



Libraries, Research and Learning Resources (LRLR) Suite of Information Skills Interventions for Taught Course Students in 2017-18

Case Study Feedback March 2016	
American & Canadian Studies	"I think the one thing that's really beneficial about these sorts of courses is when it's tailor made, and I think that's when you get the commitment from School and Faculty as well as the students themselves"
Biosciences	"it was a 'no-brainer' to continue to get as much additional support for the students in these kinds of areas as possible"
Civil Engineering	"it was a bit of a thermometer this year of seeing whether we thought it was tying in well with the course and I think we're convinced it has, and we should, and would like to, have them as a firmer part of the course"
Life Sciences	"what this meant is that we could try and get some consistency across our courses... and the new suite lets us do that really, it lets us figure out which session might be appropriate at what time"
Sociology & Social Policy	"I was keen to explore the suite available and ensure students had access to the most up to date information available from experts in this area"

Dear Colleagues,

This document provides details of the 2017/18 Suite of Information Skills Interventions for Taught Course Students. Please use our new online system for requesting interventions:

<https://uniofnottm.sharepoint.com/sites/apps/InformationSkillsBooking/Resources/infs>

The deadline for submitting requests is **Friday 4 August 2017**. This deadline allows time for the Teaching and Learning Support Team to design discipline-specific iterations of the interventions according to School/Department requirements before teaching starts at the beginning of September. Please note that we may not be able to consider requests for teaching received after the Friday 4 August deadline, especially for teaching in the autumn term. However, our new online system allows a request to be submitted without you having received confirmation of location from timetabling/room bookings.

Please read the key messages on pp.2-3 and take time to consider the recommendations in the LRLR Information Skills Report 2016/17 for your School/Department before making your requests; evidence of actions taken will impact on the prioritisation given to teaching requests in 17/18. We also kindly ask that a School/Department-level approach is taken to facilitate the targeting of information skills interventions at the most appropriate modules for maximum impact and reach.

We look forward to working with you!

With best wishes,

Elizabeth Newall
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Key messages

Please read these key messages before requesting any of the interventions	
New online system	We have introduced a new online system for requesting information skills interventions in 2017/18. You can access it here: https://uniofnottm.sharepoint.com/sites/apps/InformationSkillsBooking/Resources/infos . This replaces the Excel spreadsheet form that was used previously.
Subject-specific	Interventions will be contextualised within the relevant subject discipline. This means that whilst the session overviews are generic, the delivery of each one will ensure discipline relevance by using subject-specific resources. To assist the Teaching and Learning Support Team in tailoring each intervention, academic colleagues are invited in the online booking form to highlight any particular resources they want to ensure are covered.
Options	This suite of options is just that! Schools/Departments can select what they want from the menu to suit the needs of their students, and so can mix and match sessions as desired. For instance, two separate one hour sessions can be combined to make up two consecutive hours of teaching.
Embedded	The underlying principle of this suite is to ensure that information skills are applied directly to coursework. As such, all interventions (except no.1 which is designed for freshers in induction week) are to be embedded within the curriculum and incorporated into regular timetabled slots, accordingly. As such, none of these interventions will be delivered as 'standalone' or 'bolt on'.
Module details	In the booking form, please let us know which learning outcomes within your module the requested intervention will be supporting and, if known at the time of booking, details of the module assignment including date of submission and relevant marking criteria.
Learning outcomes	The learning outcomes for each UG intervention can be integrated into module specifications. These have been written using University, as well as the latest professional, guidelines ¹ . In the list of learning outcomes, B = Behaviours and C = Competencies.
Priority bookings	In the case of repeat requests from 2016/17, priority will be given to those bookings with the highest prior attendance rates and where there is evidence of actions taken in response to the recommendations in the LRLR Information Skills Report 2016/17 for your School/Department.
Scaffolding student learning	The first year for UGs has purposefully not been overloaded with sessions. The rationale for the suite is to scaffold student learning throughout the students' time at University, thus offering interventions at key transition points in the student lifecycle.
Teaching materials	In the event that the Teaching and Learning Support Team is unable to schedule a requested session, a package of teaching materials will be offered to the academic who requested the session. This package will include teaching slides (.ppt) and any worksheets that have been designed to support activities.

