

	Library & information skills Contact: thelibrary@writtle.ac.uk	Digital skills Contact: success@writtle.ac.uk	Study skills Contact: success@writtle.ac.uk	Academic writing Contact: success@writtle.ac.uk	Careers & enterprise Contact: success@writtle.ac.uk
L4	<p>Getting started TW 1-4</p> <p>A physical orientation to the library space and how to locate items on the shelf - and a chance to meet library staff. The session will introduce students to key library services and online platforms. <i>(Split session between the library and the classroom).</i></p> <p>Your first assignment TW 5-7</p> <p>Introduces students to good information seeking habits by discussing approaches to finding information and the strengths and limitations of different information sources. Students will have the opportunity to practice using online platforms to look for information on a specific topic, improving their confidence in moving beyond assigned reading list material. <i>(Students will ideally need access to a PC or laptop).</i></p>	<p>Get IT right TW 3-8</p> <p>Consolidating the IT induction, this session will provide additional information and tools to support students in their studies, including an introduction to the Office 365 suite and MS Teams, the assignment template, how to upload assignments to TurnItIn, and email etiquette.</p> <p>The Student Success team can offer additional tailored sessions, of benefit to students at <u>any</u> stage of their academic journey:</p> <p>Pitstop study skills sessions on topics including procrastination, resilience, teamwork, time management, coping with exams and self-reflection.</p> <p>Digital skills sessions on ePortfolios (Mahara), downloading and using Zotero, and refreshers on TurnItIn submission and assignment templates.</p>	<p>Self-directed learning TW 4-9</p> <p>This session will help students take charge of their learning, by exploring goal-setting and practical strategies, as well as being an introduction to the learning mentors and available peer support.</p> <p>Presentation anxiety: face the fear TW ?</p> <p>Students will learn the top ten practical tips to enable them to overcome the fear of speaking in a crowd. The session will boost students' confidence to tackle future talks, presentations, and pitches.</p> <p>The Wellbeing team can offer sessions on safeguarding and wellbeing. To book email wellbeing@writtle.ac.uk</p> 	<p>Write it right TW 3-8</p> <p>Covers writing in an academic style, including choice of words, suitable level of formality and sentence structure. Also looks at the most common grammatical, punctuation and lexical pitfalls students encounter when writing their first assignments, and at some of the grammar checking programmes available.</p> <p>Structure it right TW 3-8</p> <p>Shows students how to organise and structure their assignments. Looks at how to use the assignment brief to create a basic plan and then how to build an introduction, body paragraphs and conclusion based on their plan.</p> <p>Referencing it right TW 3-8</p> <p>An introduction to referencing and avoiding plagiarism. Includes how to reference manually, before looking at the advantages of referencing software, primarily Zotero. Covers the causes of plagiarism and poor scholarship so that students understand the most common reasons behind an academic offence.</p>	<p>Stand out from the crowd Sem A to Sem B TW 1-4</p> <p>The session will introduce students to the careers service and the Writtle graduate attributes and provide an opportunity to complete the online skills audit. Students will learn how getting involved in WUC clubs and societies and volunteering projects, being an SU reps or become a WUC ambassador intern will help their future careers. Hear about successful alumni and the WUC Spotlight Awards.</p> <p>Create an allstar LinkedIn profile Sem A/B</p> <p>This session will support students to create or develop their LinkedIn social media profiles. Focuses on showing off their experiences and talents, and making sure their profiles provide the best opportunity to develop connections, find career opportunities and build connections for their own business ideas. They will also learn how to make their profile stand out and how to use the many tools within the LinkedIn platform.</p>
	L5	<p>What's new for 2022/23 TW 1-5</p> <p>An update on the new Writtle Discovery interface and changes to other library resources, plus our top library tips for the academic year ahead.</p> <p>Search like a library pro! TW 7-12</p> <p>Advanced searching techniques, exploring and comparing databases to support students preparing to undertake literature reviews. <i>Suitable for a tutorial session or the Research Methods module.</i></p>	<p>The Library team would welcome the opportunity to co-create content with you on any aspect of information literacy. Please get in touch to discuss this.</p>	<p>Supporting the Writtle Graduate Attribute Framework</p> 	<p>Having an academic argument! TW 2-8</p> <p>Shows students how to use the reliable journal sources they have found to build an argument and make a point. Looks at the structure of paragraphs when developing an argument.</p> <p>Being critical TW 2-8</p> <p>A chance for students to look into what is meant by critical thinking, and how to adapt their reading and writing to incorporate it into their assignments. Compares descriptive and critical thinking by looking at examples of both.</p>
L6		<p>What's new for 2022/23 TW 1-5</p> <p>An update on the new Writtle Discovery interface and changes to other library resources, plus our top library tips for the academic year ahead.</p> 	<p>Final year IT skills</p> <p>Students will benefit from additional support to help them complete their dissertation or Capstone project. The following sessions are available:</p> <ul style="list-style-type: none"> an introduction to the dissertation/ Capstone project template poster creation Excel statistics 		<p>Reflective writing TW 2-8</p> <p>A session for students unfamiliar with writing reflectively about their learning and professional practice. Topics will include keeping a journal, linking theory to practice and how much of an emotional response is appropriate.</p> 