

EMBEDDING INFORMATION LITERACY THROUGH A CROSS- INSTITUTIONAL STUDY SKILLS COMMUNITY OF PRACTICE

Kate Courage – Head of Library Academic Engagement
Michelle Malomo – Senior Lecturer in Education



UNIVERSITY *of*
WORCESTER

THE SITUATION AT WORCESTER

Diverse student body

44% mature learners 52% first-generation 25% disabled students

Fragmented, inconsistent study skills provision

Post-Covid decline in student confidence and preparedness



29 students were asked...

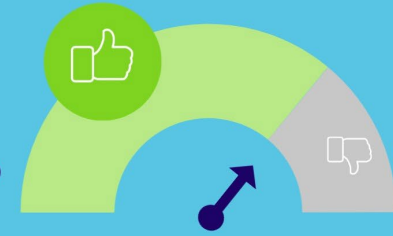
Q was skills support received at the right time and level?

18

answered **Yes**

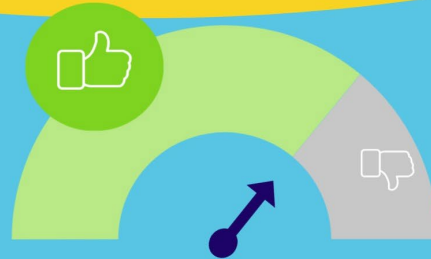
with others asking for the **sessions to be more spaced out**, with **refreshers** offered during the degree

Q are there skills which you feel you were expected to have before coming to University?



25 said **YES**, skills including **critical thinking, time management, writing and referencing**

Q would you have liked support pre-arrival?



23 said **YES**, asking for **resources, guides or emails** with information about available support

Q is anything missing?

22

answered **Yes**

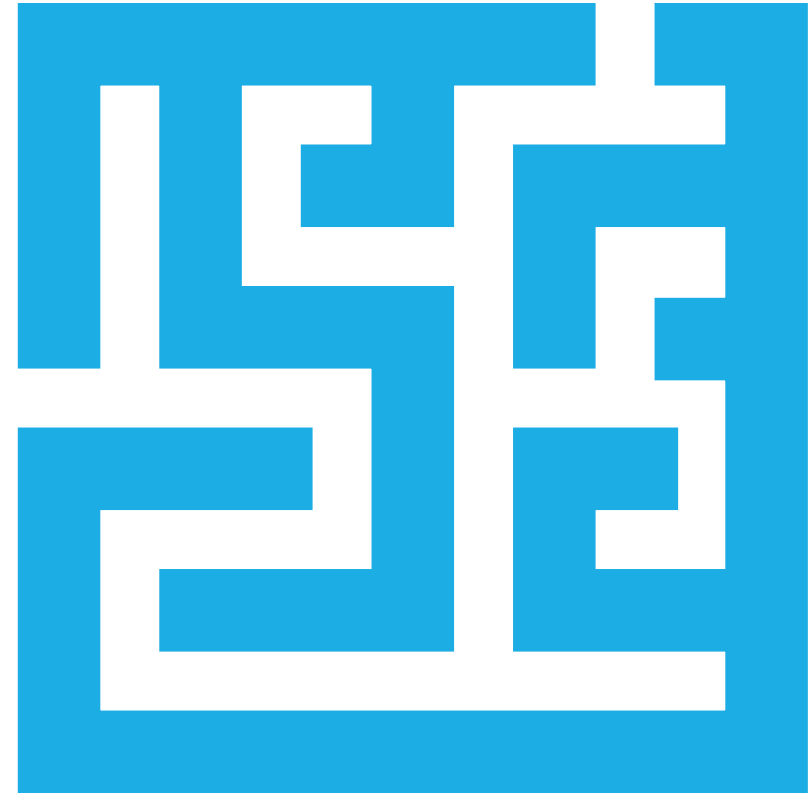
Students requested more **follow-ups, refreshers and repeats**

STUDENT CONSULTATION – VIA LIBRARY STUDENT TEAM



OUR CHALLENGE

- Need for a shared, institution-wide model – to address retention issues
- Static, outdated study skills website
- Siloed efforts across departments
- Small scale pilot of more interactive resource (Education)