¹ ACRL, *Framework for Information Literacy for Higher Education*, <http://www.ala.org/acrl/standards/ilframework> [accessed 25/02/2015].

Online	In addition to the face to face teaching offered to undergraduates, valuable content is available in Moodle via the NOOC: Your University Journey and on the Studying Effectively webpages.
Academic staff involvement	If academic colleagues are already delivering similar sessions to those offered here and would like sight of our teaching materials, please get in touch. Furthermore, academic colleagues are encouraged to attend sessions in order to provide feedback to the Team. Intervention no.2, in particular, benefits from academic colleagues' participation in the discussion around the importance of journals.
Evaluation	We run our own point of exit surveys to assess students' confidence gain and evaluate our teaching, but please do forward any feedback on these interventions received via SETs and SEMs.
Room bookings	It remains the responsibility of Schools/Departments to book rooms for any of these interventions. Our new online system allows a request to be submitted without you having received confirmation of location from timetabling/room bookings. Please note, however, we will need you to inform us that room confirmation has been received before we deliver our teaching.
Bring Your Own Device (BYOD)	IS informs us that 95% of students have laptops. In sessions where BYOD is flagged for lecture format, we would be grateful if you could request that students bring them to the lecture in order to ensure the learning is experiential. If the students do not have their own laptops, they are able to borrow them from Laptop Loan and Repair Services in Room A15b in Pope Building, University Park.
Tri-campus	Documentation relating to this suite of interventions has been shared with library colleagues at UNNC and UNMC. However, the face to face delivery is currently focused here in the UK whilst the PGT NOOC is open to students on all three campuses.
PGRs	Postgraduate researchers can book to attend information skills workshops via Central Short Courses at: nottingham.ac.uk/csc
Co-ordinated requests	We also kindly ask that a School/Department-level approach is taken to facilitate the targeting of information skills interventions at the most appropriate modules for maximum impact and reach.
<i>Why Reference?</i>	LRLR Teaching and Learning Support will not be teaching the <i>Why Reference?</i> intervention in 2017/18. If you would like to request a face to face intervention relating to referencing, plagiarism and academic integrity, please contact CELE . Additionally, LRLR is producing a suite of on-line resources to encourage good academic practice (e.g. avoiding plagiarism, collusion, etc). This will feature short videos of students and academics discussing solutions to potential academic-misconduct problems and will test understanding with a quiz. For further information, please contact Naomi Johnson .
<i>Researching Employers</i>	LRLR Teaching and Learning Support will not be teaching the <i>Researching Employers</i> intervention in 2017/18. If you have identified a need for student support around researching employers then please contact your faculty careers consultant from the Careers and Employability Service to discuss (Arts – Suzanne McGregor , Engineering – Andy Smith , Medicine and Health Sciences – Rachel Curley , Science – Pauline Maden , Social Science – Gillian Murchie).
New ideas	If you have any new ideas as to what could be included in this suite, please do contact us at library-teaching@nottingham.ac.uk to discuss.

