'Moving On'

A package of information and workshop materials addressing skills for Higher Education, to assist in building confidence and success.

Introducing this Package

This study skills package aims to help you to feel confident about moving on to Higher Education by making you more familiar with what to expect, and what will be expected of you.

The package contains information on the following topics to help you prepare for university, and to be a confident student and successful student during your Higher Educational experience.

- *What is expected of you and how to organise your time.*
- *Preparation for study, what you can do now to get ready.*
- *The learning experience and teaching methods at university.*
- *Other resources at university and how to use them.*
- *Working with others.*
- *Research with the World Wide Web.*
- *Academic writing.*
- *Further help.*

You can concentrate on any of these topics in any order, on your own, or with the help of a tutor, or with friends. For each section there is an optional practical workshop sheet.

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Is Higher Education for You?

More and more people are entering Higher Education and at every age and stage of life. You may feel apprehensive about embarking on university study, particularly if you have been away from education for some time. The guidelines here are intended to help you to evaluate whether you are ready to take the next step towards Higher Education and, if you do take that step, what this experience may mean in practical terms.

Here are some basic **questions** and **answers**, to give you more idea about whether Higher Education may be for you:

Q **Do you have the qualifications to do a degree?**

A These days there are a number of entry routes to Higher Education. You do not necessarily need A-levels. The previous experience that you have will be valued, and mature students (21 and over) can apply without formal qualifications. Look at prospectuses for universities in your local library or college. Speak to the admissions officer at the university to find out whether you are ready to apply.

Q **How much help will you get?**

A Studying at university is different from other types of education in that you will be expected to work much more independently. There will be support, but quite a lot of the time you will be doing work on your own in the library or at home. This will bring its own rewards as you gain confidence in your independent learning and enjoy the flexibility of making your own choices about the direction of your research. Many of the skills that you will need are ones that you may have developed through working and organising home life so don't underestimate yourself.

Q **What can I do if I need to develop these skills before applying to Higher Education?**

A Your local Further Education College offers 'Access' and other courses, such as a Foundation Year, that will prepare you for all aspects of university. You may decide that you just need to enrol on a course to give you some background to the subject area that interests you, or to develop a specific skill, such as computing for example.

Q **What subject will you choose?**

A You might choose a subject that follows on from a course that you have been doing, but you might choose a subject that is new to you. You can often combine more than one subject and keep your options open. If you have a particular career in mind you should check which subjects will be appropriate. Examine prospectuses carefully to get a good idea of what subjects and combinations are on offer and what they will involve. Speak to a Careers Officer or College Admissions Advisor about this. On Access courses you will be able to try out three or four subjects before picking a Higher Education Course.

Q **Why go to University?**

A You will have your own reasons, but you can include the following as good ones:

- To make good friends.
- To get a good degree.
- To get a different job.
- To develop creativity.
- To develop new interests.
- To do something for yourself.
- To develop new skills.
- To have lots of fun.
- To improve career prospects.
- To work with others.
- To develop confidence.
- To think differently.
- To try out new things.
- To enjoy learning.

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Preparing for University and Organising Your Studies

❚ WHAT IS EXPECTED OF YOU AND HOW TO ORGANISE YOUR TIME

Use this section to acquaint yourself with the demands of university life before you go, and to prepare in your pre-university time.

CONTACT HOURS AND TIME COMMITMENT

Before you can think about what your life is going to be like when you are at university, you need to have a very clear idea about just how much of your time is going to have to be spent in class, researching and writing assignments. You can then assess how much time will be left over for you to squeeze the rest of your life into and how much co-operation you will need from your friends and family!

Different subject areas and different universities require students to be available for varying amounts of 'contact time' (the time when you are in face to face contact with the tutor). It is very important that you ask an advisor at the university (someone in 'Admissions' or 'Registry', or the relevant academic department) to let you have the timetable for your course/s as soon as possible. Although universities may not circulate this information until near the start of the course, they generally have it available much much earlier (in the Spring of the preceding year) and can supply it on demand.

Contact Time

As a rough guide, your contact time **might** look like this:

Two semesters (similar to 'terms') of approximately 16 weeks. Of these 12 weeks will be contact time with taught classes. (The other four will usually be a 'reading week' and time for assessments.) The 16 week semesters will run from the end of September to the beginning of December, and from the end of January to the beginning of May.

OR

Three terms of approximately 10 weeks. Like school terms, but beginning later and ending earlier.

In each week full-time students may expect 4 or 5 classes, each of approximately 3 - 5 hours duration. This may be split between an hour-long lecture and a $1^{1}/_{2}$ hour seminar. This will vary according to the subject you are studying as courses in nursing, teaching and science for example require greater time in class, commitment for practical work and longer terms to account for work placement.

So, your contact time (when you must be in college) may, for example, be 12 - 16 hours a week for 2 blocks of 12 weeks if you are a full-time student on a humanities course, but may well be more than this.

STUDY TIME

In addition to the time when you are required to be in a class, you will need time on 'campus' to research in the library, complete set reading, to talk with your fellow students, to use the computers and to relax! The amount of time needed for your own personal study will increase when you are approaching assignment deadlines. You will find that there will be periods when you are working intensively on assignments and everything else may have to go by the board.

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DEADLINES

You will be given assignment deadlines, usually at the beginning of each separate course or module. These dates do not mean that you should leave all work until they arrive. It is common for assignment deadlines for different courses you are studying to fall in the same week – usually mid-way through the semester/term and at the end – and you will not be able to work on them all at once. You will find that universities are **<u>not</u>** flexible about deadlines. This is because of the large volume of work to be marked by tutors and because of the need to have work marked, a sample double marked, and a sample marked by an external examiner prior to 'Exam Boards' which happen at fixed times. You will need to recognise this fact about university deadlines and plan your work accordingly. Of course, in exceptional circumstances, where something untoward happens to prevent you handing in work on time, there will be formal mechanisms for arranging extensions. In this event, you will probably be required to produce evidence, for example a doctor's certificate, so bear this in mind. The university will have printed regulations about how to apply for extensions which you should study just in case.
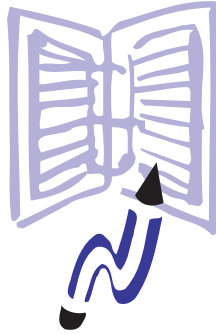
- For further advice see section 8: 'FURTHER HELP'.

TIME MANAGEMENT

How will you manage to get the assignments done?

There are some simple things which you can do to lessen the panic of running out of time for assignments.

● First of all, you should use a year planner to mark all the actual deadline dates for the semester/term. (If you are attending a course now, e.g., Access, Foundation, A-levels, start working on your time management.)

● Next you should mark all of your personal commitments that you know will prevent you from working on assignments, e.g., family birthdays, weekends away, commitments with children and periods of particular demand in your job.

● Next you should share out your own assignment deadlines and tasks into the spaces. This will give you time for working on assignments through the term. Yes, this **does** mean that you may be researching and writing notes before you have had a lecture on a topic. It will encourage you to be thinking about, and working on, assignments continuously and you will have a bank of research and notes ready for adding to, and be prepared for the final write up.

Tips!

● **Help yourself by being organised.**

● **Try to visit the library on the same days as your teaching sessions. Keep a diary with a list of everything that you hope to achieve in that day. If you need to meet certain people, tutors, other students, arrange to see them at times close to your teaching sessions. In other words, capitalise on the time when you are in college to make the best and fullest use of your time. Wherever possible avoid duplicating effort by teaming up with a study partner and attacking the library together, sharing lecture notes and 'brainstorming' ideas.**

Preparation:

In order to prepare your time-management skills you might consider the following points:

● When you first return to formal study you will find tasks take you longer as you are not used to these activities, and will not be quick at finding resources and using them. Many aspects of study will take much longer than expected.

● As you progress you will find that you can get tasks done in less time but schedule time for unforeseen events and for time off.

● Prepare yourself by working through Section 2: 'PREPARATION FOR STUDY' and getting used to ways of saving time researching, reading, and writing notes.

● Prepare your friends and family by making sure they are very aware of the commitment that you are going to be making. Make your time planner very visible to all so that they are aware of the periods when you will be most in need of their support.

● Recognise that you may not be able to carry on life as before. Even if no housework or gardening gets done in term time, you will be able to blitz it all in the summer.

● You have to find out what works for you, and for those close to you. The same pattern of work doesn't suit everyone. Some people find it useful to stick to a work-style 9 to 5 pattern. Others have to be (or prefer to be) much more flexible.

● You will find some weeks will be more or less productive than others during the term.

● Think about the **3 D's** – what can be **deferred** until the holidays, what you can **delegate** to other people, what you can **delete** completely.

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🎓 **WORKSHEET 1**

TIME MANAGEMENT

You have spent all your mature life being a time-manager. The life you live at home, at work and in your studies requires that you manage your time. You have already developed the skills that will help you. It is simply a matter of directing these skills to the demands of a new environment and towards new goals.

Task 1   **Identifying the time that can be freed-up for study**

● Make a list of all the different activities that currently make demands on your time in a typical week.

● Against each of these activities, fill in the approximate amount of time taken on each day of the week. Assess how much time is left in each day. Divide this in two – one half is for time off and the other is for study.

● Are you left with a realistic amount of time to complete 12 hours 'contact time' a week, and 12 hours personal study? (We are not calculating travelling time here, but you might make a note of this.)

Don't Panic! It can be done. Millions of people like you prove this!

Task 2   **Deciding on priorities**

● Look again at your list of current activities and discuss each with a friend, family member or fellow student. Which can you have help with? Which can you/will you have to give up? Share ideas on ways in which you can free up more time.

● Draw up a priority organiser sheet and think hard about how high up on your list of priorities you want your university work to come. (You could use this later to discuss with your family and friends whom, given the opportunity to share your hopes and fears, may be more understanding and supportive when the time comes.)

1.   **Rate each task on scale of 5 (unimportant) – 15 (Crucial)**

2.   **Now put in order or priority. Use the '3 D's' – defer, delegate, delete!**

3.   **Discuss the implications of your priority list.**

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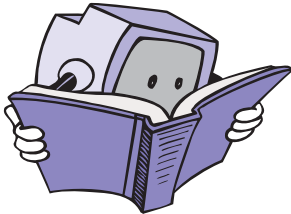
READ ACTIVELY

The biggest change in your life on returning to study will probably be the amount of reading that you do. You can prepare yourself immediately by setting aside some time of each day to read – the more reading you do, the more quickly you will be able to read and absorb information. It is like anything else you do, proficiency comes with practise.

Get used to reading material that is a bit more challenging than that which you normally relax with. Read a 'quality' newspaper daily. Read a book a week. Try to read at a faster pace.

When you are reading for academic purposes, you are reading with a particular framework of knowledge – the subject area – and you are reading for a particular purpose. Academic reading is selective reading. You are reading to gain specific ideas or information. For your reading to be effective you must be active and to be active you must be doing something.

Get in the habit of **always** having a notebook and pencil to hand whenever you are reading and practise the following:

● Highlight, or make a note in pencil on the piece you are reading the key points of a page, or article.

● Note down the key points of what you are reading – try to write down a few key words rather than copying out chunks.

● If you are unsure of the meaning of certain words, try to follow the meaning of the sentence as a whole. Keep a dictionary to hand.

● What is the general point of view, or argument of the section you have read? Write a sentence in your notebook which sums this up in your own words. If appropriate, note whether you agree, or not.

● Note down your thoughts on the piece/book you are reading.

Reading in this way ensures that you are actively sifting the information and thinking about what you have read. The more of this you do, the more natural it will become.

● *For further advice see section 3: 'THE LEARNING EXPERIENCE' - Notetaking and section 6: 'RESEARCH WITH THE WORLD WIDE WEB'.*

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ACADEMIC BOOKS

Unlike novels, academic books are not best read by starting at the beginning and continuing to the end. You must take on the role of the detective and seek out the bits and pieces that will serve your own purpose. For example, if you are reading a book from a reading list for an essay you will find that the most useful information can be found by using the following:

The contents page

This can save you hours of wasted effort. The contents outlines will guide you to the section of the book most relevant to your topic, or alert you to the fact that your topic is not covered.

The index

The index is at the back of the book and it is very useful indeed. It is an alphabetical listing of the key words used in the book and gives the page numbers where these are located. You can look up the keywords which you have in your assignment title, or the key words for your topic. The index will point you to related ideas but it will certainly save you time by taking you directly to the topic you are studying.

The bibliography and references

The bibliography and references will allow you to speed up your search for other information on your topic. By starting with a relatively recent book, you can use the author's own research efforts by noting the references that have been cited for information which is particularly relevant to your purposes, and looking up the full publication details in the bibliography. If you are lucky, your library will stock some of these books too. The bibliography is an excellent way to read more widely as it will lead you to other writers whose work may be of interest.

WRITING PRACTISE

Just like reading, writing is something that you can practise in order to improve your efficiency. If your writing skills are very rusty, try giving yourself short exercises where you spend just 5 minutes (regularly!) writing on any subject that comes to your mind e.g., something you dreamt, something you overheard. Try and extend the 5 minutes to 10 minutes and gradually increase your limit.

