any other inputs that aid Dundee University students transitions into university, or through the different stages of study, or out of university and into the workplace.

2. Transitions event for new students with autistic spectrum disorders (ASD) and anxiety disorders

Jean Jarvis, Norma Rodley, Anna Symeonides, Disability Services

In recent years, we have seen an increased number of students with Autistic Spectrum Disorders (ASD) and/or Anxiety Disorder register with Disability Services. We recognise that this group of students is likely to require additional reassurance, familiarisation and structure when faced with change and we support students on an individual basis to have an introduction to university life that suits their specific needs. It was recognised that there would be benefits in hosting a group event for these students, while continuing to offer tailored one-to-one transitional support. Having hosted our first welcome event ahead of entry for 2016-17 and preparing for our next, our poster outlines our journey so far and looks ahead to identify improvements for the future.

Disability Services is a team of friendly, professional staff with expertise in providing a wide range of confidential, specialist services for disabled students and staff, including those with physical and sensory impairments, medical conditions, mental health difficulties and specific learning difficulties such as dyslexia.

3. "Hang on I'll go and get the nurse...Oh! Hang on, I AM the NURSE!" Preparing for 'real life' - reducing death anxiety in 3rd year nursing students *Lynn Griffin, Nursing and Health Sciences*

Communication around death and dying is challenging. Students are often protected and excluded from these conversations during clinical placement. This reduces the opportunity to learn from other clinicians. Students often report anxiety in how they will have these difficult conversations with patients and their families, once registered. The common theme is one of getting it 'right' and not causing further distress. The University of Dundee, School of Nursing and Health Science, has been using a variety of ways to encourage students to talk more openly about death and dying and to ease their transition from student to registered practitioner.

Innovations showcased by Good Life, Good Death, Good Grief, such as Before I Die Walls and Death Cafes, as well as End of Life (EoL) Clinical Simulations using 'time-outs' and real time feedback/feed forward, (underpinned by theoretical modular content) have been used as frameworks/platforms to support and encourage students' engagement and learning experience. This work has been presented widely within the Scottish Palliative Care community. The poster was joint winner at the 2015 Scottish Partnership for Palliative Care annual conference. We were a finalist in the 2016 Contribution to Openness about Death Award. The work has been presented at the Scottish Parliament at the Cross Party Group for Palliative Care as an example of good practice.

Lynn Griffin qualified as a nurse in 2000 from the University of Dundee and since graduation, has held a number of posts in Scotland and England, both in Acute and Primary Care. She specialised in Community Nursing, and senior posts have included being a District Nurse Team Leader and Community Macmillan Clinical Nurse Specialist. In 2012 she joined the University of Dundee as a Clinical Academic Fellow and then in 2013, was appointed as a Lecturer in Nursing. Lynn currently teaches extensively in the Undergraduate Programme within Shared modules, Adult Field modules and Skills and Practice modules. Other teaching includes modules at Post Qualifying and Post Graduate levels.

Poster Presentations contd.

4. Leadership Plus: helping students with transitions through leadership and mentoring

Richard Pool, Careers Service

Leadership Plus was introduced in 2016/17 to help students with the transition into leadership roles through developing their leadership skills. The programme began in October 2016 and ended in May 2017. Applications were open to students who were new to a leadership position whether in a society, club or part-time work. Participation involves a number of elements:

- Completion of the Leadership in Practice Programme – a six week development programme delivered by the Tayforth Universities Officer Training Corps. This involves training in a number of areas including Leadership, Communication and Time Management;
- Being matched with a mentor with whom the student has regular contact throughout the programme;
- Reflecting on learning and posting regular updates on a WordPress Blog.

Initial feedback from both students and mentors has been very positive and the plan is to extend the programme from the five students who took part in 2016/17 to sixteen in 2017/18.

Richard Pool has been a member of the Careers Service team at the University of Dundee for nine years, where his role involves helping students to develop and communicate transferable skills through participation in extra-curricular activities. He co-ordinates the Leadership Plus programme as well as the School Tutoring Programme which offers students the opportunity to gain classroom experience and Dundee Plus, which a personal skills development programme which recognises and adds value to the activities students engage with outside their degree. Richard has an interest in working with schools and departments across the University and developing existing resources to enhance and add value to the student experience.

