Supporting academic writing in transition: reflective questions for programme teams and tutors

**Pre-university student experiences and understandings of writing**

1) What kinds of writing have students been required to produce prior to studying at university?

2) How is ‘good writing’ recognised and rewarded in pre-University settings and how might this shape students’ beliefs and expectations regarding writing at University?

3) What processes of writing for assessment (e.g. drafting and re-submitting in light of tutor feedback and suggested revisions) will students have experienced prior to university?

**Writing on your programme**

4) What different types of writing do students have to produce for your programme and how are the purposes and differences between them explained to students?

5) How is ‘good writing’ recognised and is this consistent across the programme? Do those setting and marking writing tasks agree on what ‘good writing’ looks like?

**Supporting student writing across the programme**

6) How are students introduced to the different types of writing they are required to produce and the criteria against which these types of writing will be assessed?

7) What kinds of practical activities enable students to build both their understandings of, and capacities for, writing different kinds of academic assignments?

**Supporting student writing in first year transition**

8) What are the expectations for first year writing and how are these reflected in the nature and structure of written tasks?

9) How do first year students come to know and understand these expectations and how they might go about meeting them?

10) How do first year writing tasks enable students learn what good writing ‘looks like’ on their programme and how to go about producing it?