

## **Examining the Influence of Writing Centre Interventions on the Academic Research Writing Competencies of Fourth-Year Nursing Students.**

Within higher education, writing is a significant component of assessment and assisting students with academic writing can help them improve their overall performance and guarantee they graduate. Students face significant writing difficulties in general, but particularly with academic research writing, as well as with adhering to the writing conventions expected in Institutions of Higher Learning (IHL). Academic research writing, which begins with the conceptualising and writing of the research proposal is frequently regarded as a weakness among contemporary students. Furthermore, English - the language of instruction- is not the first language for almost all the students. In response to this issue, numerous institutions have established writing centres to offer foundation support for academic writing and research development. Writing centres are critical in eliminating students' apprehension of writing and fostering a good attitude toward academic writing. The paper draws on current academic research writing support intervention for fourth-year nursing students at the Durban University of Technology (DUT).

The writing centre practice aims to address students' academic research writing needs in collaboration with the Nursing discipline. The purpose of this study is to discuss the outcome of this initiative conducted by the writing centre practitioner and a lecturer/clinical research coordinator in the nursing discipline. This initiative was necessary to support fourth-year nursing students in learning how to write for research purposes. As a result, each tutor was assigned to a research group that collaborated closely with supervisors and co-supervisors. This was critical for providing feedback and establishing a consistent method for academic research writing. The targeted group consists of tutors, supervisors, and co-supervisors of fourth-year nursing students in the Department of Nursing Science. The role the writing centre plays in this transition is surfaced through thematic analysis of reflective interview data that were purposively collected. We examine the texture of these transitions and the influence that collaboration between the writing centre and nursing science department has had on academic research writing. The data from the collaborative research writing initiative demonstrates that, as a result of the interactive nature of the writing centre model, fourth-year nursing students' report writing abilities/competence significantly increased. Consequently, a Writing Centre is an essential resource for enhancing students' writing abilities in IHL. The conceptual foundation for this paper was informed by the Socio-cultural perspective that views academic writing as a social practice that advocates for student-centred and interactive learning with the discipline to achieve better learning results.

**Keywords:** Academic writing, Academic research writing, Interventions competencies, Writing centre