5. Dundee Dental Insight *Dr Gemma Gaw, Dentistry*

Gaining work experience in general dental practice is an essential requirement for entry to dental school in Scotland. Currently, school pupils rely on family and friend contacts, their own dentist and the NHS Learning and Development Coordinators in their area. Unlike medicine, there are no dental courses available for potential applicants to access recognised work experience, making this initiative unique to the University of Dundee. Current students of Dundee Dental School feel strongly about encouraging young people to seek a career in dentistry by providing them with experiences to learn about life as a dental student at the University of Dundee. We have invented the Dental Insight 3-day work experience programme for S5 pupils in Scotland where 25-30 pupils take part in workshops on: What is Dentistry?; Life as a Dental Student; Clinical Skills in Dentistry; How to Apply to Dental School; and shadow current 3rd year students and staff during their treatment clinics in Dundee Dental Hospital.

Dundee Dental Insight is a fully student-led initiative by current students of Dundee Dental School. The following 3rd and 4th year BDS students are all contributors of the programme:

Emma Welsh	Nadia Cassee	Rachel Milne	Saarah Aboobaker	Zeeyad Rossaye
Jamil Torofdar	Loh Pei Jia	Ciara Rock	Rose Xi Man Poon	Heidi Kane
Erin Macaskill	Lauren Fitzpatrick	Rachel Allan	Shakira Iqbal	Niamh O'Hare
Rebecca Andrew	Emily Gilmour	Janine Quek	Sara Valentine	Eiméar Short
Ingvil Ofstad	Aoife Crummey	Sarah Davidson	Kiran Pithwa	Sunil Varma
Chen Changfeng	Ai Tan	Alex Scott	Yu En Cheah	Sally Millar
Bolaji Ajose-adeogun	Emma Carr	Bethan Davies	Maey Synn Foo	Lauren Cross
Rebecca Fox	Wallis Jones	Joanna Blundell	Jenna Caird	Matthew Gibson
Jonathan Lewis	Jason La	Amy Beggs	Conor McCloskey	Emma Findlay
Mairi-Louise Dougan	Laura Gourlay	Mark Rankin	John Gorman	Nathan Edwards
Taranjit Kaur	Gemma Gaw	Sarah Frederick		

Poster Presentations contd.

6. LIVE smart LEARN Smart *Anne-Marie Greenhill and Joan Muszynski, Student Services*

LIVE Smart and LEARN Smart toolkits are designed for students to easily and quickly find essential key information for living and studying at the University of Dundee and to support them during their initial transition and throughout their academic journey.

- **LIVE Smart** focuses on information and resources to help students with their well-being, health, personal development and student life.
- **LEARN Smart** signposts students to information and resources that will help them in preparing for and engaging with academic requirements of university level studies; in, through and out of their degree pathway and towards thinking about their career.

Students can access the toolkits from the Home page of the University of Dundee Student Services, Welcome web pages and other embedded links whenever they need them.

Anne-Marie Greenhill is the University of Dundee's Academic and Digital Literacies Officer, based within the Centre for the enhancement of Academic Skills, Teaching, Learning and Employability (CASTLE), part of Student Services. A History/English and Education graduate from this University, and a Fellow of the Higher Education Academy, Anne-Marie also has a background in working in adult education prior to coming to University of Dundee.

Joan Muszynski is a Student Support Advisor within Student Services at the University of Dundee and co-ordinates the University's welcoming, mentoring and buddying scheme - Peer Connections. In addition, she is responsible for planning, organising and managing the University-wide welcome/induction events and activities for new students. Joan's interest in transition relates to her work within Student Services but also from her background in working in adult education prior to coming to University of Dundee. She is currently working on research: Holistic Student Support in Transition, with Prof Divya Jindal Snape and Dr Deepak Gopinath.

7. How language support aids student transitions *Deborah Hardin and Heather Spence, English for International Students*

The University of Dundee currently has students from over 140 different countries. With increasing internationalisation, the number of students from different countries is likely to grow and a significant number of these students do not speak English as their first language. The importance of this was highlighted in a recent scoping study by Bell (2016), who included English language ability as one of the three key practices in supporting international student transitions to Scottish higher education. The support students need to transition successfully in this area varies greatly depending on their previous knowledge, ability and experience using English, as well as the level and field of study they are entering.

