

Alternative Format: Finding Academic Information Toolkit

Landing Page

Welcome and thank you for accessing this toolkit which has been designed to help support you with your academic skills development during your time at Edge Hill.

Click 'Get Started' to start the toolkit from the beginning or alternatively select the most relevant heading(s), from the contents below.

We recommend completing the sections in order, but you are welcome to work through this toolkit in the way that suits you best.

Accessibility

Our commitment to accessibility

As an Edge Hill student you are part of an incredibly diverse learning community. As part of our ongoing commitment to ensure an equitable and inclusive learning experience for all students, we have placed accessibility at the heart of UniSkills support, which enables all students to participate.

Alternative Formats

This is an alternative format for the Academic Presentations toolkit.

Welcome from UniSkills

“Hello, we are the Student Engagement team – otherwise known as UniSkills! We are the people you’ll meet (in real life and online) through various support channels, as we help you develop your academic skills while studying at Edge Hill University. Later in the toolkit you will have the opportunity to explore our wider support, but this is your chance to find out more about the team”

Access the video below to hear more about UniSkills and how to use this toolkit from our friendly Student Advisor. Alternatively, you are welcome to access the transcript as a [Word version](#) or [PDF version](#).

How this toolkit can help

Finding Academic Information is essential for achieving a strong submission in every year of study, during your time at Edge Hill.

One of our friendly Academic Skills Advisors has created a video to tell you more about why **Finding Academic Information** is important. We have accessible transcripts as a [Word](#) or [PDF](#) version.

This toolkit will:

- 1) Help you understand what academic information is
- 2) Enable you to identify where to find academic information
- 3) Help you recognise the need for a search strategy and how to develop one
- 4) Develop your knowledge on evaluating information

Completing this toolkit supports the following graduate attributes:

- Digital Literacy
- Critical Thinking
- Planning and Organisation
- Communication
- Self-Motivation

What is academic information?

The Information Age

We are living in the **information age** with more information being created than at any time since humans evolved. Developments in technology mean that computers and smartphones can use the internet to give us access to that information from **anywhere that we happen to be**. Anyone can publish on the internet; how do we know if any of these sources are **academic or trustworthy** and how do we navigate our way through the overwhelming amount of information available to us?

Finding a Way Through

To help us deal with the vast amount of information we can access at any time, we need to develop our **information literacy**. There are **four stages** to the process involved, from **identifying** the need for information, **finding** the information, **evaluating** it and then **organising and using** it. You may then find the need for further information, so you apply these steps again.

Why do we need to use academic information?

Before starting to find academic sources for your assignments it's important to understand why a certain type of information is used in academic study.

- **Evidence:** When we write academically, we need evidence to support our arguments. That evidence comes from the academic sources that we find and read. Without using academic information, you will have no evidence for the arguments that you are putting forward in your assignment.
- **Depth of understanding:** Engaging with academic information will give you a foundational understanding of your subject that you will need to pass your assignments. You will also be able to explore your discipline in greater depth and increase your understanding of the complex concepts, theories and arguments relevant to your chosen field.
- **Critical thinking skills:** Using academic information will increase your critical thinking skills and powers of analysis. You will develop your problem-solving skills and your views about concepts and arguments within your subject.

Credible v Academic Sources

It's important to be able to **tell the difference** between a credible source and an academic source. **Not all** credible sources are also academic sources. This means that while they may be a **reliable source** of information in some contexts, they **would not necessarily be used** in an assignment. The information below outlines the **characteristics of credible, academic sources and non-credible sources**, to help you to tell the difference, and navigate the overlap between them.

Credible Sources:

- A credible source can include a **wide variety of different materials**, such as a report from a government department or a non-governmental organisation, a website from an educational institution or an industry publication

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- They are sources of **reliable, trustworthy, and accurate** information but without conforming to accepted standards of academic rigor
- This kind of credible source is often called **grey literature**. For more information on this have a look at the UniSkills webpages on [Academic Reading and Writing](#).