A good way to increase the amount of writing you do in preparation for university is to keep a reflective diary in an A4 book and aim to complete at least a page a day. In your diary you might write on the following:

- A piece summarising a conversation that you have had that day.
- A summary of something you have read.
- A description of a television programme you have watched.
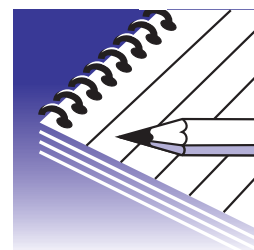
This process will allow you to practise some academic skills: Noting key ideas, reflecting on those ideas, summarising, critically evaluating. At the end of each week, look back on what you have written with a critical eye and think about how fluent you have been, how adventurous have you been with your language use. In each following week, try to consciously 'improve' the standard of your expression.

Writing for academic purposes requires you to follow a pattern of analysing the demands of a particular task, planning and decision making, research and notetaking, argument and evaluation, drafting and editing within a particular structure and formal conventions. You undertake these processes in separate steps.

● *For further advice see section 7: 'ACADEMIC WRITING'.*

COMPUTER SKILLS

It is generally the rule in Higher Education that assignments are presented as 'word processed' on a computer. In preparation for university it is clear that word processing skills will be of enormous benefit to you. You should take every opportunity to practise these skills and if you have none, to enrol on a beginners' course at your local college. Word processing will save you an enormous amount of time when you are used to it. It will allow you to edit easily, to delete or add text, and to correct errors without having to rewrite the whole text for each draft. The presentation of your work will be good, and you will find it very helpful to use tools such as spell checking, page numbering and word counting.

THE INTERNET

In most towns, in internet cafes, colleges, and public libraries, there are facilities for using the internet. In your time preparing for university it would be very advantageous for you to spend some time familiarising yourself with the world wide web. Although your university will provide courses to help you use this technology, time spent in becoming a confident user before moving on will be of very great value to you. You will find introductory courses at local Further Education colleges.

Via the internet you can have access to unlimited quantities of information e.g., newspapers, statistics, film clips, computer programmes, study skills advice, dictionaries, academic journals, shopping! At most universities use of the internet is free and you will be expected to make use of it for researching. The internet is increasingly used as the only method of communicating information to students, such as subject options. The internet also allows you to send e-mail messages to other users and your tutors may use this method as their primary means of communicating with you.

For home use you need a telephone line and a computer with a modem to connect to the internet. There are various internet service providers who provide connections to the net and charge a monthly fee and these are advertised widely. Consider the various cost options carefully – phone bills will grow!

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● *For further advice see section 6: 'RESEARCH WITH THE WORLD WIDE WEB'.*

CREATING A STUDY ENVIRONMENT

Before you begin your course, it is wise to organise a place where you can work at home. You will find you need a place that is yours for at least part of the day and which is understood to be your dedicated study space. You should aim to have the following:

● A space that is quiet and where you can work undisturbed.
● A table or desk that you can keep your work on.
● A chair which is comfortable and the right height.
● Shelves for your books and files.
● Good lighting.

Consider if you need a computer or if the college facilities will do. If you have one at home, you will need to have priority of use and you must **always take back up copies** of your work so that it is not sabotaged by technical faults or other users!

It is important that your space is organised and as uncluttered as possible for this will enable you to think clearly and work efficiently. Your study space will also act as a trigger – when you enter it you will be helped into the right frame of mind for work.

Other tips for before you go:

● **Organise childcare and back up plans in advance.**

● **Check enrolment dates.**

● **Familiarise yourself with local bookshops, libraries.**

● **Do your Christmas shopping in the summer.**

● **Fill up the freezer!**

● **Visit the university, several times if it is near, and familiarise yourself with the locations of loos, phone boxes, cafes, notice boards, classrooms etc.**

Some final advice:

All students feel apprehensive when they are about to begin university study, mature students probably more so. You will be sent lots of information and may feel it is impossible to remember everything. Don't try to – you will soon get a feel for what is important to you.

Before you go:

● Check your dates and registration times carefully.
● Take plenty of photographs with you.
● Sort out domestic arrangements as far as possible, including when and where you are going to study, arrangements for childcare and other people who depend on you.
● Check your finances carefully: grants, benefits, tax, etc.
● Make sure you have sorted out accommodation, if appropriate.

In the first few weeks:

● Learn how to use the library.
● Make contact with your personal tutor.
● Look out for any mature student meetings or events.
● Don't rush out and buy all the books recommended but ask about the key texts.
● Find out where you can buy second-hand books.
● Get involved.
● Ask questions.

WORKSHEET 2

PREPARATION FOR STUDY – WHAT YOU CAN DO NOW TO GET READY

There are two workshop suggestions here to encourage your reading and writing skills. You might try either, or both!

Task 1   Writing a summary

You will need a copy of a newspaper article or a passage from an academic book.

Writing a summary develops your powers of judgement, concentration and expression. A summary requires you to re-write a passage in fewer words than the original, identifying the main ideas.

A good summary is:

- Fluent and direct.
- Uses language correctly.
- Contains the essential points and arguments from the passage.
- Uses different vocabulary from the original (where appropriate).

It should not:

- Contain your own opinions.
- Include examples of your own.
- Discuss the opinions given.
- Contain additional information.
- Alter the balance of the arguments.

1. **Identify the main points of the passage. Try to sum up each paragraph in a couple of sentences and write each paragraph summary on a separate piece of paper. (The main points are often found at the beginning of each paragraph.)**

2. **Try to replace phrases with a single word where possible.**

3. **Look at your summaries of each paragraph, decide if you would like to change the order to make it more fluent.**

4. **If working with a partner, swop your summary sentences and discuss these.**

5. **Draft your summary. Check it against your original for content.**

6. **Write the final version.**

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Task 2 Getting over a writing block

This is a group exercise. The group must decide on a topic for writing.

1. **Everyone write down an agreed number of key words, (say 6 or 10) on the topic.**

2. **Collect all the key words together, perhaps on the board.**

3. **Collectively, group them according to common characteristics.**

4. **Next, agree an order of importance for each group by numbering the groups of words.**

5. **Allocate each group of key words to a pair of your colleagues.**

6. **Each pair must now compose the opening sentence of a paragraph using these key words.**

   (If you would like to make this a discussion, everyone must now pass around the sentences written by others and should make notes on each other's contributions, and these notes can form the basis for the discussion.)

7. **Read out the results in the order of the priority, or, if you prefer, pass around the notes.**

You should all now be inspired to write a short essay on your topic individually!

University Procedures and Skills for Succeeding at University

3 THE LEARNING EXPERIENCE AND TEACHING METHODS AT UNIVERSITY

YOU'VE ARRIVED!

The teaching methods that you will encounter at university will differ depending on the size of the institution where you are to study and the subject that you take. However, here is some idea of what to expect and how to make the best use of these methods.

LECTURES

There may be anything from 30 to 200 people attending a lecture and it will normally last not longer than an hour. You may, typically, have a lecture each week for each course of your study.

Lectures are used to give an overview of the topic. Usually students do not receive any personal attention in a lecture and may not have the opportunity to speak. You will listen and take notes whilst the lecturer speaks to you. They may read from their notes, write on the board, use overhead projectors to show you bullet points of key ideas. They may use films and they may show you images and information direct from the world wide web via a computer.

Getting the most out of lectures

Before the lecture

Ideally, your course programme will give you information about the topic for the lecture and you will be able to prepare yourself by looking up the topic in a library book or your course text book. Look for themes and headings related to the topic and look up any unfamiliar technical words. If you are given suggestions for prior reading, then do it! Although you may find your preparatory reading does not make the topic 'gel', you will find that it will help you make sense of the lecture, whilst the lecture will help you to make sense of the reading.

During the lecture

Lecturers often speak very quickly and you will have to learn to take clear notes of key ideas, and not try to write down everything that is said. Good lecturers will identify their main topics for you at the beginning and you can write the headings down ready. Listen for clues as to when a key point is being made or when the lecturer is moving on to the next heading, e.g., 'Now, I want to consider....' Use a 'spidergraph' system to take notes, or write your notes as headings and sub-headings and leave plenty of space to fill other detail in later. (See 'notetaking' section 3). It is better to keep listening, rather than to frantically write. If you absorb what you hear, your headings will act as memory joggers and you can write further notes in your own words later, perhaps with the aid of your text book.

- Note key words and phrases.
- Use clear headings, subheadings, underlining and circling.
- Leave margins and spaces so that you can add information later.
- Write your own questions, comments, criticisms on your notes.

After the lecture

- Go through your notes as soon as possible and try to fill in details and clarify any abbreviated bits. It is best if you can discuss the lecture with another student, and swop notes, so that you both get a clear picture. You may be tempted to rewrite your notes but you will soon find that there will not be time for this.

- Try to sum up the three most important points of a lecture. Which is the *one* most important point? Make brief notes of questions that arise from your consideration of the lecture so that

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you may either ask these in your seminar or tutorial, or try to answer them from your own reading.

●   Make sure that you have labelled your notes, and any handouts, with the date, the lecture topic and the name of the lecturer. File the notes carefully for future reference.

●   Use the information given in the lecture about references to other reading and also aim to consolidate and build on what you have heard by going back to your pre-lecture reading.

You will get the most out of lectures if you are linking new information to what you already know, so some preliminary reading will give great extra value to your lecture.

SEMINARS

A seminar group will generally involve a lecturer and a group of between 15 and 30 students. It will typically follow a larger lecture session and will meet at least once a week for between 1 and 2 hours. The seminar may take the form of traditional classroom teaching where the lecturer leads by delivering information and then asks the students to work in groups on set tasks. It may take the form of a large discussion. In any event, as a student you will be expected to take an active part and will grow in confidence as you find that you are able to contribute. Many students find that working in groups with their fellow students on an assigned task in a seminar is their most preferred experience of learning.

It is important to prepare for seminars by reading through lecture notes and by completing any background reading set. If you don't, you will find that you are at a loss and embarrassed during the seminar. You may be wasting your time, and that of other students, by attending. It is, of course, unfair to expect others to do the work for you!

TUTORIALS

These are usually used to give feedback on your work and to discuss your general progress. A tutorial will involve the lecturer and either one student, or a small group of students. The tutorial may be timetabled on a regular basis, once or

twice a term, or you may be invited to make an appointment for an individual tutorial with your lecturer. It is important that you make the most of this infrequent opportunity for personal attention by preparing in advance any questions that you wish to raise or particular study problems that you may have and would like advice on.

PRIVATE STUDY

Perhaps the most striking change students encounter when moving on to Higher Education is the amount of time that they must spend in private study. This requires a great deal of motivation and organisation as, apart from timetabled lectures, seminars and tutorials, most courses require students to work on their own. You might spend this time researching in the library, reading and making notes and working on preparation for assignments, or it might suit you better to work at home. How you organise your time to ensure that there is sufficient for private study will depend on your individual lifestyle, but it will require good time management strategies. The independence and self-motivation required is both attractive and challenging.

● *For further advice see section :1 'WHAT IS EXPECTED OF YOU AND HOW TO ORGANISE YOUR TIME'- Time management.*

APPOINTMENTS WITH TUTORS

It is worth pointing out that university lecturers are employed to teach and support you. For this reason you should not be hesitant about seeking help and advice from them. Of course they have many demands on their time; you must recognise that you will need to make an appointment and that you may not be able to see someone immediately. You should not feel that you are making unnecessary demands or wasting people's time. It is often the case that tutors will allow specific blocks of time in each week to see students and they may advertise these times on their study doors. Examples of the kinds of things you might wish to see your tutor about could include:

● You unavoidably missed the lecture and would like to have copies of the handouts and a brief conversation about key points and work to be done.

● You do not understand an issue that has been discussed in class and need further help. (Of course you should first make your own efforts to clarify matters through your reading and by asking fellow students.)

● A marked assignment has been returned to you. You would like clarification of comments made by your tutor, or advice on ways of improving your work.

● You have a personal difficulty that is in some way interfering with your studies. You may require an extension to the deadline for an assignment.