English for International Students (EIS) run a variety of courses to support these non-native English speaking students in their transition to English medium higher education. This includes pre-sessional courses before students enter their programme of study and School-specific language courses run in conjunction with degree programmes. There are also support courses where students from different disciplines study together in areas of their own choosing. This poster aims to provide a clear overview of the support EIS currently offer, and more importantly, to stimulate ideas on how, together with different schools and departments, we can all support students more effectively in their transition.

Deborah Hardin completed her undergraduate studies in Massachusetts. She headed west for graduate school and completed an M.A. in TESOL and Applied Linguistics at the University of California, Los Angeles. After her studies, she travelled to Romania on a Fulbright Scholarship to teach English at the Lucian Blaga University of Sibiu. She then worked as an English Language Trainer for the WHO and CERN in Geneva before returning to the U.S. to teach at the University of Houston. She has been working as an English for Academic Purposes Tutor at the University of Dundee since 2014. Deborah has a particular interest in research on third-culture children and intercultural communication in the university setting.

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Heather Spence grew up in Dundee and studied biochemistry at the University of Dundee before gaining an MSc in TESOL at the University of Stirling. Before coming back to the University of Dundee in 2014 as an English for Academic Purposes tutor, she taught English in Germany, Slovakia, and Japan, where she enjoyed the opportunity to work with nursing students, developing their communicative skills. One of her continuing interests is in building students' confidence and ability in their communicative skills. Heather is also particularly interested in extensive reading and its various benefits for language development.

8. Supporting student transition from education to employment *Carol Robertson, Social Sciences*

Development of 'live' projects in architectural education is understood to offer students an alternative understanding of the design process to that experienced through working in abstraction on a traditional studio-based design project, placing an emphasis on process as well as product through direct experience of the complexities of managing architectural projects. Development of skills in communication, critical analysis, teamworking and professionalism are promoted as an integral part of the project process, enhancing student learning and helping to prepare students in making the transition from academia to professional practice on graduation. Live projects have been developed and implemented at Undergraduate and Masters level within our Architecture programme, raising the public profile of the students' work and offering them a platform for promotion. Our annual projects place students in a position of professional responsibility as they engage with real clients, consultants, timescales and budgets, broadening their understanding of the role and responsibility of the architect. The poster focuses on recent projects which demonstrate how the students' architectural problem-solving in this live context can support their transition to employment while also contributing to wider society.

Carol Robertson is a registered architect and lecturer in teaching and scholarship, engaging in education and practice for over 20 years. As a project architect in practice, Carol was primarily engaged with affordable housing, urban regeneration, community arts and small scale residential projects. Carol currently leads the Undergraduate Admissions process and contributes to teaching, course development and assessment across all levels of the M.Arch course, including in-country teaching on a joint degree programme abroad. Research interests include the relationship between form, space and material; sustainable, low energy communities and regional identity; live projects, peer learning and communication in architectural education. Recent publications share pedagogical findings on live projects, and the design development of housing models to sustain rural communities. Carol is employed in an expert capacity as a prescribed examiner for the Architects Registration Board (ARB) Part 1 and Part 2 examinations, is a Fellow of the Higher Education Academy (HEA) and a Member of the Live Projects Network (LPN).

9. Personal learning networks - the next steps *Shona Robertson, Education and Social Work*

This poster explores the lessons learned from an attempt to evaluate an online non-assessed module which was run for the first time in 2016 as part of a larger MSc Social Work module taken by 26 final year students. The module was co-run by University of Dundee and IRISS (Institution for Research and Innovation in Social Services). It uses a Real World Research Approach to consider the lessons which can be learned from trying out new practice, which results in an unexpected or disappointing response. The poster presents the lessons learned in the context of existing literature on personal learning networks (sometimes referred to as personal learning environments). It uses this literature to explore the context within which students might use personal learning networks as they transition into becoming newly qualified social workers.

Shona Robertson is a lecturer in the School of Education and Social Work at the University of Dundee and is in the early stages of her research career. She teaches on both campus based and online courses and is interested in exploring the use of online resources to support learners at all stages in their education and post education careers.