Academic Sources:

- Academic sources are **credible sources** that are written for the academic community
- They are **written by experts**, either academics working in a university or professionals who have experience in the field
- They usually contain **citations** in the text and have a **reference list or bibliography** at the end
- Academic sources are **published by reputable publishers**, such as Taylor and Francis and Elsevier, and by **university presses**, such as Oxford University Press and Cambridge University Press

Non-Credible Sources:

- Content based on personal opinion or experience rather than evidence
- Authors who lack professional expertise in the subject matter or whose expertise can be difficult to verify
- A lack of peer review or editorial quality control processes
- A lack of academic citations or a reference list

Examples of non-credible sources include social media posts, blogs, self-published books and websites whose validity is not verified or is questionable. Wikipedia is not considered a credible source because of its open editorial policy, meaning that anyone can edit the content.

While the advice on **academic and credible sources** is applicable in most cases, there may be other sources which are considered to be credible in **your academic discipline**. Your tutor will be able to advise you.

What are academic journals?

From an academic perspective, there are **three types of journals**: popular, professional and academic or scholarly. The table below gives more information about each type of journal.

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	<u>Academic journals</u>	<u>Professional journals</u>	<u>Popular journals</u>
Types of article	Original academic research, theoretical discussions, literature reviews	Aspects of practice within the profession, issues of professional interest	A wide range of topics, including current affairs, lifestyle and entertainment.
Who are articles written by?	Scholars and other professional with expertise in the discipline	Professionals and industry experts	Staff writers and freelance journalists
Quality control	Peer-review, a rigorous process in which articles are reviewed by academics with relevant expertise	Some professional journals are peer-reviewed but most follow editorial procedures	Editorial
Audience	The academic community	A professional community	The general reader
Credible or academic	Credible and academic	Credible but not academic	Neither credible nor academic

How do you know which sources to use?

Even when you understand the need for academic information, you know what it is and which sources are considered to be academic, how do you decide whether to use textbooks or academic journal articles? This section will examine some of the reasons why you would use each of these core academic sources.

Why use textbooks?

- A textbook will have a comprehensive coverage of a subject and will explore a range of topics. These will include essential concepts, ideas and arguments, meaning that a textbook will give you a broad foundational understanding of a discipline or topic

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- The level of prior knowledge that the reader is assumed to have is generally lower compared to academic journal articles
- The language used is often easier to understand than that used in academic journal articles and specialised terms are explained
- They will help you increase your subject knowledge and are important in developing an understanding of your academic discipline

Why use academic journals?

- The peer-review process gives academic journals a credibility absent from many other sources
- They will enable you to develop knowledge of your subject in greater depth
- They will help you develop your critical thinking skills, which will lead to better marks
- You are expected to use academic research in your assignments. Academic journals are where you will find this academic research

Where to find academic information

Where to start: Your reading list

It can be difficult to know where to start when it comes to finding academic information for an assignment. A great place to start is your reading list for your module or year of study. There are several reasons for this, including:

- Reading lists have been **collated by your tutors**, so you can be sure they are **credible or academic sources** that will help you in your academic work
- They often contain a **variety of different types of sources**, such as textbooks, academic journal articles, websites, web documents and videos
- These materials will enable you to gain a **foundational understanding** of your discipline, as well as to explore **more advanced concepts and arguments**
- They have been **designed as a starting point** for your academic reading

How to access your reading list?

Tutors often add a link to the reading list in the course or module area in Learning Edge (Blackboard). You can also search for your reading list using [Reading Lists Online](#).

Why go beyond the reading list?

Although the reading list is an **excellent starting point** for your academic reading, it is a good idea to **go beyond the reading list** and to use materials outside of the list. There are a number of reasons for this, which will be explored below.

Critical thinking: Going beyond the reading list shows your tutor that you are developing your critical thinking skills and is an important part of developing your information literacy.

Depth of understanding: Seeking out sources that are not on the reading list can help you explore your subject in more depth and deepen your understanding. You may also be able to discover alternative viewpoints that may not be represented in the reading list materials.

Keep up to date: Academic research is published on a continual basis, so ideas and arguments are subject to constant change. Reading recent sources means that you are keeping your subject knowledge up to date with the latest thinking.

Where to find academic sources beyond the reading list?

So, where do you find academic sources that aren't on the reading list? The best place to start is to **search [Discover More](#)**, as it will give you details of books that are available from the University Library and it will give you direct access to eBooks and academic journal articles.

Subject resources webpages

As well as [Discover More](#) you have a wealth of other resources available to you by going to the [subject resources](#) webpage for your subject. The **Journals and databases** and the **Additional resources** tabs in each page have links to other databases that will give you access to academic journal articles. Many of the databases listed are specific to your subject, whilst others have journals from different academic disciplines.

