In collaboration with you, the Academic Skills Centre can offer sessions and support for taught students in the following areas:

A. Learning at university (including peer learning)
B. Research skills
C. Advanced digital skills
D. Writing skills

Each themed section of the menu is divided into introductory sessions, and more advanced or specialised sessions.

### Section A

#### Learning at university

Sessions aimed at getting your students started on their learning journey

<table>
<thead>
<tr>
<th>A1</th>
<th>Strategies for effective learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the session students will be able to:</td>
<td></td>
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<tr>
<td>- Gain confidence with some essential skills, including time management</td>
<td></td>
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<tr>
<td>- Discuss and reflect on their own study strategies and areas for development</td>
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<tr>
<td>- Understand the importance of independent and reflective learning</td>
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<tr>
<td>- Use some digital tools and apps to enhance learning</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Suitability</th>
<th>Versions for new UGs and new PGTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>50 mins</td>
</tr>
<tr>
<td>Format</td>
<td>Workshop or lecture</td>
</tr>
</tbody>
</table>

#### A2

Returning to education

A version of Strategies for effective learning particularly aimed at mature students or those returning to education after a break.

| By the end of the session students will be able to: |
| - Better understand what’s expected of them at university |
| - Gain confidence with information and digital skills |
| - Explore strategies for studying alongside other commitments |

<table>
<thead>
<tr>
<th>Suitability</th>
<th>Versions for mature or returning UG and PGT students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>50 mins</td>
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<tr>
<td>Format</td>
<td>Workshop or lecture</td>
</tr>
</tbody>
</table>
By the end of the session students will be able to:

- Apply strategies for reading efficiently, effectively and critically
- Make notes actively and usefully while reading
- Investigate a range of digital note-taking apps

Suitability: Versions for new UGs and new PGTs

Duration: 50 mins
Format: Workshop or lecture

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By the end of the session students will be able to:

- Create and organise digital notebooks using OneNote
- Share digital notebooks
- Search across notebooks
- Add content from a variety of sources such as file attachments, clips from the web, email, drawing and handwriting, audio notes.

Suitability: All levels of student

Duration: 50 mins
Format: Workshop (PC cluster) or online

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By the end of the session students will be able to:

- Create a simple worksheet
- Generate basic formulae and charts and/or
- Use formulae and functions in a worksheet*

Suitability: *All levels of student with knowledge of basic Excel features

Duration: 50 mins
Format: Workshop (PC cluster)

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The PASS scheme is a peer-learning initiative where higher year students support first years to develop effective learning strategies in the context of their discipline. It can aid the transition to learning in a higher education context, and supports the development of good academic practice. The PASS team trains and supports the higher year students (PASS Leaders), and helps to quality assure and evaluate the scheme, but the scheme is discipline-owned and student-led.

Find out more: https://intranet.birmingham.ac.uk/pass
### Sessions aimed at developing students’ learning skills further

#### A6 Critical thinking

By the end of the session students will be able to:
- Identify, construct and evaluate arguments and their components
- Detect inconsistencies and common mistakes in own & others’ reasoning
- Apply techniques for systematically solving problems

<table>
<thead>
<tr>
<th>Suitability</th>
<th>Later in the 1st year / transition to 2nd year</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td><strong>Format</strong></td>
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<tr>
<td>50 mins</td>
<td>Workshop, lecture or online</td>
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</tbody>
</table>

#### A7 Working collaboratively

By the end of the session students will be able to:
- Plan group roles and set clear aims for team projects or assignments
- Work and communicate effectively and productively in a team
- Deal with difficult situations when working with others
- Explore a range of digital collaboration tools

<table>
<thead>
<tr>
<th>Suitability</th>
<th>All levels of student undertaking group/collaborative work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td><strong>Format</strong></td>
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<tr>
<td>50 mins</td>
<td>Workshop or online</td>
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</table>

#### A8 Presentation Skills

By the end of the session students will be able to:
- Deal with nerves and think more positively about public speaking
- Structure a presentation
- Grab the listener's attention, hold their interest, and conclude strongly
- Use body language and tone of voice to present effectively
- Use digital presentation tools

<table>
<thead>
<tr>
<th>Suitability</th>
<th>All levels of student required to do presentations as part of their course or upcoming assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td><strong>Format</strong></td>
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<tr>
<td>50 mins</td>
<td>Workshop or online</td>
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</table>

#### A9 Using digital presentation tools

By the end of the session students will be able to:
- Create a presentation using a range of digital tools
- Incorporate multimedia, such as video, audio, images and animation
- Use automated features to aid design and presentation

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Duration</strong></td>
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<tr>
<td>50 mins</td>
<td>Workshop (PC cluster)</td>
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</tbody>
</table>
### A10 Engaging with feedback