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NOTETAKING FROM LECTURES AND SEMINARS

It is quite common for people to take vast quantities of notes, to file them away and never look at them again. Some people will retrieve their notes and find that they cannot make any sense out of them. Note taking helps concentration during lectures and seminars. The notes may help you to come to terms with ideas and concepts. Some people find any form of note taking difficult. This may be because they think visually or verbally rather than through the written word. Try out different styles to see what system suits you best. There are a range of different ways to take notes but they fall into two basic structures:

1. **The spidergraph/gram**: This system works from a central idea and is connected through web-like links that provide additional information. This system may work best with material that you are hearing and may look something like this:
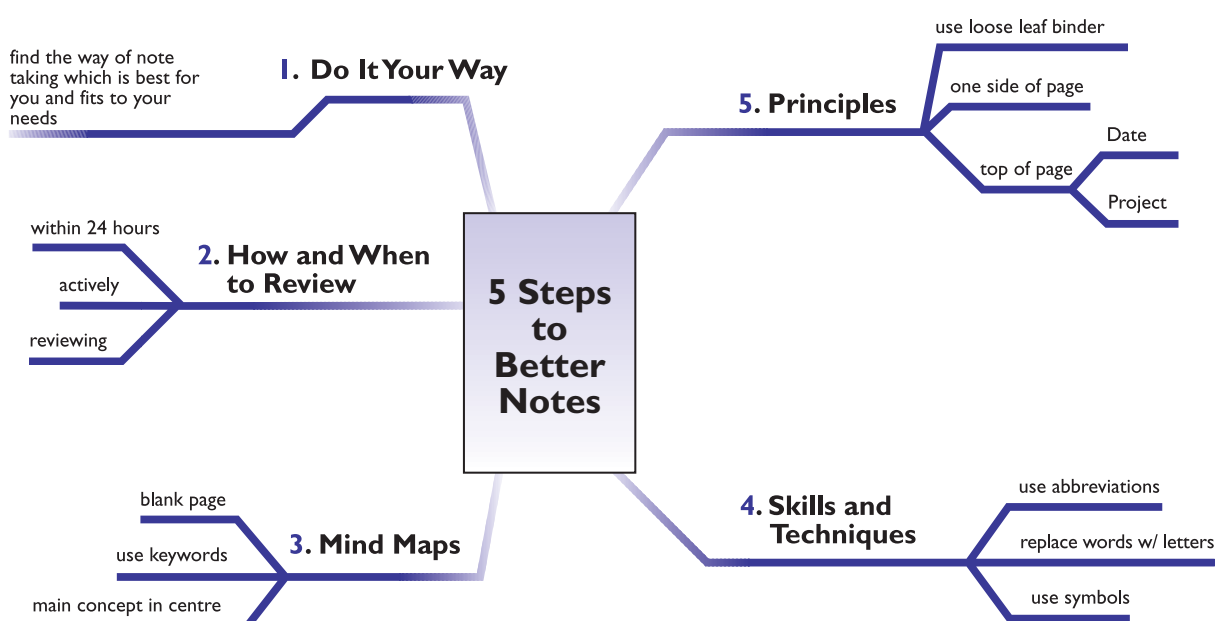
2. **Linear notes**: This system works by using numbers to jot down key points in an argument. It requires headings and sub-headings. Each stage in the argument should be noted by a sub-heading. You do not need to write out extensive notes, but find the core of the argument and write that down. This system works best when working from written material.

TEACHING METHODS

1. **Lectures**
   Gives overview of subject
   Prepare by reading before
   Review notes after

2. **Seminars**
   Classroom work
   Discuss in groups
   Make notes of others' comments

3. **Tutorials**
   Small groups
   Go prepared with issues/ideas

4. **Private Study**
   Time management
   Independence

Lectures and seminars are verbal environments. Lecturers will give you verbal clues, to help you know what it is important to note down. They may emphasise and repeat certain phrases as an indication. Lectures are designed to give an overview and are not the last word, or only word, on the subject so don't treat them as 'correct' information. After the lecture/seminar you can expand, organise, and file your notes.

NOTETAKING FROM BOOKS

- Equip yourself with the tools of the trade - reference books, specialist dictionaries, handbooks.

- Know your libraries and learning centres well.

- Start researching early.

- Use a page for notes on each section, concept, topic.

- Reference any quotation, book, article, or example, that you note.

- Start with the most recent sources.

- Start with general sources, work towards the specialist and detailed.

- Be selective about what you 'read' – use the index.

- Read for meaning and understanding.

- Be systematic and methodical, good work habits are essential.

- Structure your notes - use colour, spider diagrams, headings.

- Develop your own code of abbreviations.
- File your notes.

- *For further advice see section: 4 'OTHER RESOURCES AT UNIVERSITY' - Library.*

🎓 **WORKSHEET 3**

THE LEARNING EXPERIENCE AND TEACHING METHODS AT UNIVERSITY

Task 1   Notetaking from verbal sources

If you don't have a lecturer handy (!) try using the television news, documentary programme, or a taped lecture as your source. You are aiming to produce notes that contain key ideas in a clear form so that you can organise and expand them.

- Make a 'spidergram' of notes.
- Compare your version with that of a colleague.
- How do your versions differ?
- Discuss the advantages and problems with the methods you have used.
- How helpful are your notes?
- What might you do to improve on your technique?

After discussion, re-write your 'spidergram'.

Now, using this, have a go at reorganising, and expanding the notes into the format as shown below in the second part of this activity.

Task 2   Writing up your lecture notes

Draw up an A4 piece of lined paper with the following headings allowing plenty of space between them. Try and complete this record sheet with the relevant information.

Subject: **Date:**   **Lecturer:**

Subject of lecture:

Preparation: Ideas and questions prompted by pre-lecture reading, own ideas on the subject etc.

Opening comments by lecturer – key topics, questions, issues, headings.

Main theme of lecture:

Main points made in lecture:

Questions raised by the lecture or raised in your mind:

References to further reading:

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THE LEARNING EXPERIENCE AND TEACHING METHODS AT UNIVERSITY

Task 3   Private study strategies

*Do you think the following study strategies are effective **(E)**, will do **(WD)**, or are ineffective **(I)** for the student who does the following:*

1. Reads every book on the reading list.
2. Reads every book from cover to cover.
3. Writes very detailed notes.
4. Writes their notes very neatly and uses full sentences.
5. Works very long hours with few breaks.
6. Spends lots of time studying and friends think they are an excellent student.

How do they score, is their study method effective?
Are you sure? Let's consider those 6 methods again with a bit more insight:

1. Reads every book on the reading list, **but** the same kind of information is repeated in different books.

2. Reads every book from cover to cover, **but** not every bit of the book is relevant to their topic.

3. Writes very detailed notes, **but** this takes a huge amount of time. They have much more information than they need. The notes are repetitive although they 'look' nice. They are not thinking about what they are writing.

4. Writes their notes very neatly and use full sentences, **but** there will never be time to read through them all over again. They have not used abbreviations.

5. Works very long hours with few breaks, **but** they get tired and can't think clearly. They are bored and their mind frequently wanders. After reading a book, they can't remember most of what they have read or noted down.

6. Spends lots of time studying and friends think they are an excellent student, **but** they miss out on other people's opinions and discussion about the subject **and** they never have any fun!

Think about**, and **discuss**, your own study strategies and how effective they are by considering what your own approach is to 1-6 above. **Discuss:

- Are you aware of your study habits?
- Are you motivated to study?
- What are your motivations?
- Are you in the best frame of mind when you study?
- Are you active enough in your learning?
- When are you most effective?

Now, with your partner, compose 6 statements of advice to help the student above (and yourselves!)

4 OTHER RESOURCES AT UNIVERSITY AND HOW TO USE THEM

As you study you will explore the tools of your chosen subject. For most courses the library is a vital part of the learning you undertake. The extensive range of books, academic journals, and electronic sources such as CD Roms, will prove invaluable and increasingly necessary as you progress through your course. At the beginning of your course you will be provided with a reading list and this will be your starting point.

LIBRARY
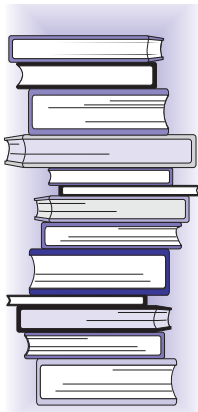
Sign up for any tutorial sessions being run by the library as soon as possible. If you are unsure how to use the library systems, then you should ask one of the staff. Do not fear that you will appear 'stupid'. Everyone has to learn how to use the library systems and these can be very different in various libraries. The staff are employed to help you! To succeed as a student in Higher Education, one of the most important things you will have to do is to learn to ask for help and this will be especially vital in the library. It is usual to need a lot of help with accessing library resources until you are used to the systems. There will probably be a specialist subject librarian for your subject.

Check the library catalogue to find books on your topic. You will need the author's surname and initials and the book title. Be prepared to go beyond the list you have been given, the reading list is likely to be a sample of what is available and it is quite likely that these books have already been borrowed. Once you establish where in the library the books on your list are located, it will be much easier to look through other books in the same section to locate information relevant to your topic, but be selective!

There will be restrictions on the number of books you can take out, as well as restrictions on the length of time that you can have the book before renewing or returning it. There will be fines for late return. It is likely that you will be able to reserve books and to recall them from other students. There will also be a system for inter-library loans – that is for obtaining books from other libraries which are not held in your own.

The library will have a reference section of books that can only be used in the library. This will contain specialist books on different subject areas as well as dictionaries and encyclopaedias. However, libraries do not just contain books, but house many primary materials for investigation such as statistical, legal, government, scientific papers, newspapers (both current editions and databases of earlier editions), as well as video and audio materials.

Perhaps the best, and least familiar to you, sources of information will be found in academic journals. Current – recently published – journals are a source of information that is much more up to date than that contained in the majority of books in the library. They are published at regular intervals during the year and are collected into numbered volumes. You should become familiar with the journals that are kept by the library and where to find those that are relevant to your subject area. Articles in current journals that are relevant to your topic will contain very useful bibliographies which can help you to research further. The library will hold archives of back copies of all the journals it takes and you should ask how to access these. There will be an index for each title in which you can look up key subject words to locate editions that may be of use to you.

Note:

● *For further advice see section 4: 'OTHER RESOURCES AT UNIVERSITY' - Glossary.*

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INTERNET

Information is increasingly published electronically. You will probably be given a list of useful internet web pages on your course reading list and this will look something like the following:

http://www.the-times.co.uk/ - this is the web site of **The Times newspaper**. You will need a password to log on to your university web site and then you should type in the web page address to browse through the information that comes up on the computer screen. It is vital to type in the spaces, dots, dashes etc. of the address exactly.

The usual way of searching for information if you do not have a specific web address is by using a 'search engine'. This will allow you to enter key words for your topic. To narrow down the search try to be as precise as possible and use a group of keywords. Examples of good search engines to try are:

> **www.google.com/**
> **www.alltheweb.com/**
> **www.dogpile.com/**

You will be able to attend a course run by your university to assist you with accessing information via the internet if you have not managed to do this before starting your course.

● *For additional more detailed help on using the internet jump ahead to section 6: 'RESEARCH WITH THE WORLD WIDE WEB'.*

The internet connects computers all over the world and there is no owner of the information. It has been likened to the world's largest library containing millions of pages of information of varying interest and usefulness. There is little editing or censoring of information and, as anyone can put information on the net, you must be very cautious about the validity of what you find there. For this reason it is wise to use only that information which is from a well-known source such as a university web site or an academic journal. In Britain university sites always end in **ac.uk**. In the USA they end in **edu**. Be careful, there is a wealth of very poor undergraduate essays on the web!

ALWAYS KEEP AN ACCURATE NOTE OF THE SOURCE OF YOUR INFORMATION, WHETHER IT IS A BOOK, JOURNAL, WEB SITE OR OTHER SOURCE. You might not be able to locate it easily again and you will need to include it as a reference in any of your own work!

PEOPLE

People are the best resource for us all. There are particular groups of people who will be able to help you to help yourself.
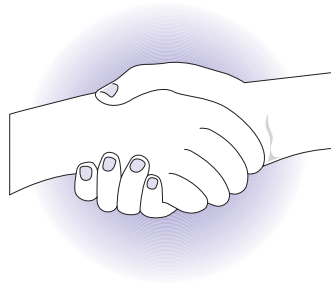
Other Students

As a new student you will find it invaluable to have the support of students who have already got through the teething troubles of moving on. See if your university has a support network, such as a 'buddying system' where existing students meet with newcomers to share support and advice. If no such group exists you might like to try and set one up. Within your own year group you will automatically make friends and you will support each other. Try to make the best use of your friendship networks by ensuring that you all exchange telephone numbers or e-mail addresses and are able to keep in close contact.

Your time management and effectiveness of study will be enormously enhanced if you can arrange to go to the library together to share and discuss background reading and if you can review lectures together and discuss ideas and share information.

Tutors and Advisors

You will rely on your tutors to facilitate your learning, to provide the necessary information, and to support your studies. You will probably be allocated a tutor to be your 'Personal Tutor'. This is someone, not necessarily from the same subject area as that which you are studying, whose job it is to be concerned for your personal and academic welfare.

They will be the person who will write you a job reference. You should make the most of this resource and be sure to meet with the personal tutor on a regular basis. There are many other people within the university who will be important to you and you should be confident about approaching them for assistance and advice. These people will include, for example, librarians, IT support staff to assist with computer problems, and secretarial staff who will help you make contact with tutors. In addition there will be support services provided through the Students' Union, and by the university. Discover what these are and where they are located. These services will give advice on matters such as finance, study skills, counselling, accommodation, careers, grievances, disability.

Last, but certainly not least, are your family and friends. The people around you at home will be most supportive if you let them share with you the experience of studying. If you involve them from the beginning, they will be best placed to help you to succeed. There is enormous pressure on your time but make time for them, and they will make time for you. Talking things through and asking for help should be the rule, not the exception!

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A GLOSSARY OF RESEARCH TERMS

ABSTRACT
1. A brief summary of a book or article.
2. An index which includes abstracts.

ANTHOLOGY
A collection of selected musical or literary works or excerpts.

ARCHIVE
A repository of documents or other material, usually of historical value.

ARTICLE
A brief self-contained essay on a topic, usually found in periodicals or encyclopaedias.

AUDIO RECORDING
A recording of sound; LP, or compact discs and tapes are all audio recording formats.

BIBLIOGRAPHIC DATABASE
A database which contains information pertaining to publications such as books, periodical articles, essays, and government documents.

BIBLIOGRAPHY
A list of books, articles, electronic sources, scores, etc. on a specific topic.

BOOLEAN SEARCHING
Named for mathematician George Boole, Boolean searching uses mathematical set logic to combine search terms. Boolean operators **and**, **or**, and **not** are used in Boolean search statements to specify the logical relations among terms.

