

NoWAL Academic Skills Community of Practice Meeting 2 – UCLan

The Library, 52 St Peter's Square, Preston, PR1 2HE

**Friday 8th March 2019, 10am – 1pm room LIB115 – meet at
reception for a tour of the building at 10am**

Theme: Collaborative Working & Practices

Minutes

1. Attendees

Vivien Bell (University of Salford)
Megan Benson (UCLan)
Francesca Garner (Hugh Baird College)
Michael Hargreaves (UCLan)
Jennifer Harper (University of Chester)
Heather Johnston (University of Liverpool)
Angela Mason (UCLan)
Craig Morley (University of Manchester)
Claire Olson (Edge Hill University)
Bryony Parsons (University of Liverpool)
Maisie Prior (Edge Hill University)
Fran Robinson (UCLan)
Anne Williams (University of Chester)
John Wright (Edge Hill University)

Apologies

Sam Aston (University of Manchester)
Nadia Donaldson (Liverpool Hope University)
Debra Elliott (University of Bolton)
Charlotte Evans (University of Manchester)
Dawn Grundy (University of Bolton)
Kay Loxham (University of Bolton)

2. Tour of the building

3. Introduction to Academic Skills at UCLan

Academic Skills provision at UCLan is organised into 3 teams: the Faculty Librarian (FL) Team, who cover information literacy; the WISER team, who advise on academic and study

skills; and the TELT (Technology Enabled Learning and Teaching) team, who look after digital skills (e.g. how to use Word/Excel/Adobe Illustrator products etc). The FL team and TELT are both based in the library, work with staff as well as students (TELT primarily support staff) and are part of the Learning Information Service. The WISER team are located in another building, primarily work with students and are part of the School of CELT (Centre for Education, Learning and Teaching). There isn't always a great deal of collaboration between the three teams, however there is collaboration on the Dissertation toolkit project (presentation later).

4. Round Table Discussion

a. The University of Liverpool are being asked to measure impact and would like to know how other universities do this.

All members mentioned that they currently ask for feedback in some form after sessions, apart from UCLan, who record the number of students who have attended classroom-based sessions or 1:1s and the duration of these sessions. In the past, UCLan have asked members of academic staff to put together a case study of how interventions from the FL team have impacted particular modules where previously grades had been low due to poor information literacy. Following embedded sessions, the pass rate had considerably increased.

There are questions on the NSS which relate to libraries, so could this be used as showing impact? It is important to also define what aspect of impact you are looking at – are you trying to measure attainment, retention or academic resilience etc? The University of Manchester (UoM) state that there is a correlation between students who attend My Learning Essentials workshops and who gain higher degree classifications. The group was very interested to see how this is recorded. The UoM state that at the end of each session the student ambassadors take iPads into the session to ask students for feedback on their way out.

Action: Craig Morley to let the group know how the UoM record and measure impact, and direct towards research undertaken by UoM regarding this.

The University of Chester record attendance at 1:1s and seminars onto the student profile. There is a hope to map these sessions to the Chester Difference Scheme (this includes volunteering, employability skills etc where points are awarded for these and then a certificate can be awarded after a certain number of points are attained). Feedback about Study Skills sessions is requested once a term via an online link emailed round to attendees. Edge Hill run a Feedback Fortnight for 1:1 sessions where students are asked to rate how confident they felt before the 1:1 and afterwards. Feedback is requested for embedded sessions at sample times during the year. Students attending UniSkills workshops receive a survey via email after every session.

Hugh Baird College collect feedback in the form of a star rating after workshops and using the new live chat feature that they are trialling on the website too.

- b. University of Chester have recently developed a proforma lesson planning template. This shows how the session is linked into the module, and how it covers the Learning objectives which are set within their Information Literacy Framework (which are based on ANCIL). Do any other institutions use set lesson plans?**

The University of Liverpool use lesson plans for their sessions and My Learning Essentials at UoM have lesson plans prepped for each of the sessions. The lesson plans for My Learning Essentials are all open access too so if you would like to look at these then they are available on the website.

Edge Hill University have undergone changes whereby the Academic Support Division was divided into two teams in 2017: Student Engagement who are student facing and deliver academic writing and information literacy support, and Academic Engagement who liaise with faculty members to promote the wider Library and Learning Services offer. Lesson plans were already in place prior to any changes and have been developed in line with the sessions they offer. There have been no changes to referencing support, either prior or since these changes. Harvard Referencing is supported through Student Engagement, other referencing styles are supported by their faculties.

5. Presentations:

- a. Collaborative Working with the School of Nursing with Angela Mason, Lecturer and First Year Nursing Module leader**
- b. Dissertation provision including pop-up Library**

Please see the attached presentations and a picture which advertised the Dissertation toolkit. If you have any questions about either presentation, please get in touch with FRobinson3@uclan.ac.uk

6. Discussion of theme for next meeting – to be held at Edge Hill in July 2019

The theme of Change Management was suggested by the group in order to learn more about the structural changes within the UniSkills department, including why they have moved away from Faculty-specific support.

Action: Edge Hill to send out a doodle poll of possible dates for the meeting in July

Following the meeting Edge Hill University have been in touch deciding they are not able to deliver a meeting focusing on 'Change Management'. They stated: 'As we are now a combined service, located together within Catalyst, we will shine a light on this – how we combine academic writing with information literacy etc. We will see if someone from Academic Engagement can briefly explain their role too and obviously offer a tour around our lovely new building.'

7. Any other business

Salford is hosting the ALDinHE regional symposium on 3rd July which is looking at innovative approaches to learning developments. If anyone is interested in attending please register

for a place [here](#) and if anyone is interested in presenting please also complete the attached submission form. There will be workshops based on the themes of creativity and play, technology based teaching and there will also be a show and tell session. If you would like any further information please email studyskills@salford.ac.uk