No.	1
Title	Engaging with Knowledge: Introducing your University Libraries
Who	UG1
When	Week 1 only (If your timetable sits outside the standard timetable, e.g. Medicine, please mention this when booking)
Format	Lecture
Room	Lecture Theatre / Seminar room
Duration	1 hour
Session Overview	<p>Designed specifically for induction week, this first interaction with Libraries, Research and Learning Resources will enable freshers to discover how the library will underpin their University and personal journey. The relationship between use of library resources and academic achievement, and the role of reading for pleasure to support wellbeing will be highlighted. In being introduced to the real-world impact of research undertaken at the University of Nottingham, students will make the connection that academic staff are both the knowledge producers as well as their teachers, and that UoN research contributes to the ever expanding knowledge bank held in the University's libraries.</p> <p>Students will be introduced to the University's resource discovery tool, NUsearch, and hear student testimonials explaining what their University library has meant to them. Students should leave the session inspired and excited to start making their own discoveries in the University's library collections. Students will be signposted to library tours to help them get started in using the University's libraries.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) see University libraries as friendly, comfortable and accessible places to build confidence in making use of library resources; • (B) appreciate how the library and its resources underpin learning throughout the academic journey; • (B) realise that knowledge can be contributed to, as well as consumed (ACRL); and <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) locate and access material and facilities at UoN libraries.

Case Study March 2016 - Civil Engineering

"...consistency is the big factor really: everyone getting the same information in the same way. That's been a big benefit" (Staff)

No.	2
Title	Resource Discovery: Beginning to Use Library Collections for your Assignments
Who	UG1
When	Semester 1 (Week 3 onwards)
Format	Lecture / Workshop
Room	Lecture Theatre (BYOD) / Computer Teaching Room
Duration	1 hour
Session Overview	<p>Aimed at first year undergraduates, this session will support students in their transition to university by introducing a range of print and digital academic resources within their subject discipline. Students will explore literature searching techniques as they prepare to write their first assignment; encouraging confidence to search independently beyond a given reading list.</p> <p>Students will use NUsearch (UoN resource discovery tool) and reading lists to access different types of scholarly literature in print and digital formats. A guided discussion will enable students to explore the scholarly purpose of journals and how these too can be accessed via NUsearch. The session will also incorporate an introduction to key databases as appropriate to the discipline.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; • (C) develop knowledge of different types of literature and when to use them for different academic purposes; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) access and manage module reading lists to identify information to support learning; • (C) identify, locate and access key UoN resources to find relevant information; • (C) employ an effective search using appropriate terminology and database functionality to identify relevant literature on a given subject; and • (C) identify the different components of a reference to effectively follow up further reading from other sources.

Case Study March 2016 – Life Sciences

“After how useful the last ones were I’d definitely go to others. Because I didn’t know about any of the stuff they told us...I didn’t know how to use the library” (Student)

Student Evaluation Forms 2016-17

98% of attending students agreed with the statement “I will use what I learnt in my studies and coursework”

“Well presented, clear, great tips that I will definitely use in the future with my coursework” (Student)

No.	3
Title	Critical Approaches to Sourcing Information on the Web
Who	UG1 to UG Final Year
When	Semester 1 (Week 3 onwards) or Semester 2
Format	Lecture / Workshop
Room	Lecture Theatre (BYOD) / Computer Teaching Room
Duration	1 hour
Session Overview	This session will examine the perils of using web-based information indiscriminately in academic work. Students will learn to exploit advanced search functionality on popular search engines to retrieve precise results, and be provided with tools and strategies to critically evaluate the authority, validity and quality of information sourced on the web. They will learn how the online landscape, including social media, facilitates the propagation of unreliable information including "fake news," but also opens opportunities to connect and keep up to date with cutting edge research within their discipline.
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) realise that sources of information vary greatly in content, relevance and value; <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (C) consider when the use of social media can be usefully employed for academic purposes; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) employ advanced search techniques to web search engines; • (C) employ verification and fact-checking techniques to determine veracity and authority of information found on the web, including scholarly information; and • (C) apply critical thinking to the evaluation of information on the web.