BROWSE SEARCHING
In browse searching, one is limited to a particular index in a database, such as the title index in Catalyst, for example. The search results in one's being placed in the index list at the point nearest to the terms searched for. One can scroll through the list from that point either forward or backward, as far as one wishes, through all the entries in the index, such as all the titles in Catalyst. In browse searching, the computer matches the search statement exactly, so word order is important.

BROWSER (WEB)
A software program which accesses, reads and displays information from the World Wide Web; also called 'web browser' or 'client.' e.g., Netscape, Internet Explorer, or Lynx (a text only browser).

CALL OR CATALOGUE NUMBER
An identification number assigned to a library collection item (e.g., book, periodical) which allows students to locate the item in the collection.

CITATION
Information which fully identifies a publication; a complete citation usually includes author, title, name of journal (if the citation is to an article) or publisher (if to a book), and date. Often pages, volumes and other information will be included in a citation.

CONFERENCE REPORT
Papers generated at or for a conference; may include minutes, transcripts, papers, and presentations.

DATABASE
An organized collection of information.

ENCYCLOPAEDIA
A compilation of individual articles by authorities giving a broad overview and background information. Articles typically include references to authoritative books and articles on a subject. General encyclopaedias cover all areas of knowledge; there are also specialized encyclopaedias that cover more limited subjects in greater depth.

FULLTEXT DATABASE
A database which includes the complete text of items (such as periodical articles) which are indexed in the database.

HOLDINGS
The materials owned by a library are sometimes referred to as its holdings.

HOME PAGE
The entry point or introductory page to a web site. It can also be a web page designed by an individual to present personal or professional information.

HYPERTEXT
A document format which includes the use of specially coded, terms or images which, when selected or 'clicked', connect to a linked location or file, or carry out a command to run an application or program.

INDEX

A list of terms (such as subject headings or descriptors, author names or title words) describing journal articles, books, etc., and giving information needed to locate the articles, etc.

INTERNET

A world wide network of millions of computers.

INTERNET SERVICE PROVIDER

An agency or company that assigns an internet address to individual users, enabling them to access the internet.

JOURNAL

A periodical containing scholarly articles written by authorities or experts in a given field of study.

KEYWORD

Any word or phrase associated with a record in a database that is indexed for searching.

KEYWORD SEARCHING

Keyword searching results in a list of database records that contain all the keywords entered as search terms, according to the logic of the search. A keyword search may be performed in one index, or it may be performed across more than one index.

MEDIA

Films, tapes and other audio-visual materials that require the use of special listening or viewing equipment.

MICROFORMS

publication format in which documents are produced in reduced size on transparent or opaque thin plastic. Microfilm is in reels, microfiche is on cards ('fiche' is a French word for 'card'), and microcards are opaque cards. Microform was a popular storage medium before there was digital storage, which allows much greater compression of data, but microform has never been popular with those who must use it to retrieve information.

MONOGRAPH

Mono = one, graph = writing, so a monograph is 'one writing', or a book on one subject.

PERIODICALS

tems published regularly at least twice a year. Daily and weekly newspapers, weekly news magazines, monthly hobby magazines, quarterly and semi-annual scholarly journals are common types of periodicals.

PERIODICAL INDEXES AND ABSTRACTS

Periodical indexes list articles which have appeared in journals, magazines, or newspapers. They list author, title, name of periodical, volume, pages and date of publication. Abstracts are indexes that also contain summaries of the article. (These summaries are also called abstracts.)

PRIMARY SOURCE

1. An account by an eyewitness or the first recorder of an event, in written or other form, including microform and electronic reproduction (e.g., diaries, letters, minutes of meetings, news footage, newspaper articles).

2. Data obtained from original research, statistical compilations or legal documents (e.g., reports of scientific experiments, USA Census records, public records).

3. Creative works such as poetry, music, or art.

4. Physical artifacts such as stone points, pottery, furniture, and buildings.

PUBLISHER

The entity (person, company, non-profit organization, or other group) that selects the content, produces, promotes, and distributes a book, periodical, or other item.

RECORD

A collection of related data, arranged in fields and treated as a unit. The data for each item in an electronic database makes up a record.

REFERENCE COLLECTION

Reference materials either provide specific information such as an address, a date, or a definition, or they have overview information on a subject, or they indicate sources for more information.

SERIES

Serial publications that have a common theme or subject, usually issued in the same format by the same publisher.

SERVER

A computer connected to others which is used to share (serve) file resources (web or network files or both) among the connected computers.

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STACK

Areas where large amounts of library material are shelved. One can speak of the reference stacks, the periodical stacks, the main book stacks, the documents stacks, etc.

SUBJECT HEADINGS

Words or phrases assigned to books and articles and used to index these items by topic. Subject headings are also called descriptors.

TERM

A word or a phrase, may be a subject heading, title, or name of a person or group.

TEXTBOOK

A book written specifically for an academic course, often containing valuable summary information on a topic.

THESAURUS

List of all the subject headings or descriptors used in a particular database, catalogue, or index, showing relationships among them.

TRUNCATION

Using a special symbol instead of the end of a word in an electronic search to retrieve all possible endings of that word. Sometimes truncation can be used within a word to retrieve variant spellings or at the beginning of a word to retrieve all prefixes.

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WORKSHEET 4

USING THE LIBRARY

When using your university or college library, try and be methodical and structure your search for information on a topic by using these worksheets:

a) To help you define your topic.
b) To help with recording information about your search and findings.

Task 1   Library Log Search

STEP 1: Identify and Develop Your Research Topic

a.   State your topic as a question:

b.   Identify the main concepts or keywords in your question:

c.   Identify some synonyms and other related words:

STEP 2: Find General Information

With the keywords, synonyms and related words that you identified in Step 1, begin your search with printed or online encyclopaedias, and other reference sources, such as subject-specific handbooks and directories. As you read, identify additional keywords that are relevant to your interest. Search for further information using newly identified keywords, synonyms and related words. If you need help, check with a reference librarian or your tutor.

Below, list the titles and catalogue numbers of at least two encyclopaedias, handbooks, or other general information sources you consulted for your topic. You may also wish to summarise the useful information you found:

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STEP 3: Use the Library Catalogue to Find More

Using words relevant to your topic (identified in Steps 1 & 2 above), perform a Subject Search in the Catalogue. Print or write down the citation (author, title, etc.) catalogue number and location you wish to find in the library. Note the circulation status. When you pull the book from the shelf, review its bibliography for further potential sources.

Below, note information describing at least two books or other sources found in the Library Catalogue :

Task 2 **Searching for books on your topic in the library catalogue**

For each search use a similar format to this.

1.   Record Your Search:

What kind of search did you use?

_____**subject**_____**keyword**_____**both**

What terms did you use in your search?_____

For each book use a format like this.

2.   Book Information:

Print out the catalogue record for each book, or record all of the following information below. You will need it when you are writing your bibliography or works cited list.

Author(s) or Editor(s):   _____
Complete title: _____
Edition (if other than the first): _____
Place of publication: _____
Publisher: _____
Publication year: _____
Catalogue (call) number: _____
Location: _____

Note: the catalogue number and location will not be included on the bibliography page of the research paper, but they are needed for finding the book in the library.

3.   When You Find The Book:

1.   Look at the table of contents or index, the preface or first chapter, to be sure it will really help you with your project.

2.   **Can't find it?** Remember: *Don't leave the library empty handed!* Talk to a library staff member or librarian about what to do next.

5 WORKING WITH OTHERS

You will need to work with others in Higher Education in several different kinds of contexts. It is likely that you will already have experience of these situations, but in a new environment, with new people, you will have to think carefully about whether you are making effective use of the opportunities afforded to you.

Working co-operatively with others can create wonderful opportunities to share ideas and to gain new perspectives and points of view through tapping into a wider pool of experience and knowledge. An important advantage of discussing ideas with others is that you will clarify your own thinking by expressing your own ideas. You will find through discussion and talking through your own understanding of topics they are more likely to be remembered.

Group-work is increasingly the favoured method of learning and teaching in Higher Education and so you will have many opportunities to work co-operatively. Courses include group work because, in employment, most work is carried out by people working together to share resources and abilities. The many advantages of this way of working include the non-threatening and supportive environment that fellow students offer to each other and this encourages the development of good communication skills. Group-work requires that you both contribute actively, and that you listen to others in a supportive and encouraging manner. It is a two-way process.

The seminar group fosters the formation of friendships and peer support. Working with others enables the exchange of ideas and information, for example, where to find good resources, and who has which books out from the library.

It is often the case that students are anxious about speaking in a group, especially when the group is a new one. It is worth practising some strategies to help you over this hurdle:

- Decide to speak at least once during the group.

- Sit next to someone who you are comfortable with.

- Even if you don't say it, write down what you would have liked to have said.

- Make eye contact with at least one person in the group and try to maintain this as you speak.

- Take your time, breathe slightly slower, and speak slowly and clearly.

- Try and act as though you are confident and smile, even if this is false!

When listening to others there are some points you can remember to help them:

- Be aware that even though they might not appear to be, they may be anxious.

- Listen attentively and give them eye contact. Respond with a smile, and a nod, as the minimum.

- Do not interrupt but try to be aware of turn-taking and allow everyone to have their say.

- Encourage others in the group by asking questions, e.g., 'Did anybody think that…?', 'I really didn't understand the point about…, can anyone help?'

- Help to move discussions on e.g., 'Why don't we note the key points that we have discussed and move on to talk about…'

Challenges

There will be times when group discussions are not productive. There may be silences and dead ends. If this happens, try getting everyone to 'brainstorm' some ideas and pass these around. If you are still getting nowhere, ask the tutor for some help rather than wasting the time.

There will be times when one or two members of the group will dominate and others will feel that there is no space for them to contribute. This is a difficult situation to deal with but you can address it by saying something like 'wouldn't it be useful if everyone said some something about their views on this?'

If you find that you are continually working with a group that results in your feeling frustrated or excluded, then it is important that you make the

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move to work with a different set of people. If you cannot manage this, have a quiet word with your tutor. Remember, you are at University because you want to be and you must make the most of your time by doing whatever you can to make it work for you!

GROUP ASSIGNMENTS

You may be required to produce an assessed piece of work, for example a presentation, by working collaboratively with a small group. This can be very challenging as it is frequently the case that students feel there is a degree of unfairness concerning the amount that individuals contribute.

Before you begin you should agree some ground rules for how you operate as a group. Clarify your goals and break down the tasks into sub-tasks with deadlines that can be allocated to group members with a view to keeping workloads fair and equal.

● Write down what is agreed.

● Review the progress regularly so that problems are identified early.

● If someone is not pulling their weight you must deal with this collectively.

● Identify the cause (do they have a good reason for not contributing?).

● Focus on the group, not the person ('we've got a problem...').

● Focus on the problem, not the person ('If it isn't done we won't be able to meet our deadline).

● Express your feelings before they get out of hand ('I'm worried about...').

● It may be necessary to speak to your tutor.

Note:

● *For further advice see section 7: 'ACADEMIC WRITING' - Assessment.*

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MAKING A PRESENTATION

As a Higher Education student you will be expected to participate in the process of examining knowledge. Presentations of information to a group are an important way in which academics share knowledge with each other. It is a vital part of your learning experience.

Planning the presentation

1. When planning a presentation you must firstly be clear of the basics:
    Have you been given a title or are you expected to talk on a more general topic?
    How long should the presentation last?
    What is the date of the presentation?
    Be familiar with the criteria for assessment.

2. Write down some key words relating to the topic and think about the preparation that you will need to do. Focus on your reading. Take notes, but ensure that you are focussed on the topic of your presentation. Keep the length of the presentation in mind. If you have only 10 minutes you will need to ensure that you are very clear about the central points that you want to make. If you have longer, you have a little time to elaborate on your central points.

3. Note down the structure for the presentation. Frame the structure in note form. You will not remember all that you want to say. A good rule is that for each page of notes, expect to spend approximately 3 minutes talking. Use a coloured pencil to mark the halfway point of your presentation – this will help you to pace yourself.

4. Your notes should be **notes**. They should contain key points and one or two illustrations, for example, quotations or statistics, etc. Make sure that they are very clear and that the structure is logical – each point should follow the other. You should have a brief introduction and a few words to sum up in conclusion. The conclusion is the part that will remain in the minds of your audience.

5. Practise your talk several times, going slowly and timing yourself. Edit it down if its too long. If possible, practise with a friend and ask for their advice on how the presentation might be improved.

6. It is very useful to you and your audience if you provide visual aids. There is usually an Overhead Projector (OHP) and a flip chart or white board in classrooms. Ask your tutor if you would like to use the OHP but are not sure how to go about this. It will be useful for your audience to have key points on a handout. Speak from a poster, from an OHP, from a handout or with the aid of postcards with headings. **It is important to have notes that you can use as prompts to your memory so that you do not need to have your head down reading the whole time, but can maintain some eye contact with your audience.**

● Divide your material into essential points.

● Break your talk into sections.

● Give each section a heading.

● Write one heading, and a few easily-read prompt words onto separate postcards.

● Number the cards in the order that you want to introduce those points.

● Repeat main points and summarise what you have said.

GIVING A PRESENTATION

If you prepare carefully you will be confident about what you have to say. Try and make sure that you are in the room before everybody else so that you can check you have the equipment you need and that the room is arranged as you would like it. If you are nervous it will help you if you smile at your audience and if you have a drink to hand. Introduce your talk by summarising what you are going to cover. Go through your material clearly and slowly and pause between each point. In the pauses you can ensure that you look at your audience and try and have eye contact. At the end, smile and say 'Thank you'.