Developing a search strategy

Why do you need a search strategy?

When searching for academic sources, it is a good idea to have a **search strategy**. This is a plan of what you are going to search for and it offers a number of **advantages** over an unplanned approach to your searching. These include:

- You will retrieve **fewer irrelevant results** and more relevant sources. Although you will still find literature which is irrelevant to you, searching with a search strategy will lead to an increase in the relevancy of your search results
- This will **save you time** because you will spend less time looking through literature which is not useful for you. This will make it easier for you to find the results which will be relevant
- It will encourage you to examine a **range of sources** and to engage in a **comprehensive** exploration of your topic
- It will show that you have been **rigorous and consistent** in the literature searching process, a vital part of the process in producing a final written academic assignment

How to produce a search strategy

A search strategy is a **collection of keywords** that are the most useful and which you choose to base your search around. There are **four stages** to producing a search strategy.

- 1) **Identify** - Your assignment question, or your research question if you are undertaking a piece of research, will have a number of topics, or **concepts**, within it. The first stage involves **identifying** each concept in your question.
- 2) **Explore** - An important part of formulating your search strategy involves producing a **comprehensive** list of keywords that are associated with each concept in your question. This will involve thinking of **synonyms** and a **mixture of broader and narrower terms** that are related to each concept.
- 3) **Define** - The third stage involves **defining**, or deciding on, your exclusion and inclusion criteria.
 - a. You need to think about the **date range** that you want covered by your search, as the initial results may cover several decades. You don't want to include results that are out of date.
 - b. Does **geography** matter? Can the results be about anywhere in the world or do they have to be about the UK?
- 4) **Plan** - The last stage is to **plan** where to search. If you have completed the section *Where to Find Academic Information*, you will know that there are **lots of databases** that you can search.

Top tip: If you need some ideas for which keywords or phrases to search for you can:

- Consult **reference sources** in [Credo Reference](#) and [Oxford Reference](#)
- Do some **wider reading**, using textbooks
- Read the **abstracts of relevant journal articles** for important keywords

Search techniques

When searching for information the most common technique is to type two or three words together. However, there are **other search techniques** that you can use which will **improve** the quality of your search and will **increase** your chances of finding the academic sources that you are aiming to discover.

The four techniques that we will look at are:

- Phrasal searching
- Truncation
- Wildcards
- Boolean operators

Phrasal searching - Phrasal or phrase searching is a very **useful technique**. If any terms that you are looking for are a phrase the results will be better if you search for them as a phrase rather than as independent words. You do this by enclosing your terms with quotation marks, e.g., "special educational needs".

Truncation - Truncation allows you to search for **variations** of terms with the same root beginning and it uses the asterisk symbol *. For example, child* will find child, child's, children, children's, childhood, etc.

Wildcards - A wildcard is a symbol which **replaces** a number of characters in a search term. This is particularly useful if you have a word with a variation in spelling. The exact symbol used can vary across different databases but the most common wildcard is ?, which replaces a single character. If you have a word such as organisation, which also has an American variation, you can type organi?ation and this will find both organisation and organization.

Boolean operators - Boolean operators words that are used to **combine or exclude** keywords in a search to make the results more precise. The main Boolean operators are:

- **AND**: Narrows the search by combining the terms, so all the terms must appear in the results. e.g. puppy AND kitten give you results that contain both "puppy" and "kitten".
- **OR**: Broadens the search by including results that contain any of the terms. It is best used with synonyms or terms which have a relationship with each other. e.g. puppy OR kitten will give results that contain either "puppy" or "kitten" or both.

- **NOT**: Excludes the term which comes after. It is best used if you have two terms which are closely associated with each other and you don't want results about one of the terms. e.g. puppy NOT kitten will give results that contain "puppy" only but exclude any results that contain "kitten", even those which also contain "puppy".

Search strategy grid

To help you produce a search strategy it's a good idea to use a search strategy grid. You write your question at the top, and then fill in the top row of boxes with the main concepts in the question. In the middle row you add any synonyms and in the last row you write any related terms.

On the second half of the grid you would add the names of any databases you intend to search and any other useful sources, such as websites, professional organisations, etc. Lastly, you would write any questions that have occurred to you during this process.