Established 2023 – from work in
Academic Induction group



20+ members (academics,
professional services (including
Learning Technologists), students)



Cross-institutional by design



Inclusive by design

OUR COMMUNITY OF PRACTICE



COMMUNITY AIMS

Support	support study skills development from pre-arrival to graduation
Maintain and develop	develop and maintain a new portal as an open, accessible resource
Prioritise	prioritise pre-arrival support
Promote	promote good practice and expertise sharing across the University



THEORETICAL FOUNDATION

1

Wenger (1998):
Engagement, joint
enterprise, shared
repertoire

2

**UDL (CAST,
2024):** multiple
means of
representation
and engagement

3

**Transformational
leadership (Bass
& Bass, 2008):**
shared ownership,
empowerment



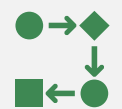
Non-hierarchical, inclusive culture



Subgroups for specific projects



Quarterly meetings + continuous Teams collaboration



“Do it now” approach for rapid progress

HOW IT WORKS

EMBEDDED REFLECTIVE PRACTICE

Brookfield's lenses:

- Autobiographical
- Students
- Colleagues
- Literature

Greenaway's reflective cycle:

- Facts
- Feelings
- Findings
- Future





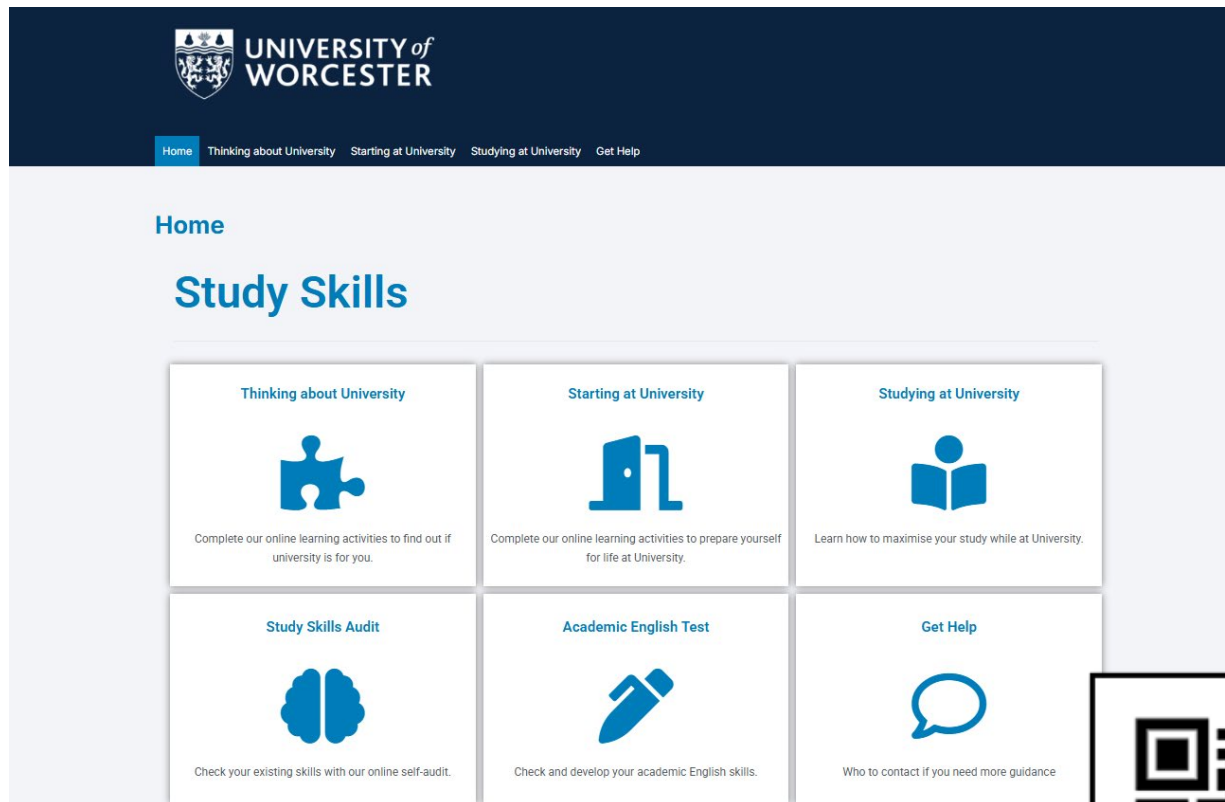
Exceptional, sustained collaboration across a wider range of schools and departments than I've seen in 20+ years in HE