10. Is that you or your culture talking? How culture influences how we speak and write (and affects international students' transition to UK academic life). *Denine Lutz, English for International Students*

As any of us who have travelled abroad know, the transition to successfully communicating in another language is more than just knowing which words to use and how to put them together. What we say or write, the order, tone, and

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rhetorical devices we use, and what we choose to include versus what we choose to leave out, are all deeply influenced by our culture. International students arrive in the UK expecting cultural differences. They have likely been told explicitly what some of those differences are. But making the transition from being a student in one culture to being a student in the UK and adapting to those differences is especially difficult when it requires the newcomer to communicate in ways that are 'not done' at home. This poster will give the viewer a framework to understand how communication is culturally influenced and what cultural, particularly academic, transitions international students face. It will explain 'high context' and 'low context' communication cultures and 'reader/listener responsible' vs 'writer/speaker responsible' communication styles. It will illustrate how these affect spoken interactions and written work, with particular regard to the University of Dundee's international student population. It will also provide some suggestions how to understand and move beyond cultural blocks to communication.

Denine Lutz has worked at the University of Dundee for the past two years as a tutor in English for International Students. She has an MA in Linguistics and TESOL from California State University Fresno, and trained as a writing instructor under Dr Gregory Glau at Northern Arizona University. She has over 20 years' experience teaching English to international students, with the last 10 years focusing on English for Academic Purposes at the HE level. Denine has taught academic writing to native and non-native speakers at all levels of tertiary education and has lost track of the number of countries that her students have come from. She is a cultural mutt who grew up in a multi-cultural household. She speaks Spanish, rusty Mandarin Chinese, intermediate Swedish, and can fake her way through French if really pressed. She would be very happy if someone offered to teach her Polish.

11. Exercise "Team Spirit" *Tom McConnachie, Pauline Horton, Ginny Henderson and Steven Barclay, Nursing and Health Sciences*

The nursing profession is facing significant challenges in providing care to an ageing population which has increasingly complex comorbidities. Maintaining patient safety and becoming more specialised within their roles is a challenge for the nursing profession. Multiple research studies have confirmed that group teamwork among healthcare professionals leads to higher staff job satisfaction, increased patient safety, and greater patient satisfaction. Effective leadership is a key characteristic of effective team coordination and facilitation. Student nurses must quickly learn about the importance of teamwork, communication and how to develop leadership skills as they progress through the undergraduate programme. After an initial ten weeks of theory, 420 first year nursing students are allocated clinical placements across Tayside and Fife. These students are expected to integrate into teams within these clinical areas and be assessed on their interpersonal communication skills and ability to work effectively as part of a team. Many students find this transition stressful and, as a result, some consider leaving the programme.

Participation in Exercise "Team Spirit" aims to help students develop teambuilding skills and emotional resilience to effectively cope with the transition from theory to placement. This is done by engaging them in a teambuilding and leadership event run jointly with 225 Medical Regiment at military facilities across Tayside and Fife. Working in small teams, students engage with a series of command tasks which have been designed to encourage them to work closely; make group decisions; monitor group performance; maximise their resources; resolve team conflicts; critically reflect on team and individual performance; empower team members and understand the importance group culture has on group performance. See a video here:

<https://www.youtube.com/watch?v=fiTCXpEmgsY&feature=youtu.be>

Tom McConnachie - see previous bio

Pauline Horton (Maj. (ret'd) QARANC) joined the University in 1996 following retirement. She served during the Falklands campaign and the 1st Gulf War. She was awarded the ARRC in 1992 for services to military nursing. Pauline has a Masters and is currently the Programme Lead for the MSc Nursing (P/T).

As a Registered Nurse, **Ginny Henderson** has worked in a variety of acute and chronic clinical care settings. As a Lecturer, she has worked in Australia and currently with the University, where she has gained a varied portfolio of teaching, research and scholarship in Undergraduate and Postgraduate programmes.

Steven Barclay has worked for the School of Nursing and Health Sciences within the University of Dundee for over 8 years, providing administrative support and guidance to pre-registration nursing students and School academic staff. At present he is the Cohort Administrator for the team who administer the programme for the September 2016 cohort.