Case Study March 2016 – Sociology and Social Policy

"Students appeared to be better informed in their choice of websites and I didn't see as many 'unreliable' sources in the bibliographies" (Staff)

Student Evaluation Forms 2016-17

*96% of students agreed with the statement "The librarian was good at explaining things"
"I had a new vision of using the web" (Student)*

No.	4
Title	Extending Use of Library Resources in Independent Research
Who	UG2 to UG Final Year
When	Semester 1 (Week 3 onwards) or Semester 2
Format	Workshop
Room	Computer Teaching Room
Duration	2 hours
Session Overview	<p>This session will guide students in sourcing their own information for extended reading required by projects or dissertations. Exploring a wide range of subject specific resources will encourage the continuing development of independence in literature searching, and an appreciation of research as an iterative process.</p> <p>Students will develop confidence in constructing increasingly complex search strategies and applying them to a variety of resources including bibliographic and other databases. Advanced search functionality and techniques will be covered enabling students to effectively manipulate databases and ensure best results. Students will also be introduced to services which enable them to access resources beyond the University.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (B) appreciate that literature searching is an open-ended, iterative process in that search results need constant review; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) identify and apply appropriate terminology to a search (ACRL); • (C) demonstrate improved proficiency and increased confidence in using advanced literature searching techniques across databases to ensure relevant information has been sourced; and <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) determine relevant services which enable access to resources beyond the University to further learning.

Case Study March 2016 – Biosciences

"It was potentially the most useful [2] hours of my academic career! It's going to save me a lot of time in future research and essay writing, and has made me feel much more confident in finding relevant research systematically" (Student)

Student Evaluation Forms 2016-17

*86% of attending students increased in confidence against the intervention's learning outcomes.
"Very useful session which will improve the quality of research for my project" (Student)*

No.	5
Title	Applying 'Critical Appraisal' to Published Literature
Who	UG2 to UG Final Year
When	Semester 1 (Week 3 onwards) or Semester 2
Format	Lecture / Workshop
Room	Lecture Theatre (BYOD) / Computer Teaching Room
Duration	1 hour
Session Overview	<p>Following on from previous interventions which have focused on searching and accessing scholarly information, in this session students will learn what is meant by 'Critical Appraisal' as an evaluation tool, and why it is important in approaching academic source selection.</p> <p>Through discussion and practical exercises, students will be encouraged to approach the selection of material with an attitude of informed scepticism, and learn the importance of evaluating the quality and authority of published literature used in their studies. Participants will explore how to appraise different publications with a critical eye, and will reflect upon the role such assessment plays in academia.</p> <p>Using a discipline-specific example which we may ask academics to provide, students will be asking themselves a series of questions. For example, <i>is the author a respected expert in the field? Has the article been published in a reputable journal? How has the scholarly conversation developed since publication? Has the rationale for the research been justified?</i></p> <p>For students in Medicine and Health Sciences, this session will include the use of evidence-based resources.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) comprehend what is meant by 'Critical Appraisal' and why it is important in selecting information to support academic research; • (B) recognise that a given scholarly work may not be the only (or most) authoritative opinion and that differing viewpoints are central to academic debate; <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (B) approach published material with a sceptical stance, open mind, and awareness of biases, both personal and in the literature; and <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) employ critical skills to assess the authority, reliability and validity of published literature.

Case Study March 2016 – American and Canadian Studies

"It was just really great, really helpful. It's transformed in the years I've been here, but this level it's just so different. It's really good" (Staff)

Student Evaluation Forms 2016-17

93% of attending students agreed with the statement "The activities helped me learn"

"Very useful session, I wasn't aware of all these good ways of appraising the literature!" (Student)

No.	6
Title	Using Reference Management Software
Who	UG2 to UG Final Year
When	Semester 1 (Week 3 onwards) or Semester 2
Format	Workshop
Room	Computer Teaching Room
Duration	1 hour
Session Overview	<p>Building on previous manual referencing knowledge and application, as well as resource discovery competence, this workshop introduces students to using reference management software (RMS) to keep track of reading materials and generate references.</p> <p>The practical workshop will focus on EndNote (subscribed to by the University) but will also touch on open source alternatives for students to consider. During the session students will create their own EndNote library and learn how to: store and manage references found in other resources; access their references from Word; and, generate accurate and consistent in-text citations and reference lists/bibliographies within their academic writing.</p> <p>Please be aware that customised School/Departmental referencing styles are not included in the default reference style options within any RMS packages.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) recognise the value of using reference management software (RMS) to keep track of reading materials and to enable effective and consistent referencing; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) apply key functionality within EndNote to effectively save, organise and edit references and to access a range of referencing styles; • (C) produce accurate and consistent in-text citations and reference lists / bibliographies within academic writing by linking EndNote and Word; and <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (B) identify various open source RMS packages which could be explored/used as alternatives to EndNote.