✔ Check you are sitting in a space with access to all your visual aids.

✔ Make sure your notes are in the right order.

✔ Ensure you can see everyone in the group.

✔ Make sure you can see a watch to keep to time.

✔ Make sure your handouts/transparencies are in the right order and that the OHP is working.

✔ Remind people, as you start, what the topic is about.

✔ Check that everyone can hear you at the beginning.

✔ If you are nervous, tell the group and they will be on your side!

✔ Remember to smile and breathe and pause between points.

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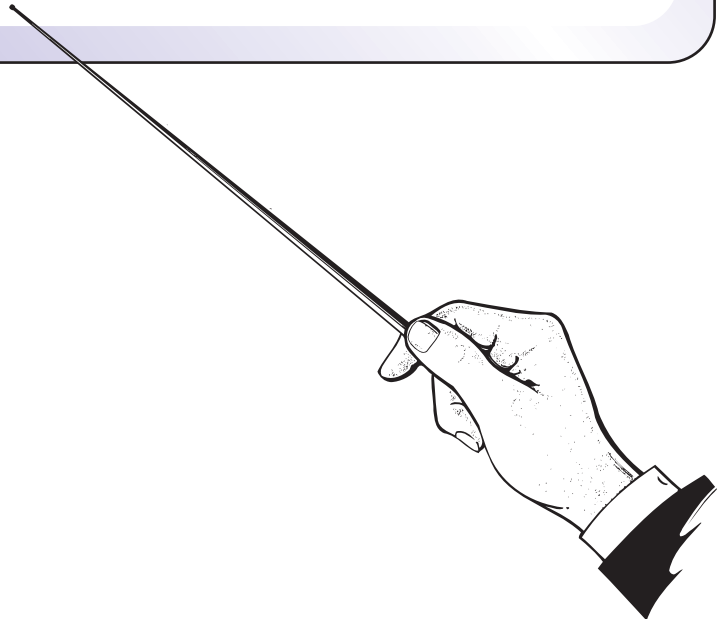
🎓 WORKSHEET 5

WORKING WITH OTHERS
Self Evaluation Workshop

A **How well do you contribute to the seminars and groups that you have had experience with? Evaluate your contributions using the chart below on a scale of 1 – 5   1 = room for improvement, 5 = excellent.**

Doing the appropriate amount of preparation _____

Making contributions during sessions _____

Speaking for your fair share of the time _____

Asking questions and making comments relevant to the discussion _____

Listening to, and considering points raised by other people _____

Encouraging the presenter or other speakers _____

Encourage less confident people in the group _____

Taking a full part _____

Taking relevant notes _____

Giving full attention to the session and not being distracted _____

Discuss your ability to work in seminars and groups with another group member. Do they agree with your self-evaluation? Ask them to tell you three things that you do well when working with others, and three things that you could improve on.

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'Moving On':
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WORKING WITH OTHERS

B   How effective are you when giving a talk?

If you have had experience of giving a talk to fellow students, or in a different context, you can evaluate your effectiveness on the check-list below and reflect on how you might improve aspects when you give presentations in Higher Education.

Rate your effectiveness on a scale of 1-5. 1 = ineffective 5 = effective

Began with a confident smile   _____

Gave a brief outline of key points   _____

Kept to my outline   _____

Made my argument and key ideas clear   _____

Moved logically from point to point   _____

Provided illustrative examples   _____

Concluded with a summing up of ideas   _____

Made regular eye contact with the audience   _____

Encouraged questions and responded well   _____

Did the reaction of the audience suggest an
effective talk?   _____

Now write a list of points that you feel you should bear in mind when preparing and giving your next talk. Compare your experiences and ideas for improvement with a partner. Do they have the same insecurities and experience the same difficulties? Do they have any additional useful pointers for overcoming difficulties?

6 RESEARCH WITH THE WORLD WIDE WEB

ELECTRONIC MATERIAL

As we all know, computers are everywhere! The skills that you will develop through the need to work with computers during your Higher Education studies will prove to be invaluable in the work place. This section of the package contains some tips for those who are still relatively unfamiliar with some of the advantages and challenges that computers offer as aids to study.

Researching with computers – the internet

There are thousands of web sites on the internet. The amount of information available on these web sites is staggering, and the internet is a great resource tool for research. Unfortunately, sorting through these web sites to find the exact information you are looking for can be time consuming and difficult. Search Engines can be your best tool for doing research on the web, but you need to learn a few 'power tips' to make the most of your searches.

One key concept to understand is that there are two main types of search tools;

Directories	and	**Search Engines**

Use a directory when you have only a vague idea of what you want and when you would appreciate prompts to guide you along.

Use a search engine when your goal is to get to a particular piece of information quickly.

▼

▼

For example Yahoo **(www.yahoo.co.uk/)** is a vast **directory** that covers a wide range of subjects, which are cross-referenced. It is very easy to use to find a *general* topic. Others you might try are:

bubl.ac.uk/link/subjects/
- for looking up general subject areas

acdc.hensa.ac.uk/indexs.ht ml – UK academic directory

For a **search engine** to find a *specific* topic try Alta Vista **(www.altavista.digital.com/).**

Other useful search engines to try are:

www.askjeeves.com/
www.google.com/
www.dogpile.com/

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You will eventually settle on your favourites and 'bookmark' these on your computer.

What can you research on the internet?

The internet is more than a series of wordy web pages, you will find there are:

- Web sites devoted to particular topics, including text, graphics, movies, music files.

- Databases such as journals, newspapers or professional documents.

- Government documents, forms, laws, policies, etc.

- Services and information by non-profit organizations and by for-profit businesses.

- Directories of names and personal information.

- Personal web pages or vanity pages.

- Communications through e-mail.

- Discussion groups or Listservs.

What limits my search? Some information is

- In the 'public domain' and can be freely accessed and used, such as USA government documents.

- Copyright protected, with restricted use determined by national and international laws.

- Not copyright protected since the copyright has expired.

- Conditionally protected with 'copyright disclaimers' located on the web page/site.

- Limited in access by first registering, subscribing, or requiring personal information for use or access.

- Restricted by passwords.

All information should be properly cited.

How do I search the internet?

- Narrow your topic and its description; pull out key words and categories.

- Begin with known, recommended, expert, or reviewed web sites.

- Use a search engine: enter your key words. Find the best combination of key words to locate information you need;
  Enter these in the search engine.

- Review the number of options returned. If there are too many web sites, add more keywords. If there are too few options, narrow/delete some keywords, or substitute other key words.

- Review the first pages returned: if these are not helpful, review your key words for a better description.

- When you are feeling fairly confident you can move on to advanced search options in search engines:
  Research using several search engines. Each search engine has a different database of web sites it searches. Some 'Meta-Search' engines (e.g., **www.dogpile.com**) actually search other search engines! If one search engine returns few web sites, another may return many!

- Evaluate the content of the web sites you've found. The internet is a relatively new and untested information and communication medium. The internet is persuasive and it is unregulated. As such, it is the visitor to a web site who must have both tools and responsibility to discern quality web sites.

- Identify the resource, especially its location, and the date you found it.

- Track your search, list resources you checked and the date you checked them.

- Bookmark the site: your computer has the facility for you to keep a bookmark of the sites that you wish to be able to return to again quickly and you should organise your bookmarks according to topics.

- University Home Pages: university home page web sites are an invaluable source of links to carefully selected sites and you will find your own university and departmental web pages a most useful place to begin. (British university sites end in **ac.uk** and USA in **edu**.)

> **You must accurately cite (reference) your internet source in the references and bibliography of all your assessed work, including the date when you accessed it. So, make sure you always keep a record. (See section 7: 'Compiling References and Bibliographies', for how to reference internet sites).**

🎓 **WORKSHEET 6**

RESEARCHING WITH THE WORLD WIDE WEB

Use the two worksheets below to be methodical about using the internet, aware of the time you are spending, and to critically evaluate the material you find there.

Task 1   Internet Search

NAME: _____

I am working on _____ (e.g., Geography, weather, etc)

I am going to look for _____ (e.g., tornado)

I will start with these sites: (e.g., Yahoo, BBC WebGuide, Eduweb etc)

_____

http:// _____

http:// _____

http:// _____

I think these will be the most useful words to look for (e.g., tornado, whirlwind, etc)

_____

When I started looking, the time was _____

When I searched I found these were the most useful words to look for _____

_____

these were not helpful words to look for _____

I also got this information which I did not want (e.g., fighter planes, etc) _____

_____

I found these sites had what I needed:

http:// _____ I liked it because _____

http:// _____ I liked it because _____

http:// _____ I liked it because _____

http:// _____ I liked it because _____

(e.g., **http://www.tornado.org** I liked it because there were good pictures. Also people wrote about what it was like to be near a Tornado)

When I stopped looking, the time was _____ Time spent searching was _____ minutes

🎓 **WORKSHEET 6**

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RESEARCH WITH THE WORLD WIDE WEB

Task 2 *Web Page Evaluation*

Title of Web Site: _____

URL: _____

Directions: *Use your judgment in allotting points for the various categories. Total the points for score.*

Currency (0 to 15 Points) _____
The site has the date of last revision posted. _____
The site has been updated recently. _____
Frequency of planned updates and revisions is stated. _____

Content/Information (0 to 15 Points)
The information will be useful to our curriculum and/or student interest. _____
This information is not available in any other format elsewhere in my library. _____
The information on the topic is thorough. _____
The information is accurate. _____
The purpose of the page is obvious. _____
The information is in good taste. _____
The page uses correct spelling and grammar. _____

Authority (0 to 10 Points)
The authors are clearly identified _____
The authors and/or maintainersof the site are authorities in their field. _____
There is a way to contact the author(s) via e-mail or traditional mail. _____
You can easily tell from the domain name where the page originates. _____

Navigation (0 to 10 Points)
You can tell from the first page how the site is organized and what options are available. _____
The type styles and background make the page clear and readable. _____
The links are easy to identify _____
The links are logically grouped. _____
The layout is consistent from page to page _____
There is a link back to the home page on each supporting page. _____
The links are relevant to the subject _____
The icons clearly represent what is intended. _____

Experience (0 to 10 Points)
The page fulfils its intended purpose. _____
The page is worth the time. _____
The page's presentation is eye-catching. _____
The site engages the visitor to spend time there. _____

Multimedia (0 to 10 Points)
Sounds, graphics or video enhance the site's message. _____

Treatment (0 to 10 Points)
Any biases towards the subject matter can be easily identified. _____
The page is free from stereotyping. _____
The page is age appropriate for content and vocabulary for its intended audience. _____

Access (0 to 5 Points)
You can connect quickly to the page. _____
The page is available through search engines. _____
The page loads quickly. _____
You can choose whether to download smaller images, text-only, or non-frame versions. _____

Miscellaneous (0 to 15 Points)

The page has received an award(s). _____

There are no per-use costs involved. _____

Interactions asking for private information are secured. _____

Information can be printed without the need to change your system configuration. _____

Information is presented in short enough segments so it can be printed out
without backing up the system for other users. _____

The page has its own search engine for searching within the page. _____

TOTAL: _____

Scoring:
- *90 - 100 Excellent*
- *80 - 89 Good*
- *70 - 79 Average*
- *60 - 69 Borderline Acceptable*
- *Below 60 Unacceptable*

Comments:

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7 ACADEMIC WRITING

FORMS OF ASSESSMENT

You will encounter a variety of different kinds of assessment at university. Particular kinds of assessment are favoured by different courses and subjects and these include essays, reports, case studies, oral presentations and exams. Each type of assessment will almost certainly require you to research a topic and present an argument based on evidence, showing that you can use ideas. You will have to produce the work to a deadline.

THE ESSAY

An essay is a piece of writing which is written to a set of writing conventions. There may be some particular conventions in your own subject area but the following advice will generally apply. Try and follow the stages below when writing assignments.

Approaching the Question

Read the question very carefully, underlining the key words. Be clear about what is being asked. What are the implications of the title? What ideas lie behind the title? What are you being invited to explore? These are commonly used terms:

- **Analyse** - consider all views, and describe their inter- relationship.
- **Compare** - examine points in question showing similarities or differences.
- **Define** - give a definition.
- **Discuss** - describe different aspects of the subject, and give a reasoned conclusion.
- **Evaluate** - examine different sides of the question and try to reach a conclusion.

Avoid the temptation to plunge straight into the reading list, and instead devote time to thinking hard about what the question is really asking of you. Consider all the aspects of the topic at hand, and decide what reading will be necessary in order to answer the question, making use of the reading list and other relevant course material. Remember: the task of the writer is to respond *to the question asked*, and you will need to demonstrate your ability to select material relevant to the subject.

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ACADEMIC WRITING

Essay Planning

There are 5 main steps which you need to take in order to plan the information for your essay.