You can then search for these terms, in **different combinations**, in your database(s) of choice. Once you start to find academic literature you will come across **terms you hadn't thought of**; you can add these to your search strategy and **search for further sources** which use these terms.

Top tip: It may be useful to **keep records** of the keywords you have searched for and what you find. This can be useful for **generating ideas** on further keywords to try and it can also be a **requirement in some assignments**. Your tutor will **advise** if this is the case.

Asking for feedback

If your research poster is not part of a formal academic assignment, consider reaching out to your classmates, tutors, or the UniSkills team for feedback. Feedback can help you to spot mistakes, improve your design, and make sure your messages are clear. It may also surface new ideas and perspectives you hadn't even considered!

Evaluating information

Evaluating academic information

Once you've found some academic sources you will need to **evaluate** them. You may have found a great piece of research that's out of date or isn't useful for your assignment, so you need to **ask yourself some questions** as you examine your results to decide which ones to use.

5W 1H

A useful framework for evaluating sources is known as **5W 1H** because it will encourage you to thoroughly examine each source. Within the framework are six main questions: **who, what, when, where, why and how.**

Who

- Who is the author?
- What are their **academic credentials**? What are their qualifications? Which university or professional organisation do they work for?
- Do they have **expertise** in the topic in question?
- Who is the **publisher**? Are they a reputable academic publisher?

What

- **What** is the purpose of the information? Does it aim to sell, entertain, persuade, inform or teach?
- Is the information **useful for your assignment**? Does it help you answer the assignment question?
- Is the information **objective and impartial**?
- Does the information contain any **bias**? This could include, but is not limited to, political, cultural or religious bias.

When

- **When** was the information published? Has it been revised or updated?
- Does your subject require **recent** sources? If so, is the information **up to date and current**?
- Does your subject draw on **older or historical** sources? If so, is the information still **relevant**? Has the information been **superseded** by later research?

Where

- **Where** did you find the information, e.g. book, journal, website, etc?
- If the information is a piece of research, **where** was it conducted? Research conducted in other countries may not be applicable to the UK.
- Does the information contain **evidence** for its argument/viewpoint? Are there citations, a reference list, research data?

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- Is the information **supported** by other sources?
- Are there **mistakes** in spelling and grammar?

Why

- **Why** are you using the information? Have you used a range of different sources?
- **Why** was the information written? Who is the intended audience?

How

- If the information is research based, **how** was the research conducted? Were the methodology, research methods and sample size appropriate?
- How do you know that the **source is credible**?
- How do you know that the **author is credible**?

SIFT

An **alternative** to 5W1H for the evaluation of sources is **SIFT**. This stands for

- Stop
- Investigate the sources
- Find better coverage
- Trace claims, quotes and media to the original source

You can get more information about SIFT [here](#).

Key features of an academic journal article

In many subjects, published journal articles follow a fairly standardised and formal report-like structure. Whilst this structure may at times be more flexible in the humanities, it tends to be more formalised within STEM subjects.

As you get to know the research in your chosen subject area, you will become familiar with the different types of papers and their conventions, allowing you to evaluate an article more quickly and decide how to use it in your own work.

Features published on the first page of an academic journal article include:

- 1) **Journal Title** - Get to know the key journals in your field, and the quality and type of research they publish. Dig into their peer-review processes and get a feel for their reputation. That isn't to say that high quality research only appears in well-known or 'high impact' journals, but it is helpful to grow an understanding of the bigger picture ('research context') for your subject area. Who knows, one day you may be choosing a journal to submit your own research to.
- 2) **Publication Details** - You can usually find the details you need for your reference at the head of the article or landing page (often with a cite button). Although most journals are no longer read in print, the conventions of volume and issue number are still often used to number digital publications. The date of publication is also important. What are the criteria for currency on your course? What limits will you choose to impose? For example, you may choose a date-range depending on another factor, such as a key piece of legislation being brought in, or a seminal work being published, changing the course of research.
- 3) **Article Title** - Sets out what the article is about, often in the form of a research question or thesis (idea) statement. It may also make the article/research type clear – in other cases this may emerge in other sections such as the abstract, introduction, and method.
- 4) **Author/s names and credentials** - The landing page will usually allow you to view more details about the author/s, their qualifications, and their affiliations. Think about how this affects their work and the study – is it suited to a small group of specialists, inter-disciplinary, single-authored, a larger review or analysis of some kind, or something else? Again, this will vary with subject area, so try to get to know the types of study published in your field. You can also follow up this information to see if the author/s have produced more relevant work in your area of interest.
- 5) **Abstract** - The abstract provides an overview (usually no more than 300 words) briefly summarising the whole article, what it sets out to do, what it investigates, finds, recommends and concludes. Sometimes this is all you need to read and can help you to decide rapidly whether the article is relevant and merits your attention in more depth.
- 6) **Keywords** - Keywords make the article searchable. The author may have chosen these, or they may have been applied according to the process by which articles are indexed (organised) within a particular database. These can sometimes help you build a search string to locate further articles.