By the end of the session students will be able to:

- Understand and interpret feedback on assignments
- Manage emotions associated with receiving feedback
- Use formal and informal feedback to improve
- Become a more reflective learner
- ‘Feed forward’ and create action plans based on feedback

<table>
<thead>
<tr>
<th>Suitability</th>
<th>This session must run after students have received feedback on an assignment. Students must bring feedback to reflect on and discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>50 mins</td>
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<tr>
<td>Format</td>
<td>Workshop</td>
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</table>

### A11 Exams and revision

By the end of the session students will be able to:

- Develop a revision strategy
- Approach different types of exams e.g. MCQs, Short Answer, Essays (depending on discipline/cohort)
- Manage their time in the exam
- Plan ahead for the exam day

<table>
<thead>
<tr>
<th>Suitability</th>
<th>All levels of student, ideally a few weeks before exam period</th>
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<tbody>
<tr>
<td>Duration</td>
<td>50 mins</td>
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<tr>
<td>Format</td>
<td>Workshop or lecture</td>
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</table>

### ACADEMIC SKILLS GATEWAY

The Academic Skills Gateway offers a range of online course and interactive learning materials developed by Library Services, as well as help and support from a range of websites, including Skills4Study Campus, the i-cite guide, and Cite Them Right Online.

To find out more visit [https://libguides.bham.ac.uk/asg/](https://libguides.bham.ac.uk/asg/)

### Section B Research skills

#### B1 Using library resources for learning

By the end of the session students will be able to:

- Access the full range of resources, services and study support provided by the library
- Use Resource Lists and FindIt@Bham
- Identify the bibliographic and other databases needed for their subject
- Know where to ask for advice and support with their studies

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</table>
### B2  Finding and using information

By the end of the session students will be able to:
- Access and use key resources for their discipline, including journals, databases and other relevant sources of information
- Plan and implement an effective literature search
- Use techniques for searching effectively online

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### B3  Good academic practice

By the end of the session students will be able to:
- Apply the concept and principles of referencing
- Paraphrase and quote effectively in their work
- Get started with referencing software

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</table>

### Sessions aimed at developing your students’ research skills further

### B4  Advanced literature searching

By the end of the session students will be able to:
- Implement higher level search techniques and strategies
- Evaluate the available literature in terms of quality and relevance
- Structure a written literature review (optional)

<table>
<thead>
<tr>
<th>Suitability</th>
<th>Higher level students, or later on in the first year.</th>
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<tbody>
<tr>
<td>Duration</td>
<td>50 mins or 1hr 50mins depending on content</td>
</tr>
<tr>
<td>Format</td>
<td>Workshop (PC cluster) or online</td>
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</tbody>
</table>

### B5  Using Nvivo/SPSS to manage and analyse data

Content can be tailored to the cohort/discipline but may include how to:
- Engage with the user interface
- Import raw data
- Set up variables

<table>
<thead>
<tr>
<th>Suitability</th>
<th>Students with a basic understanding of research methods and data analysis</th>
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<tbody>
<tr>
<td>Duration</td>
<td>50 mins or 1hr 50mins depending on content</td>
</tr>
<tr>
<td>Format</td>
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</tbody>
</table>
To find out more about support for research students and staff, please visit:

https://intranet.birmingham.ac.uk/library/research

Library Services’ Special Collections division also works with Schools to help students engage with their resources. To find out more, please visit:

https://www.birmingham.ac.uk/facilities/cadbury/rlt/index.aspx

## Section C  Advanced digital skills

### Sessions aimed at developing students’ digital skills

#### C1  Creating a digital academic poster

By the end of the session students will be able to:

- Understand the goals and objectives of an academic poster
- Plan a balanced layout of their poster
- Use appropriate text and images to enhance the poster
- Use PowerPoint as a digital tool to produce the poster

<table>
<thead>
<tr>
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<th>All levels of student</th>
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<tbody>
<tr>
<td>Duration</td>
<td>50 mins</td>
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<td>Format</td>
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#### C2  Creating a mobile app prototype

By the end of the session students will be able to:

- Wireframe a plan for a mobile app
- Generate screen mock-ups for a prototype
- Create a prototype app with working navigation

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</tbody>
</table>

#### C3  Designing a website or eMagazine

By the end of the session students will be able to:

- Wireframe a plan for a digital output
- Select an appropriate software tool
- Use good design principles
- Make the output accessible
- Add navigation links and multimedia

<table>
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<tbody>
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<td>Format</td>
<td>Workshop (PC cluster) or online</td>
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</tbody>
</table>
### C4: Creating a blog