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12. Addressing the gap: a qualitative analysis of the transition from undergraduate dental education to clinical practice; the realities *Waraf Al-yaseen, Dentistry*

An important objective of Dental School undergraduate training and postgraduate Vocational Dental Training is to develop and improve clinical skills and hence confidence and competence of future dentists. Despite that, there have been growing concerns regarding newly qualified graduates' clinical skills and their compliance with guidelines. This might suggest that there is a gap in treatment planning before/after graduation. Evidence on the transition period from undergraduate to clinical reality is available within other clinical disciplines. Yet, data pertaining to Dentistry are still limited.

This study will evaluate whether new graduates are using the clinical skills and knowledge they attained during their undergraduate studies. It aims to shed light on some of the complexity related to the transition from undergraduate education to clinical practice. The study will use a mixture of both qualitative and quantitative methods:

- Stage 1. A scoping review will be conducted to explore the extent and the range of the research activity regarding the transition from being an undergraduate to become a fully registered Dentist and the factors influencing this period;
- Stage 2: The views of Dental Students (pre-graduation) and Vocational Dental Practitioners will be sought. Clinical scenarios will be used to elicit information on adherence to guidelines and accepted standards of care. Triangulating data will be collected from trainees' clinical supervisors. The collected findings will be analysed and mapped against existing guidelines.

Waraf Al-yaseen is an Iraqi dentist who graduated from Baghdad Dental School in 2010. She came to Dundee in 2014, to undertake research for her Masters Degree in Paediatric Dentistry. She started her second Masters here in 2015 (MDPH). Waraf is currently a PhD student under the supervision of Professor Nicola Innes and Dr Sucharita Nanjappa.

13. 'Multilingual Mindsets' with learning diaries: a new perspective for student transition into higher education *Argyro Kanaki, Education and Social Work and Susana Carvajal, Humanities*

Student Transition into and through Higher Education is related to enhancement of academic skills and consolidation of teaching and learning. Our research aims to explore the metalinguistic awareness of students who are learning Spanish at the University of Dundee. Metalinguistic awareness is a first requirement for understanding how students are experiencing the procedure of language learning and language analysis. We introduced learning journals to classroom practice as a task for the end of each language input and carried out a focus group interview at the end of the term's teaching. The findings revealed that writing about their own learning experiences helped students to enhance their academic skills, be more aware of their learning attitudes, be more open to others and, essentially, to experience a more positive academic transition. A 'multilingual mindset' promoted by learning diaries can, we believe, produce new perspectives for all the student transitions around Higher Education.

Argyro Kanaki is a Lecturer in Education at the University of Dundee. She is an experienced language teacher and researches the field of language awareness. Competent in five modern European languages, and qualified as a teacher in four of them, her current teaching focuses on the pedagogy of modern foreign languages, issues around culture, and debates in international education.

Susana Carvajal is a Lecturer in Spanish at the University of Dundee and is a specialist teacher of Spanish as a Foreign Language. Her research interests lie in second language teaching and learning, distance language learning and language pedagogy in general.

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Dundee and Angus College Student Posters

There are three posters displayed, designed, and created by students from the STEP UP module. This module ran for the first time in spring 2017 for Associate Students in Humanities and Art & Design. Associate Students are on agreed articulation routes with Dundee and Angus College, where they spend the majority of their first year at College completing an HNC. If successful, these students articulate directly into second year of their chosen degree at the University. The STEP UP module was delivered to these students in the second semester of their first year to aid transition into the University of Dundee, so this is the first module they have taken here. One element of the STEP UP assessment was to create a poster centred on the theme of 'Being, Becoming, Belonging as a University of Dundee student', the results of which are displayed here.

14. Beth Morris, Lujain Beruwein, Morgan Falconer, Lewis Garcia, Heather Walsh and Amelia Cameron

15. Malgorzata Galas, Ben Nicholson, Justin McCabe, Megan O'Donnell and Ashleigh Trainer

16. Sophie Glover, Ben Lawler, Ian Martin, Erryn Miller, Holly Stephen, Charley Stinson and Amelia Wilkinson

If you are interested in any poster in particular you can request the pdf by emailing castle@dundee.ac.uk

Notes