Features of an academic journal article beyond the opening page include:

- 1) **Introduction**

- a. The introduction usually sets out the aims of the study, and its central thesis, argument, research question, or hypothesis.
- b. Depending on the subject area it may also reiterate the key steps in the argument, the article's structure, and key findings at the outset. In some subjects these are more commonly 'unpacked' as the article progresses.
- c. Skimming the introduction can often help you decide on its relevance for your purposes.

2) **Background / Literature Review / Theoretical Discussion**

- a. This section sets the study in context of previous work, and may outline key concepts and terms, to aid the reader's understanding of the area, and the way the research has been conceived.
- b. It also offers justification for why the article is needed and contributes to the field.

3) **Methods / Methodology**

- a. This sets out the design of the study, how the research was carried out, and in many cases, the rationale for these choices.
- b. Have the researchers come up with a workable way to investigate their questions, or test their hypothesis? What have they chosen to look at, or measure, and how?
- c. In the humanities, appraisal may lean more towards considering the author'/s' selection of evidence, focus, theory and approach, or modes of interpretation; in STEM subjects, this will often involve considering whether the chosen methods are replicable so that any findings are generalisable.

4) **Findings**

- a. Most papers in the sciences, medicine, health, social sciences and other subjects will have a findings section. This sets out what the research methods, research project or experiment yielded, and varies in form to present data as clearly and concisely as possible. In these areas, it usually remains distinct from the critical discussion of the findings in following sections, just setting out what has been found, as the name suggests.
- b. A distinct findings section is not very common in the humanities, where articles typically have a more fluid formal structure; perhaps combining approaches, methodology, findings and their discussion. Writing in the humanities is often structured around argument/s, meaning different types of finding may be logically reported throughout, even if there is a single overarching conclusion to be reached.

5) **Discussion**

- a. A critical discussion of the findings, moving on from what has been found out, to what the implications are within the context of the research question.
- b. It may also address any problems encountered during the study directly, and discuss their impact on the results, any bias, or other issues.
- c. It may also discuss the limits of the study.
- d. In the humanities it may form the basis of the whole paper.

6) **Conclusion**

- a. This reviews the article overall, reiterating its findings and their implications, sometimes drawing out wider observations that have not been mentioned previously.
- b. The conclusion may also discuss the limits of the research and make suggestions for future research and practical applications where relevant.
- c. Often skimming the conclusion will give you a good overall grasp of the study quickly.

7) **Reference List**

- a. A list of all the information and research referred to in the study; another useful place to investigate and follow leads on topics that interest you to find more literature.
- b. In higher level work, this may mean delving deeper into the article's claims about previous research, or forming a critical judgement on how comprehensively and accurately the study has reviewed and presented past work.

8) **Additional digital tools and bibliometric data**

- a. Sometimes journals will offer a pathway to articles linked by subject area or connected in some way, and data about how many times an article has been viewed, downloaded, or cited, for example (bibliometrics).
- b. While it is worth thinking critically about how transparent the way these tools select and rate the content presented to you is, they can be a very useful tool in locating further relevant and significant research.

While we can't examine every specialism and genre of paper in this toolkit, as your familiarity with your subject areas grows, so will your confidence in handling the literature, whether that is reports, reviews, case studies, reflections, close-readings, performance analyses or one of the other many genres of academic articles.

