# Progressing to your 3rd Year by Helena Beeson and

# Kate Swinton [Video Transcript]

This presentation introduces the key differences between studying for your second year and expectations for you third year.

Let’s begin with you. There are some personal attributes to focus on. Throughout your studies you will have had to employ many skills but they are now critical. You will have an increase in your work load, you may need to allow time for a job and it’s time to start thinking about your transferrable skills for your chosen career. Do you need to volunteer or gain new skills somehow? Your tutors will increasingly leave you to manage yourself by the time you reach your third year, however, they will expect you to contact them with any questions or concerns. Be proactive about finding information and contacting people who can help you, take ownership of your learning. Allow plenty of time to read through your written work and presentation material before submission. If you can, ask a trusted friend or relative to read through it, grammar affects your grades. Equate your marks to your degree classification, in simple terms a D is a third-class degree, a C is a 2-2, a B is a 2-1 and an A is a 1st, bear in mind that you will have to work harder in your third year to achieve the same grades you have received in the second year. Check the module and assessment criteria for your modules. When you are producing your work, check that you are covering everything you have been asked to.

For final year assignments you be expected to demonstrate that you have consulted a comprehensive range of information sources and considered authoritative arguments. Consider the academic quality of your sources including currency, authorship and bias. As a third-year student academics will expect your referencing to be faultless, this includes punctuation and consistency across your in-text citations and reference lists. If you are unsure about how to reference check the links at the end of this presentation.

Evaluate the strengths and weaknesses of the author’s points, identify the key arguments and question how they reach their conclusions. Question everything you consider relevant, including your own writing, the more critical you are the less there will be for your tutor to query. Identify the main perspectives that may have an influence on your topic, for example, practitioner, government, professional standards etc. You need to have a strong, clear argument throughout your work that follows a logical structure, remember to link your paragraphs to make them flow. Finally, be aware that description is the enemy of critical thinking. When you are reading through your work think about how much you are just explaining what happens.

If you have any questions please do get in touch (list: [www.northampton.ac.uk/library](http://www.northampton.ac.uk/library), [cfap@northampton.ac.uk](mailto:cfap@northampton.ac.uk) and librarians@northampton.ac.uk).