Involvement in a group without hierarchy has meant that I have been able to contribute my ideas in a supportive environment







There's no way in the world I would normally have worked with somebody from Law... this is the only thing that's put it all together

Crucially, it has maintained momentum, sharing expertise to enhance student-focused resources

THE STUDY SKILLS PORTAL



The screenshot shows the homepage of the University of Worcester Study Skills Portal. At the top is a dark blue header with the university's crest and name. Below the header is a navigation menu with links for Home, Thinking about University, Starting at University, Studying at University, and Get Help. The main content area is titled 'Home' and 'Study Skills'. It features a grid of six interactive cards, each with a blue icon and a brief description of the service.

Thinking about University	Starting at University	Studying at University
 <p>Complete our online learning activities to find out if university is for you.</p>	 <p>Complete our online learning activities to prepare yourself for life at University.</p>	 <p>Learn how to maximise your study while at University.</p>
Study Skills Audit	Academic English Test	Get Help
 <p>Check your existing skills with our online self-audit.</p>	 <p>Check and develop your academic English skills.</p>	 <p>Who to contact if you need more guidance</p>



Co-designed, interactive,
accessible

Replaced static links

Built using UDL principles

Articulate Storyline

Pre-arrival support
prioritised



STUDENT PARTNERSHIP AND EVALUATION

Students as Academic Partners project:



Students co-designed evaluation



710 survey responses + focus groups



Student-led redesign*

*(Bovill and Bulley, 2011)



ITERATIVE DEVELOPMENTS

New themes added:

- Academic Writing (2024)
- Research Projects (2025)
- Executive Functioning (in progress, for 2026)

Embedded in Blackboard and
microlearning

More videos, podcasts,
interactive elements

Visual redesign for neurodiverse
learners

INSTITUTIONAL IMPACT

Study Skills embedded in:

- PAT policy (and PAT prescribing)
- APP
- Retention Strategy
- Module assessment feedback

83% of course leaders signpost students to the portal

Engagement with portal up 207% after embedding in applicant portal





RAISING PROFILE OF INFORMATION LITERACY



Adoption of Learner
Journey Toolkit
increased



Integration in course
approval process



Creation of new
library-led Study
Skills Live programme



LEARNER JOURNEY TOOLKIT

The Learner Journey Toolkit supports students' journey, as they develop information, study and research skills throughout their university studies. Use the toolkit to embed these skills into your curriculum and help your students to become independent learners.

1. Our [teaching menu](#) helps you to schedule library and academic writing sessions at the right time for your students. The menu suggests session topics and recommends appropriate levels for each. These are flexible and you can pick and choose to suit the needs of your course.

Get in touch with your [Academic Liaison Librarians](#) or with the [Centre for Academic English and Skills](#) to discuss bespoke sessions. All staff have teaching qualifications and can talk to you about how best to support your students.

2. You can also use our [self-audit tool](#) with your course team. This will help your team agree what the learner journey looks like for your course and how it's made clear to students. It will also help you identify whether anything needs to change, like including library and academic writing sessions.

To help you get the most from the self-audit tool, book a workshop with your [Academic Liaison Librarians](#).