Related Resources

Useful Reading

To learn more about **finding academic sources**, you might **chapter 11** of the following text useful:

COTTRELL, S., 2024. *The Study Skills Handbook* [eBook]. 6th ed. London: Bloomsbury. Available from: <https://edgehill.on.worldcat.org/search/detail/1414162640> [Accessed: 1 November 2024].

If you are studying **nursing or another health discipline** you may find it useful to read **chapter 4** of MOULE, P., AVEYARD, H. and GOODMAN, M., 2017. *Nursing Research: An Introduction*. 3rd ed. London: SAGE. Available from: <https://elevate.talis.com/edgehill/player/modules/66bddca5c01c4fb14fe34942/epubs/66bddea1d1a803d299812350?chapter=0> [Accessed 5 November 2024].

Health students may also find it useful to read GREENHALGH, P., 2019. *How to read a paper : the basics of evidence-based medicine and healthcare* [eBook]. 6th ed. Hoboken, NJ: John Wiley & Sons Ltd. Available from: <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5747438> [Accessed 14 October 2024].

A good **general** guide to **information literacy and finding academic information** is CARLOCK, J., 2020. *Developing Information Literacy Skills: A Guide to Finding, Evaluating, and Citing Sources* [eBook]. Ann Arbor: University of Michigan Press. Available from: <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=7047433>. [Accessed 3 October 2024].

Useful links

- [This is a useful starting place](#), **organised by discipline**, with an overview of the general nature of **research and evidence** in that area. You can also search for useful resources related to **research, methodology and appraisal**.
- [This is a useful eBook](#) introducing the **process of fact-checking and appraising online sources**.
- An [overview of the evaluation of sources](#) using the acronyms SIFT, CRAAP and SMART
- A useful video on the **peer review process** is available from [Deakin Library](#)

UniSkills Blogs

UniSkills write regular [blogs](#), including a monthly focus on library resources and academic skills. In these quick reads you can learn about useful resources, how to access them and their benefits to your studies. You might even find us exploring new ways of thinking!

Other resources

Check out [LinkedIn Learning](#) for access to free, unlimited access to thousands of high quality online courses and video tutorials written by industry experts.

UniSkills Support at Edge Hill University

As well as our toolkits, there are many ways you can access support for your academic skills development. No question or query is too big or too small. Whether you are new to studying or need to refresh or develop skills, we have a range of options for you to access at both graduate and postgraduate taught level.

Webpages

Reach your potential and visit our [UniSkills web pages](#). Find out more about the support designed to help you develop your academic skills and confidence at university and beyond. Whatever your subject or level of study, UniSkills has something to offer.

Workshops and webinars

[UniSkills workshops and webinars](#) are an opportunity for a deeper dive into a specific skill that will support you on your academic journey. Facilitated by our friendly and knowledgeable Academic Skills Advisors, these sessions provide an informal safe space where you will be supported alongside other students in a small group setting.

Appointments

All students are able to book a [one-to-one appointment](#). Our experienced Academic Skills Advisors can help you develop your academic skills and strategies throughout your time at university. One-to-one support is available on a wide range of topics including academic reading, writing and referencing, finding information, and preparing your assignment for submission.

Library and Learning Services

AskUs

For any questions across any of our library and learning services, you can [Ask Us](#) online.

Campaigns

Explore our year-round [UniSkills campaigns](#) to enhance your academic journey at Edge Hill. From pre-arrival prep to acing your exams, we've got something for everyone!

Keep in touch

Library and Learning Services Instagram

Make sure you're following us over on Instagram for all the latest Library and Learning Services news, events and support: [@EHULibrary](#)

You'll discover: weekly what's on stories; reminders about upcoming campaigns and events; fun, interactive polls and competitions; hidden treasures from our Archive; and reading for pleasure recommendations.

Library and Learning Services Blog

In the [Library and Learning Services \(LS\) blog](#) you'll find lots of information, ideas and support curated by a wide range of staff and students from across the service.

Browse through all our useful blogs via the Home tab or visit individual areas of interest via the sub-blog headings along the menu bar.

Your views count

Thank you for engaging with this toolkit. We'd love to know what you thought, and you can share your feedback in our short [UniSkills Toolkit Satisfaction Survey](#). The survey should take you no longer than five minutes to complete.

Your feedback helps us to continually improve our support - thank you!

You have now completed this UniSkills toolkit and can close the document. We hope you found it useful, and we look forward to continuing to support you with your academic skills development.