Case Study March 2016 – Biosciences

"I see it as a key skill, like a building block, at the foundation level and then they apply it and keep using it. It's transferable and with them for the rest of their career" (Staff)

Student Evaluation Forms 2016-17

64% of students felt "more confident" against the intervention's learning outcomes, another 20% felt "much more confident"

"Really useful – never heard of this before but will be using it from now on" (Student)

No.	7
Title	Taking Information Skills into Professional Practice
Who	UG Final Year
When	Semester 2
Format	Workshop
Room	Computer Teaching Room
Duration	1 hour
Session Overview	<p>Aimed at undergraduates on professional courses only (e.g. Nursing, Pharmacy), this scenario-based workshop will expose students to a theoretical situation they are likely to encounter in the workplace. In the context of a case-study, students will use transferable information-seeking and appraisal skills to explore external resources in order to find evidence to address the scenario. Methods of keeping up-to-date with new research and developments in a given profession will also be investigated and discussed during this session.</p> <p>Please note this intervention is for professional degree programmes only and scenarios will need to be designed in partnership with academic staff.</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (B) appreciate the importance of using appropriate information sources to address a potential workplace scenario which could be encountered once in professional employment; <p><i>Professional Practical and Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) apply information-seeking skills to identify, locate and access information sources relevant to a specific profession; • (C) employ critical evaluation skills to ensure information used to make decisions in the workplace is authoritative and reliable; and • (C) identify methods of keeping up-to-date with new and ongoing research and developments.

Case Study March 2016 – Sociology and Social Policy

“(I was) keen to explore the suite available and ensure students had access to the most up to date information available from experts in this area” (Staff)

Student Evaluation Forms 2016-17

95% of attending students agreed with the statement “Overall, I enjoyed the session”
“Very helpful lesson necessary for (the) future” (Student)

No.	8
Title	Introducing Resource Discovery in your University Libraries
Who	Taught Postgraduates
When	Weeks 1-3 (If your timetable sits outside the standard timetable, e.g. Medicine, please mention this when booking)
Format	Lecture
Room	Lecture Theatre / Seminar Room (BYOD)
Duration	1 hour
Session Overview	<p>This introductory face-to-face session gives taught postgraduate students the essential information they need to get started in using the University's physical and digital library resources. Students will be encouraged to consider academic expectations in the use of scholarly information at Masters level. They will then be introduced to NUsearch, the University's resource discovery tool, as well as a range of subscription databases pertinent to their discipline. Students will be signposted to library tours which will orientate them, and to a range of services which will enable them to access resources beyond the University.</p> <p>During this practical and discursive session, participants will be invited to enrol on the Nottingham Open Online Course (NOOC), <i>On Course for your Masters</i> (see No.9).</p>
Learning Outcomes	<p>By the end of the session, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) see University libraries as friendly, comfortable and accessible places to enable exploitation of library resources; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) access and manage module reading lists, the launch pads to resource discovery; • (C) identify, locate and access key UoN resources to find relevant information; <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) navigate off-campus access routes to a range of electronic resources; and • (C) determine relevant services which enable access to resources beyond the University to further learning.

Case Study March 2016 – American & Canadian Studies

“it was really invaluable for the masters students...to have a sense of everything the library offers, given that interfaces are physical and virtual” (Staff)

NOOC Evaluation 2016-17

Schools/Departments that had booked a no.8 intervention saw eight times more students enrolled in our NOOC, On Course for Your Masters, than those in Schools/Departments that didn't.