1. **Analyse the question and the keywords. Note the main topics that you are going to cover.**

▼

2. **Divide any notes and ideas you already have into separate topics – using a separate sheet for each topic relevant to your question. These separate notes will form the separate main paragraphs of your essay once you have added to them with further research.**

▼

3. **Rearrange your notes. Look at what you have and group related information, perhaps by colour coding with a felt pen, and arrange them in a logical order.**

▼

4. **Write an outline plan using the topics you have arranged. Write your first plan before you have done any research and that will help you to be more selective and constructive in taking notes. It will focus your reading and you can adapt your plan as you go along.**

▼

5. **Organise your information. With your colour-coded pile of notes divide them into paragraphs of different colours, underlining the main points. Having grouped the information in this way you can start writing your first draft. Each paragraph should have one main idea, with supporting evidence and elaboration from the same colour group of notes. In other words, each paragraph should relate to one set of notes.**

The Structure and Organisation of the Essay

Essays normally have 4 main parts:

1. Introduction

your approach to the question, your understanding of the question and the content you intend to cover. (It is about one-tenth of the essay in length).

▶▶

Your aim here is to provide a context for the ideas which will be examined in the main body, and there are a number of ways of doing this. For example, many essay titles include terms which will require careful definition, and this should be done in the introduction so as to lead onto more detailed analysis later. Similarly, some titles might refer to expressions of established opinion on the topic concerned. A brief interpretation here can pave the way for more detailed examination of the useful arguments later.

The essay may also require a space/time location to provide a brief introduction to where and when the ideas discussed in the main body came about. This may be particularly relevant to essays on literary, sociological, historical, political or economic issues which can often be introduced through brief references to related events / activities / speeches / groups / movements.

This is your opportunity to demonstrate skills in selecting, organising, interpreting and analysing material relevant to the question. As discussed above, it is important to maintain a logical and coherent structure to your ideas, and this is where time spent planning will really pay off.

When examining conflicting or controversial ideas, you are required to deal adequately with all relevant ideas, not just those that seem worthy of support. Some questions ask for a personal judgement or the expression of your own opinion. Your individual experience and personal view have a part to play, but alone will be insufficient to form the substance of an essay, and will need to be underpinned by evidence based on your reading and research.

Remember, you are being judged on your ability to weigh up viewpoints on the basis of available evidence, to evaluate source material and to spot flaws in arguments.

The structure of the argument should

- Be consistent.
- Link ideas together.
- Proceed, step-by-step, to a logical conclusion.

The paragraphs that form the main body are structured in this way:

2. Main body

*in paragraph form. Each paragraph should contain a theme or topic, backed up by supporting arguments and analysis. You should include other writer's ideas and arguments, but you **must** acknowledge the source or you are guilty of plagiarism. (See below). You need to analyse the material and give your views.*

Paragraph 1
Covers the first thing that your introduction said you would address and the first sentence introduces the main idea of the paragraph. Other sentences develop the topic of the paragraph with evidence, details, quotations, references. The end of the paragraph leads to the next paragraph.

Paragraph 2 and following paragraphs
The first sentence links the paragraph to the previous paragraphs, then introduces the main idea of this paragraph. Other sentences develop the topic as before.

3. Conclusion

a summary of the essay, showing the conclusion of your analysis of the evidence presented. (It is about one-tenth of the essay in length).

All essays should lead to a well-founded conclusion, drawing together the ideas examined in the preceding text. Where the title invites the writer to express a personal opinion, this can be presented most fully in the conclusion.

4. References and Bibliography

A bibliography is a list of everything you read for the assignment, whether or not you have directly referred to it in your writing. This is required in addition to your reference list and is always presented in the alphabetical order of author surnames. A reference list is a list of all the sources that you have directly referred to. You only include sources which you have used and you should use a conventional system for citing these sources. (See section 7 for detailed information on layout.)

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The most difficult part of writing an essay is often the building of a clear and logical structure. Tutors frequently comment on essays which are well-researched but fail to establish any logical or coherent progression of ideas. Weakness here inevitably damages the overall effect of the essay, but this can be remedied by devoting sufficient time to planning before putting pen to paper. This may seem like a chore, but in fact will save you time in the long run. Think of all the time wasted waiting for inspiration, wondering what to write after the first paragraph, then the second.

Once you have a clear idea of the material you intend to cover, this can be broken down into sections and sub-sections. This should help to guide your reading, aid notetaking, and will be invaluable preparation when you come to write your essay.

The Final Stage

By now you couldn't be blamed for wanting to call it a day, but research shows that time spent on a final review can reap notable rewards in terms of both content and presentation. This also forms an important part of the learning process: reviewing and reflecting on your own work are important habits to develop. Again the benefits will be noticeable in the long-term, as reviewing at this stage will help commit the subject matter to memory and make it easier to remember in exams. Check that the content is organised and presented in a logical and coherent manner to provide an adequate response to the question, looking out for gaps in the content, inaccurate information and incomplete analysis. This is also an opportunity to proofread for spelling mistakes and grammatical errors. (See below for tips on punctuation.)

If using a word-processor, use spell-checker. Check your grammar and punctuation. Make sure you read it through and that you understand it. Make a copy - if using a computer be sure to save on to a floppy disk and keep it safe.

Style

Academic writing style is more careful and considered than everyday writing (as, for example, in letters) and, obviously, more considered than everyday speech. Academic language tends to:

- Use formal English.

- Be precise and accurate – not chatty!

- Be cautious rather than very direct or bold (use terms such as 'appears to', 'may', 'seems to' etc.)

- Be careful and clear in establishing links between ideas, evidence and judgements.

- Be concise, edit out unnecessary words: [A book called] *Study Skills*.

- Take care to distinguish facts from opinions.

- Be objective rather than emotional or rhetorical (avoid terms such as 'nice', 'natural', 'wonderful').

- Avoid sweeping claims or statements.

- Avoid using colloquialisms.

- Avoid all abbreviations such as 'dept' for department or 'didn't' for 'did not', 'they're' for 'they are', 'e.g.' for 'example'.

- Avoid personal pronouns such as 'I'/'we' and 'you'. Instead use 'It can be seen that', 'There are a number of' etc.

Making a good impression on your reader through careful proofreading and attention to accuracy and style is very important. The reader who feels that care has been taken with the work is more likely to be sympathetic to the content. They will not be irritated and distracted by errors in presentation and can give their attention to the argument being presented. Never skimp or compromise on proofreading and editing and always allow time for this.

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ESSAY CHECKLIST

Use this checklist to check your draft and to help you try to address all the requirements:

The Question
- Have you answered the question/title which is actually set? ❑
- Is everything you have written relevant to that question? ❑

Paragraphs
- Is the essay written in paragraphs? ❑
- Is the length of each about right? ❑
- Does each paragraph contain only one main idea? ❑
- Does each link with preceding or subsequent content? ❑

Sequencing
- Have you used signposts and linking expressions frequently? ❑
- Have you supported general points/claims with examples? ❑
- Are your different points, ideas, examples clearly expressed and separated? ❑

Ideas
- Have you defined important ideas or concepts which you have used? ❑

Introduction and conclusion
- Does the introduction clearly introduce your essay? ❑
- Does the introduction explain your approach? ❑
- Does the conclusion refer back to the introduction? ❑
- Is the conclusion strong? ❑

References
- Are quotes tied into your main argument? ❑
- Have you given the reference for all quotes used? ❑
- Are the references in the bibliography? ❑
- Have you used the recommended system e.g., *Harvard*? ❑

Of course, you won't get everything right on the first, second or third time! But, knowing what you are trying to achieve should help you make improvements each time. The main thing is to read through your work and make sure you understand completely what you are trying to say - if you can't, the tutor won't be able to!

Tip!

● **If you read your work out loud, you will spot the places where it is not fluent.**

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ACADEMIC WRITING

WRITING REPORTS

Business and scientific reports are formal documents. A report should be concise, well organised, using headings, sub-headings, sections, and easy to follow. Sections should be numbered: - major section 1,2,3 etc. - first level of sub-section 1.1, 1.2 etc.

Report format:
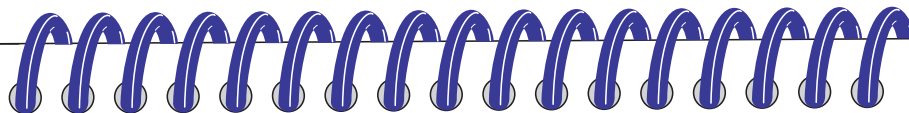
- *Title page* - subject of the report, author, date.

- *Terms of reference* - who ordered the report, when and why, any conditions.

- *Contents page* - all section numbers and titles, using exactly the same wording as in the report.

- *Abstract* - brief summary of report - task, summary of conclusions and recommendations.

- *Introduction* - background information.

- *Main body of report* - findings, description, facts, opinions, etc. This must be well structured.

- *Conclusion* - summary of results.

- *Recommendations* - usually in the form of a list.

- *Appendices* (not always necessary) - additional details, tables, graphs, detailed analysis. These must be numbered and cross referenced in the text.

- *Glossary* (not always necessary) -explanation of any specialist terms.

- *Bibliography* - references to any books, journals, etc. which were used either for background reading, or directly quoted in the report. They should be arranged alphabetically by the author's name.

- **The reference** should include author, date of publication, title, edition, place of publication, publisher.

EXAMS

For most students, an exam is the one form of assessment that causes the most worry. Yet the expectation of the difficulty of doing exams often far exceeds the reality.

Exams can be useful. They:

- Encourage you to read widely so that you are more knowledgable about your subject as a whole.
- Ensure that you are the author of the work being assessed.
- Enable the lecturer to compare individual student performances across the subject thereby enabling the assessment to be moderated fairly.

In order to maximise your chances of passing exams, you will need to:

- Overcome **exam anxiety**.
- Engage in adequate **exam preparation.**
- Develop appropriate strategies to use when **sitting the exam.**

Exam Anxiety/stress

Overcoming exam anxiety involves more than just developing specific strategies to use during your exam. It involves knowing what **examiners expect** (or want to assess).

Feeling 'stressed out' is one of the most common student complaints at university. Stress is a normal reaction to the exercise of our mental and physical capacities. However, our stress level tolerance decreases if our capacities are challenged and stretched, the challenges involve unknown properties, we are faced with the unexpected.

There are a number of **physical symptoms** that alert us to a stressful situation:

- Our heart starts to race, signalling an increase in the production of adrenalin.
- Our breathing becomes deeper.
- We are edgier than usual.
- It is important to recognise that these symptoms are produced automatically. They arise whenever we are confronted with a daunting task that will test our physical and mental capacities - especially if that task involves something new, unexpected, or unknown.

Fear of the unknown

With exams, the fear of the unknown or unexpected is likely to dominate your thinking. You will probably be asking yourself questions like:

- Will I pass?
- Do I know enough?
- Will I be able to remember everything?
- What if they ask something I do not know?
- The more you think about these sorts of questions, the more likely it will be that your physical response will be an increase in anxiety leading to increased feelings of being 'stressed out'.

Once you have recognised the onset of rising stress levels, it is necessary to do something about them, before they affect your study abilities. What you need is good preparation.

Exam Preparation

Succeeding with exams requires adequate preparation involving:

- Effort.
- Perseverance.
- Strategically organised study habits.

Inspiration and luck have very little to do with passing exams. In preparing for exams, the earlier you start, the better. If exams are part of your assessment regime, then exam preparation should be an important part of your study habits throughout the semester. Exams test your ability to recall information in particular ways. Consequently, your revision and exam preparation should be directed towards practising and testing your ability to recall information. This will involve maximising your concentration span as well as your memory techniques.

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TOP TIPS

- **Give your revision priority, put on hold other tasks until you have finished your scheduled study time.**

- **Make sure that your study space is as uncluttered as possible (remove physical distractions).**

- **Before you start, do some body stretches or exercises to loosen up your body physically.**

- **Set yourself clear and specific short-term study goals.**

- **Start from what you know and gradually incorporate more difficult material as you go.**

- **Work on a number of different subjects or tasks for a short time (e.g., 20 to 30 minutes per subject or task).**
- **Take (short) regular breaks.**

Exam Reconnaissance

Find out as much information about your exam as possible. This will help you with your planning of a revision timetable. What type of exam is it likely to be? What other information will you need to know? Key questions to find answers for are:

When will the exam be held?
Usually your university will have a set period at the end of each semester in which final exams are held. However, there may be individual variations between different subjects that might need to be taken into account.

The timetable for end of semester exams is not your lecturers' responsibility and so they will probably not know the exact date of the exam for their subject until a draft timetable is published.

Where will the exam be held?
Make sure you know:
- How to get to the exam location.
- How long it will take you to travel there from home.

How much time will be available to complete the exam?
The time available to complete an exam will give you some indication of how much detail you will be expected to produce.

If you have some particular worry or problem that might make it difficult to complete the exam within the allotted time then seek advice from the Student Advice Centre.

How will the exam be structured?
This will depend on the type of exam. However your lecturer should be able to give you information about:
- The type of exam (i.e., closed book, open book, oral, practical).
- The number of questions.
- The style of questions.
- Whether there is a choice of questions.

What can you take into the exam room?
This refers to equipment like calculators, tables of formulae, and other information. This will largely depend on the type of exam.

Are there any past exam papers that you can consult?

Consulting past exam papers is an important means of preparing for exams. Much of the information concerning structure and format can be found from past, but relevant exam papers.

However, do not assume that your forthcoming exam will necessarily be anything like the one the year before. Lecturers change their approaches. Quite often, the lecturer for a subject might not be the same as the lecturer for that subject in previous years.

How will marks be allocated for problem-solving questions?

Problem-solving questions often require you to demonstrate your understanding of the method of arriving at an answer. This means that marks will probably be awarded for your working out as well as for your answer.

What percentage of the total marks for the subject or unit is the exam worth?

