

Step up to Masters: Managing the transition (transcript)

<https://www.youtube.com/watch?v=5yW4UAb5MJw>

What surprised you about the step up to Masters level?

Salla: I think the biggest step up was the fact that you really have to work hard. I think in undergrad, sometimes you can get away with, you know, procrastinating quite a lot, or doing that sort of stuff, but in masters you don't have time to do any of that you've really got to work a lot harder. You've got to organise your time much better, because in undergrad I only had three modules per semester and now I have five, so that's a lot more work. The number of credits are higher per semester than an undergrad, so it really pushed me to work a lot harder.

Di: Learning in the UK is totally different from the study style in China, because in China we only need to follow teachers lead and in this country we learn a lot by ourselves and the tutor only gives the direction we need to learn further by ourselves.

Jennifer: Well it'd been quite a while since I'd studied - I'd finished my studies at Bradford University in 2011. So, not only was it a step from like years apart from education, it was the whole upper level of academia basically. I was struggling to get on top of the level of writing, the depth of reading and writing you've got to do.

Radhika: So undergraduate, as we all know, is a three year programme, whereas masters is a one year programme. So definitely there'll be a lot of work pressure, a lot of deadlines. Maybe in undergrad you get one month deadline, but in your masters you have to complete the assignment in a week sometimes. So you need to cope with those things and definitely the end result is really nice in that case, because you develop yourself to work in a very stressful environment which is very beneficial in a corporate world.

How have you found writing at Masters level?

Amy: There is a change between the style of writing I've found between masters and undergraduate, in terms of learning the more scientific way of writing, the way that you phrase things, the terminology that you use and the level of formality that's required. So that was a little bit of something that I needed to work on. But again, the University provided a lot of support with that. We had lectures where they sort of explained it, they broke it down and they gave you good examples to look at, so they managed it quite well I think.

How have you made sure you have a clear idea of what each assignment requires?

Maxiely: The fact that I've done my undergraduate programme here at the University of Leeds also, I can say I was quite familiar with most of the staff and I know that most of the staff can be very friendly. So every time there was an assignment that I felt like I was unclear about any aspect, I wouldn't hesitate to approach this specific tutor or the specific module leader regarding this subject matter and they would more than happily break it down for me, or guide me with the right steps, or let me know where I'm going right or going wrong. So in terms of that, I think it's hard to go wrong with the guidance that they give you. I think they go above and beyond in providing guidance for the modules.

Peter: Talking to my tutors basically. Make sure you read the instructions for the assignment, make sure you talk to your tutors. The assignments I've done so far, I've pretty much decided the titles of the assignments myself within subject boundaries, so agreed that with the tutors first and then agreed where I'll make a start on my research for those assignments.