No.	9
Title	On Course for Your Masters (Nottingham Open Online Course - NOOC)
Who	Taught Postgraduates
When	Launches in Week 1; available online all year
Format	Digital Learning in Moodle
Room	http://moodle.nottingham.ac.uk/course/search.php?search=on+course+for+your+masters
Duration	Variable depending on student needs. On average, approx. 15 hours
Session Overview	<p>Beyond the introductory face-to-face session for taught postgraduates (see No.8), all information skills teaching for M-level students is provided in this NOOC.</p> <p>Developed by Libraries, Research and Learning Resources with academic consultants from all Faculties, On Course for Your Masters is designed to support transition to postgraduate study, particularly engagement with the scholarly resources needed for academic success, and preparation for what comes next whether it be employment or postgraduate research. With 1,218 enrolments in 2016-17 across all three campuses, the course comprises 8 units:</p> <ol style="list-style-type: none"> 1. Stepping Up a Level 2. Introducing Resource Discovery 3. Resources: Theme and Variations 4. Mechanics of Search 5. Language of Search 6. Critical Appraisal 7. Referencing 8. Stepping Out <p>Open to PGTs from across the University's disciplines and campuses in the UK, China and Malaysia, as well as those studying at a distance from across the globe, the course is designed for students to follow at their own pace. They will interact with peers to share learning with support from a team of friendly and experienced postgraduate researchers who have very recently been in the same shoes, and succeeded.</p> <p>Completion of activities together with students' contributions to online discussions can be reported within Moodle for academics wishing to seek evidence of student participation.</p>
Learning Outcomes	<p>By the end of the course, students should be able to:</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • (B) articulate academic expectations of Masters-level study, including engagement with scholarly resources; • (B) consolidate knowledge of different types of literature and when to use them for different academic purposes; • (B) recognise that scholars may use a range of vocabulary / terminology to describe a specific area of research; • (B) value the application of 'Critical Appraisal' to the selection of academic sources; • (B) recognise that a given scholarly work may not be the only (or most) authoritative opinion and that differing viewpoints are central to academic debate; • (B) identify the value of using reference management software (RMS) to keep track of reading materials and to enable effective and consistent referencing; • (B) articulate personal priorities in relation to gaining work experience, undertaking further study or moving into employment;

	<p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> • (C) determine the scope of the question or task required to meet information needs (ACRL); • (B) acknowledge that literature searching is an open-ended, iterative process in that search results need constant review; • (B) approach published material with a sceptical stance, open mind, and awareness of biases, both personal and in the literature; <p><i>Professional Practical Skills</i></p> <ul style="list-style-type: none"> • (C) construct effective search strategies using appropriate terminology and database functionality to identify relevant literature on a given subject; • (C) give credit to the original ideas of others through proper attribution and citation (ACRL); • (C) follow ethical and legal guidelines in gathering and using information (ACRL); • (C) employ critical skills to assess the authority, reliability and validity of published literature; • (C) apply key functionality within an RMS package to effectively save, organise and edit references and to access a range of referencing styles; • (C) explore and assess potential employment or placement opportunities (sectors, areas of paid or voluntary work and employers) by utilising search skills and UoN resources; • (C) source appropriate information to guide career choices and decision making; <p><i>Transferable Skills</i></p> <ul style="list-style-type: none"> • (C) navigate off-campus access routes to a range of electronic resources; and • (C) identify where to go for further advice, support and information post-graduation.
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NOOC Participant Survey April 2016

“I graduated from my first degree almost ten years ago. I therefore felt I needed the course to help my transition back into education. I needed help remembering how to study, how to reference and write essays etc. The course has been brilliant for this.” (Student)

“It was a good overview of the study skills I have used and also helped me to feel more confident about my ability to tackle the course and make the most of it.” (Student)

“This was great for fine tuning my search skills for more successful research” (Student)

“I found it helpful to have a support network of other students as it helps you to feel part of a network and to feel supported.” (Student)