In most subjects, lecturers will indicate the assessment requirements in the subject outline. If there is an exam in your subject, knowing how much it counts towards your final grade in a subject helps you to plan your study and revision timetable.

Health Issues

Even more than other forms of assessment, the exam process has the potential to lead you to neglect your health. This is because of the misguided belief held by many students that in order to prepare adequately for an exam it is necessary to adjust their lifestyle in a negative fashion in order to 'cram' in as much information as possible.

This usually involves:

- Skipping meals (or not eating proper meals).
- Interrupting your normal exercise routine.
- Altering your sleep patterns.

This usually means that you will become de-energised or even seriously ill just when you need to be at your peak.

To maintain your physical and mental efficiency, especially around exam time, you will need to maintain sensible eating, sleeping, exercise and leisure habits, especially in the lead-up to your exams you will maximise your chances of maintaining your energy levels, staying healthy, and enhancing your concentration.

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ASSESSMENT

All university degrees are divided into a number of different classifications (a similar idea to the use of grades at A-level and GCSE). They are as follows:

- Weighted average of 70% (and above) 1st class
- Weighted average of 60-69% Upper second class (2:1)
- Weighted average of 50-59% Lower second class (2:2)
- Weighted average of 40-49% Third class

You should look in the course information for the subject that you are studying to see exactly what is expected of work which is graded in each of these categories. Try and assess and revise your own work against the assessment criteria that you are given. These are the criteria by which you will be marked.

The kinds of criteria commonly used are along these lines:

Grade A (First Class)

- The work will be distinctive in originality, liveliness, enthusiasm.
- There will be comprehensive knowledge and understanding based on thorough research.
- It will be directly relevant to topic.
- It will have a strong controlling argument.
- It will be communicated effectively with appropriate language and clear argument and impeccably presented.

Grade B (2.1)

- The work will show some independence of thought.
- It will have good knowledge and understanding of relevant material based on wide reading.
- There will be some grasp of wider issues.
- There will be well-constructed and clear argument.
- There will be a sound synthesis of different interpretations.
- It will be appropriately presented.

Grade C (2.2)

- The work will be straightforward in its understanding of topic (rather than critical and sophisticated).
- There will be a competent grasp of central issues.
- There will be sufficient reading but a tendency to reproduce ideas uncritically.
- The work will be sound and careful, although restricted and descriptive.
- It will be competently written.

Grade D (3)

- The work will show basic knowledge and understanding.
- Most main points will be coved but it will be heavily dependent on received opinion.
- The range of resources will be very limited.
- It will have a sense of purpose but may loose sight of controlling argument.
- There may be carelessness in presentation and simplicity in language.

PUNCTUATION

Why use it? Its purpose is to guide the reader in the natural pauses in writing. It is also there to show how the grammar of a sentence is supposed to work: a capital letter at the beginning of a sentence and a full stop at the end.

Punctuating your sentence **may involve**: a selection of the following:

● **Colon (:)**

Is most often used to introduce a quotation or a list.

● **Full stop (.)**

Use full stops more than you expect to. When in doubt, your instinct should always plump for a full stop.

● **Semicolon (;)**

Represents a pause longer than a comma but shorter than a full stop. (If in doubt about its use don't use it.)

It is used between clauses when the second clause expands or explains the first e.g., *Neither of them moved; they waited to see if the intruder made a quick exit.*

It is also used before clauses which begin with 'nevertheless', 'therefore', 'even so', and "for instance" e.g., *He looked before he leaped; even so he landed in the water.*

It is used to mark off a series of phrases or clauses which themselves contain commas. e.g., *You will need the following ingredients: four eggs, preferably size 3; 4oz caster sugar; a few drops of vanilla essence; and 2oz almonds, which must be ground.*

● **Question mark (?)**

Use a question mark every time there is a genuine direct question. That means *Are you going?* but not *I asked if he was going?* (wrong because it is a reported question).

● **Dashes (-)**

Use dashes but don't overdo them. You can use a pair of dashes - in place of brackets - or a single dash to mark a break in the sentence before a punch line or a throwaway remark: *In life, two things are never with us - death and taxis.*

● **Apostrophes (')**

They should not be used to make things plural e.g., *1990's, MP's HQ's.*

The general rule is: if something belongs to *someone* you write *someone's* or e.g., *the student's.*

If it belongs to several people (*the students*), you write *the students'*. Plurals like *people* and *children*, that aren't made with an s, take apostrophes i.e., *children's.*

Apostrophes are also shown where letters are missed out - *can't play, won't play. It's* is short for *it is.* Beware of : *its,* (meaning "of it") *yours, hers, ours, theirs,* and *whose.* None of them takes an apostrophe.

● **Commas (,)**

Commas, like buses, often come in pairs. It is wrong to write *The reason is as it always was, to save money.* Two commas should be used, like brackets, either side of the phrase *as it always was.*

The test is whether, grammatically, the sentence would hold up if the section between the commas were removed. The common mistake is to forget the second comma.

Commas are needed, and are not optional, when someone or something is being addressed. *Kiss me, Hardy* must take the comma after *me. Yes Minister* should have *Yes, Minister.*

Pairs of commas should be used when *however,* say, *meanwhile* and *for instance* are interjected into sentences - he *might be paid, say, £50,000 a year.*

At the beginning of a sentence, these words or phrases need to be cordoned off with a single comma - *However, investigations into..., For instance, if we look at.....*

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Commas are used to mark off separate items in a list, except between the last two items. You can put a comma in before and if it's needed to make the sentence clear - *Goods are transported by lorry, horse and cart, and even handcart.*

A strong adjective usually takes commas after each one except the last - *old, crabby, pedantic Dr Johnson.*

● **Quotation marks (")**

Use double to enclose direct speech. Use a colon, not a comma before quotes - *Mr Smith said: "This is good news for all poor students."*

Use a comma after quotes (before the second quotation marks) - *"It will help many students," said Jim.*

Quotations direct from a book or journal also need to have double quotation marks (") - *Davis et al. (1991, p243) stated that "Equilibrium is the sense which tells you when your body is balanced and when it is tipping, turning or inverting."* Unless the length of the quotation is more than three lines of your text, in which case it is indented and no quotation marks are necessary.

● **Brackets ( )**

The use of brackets (whose technical term is parenthesis) should be kept to a minimum. They are used to indicate a supplementary remark, or a qualification of some sort. Grammatically they work like commas, but the remarks inside the brackets tend to be less important than those inside commas.

Brackets are *always* used in pairs.

If the brackets surround an entire sentence then the full stop at the end of the sentence stays within the brackets. *(This is the procedure you should follow.)* If the brackets only surround part of the sentence, the full stop goes outside. *This is the procedure you should follow (under normal circumstances).*

● **Square brackets [like these]**

Square brackets are used to indicate your changes or your own comments on somebody else's writing. *The report that 25000 had been killed in battle [a figure shown to be greatly exaggerated] changed the course of the war.*

WORD PROCESSING AND FILING INFORMATION

Computer word processing packages now enable you to present your work to give a much better impression – indeed most university courses now require assignments to be word processed and consider word processing to be a valuable transferable skill. You will be able to lay out your work using headings, and tables and to check spelling and grammar, count words and number pages. The greatest benefit of using the computer to write your work is the help with drafting and editing. You can correct your work easily, add details later, and change the order with the copy and paste facility.

● *Be careful when using the spell check facility. Firstly, make sure that you use the English option, not USA. Do not trust the checker to find all your mistakes as it will not alert you to the misspelling of a word which is in itself correctly spelt, but is wrong in your context. For example, the words to, too, two, are commonly misused. You must always read your own work carefully as well to check for accuracy.*

Filing

The computer allows you to store your work in a filing system so that you can reproduce it and refer back to it easily. It is important to set up an organised system so that you can track your information. Every time you begin a new piece of work you should open a new computer file with a clear name that indicates the exact content of the file (the piece of work) and not just a general name. For example, if you need to find a piece of English work several months later it will not help to have it labelled 'English essay' as there will probably be several by then. An accurate label such as 'Dickens essay August 2001' will be more easily identified.

If you are making several drafts, label each one separately indicating if it is the first, second, or third draft and so on and save these in separate files.

● *A file will usually consist of one essay, or one report, or one set of notes.*

Collect these files into a directory. A directory is like a filing drawer containing smaller files. A directory is for grouping files relating to a particular subject together, and the facility is called a 'file manager'.

● *A directory will consist of related files.*

Save your work every few minutes.
By using the save facility on the computer. If the computer goes wrong, you will not have lost your hour or more of work. (You may be able to set the computer up to save the file automatically every few minutes.)

Regularly copy the file on to a floppy disk.
Saving your files onto a floppy disk is a further safeguard against losing information due to an event such as a computer virus causing the system to crash. Label your floppy disks clearly according to the names of the files they contain and the date. Use a different disk for each subject. Keep them safely in a disk box.

Print out your work to produce a 'hard copy'. It is easier to proof-read printed text than text on a screen. Keeping hard (paper) copies of your work is an additional safeguard.

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PLAGIARISM

Plagiarism is using the work of others without acknowledging your source of information or inspiration. It is treated very seriously in Higher Education and plagiarised work is usually disqualified.

How to Avoid Plagiarising

Always note down exactly the source of information when you are making notes. The title, author, page number, publisher and date, and place of publication should be clearly written at the top of your page of notes.

If you are to claim that a piece of work is your own, then you must acknowledge the source of any ideas that are not your own. You must also show the source of any direct quotations – these are word for word quotations placed within parenthesis " ". You must also acknowledge the source of indirect quotations – that is material that you are quoting but which has been changed into your own words, paraphrased, or summarised.

You must be careful to record the sources of all your information when you take notes. If your work is not adequately referenced, you may be accused of plagiarism and have your work disqualified.

COMPILING REFERENCE LISTS AND BIBLIOGRAPHIES

References/Notes

There are two standard conventional academic formats for referencing work.

1. The Harvard   (Author, date, page no.) System

In the social, and other, sciences you will find that the Harvard system is favoured. With this system you include the author's surname, year of publication, and page number, using brackets, within the body of your work and immediately following the quoted material.

Here is a fictional example of referencing in the text of an assignment (in reality, of course, you wouldn't normally get quite so many references in just a few sentences!):

Semiotics is an analytical technique that has a long history, as Balton et al. (1996, 124) convincingly argue. Semiotics can be very revealing when applied to contemporary television genres ('Missing the Boat' 1999, 36). Indeed, recently Eyerman (2000, 535-6) further extended the technique, in the process significantly raising its profile.

List of References

Notice these points:

- The compiler of the list below has opted for the common convention of putting titles of the relevant volumes (book or periodical) in italics.

- The list does **NOT** include the numbers of the pages that you actually consulted (you insert those when you put the reference within your written text – see example above): the only page numbers included in this list are the first and last pages of articles in academic journals.

- The list uses 'a' and 'b' to get round the problem that Warren has written two pieces in 1994. The corresponding references in the text will be 'Warren 1994a' or 'Warren 1994b' so that it is immediately clear which piece is being referred to!

At the end of your work you will list the full details of each of these references in a list of references.

Ballton, A. et al., 1996 — *Television and Politics,* London, UCL Press.

Essed, P., 1998 — 'Gender and Cross-Ethnic Coalition-Building' in Hertz H. et al. eds., *Racism and Gender in Europe*, London, Plutto.

Everyman, P., 2000 — 'Social Movements in the West', *Journal of Theory and Society*, vol. 18 no. 4 April, pp.531-546.

Jankers, P. & Welton, A., 1997 — The Growth of English Regionalism in the 1990s, *International Journal of Policy* vol. 25 no. 1 January, pp.7-18, also reproduced in: Donna Y. ed., 1999, *Readings in Policy Studies*, Sydney, Hutchinson.

Missing the Boat – a Study of the Options in Digital Television, 1999, London, BBC, unpublished.

Norton, R., 1996 — *Soap Operas Worldwide*, Media Reports Euro-International, http://www.sbu.ac.uk/newsright/overview/soaps3 (date of access 20 July 2000).

O'Michael, R. & Ratansi, L., 2000 — 'A new Youth Movement Arises', *Guardian*, 21 February.

The Quotations Page 2000 — Academic Help On-Line Publishing, http://www.worc.ac.uk/ripofflimited/sources (updated 14 April 2000, date of access 21 July 2000).

Warren, K., 1994a — 'Towards an Ecofeminist Peace Politics', in Warren K. ed., *Ecological Feminism*, London, Routledge.

Warren K, 1994b — 'Undermining patriarchy', in Warren K. ed., *Ecological Feminism* , London, Routledge.

'Youth at the Crossroads', 2000, *Guardian*, 21 February.

You will not need a separate bibliography with the Harvard system – your list of references will only include sources which are actually referenced in your work.

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2. The British System (numbered)

In the Humanities the British system is favoured. Here you will use a number after the quoted material. This number will relate to a list of numbered references at the foot of the page, or at the end of the piece of work. You will need to repeat the same items on a bibliography. Your reference list will refer to the sources that you have actually cited. Your bibliography may contain information about other sources of information that you have used as background, but have not drawn directly from.

Every reference or quotation should be numbered and supplied with a footnote (bottom of the page) or endnote (list of references at the end, before the bibliography). Footnotes often start at a number one for each new page, but your computer may number footnotes consecutively; endnotes run consecutively up to the total number of references recorded. Whether in endnotes or footnotes, you must give the exact page number and appropriate bibliographical details. See the following list of examples.