RAISING PROFILE OF INFORMATION LITERACY



Adoption of Learner Journey Toolkit increased



Integration in course approval process



Creation of new library-led Study Skills Live programme

Information and services Resources Using The Hive and other libraries About us Contact us and get help

Study Skills Live

Search for event... Date Category Audience Locations Show All Events Search Clear All

Filters applied: **Calendar:** Study Skills Live; **Category:** Study Skills Live workshops; **Include Events:** Show All Events

Time Zone: UK, Ireland, Lisbon Time (change) Change View: [Grid] [List] [Calendar] [Calendar]

iCal

MAR 23 Mon, 16:00 - 16:45 Online
Show more dates >>

Reading at university

Reading for a degree: what does that mean in practice? This session helps you to maximise your study time by helping you decide: What to read - and what not to waste your time with Where to find... [More](#)

Core skills Study Skills Live workshops

MAR 25 Wed, 11:00 - 11:30 Online

Getting started with TERA Tools

Are you completing a systematic or scoping literature review? The Evidence Review Accelerator (TERA) is an easy-to-use tool which allows you to automatically deduplicate your database search results... [More](#)

Undergraduates Study Skills Live workshops

MAR 25 Wed, 11:00 - 12:00 Online

Harvard referencing for the terrified

Got referencing blues? Come to our short session to find out how to cite sources and create reference lists. We'll focus on Harvard. Silly questions welcome.

Undergraduates Core skills

WHY DOES IT WORK?

Neurodiversity as a creative asset

Shared leadership

Cross-disciplinary expertise

Student partnership is central

Reflective culture

Agile, action-oriented working style

Community is accessible and dynamic





LESSONS WE HAVE LEARNED



Co-creation builds relevance and buy-in



UDL is a way of working, not just designing



Cross-institutional collaboration breaks silos



Student voice should be embedded, not consulted



Small, empowered subgroups maintain momentum

AWARDS / NOMINATIONS



University of Worcester
Team Teaching Award Recipient 2025

 **AdvanceHE**



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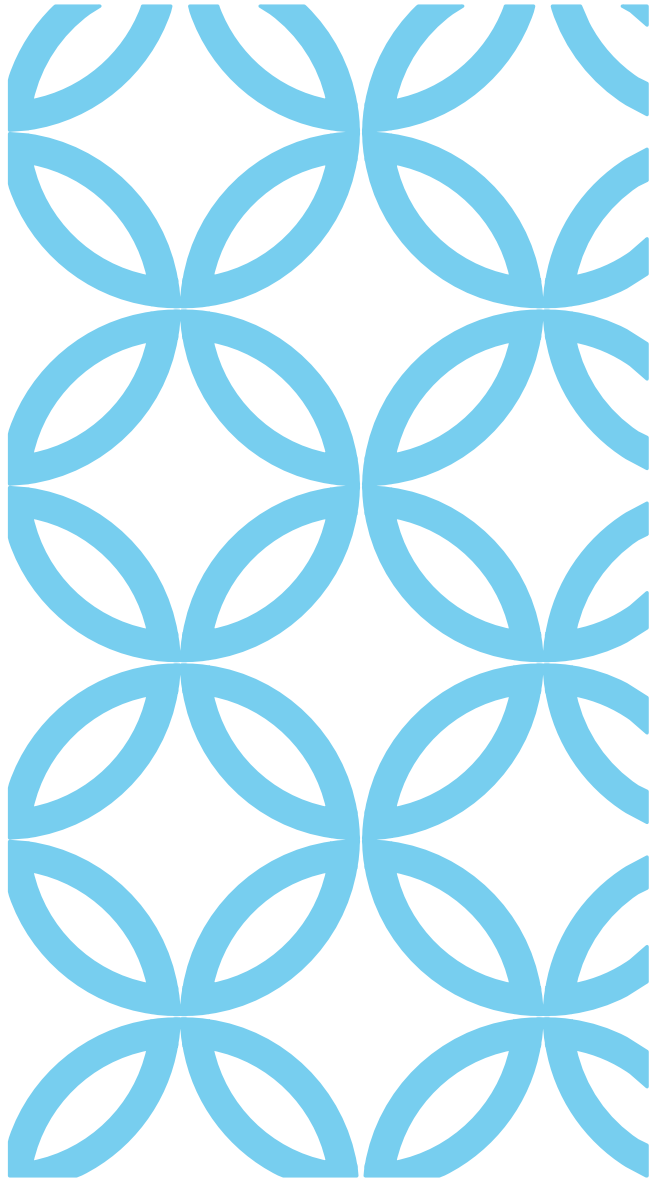
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QUESTIONS, SUGGESTIONS?

k.courage@worc.ac.uk

m.malomo@worc.ac.uk