By the end of the session students will be able to:
- Understand how to write a blog
- Understand how to enhance the blog to entice readers
- Share the blog with others and cross-connect to other online content
- Select an appropriate digital tool to create and publish the blog

<table>
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<tr>
<td>Format</td>
<td>Workshop (PC cluster)</td>
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### C5: Creating an ePortfolio using PebblePad

By the end of the session students will be able to:
- Understand what makes an engaging ePortfolio
- Effectively and confidently work with PebblePad
- Access and critique examples of student ePortfolios

<table>
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<td>50 mins</td>
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<tr>
<td>Format</td>
<td>Workshop (PC cluster) or Drop-in session</td>
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</table>

### C6: Introduction to video editing

By the end of the session students will be able to:
- Understand the use of the timeline in video editing
- Understand common editing techniques
- Output/render the final video
- Be familiar with a range of video editing tools

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<td>Format</td>
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</table>

### C7: Advanced Excel features

Content to be tailored to the cohort/discipline, but may include how to:
- Create advanced formulae and functions
- Create and use pivot tables
- Use conditional formatting

<table>
<thead>
<tr>
<th>Suitability</th>
<th>All students with a knowledge of basic Excel features</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Format</td>
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# Writing skills

## Sessions aimed at getting students started with academic writing skills

### D1  Introduction to academic writing: Planning and structuring

By the end of the session students will be able to:

- Plan an assignment or piece of writing
- Organise their ideas and arguments
- Use introductions and conclusions effectively
- Manage transitions and create a sense of ‘flow’ within a piece of work

**Suitability:** Versions for new UGs and new PGTs

**Duration:** 50 mins

**Format:** Workshop, lecture or online

### D2  Improving your writing style

By the end of the session students will be able to:

- Convey meaning as clearly and concisely as possible
- Develop some essentials elements of grammar and punctuation to help sharpen their writing style
- Edit and proofread their own work

**Suitability:** Versions for new UGs and new PGTs

**Duration:** 50 mins

**Format:** Workshop, lecture or online

## Sessions aimed at developing more advanced or specific writing skills

### D3  Writing a literature review

By the end of the session students will be able to:

- Understand the purpose of a literature review
- Know what academics are looking for in a literature review
- Read critically and organise their literature
- Structure and write up the review

**Suitability:** Versions for new UGs and new PGTs

**Duration:** 50 mins

**Format:** Workshop or lecture

### D4  Writing your dissertation

By the end of the session students will be able to:

- Find literature for their dissertation
- Plan timescales for tackling a dissertation
- Define what the different sections of their dissertation should achieve
- Edit and proofread a long piece of work

**Suitability:** Final year students / UG or PGT dissertations

*Requires consultation with department re: requirements of dissertation etc*

**Duration:** 1hr 50 mins

**Format:** Workshop or lecture
By the end of the session students will be able to:

- Develop and apply reflective practice
- Write reflectively, including how this may be different from standard academic writing
- Link theory and practice in reflective writing

**Suitability**
Any students required to undertake reflective writing/reflective practice

**Duration**
50 mins

**Format**
Workshop, lecture or online

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**D6 Reflective writing**

By the end of the session students will be able to:

- Develop and apply reflective practice
- Write reflectively, including how this may be different from standard academic writing
- Link theory and practice in reflective writing

**Suitability**
Any students required to undertake reflective writing/reflective practice

**Duration**
50 mins

**Format**
Workshop, lecture or online

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**D7 Scientific writing**

To be tailored to the discipline.

By the end of the session students will be able to:

- Structure a piece of scientific writing effectively
- Write more critically in a scientific context
- Write in a concise scientific style
- Paraphrase scientific ideas
- Write a scientific report, or lab report, according to typical conventions

**Suitability**
Students in scientific disciplines

**Duration**
50 mins

**Format**
Workshop, lecture or online

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We have a centralised process for requesting embedded skills sessions via our online form:

[www.intranet.birmingham.ac.uk/asc-menu](http://www.intranet.birmingham.ac.uk/asc-menu)

Schools are asked to request sessions for the Autumn term by **August 1st**, for the Spring term by **November 1st** and for the Summer term by **March 1st**.

The deadlines will allow us to tailor the requested sessions to the needs of the different cohorts, making the support as relevant as possible. It will also allow for discussions to take place about the most appropriate format, content and timing for the skills sessions. Our aim is to ensure support is embedded in students’ timetables, clearly linked to upcoming assessments or programme learning outcomes, and delivered in a sustainable way.

If your students’ needs or skills requirements are not covered by this menu, please contact us to discuss a more bespoke session at **asc@contacts.bham.ac.uk**.

We really look forward to working with you.