Sample References

A list of references at the end of an essay should look like this:

> **References**
>
> 1. Fox, R. L., *The Unauthorized Version* (Penguin, 1989), p.78
> 2. Scholes, R., *Textual Power* (Yale UP, 1985), p.33
> 3. Barton, A., *The Names of Comedy* (OUP, 1990), p.108
> 4. Scholes, op.cit., p.67.
> 5. Sheppard, A., *Aesthetics* (OUP, 1987), pp.88-91
> 6. Ibid., p.72
> 7. Fox, R. L., *Pagans and Christians* (Heinemann, 1986), p.109

Notice these points:

- You don't have to space a list of references as you do a bibliography.
- Bracket off the publisher and date.
- Use 'p.' or 'pp.' instead of writing 'page'.
- Use the author's surname with 'op.cit.' when referring to a book already quoted.
- Use 'ibid.' when referring to the book quoted immediately before.
- When quoting from a different book by the same author, write the name as if for the first time, and be careful about using 'op.cit.'!

Quoting and Noting

Here is some further advice on quoting and noting material:

1. Quotations of only a few words should be embedded in your own text, in inverted commas:

    > If it is true to say that "Machiavelli's loyalty was to the state rather than to the Republic", (9) then we must distinguish precisely what is meant by those two terms.

2. Longer quotations need to be given a separate paragraph indented throughout from your normal margin and with a line of space between it and your text:

    > The encumbrances of the nineteenth-century stage were quite wrong for Shakespeare. To judge from his self-congratulatory note, Charles Kean's 1857 production of *The Tempest* was just such a travesty:
    >
    > > The scenic appliances of the play are more extensive and complicated nature than has ever been attempted in any theatre in Europe, requiring the aid of one hundred and forty operatives nightly, who, unseen by the audience, are engaged in working the machinery and carrying out the various effects. (5)

The fabric of this vision must have been an unwieldy parody of that presented to Ferdinand and Miranda…….

3. If you quote from a primary text, it is usual to give the line or page reference in brackets after the quotation.

4. Sometimes you will choose close paraphrase rather than direct quotation. Here, too, you must be careful to indicate your source:

    As John Russell Brown has pointed out, words spoken by an actor in theatre gain a significance and a relative importance which is totally different from the effect created by the same words on the printed page. (16)

Bibliographies

1. An entry for a book should begin with SURNAME and INITIALS or author(s), then YEAR, then TITLE, then PLACE and name of PUBLISHER. If there are more than three authors, only put the first author, and then put et al. (note the full stop after al. as it is an abbreviation). If the book is a collection of readings, then the author(s)' name(s) should be followed by ed. (or eds.). So, if several authors edit a book, the first author's name will be followed by: et al. eds.

    e.g.,   Ballton, A. et al., 1996   *Television and Politics,* London, UCL Press

2. If a publication (such as a report) does not have an author, begin with the TITLE of the report, then the YEAR, then NAME OF THE ORGANISATION which commissioned the report, then PUBLISHER (if there is one). Similarly, when inserting the reference in the text, simply put the title and the year (if the title is very long, in the text you could perhaps use only the first few words followed by a series of dots.)

    e.g.,   *Missing the Boat – a Study of the Options in Digital Television*, 1999, London, BBC, unpublished.

    [An alternative to the above advice: begin with the NAME OF THE ORGANISATION responsible for the report, then the YEAR, etc. – but you must be consistent, i.e., adopt one system and stick to it!].

3. An entry for an article published in a book, should similarly begin with AUTHOR(S) OF THE ARTICLE, YEAR and ARTICLE TITLE, then put the word 'in', and then give full details of the book, starting with name(s) of the editor(s) and then the abbreviation ed. or eds. etc.

    e.g.,   Jankers, P. & Welton, A., 'The Growth of English Regionalism in the 1990s', *International Journal of*
    1997   *Policy* vol. 25 no. 1 January, pp.7-18, also reproduced in: Donna Y. ed, 1999,
                              Readings in Policy Studies, Sydney, Hutchinson.

4. An entry for an article published in a periodical (journal), should begin with AUTOR(S), YEAR, and TITLE OF ARTICLE, then the name of the PERIODICAL, then the VOLUME number and part, then the MONTH, then the first and last PAGE NUMBERS of the whole article (NB not the pages you actually looked at – these will be noted in the actual reference in the text). Note that because this is a periodical, this time you do not need to insert the work 'in', and you don't need to include details of the publisher. Use the abbreviation p. for 'page', and pp. for 'pag<u>e</u>s'.

    e.g.,   Everyman, P., 2000   'Social Movements in the West', *Journal of Theory and Society*, vol. 18 no. 4
                                April, pp.531-546.

5. To list a web page, mirror as closely as possible the format of a printed source. In the list at the end, give AUTHOR, then YEAR, then PAGE TITLE, then PUBLISHING ORGANISATION, then WWW address, then (if known) put 'date of publication' followed by the PRECISE DATE, then the phrase 'date of access', and then put the precise date you accessed the page (this may be on your printout!). However, usually there is no author, so start with PAGE TITLE [or, if you're using the alternative system, the organisation] then YEAR.

    e.g.,   Norton, R., 1996   *Soap Operas Worldwide*, Media Reports Euro-International,
                                http://www.sbu.ac.uk/newsright/overview/soaps3 (date of access 20 July 2000).

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6. For a newspaper article, in the list at the end give AUTHOR, then YEAR, then ARTICLE TITLE, then NAME OF NEWSPAPER, then PRECISE DATE. If there is no author, start with the ARTICLE TITLE, then YEAR, then NEWSPAPER, then DATE.

   e.g.,   Youth at the Crossroads, 2000, *Guardian*, 21 February.

7. Use the phrase 'cited in' to reference a source which you have not read yourself, but which you have found mentioned in another publication. For example, a typical Harvard system entry in the text might read (Stratta 1996, cited in Benjamin 1999:103); the list of references a the end would then need to include the details of Benjamin 1999, but not those for Stratta.

   Note that the phrase <u>'cited in'</u> means 'mentioned in'; where you actually find a whole article or long extract <u>in</u> an edited volume, do not use 'cited in' – use the word 'in' (see 3 and 4 above).

   [An alternative to the above guidance; in the list at the end, put the full details of the item which you are mentioning (you'll be able to get these from the bibliography at the end of your source) and then put cited in, immediately followed by the details of the item you actually consulted.]

   Here are some useful ways of introducing material that you are quoting:

   - Writing in 1964, R argued that '.......'
   - It has been suggested by P that '......'
   - Nevertheless, as J notes, '.......'
   - According to Y '......'
   - Referring to '.......' S states that '......'

   Yes, I know this is complicated but it will become habit after a while!

   Tips!

   - **Check which system of referencing is required by your tutor.**

   - **Remember, note all sources that you have used.**

   - **Only the sources quoted from – directly or indirectly – are included on a reference list, or footnotes/endnotes.**

   - **In the British (numbered footnote) system, list the same sources, but also additional sources which you read but did not use, in a Bibliography.**

   - **Your Bibliography must always be in the alphabetical order of author surname.**

   - **You must always either underline, or use italics, for the titles of books whenever you give a title.**

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🎓 **WORKSHEET 7**

PROOFREADING

Nothing detracts from students' work more than careless errors. This is your chance to play the role of the marker and see if you can spot the errors in this part of a carelessly written student essay.

You should practise this kind of proofreading on your own work and may find your grades improve quite dramatically.

The process of law is slow. In court your hope lies with a dozen of your fellow citizens brought together at random to here what the prosecution and defense has to say and to determine whether they think the prosecution makes such a strong case that your innocence is denied.

Your case might instead be tried by barristers and judges alone. These are people drawn from the upper classes. They spend much of there lives considering the fate of those bought before them. By contrast, a jury as a group of people who lead ordinary lives and can bring their experiences to the court room. The right to a trial by jury was established by the magna carta for the protection of acused people. The jury does not decide the guilt or innocense of the accused. The accused is presumed innocent. What happens is that the prosecution tries to persuade the jury to overturn the presumption of innocence the jury tries the case of the prosecution. The defense points out flaws in the prosecution case and points the jurors attention to other possibilities so that they can test whether the prosecution has persuaded them that their case is beyond reasonable doubt. The jury must not merely believe that accused is guilty but it must do so without any doubts. It is therefore hard for the prosecution too prove guilt and this is why the police say that the odd's are against them in court. This is because the system is geered towards protecting innocence, even at the cost of letting the guilty go free.

How many errors have you spotted?

Where do you stand as a proofreader on the scale given below?

☐ **20:** **Excellent**

☐ **17-19:** **Could improve on this**

☐ **0-16:** **Need to be much more careful**

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The corrections are in bold with punctuation underlined:

The process of law is slow. In court your hope lies with a dozen of your fellow citizens, brought together at random to **hear** what the prosecution and **defence** has to say, and to determine whether they think the prosecution makes such a strong case that your innocence is denied.

The case might instead be tried by barristers and judges alone. These are people drawn from the upper classes. They spend much of **their** lives considering the fate of those **brought** before them.

By contrast, a jury **is** a group of people who lead ordinary lives and can bring their experiences to the **courtroom**. The right to a trial by jury was established by the M**agna Carta** for the protection of **accused** people. The jury does not decide the guilt or **innocence** of the accused. The accused is presumed innocent. What happens is that the prosecution tries to persuade the jury to overturn the presumption of innocence; the jury tries the case of the prosecution. The **defence** points out flaws in the prosecution case and points the jurors' attention to other possibilities so that they can test whether the prosecution has persuaded them that their case is beyond reasonable doubt. The jury must not merely believe that **the** accused is guilty, but it must do so without any doubts. It is therefore hard for the prosecution **to** prove guilt and this is why the police say that the **odds** are against them in court. This is because the system is **geared** towards protecting innocence, even at the cost of letting the guilty go free.

This essay has been corrected for spelling, punctuation and paragraphing. You might like to devise a suitable question for this answer, and to write the missing introductory paragraph.

8 FURTHER HELP

In case of crisis:

All university courses are based, in part at least, on compulsory attendance of classes, and completion of written work. But of course, ill health (your own or your family member's), changing patterns of work, pregnancy, bereavement or other crisis may disrupt your life and your studies.

If you are unable to attend classes or complete written work you must contact someone immediately – your tutor, your department office or a student advisor. Follow up with a note to the tutor concerned.

If your difficulties are more long-term, make sure someone sympathetic is involved in helping you to work out how to cope with your studies. Your personal tutor or course leader may be the best person to talk to about this or someone in the student advisory service. You will need to know what the minimum requirements are for you to progress successfully. You may want to consider the option of taking some time out from your course and perhaps repeating part of it. This isn't failure – it's often a sensible way to continue your studies when a lot of work is missed.

You don't have to be in a crisis to seek help. Fellow students, tutors, and other staff such as student counsellors may all be supportive, as well as family or friends. They will help you to think afresh about problems and about better ways to cope.

Studying is a bit like a roller coaster, lots of ups and downs but it is worth it in terms of dealing with the stress of future professions!

SUGGESTIONS FOR OTHER SOURCES OF FURTHER ADVICE

There are numerous good guides to study skills in book shops and libraries. The following are a sample:

Barrass, R.	*Students Must Write: a guide to better writing in coursework and examinations*	Routledge, 1995
Bourner, T.	*How to Win as a Part-Time Student: a study skills guide*	Kogan Page, 1990
Bosworth, D.P.	*Citing your References*	Underhill Press, 1994
Cottrell, S.	*The Study Skills Handbook*	Palgrave, 1999
Creme, P. & Lea, M.R.,	*Writing at University: a guide for students research into Higher Education*	Open University, 1991
Good, S. & Jensen, B.,	*Students only Survival Guide to Essay Writing*	Orca, 1995
Honeycutt, J.	*Using the Internet*, 2nd edn.	Que Corportation, 1996
Jordon, R. B.	*Academic Writing Course*	Collins, 1990
Moor, C.	*Answer the Question: the secret of exam success*	National Extension College, 1981
Northedge, A.	*The Good Study Guide*	Open University Press, 1990
Rickards, T.	*How to Win as a Mature Student*	Kogan Page, 1992
Roberts, D.	*The Student's Guide to Writing Essays*	Kogan Page, 1999

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Web Sites:

Increasingly Universities and other academic institutions post study skills advice on their web sites. Here are a few examples: (like all web sites these addresses may become inactive).

● National Union of Students: **http://www.studentuk.com** (Click on 'Advice', the 'Academic Advice').

● Coventry University: **http://home.edu.coventry.ac.uk/downloads/index.htm** (Good practise guides on a wide range of study skills and personal development issues).

● University of Wolverhampton: **http://www.wlv.ac.uk/lib/systems/tipsweb.htm** (Study skills tip sheets on the range of issues).

Other Useful Publications:

Finance
The Department for Education and Employment (DfES) produces a number of booklets on funding for students in Higher Education. These are available from the Information Line 0800 731 9133 or web site **http://www.dfes.gov.uk/studentsupport/students.cfm**

Admissions
University & Colleges Admissions Service (UCAS), The Mature Students' Guide to Higher Education. Information mainly for prospective students. Also available on the internet at **http://www.ucas.ac.uk/index.html**

Careers
Association of Graduate Careers Advisory Services (AGCAS), Mature Students – The Way Forward. CSU, 1999

AND, LASTLY...

GOOD LUCK!

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