

Think Like a Third Year Toolkit

Landing page

Welcome to this **UniSkills toolkit**, which has been designed to help you **develop your academic skills** while studying at Edge Hill University. However you are joining us, and whatever your academic journey so far, we really hope you enjoy exploring this toolkit.

We recommend completing this toolkit in the order it is presented, but **feel free to access however suits you best**. You will be able to [revisit this toolkit](#) whenever you need and there's no expectation to complete it all in one go.

Getting the most out of this toolkit

About this toolkit

As exciting as it can be to study at university, we know that transitioning between years can sometimes feel daunting. This **Think Like a Third Year** toolkit is designed for undergraduate students transitioning from second to third year (often called Level 5 to Level 6). It will help you **consolidate** and **consistently embed** the skills you developed in your first and second years, and approach the next stage of your studies with **confidence**.

Accessibility

As an Edge Hill student you'll be joining an incredibly **diverse learning community** and we are committed to ensuring an **equitable** and **inclusive** experience for all. This toolkit has been designed with accessibility in mind throughout, and **alternative formats** are available, to ensure that everyone can access the information they need.

How to navigate this toolkit

To really get the most out of your toolkit we recommend completing it in the order it's presented, however please **feel free to access however suits you best**. You can select the most relevant headings and even **search for keywords** using the magnifying glass in the top left corner of the **navigation menu**.

All the **information**, and **interactive elements**, in this toolkit are an **invitation for you to engage** and you can choose how much you want to explore. There's also no requirement to work through all the information in one go as this [toolkit will always be available for you](#) to revisit and review any of the support, whenever you need it.

This toolkit aims to:

1. Explain the **transition** from second to third year.
2. Clarify which **academic skills** are important for you in third year.
3. Signpost you to further **academic skills support** from UniSkills.

This toolkit supports the following graduate attributes:

Resilience: Resilience is the **ability to recover quickly from setbacks**. It encompasses aspects of self-awareness, motivation and perspective.

Digital proficiency: Digital proficiency is about **confident** and **capable** use of digital tools and technologies. This includes your **ability to access information** and **use software**, as well as creating and sharing content and **communicating effectively online**.

Adaptability: Adaptability is an important skill to develop in our fast-paced and ever-changing world. Many experts predict that today's graduates could have 3+ careers and 15-20 roles in their working life, so the **ability to be flexible** and recognise **transferable skills** is an important career (and life) skill.

Critical thinking: Critical thinking is **your ability to discover, understand, critique, manage** and **absorb information**, and curate, copyright and disseminate knowledge to the wider community.

Career development: Thinking about your career is an important part of **life planning** for most of us. Career discovery is a journey we all undertake, so unlocking your **potential career direction** and understanding how to **access opportunity** is important.

[You can learn more about graduate attributes and employability by visiting the Careers web pages.](#)

What is UniSkills?

Meet UniSkills

Hello, we are your Student Engagement team - you may come to know us more as [UniSkills](#)! We support all undergraduate (UG) and postgraduate taught (PGT) students in developing their academic skills.

Most of the team you'll work with are **Academic Skills Advisors**, who can help you build your academic skills and confidence throughout your time at Edge Hill University.

*Third year is your opportunity to **bring everything together**. Explore this toolkit to **strengthen** your skills, **boost** your confidence, and **achieve** your goals.*

Welcome to your Think Like a Third Year toolkit

Everyone arrives at Edge Hill with their own level of skills and abilities and **you are not expected to know everything when you arrive**. All of the topics you will explore in this toolkit can be **developed through practice** and there is **lots of support available** to help you along the way.

Remember, you don't need to complete everything at once and there are no tests or grades. Take your time, **explore what feels useful**, and you can revisit this toolkit whenever you need.

Play the welcome video below to **meet your Academic Skills Advisor, Emily**, as she introduces you to this toolkit.

[Play 'Welcome to Your Think Like a Third Year Toolkit' video.](#)

Video Transcript

Hi, my name is Emily, and I am an Academic Skills Advisor with UniSkills here at Edge Hill University.

This toolkit has been designed to support your transition into your third year of university study. By now you'll have a solid foundation in your subject, but you might be wondering – what changes now?

Well, third year is really about pulling everything together. It is about consolidating all of the skills and knowledge you have gained so far.

You'll be expected to work more independently, engage critically and confidently with complex ideas, and produce work that demonstrates your own academic voice and judgement.

You may also be balancing significant commitments such as a dissertation, major projects, placements, or preparation for postgraduate study or employment.

It's normal for this year to feel intense at times. But with the right strategies in place, it can also be one of the most rewarding stages of your degree.

So yes...third year is different — even more demanding, more independent, and more rewarding than second year. But remember, UniSkills are here to help you every step of the way.

So, let's get started with exploring how to make the most of your third year at university.

Rest, review, and reflect

The central theme of this section is **learning from all of your experiences so far**. You are encouraged to reflect on your **strengths**, identify areas for **improvement**, and consider how you can develop **more effective study habits**. Rather than focusing on mistakes, the section promotes a **growth mindset**, viewing challenges as opportunities for development. It reinforces that third year is about becoming a more **independent, confident, and reflective** learner.

*Through **reflection, goal-setting, and a growth mindset**, you'll build on your strengths, refine your approach, and develop the **confidence and independence** needed to thrive.*

Rest and reset

Moving into third year marks a shift toward even **greater independence, higher expectations**, and often **more substantial projects** such as dissertations. Before you dive in, though, it's worth hitting pause. After the pace of your first and second years, it's important to give yourself time to **rest and reset**.

This might mean switching off from study for a while, taking time to unwind, spending time on hobbies, and/or catching up with friends and family. Remember: rest isn't wasted time - it is **necessary** in order to return more **focused** and **energised**.

If you have had a longer break between second and third year, why not come along to our Returning to Learning drop-in. For more information, visit your [UniSkills Workshops Page](#).

Review and reflect

Take some time now to **reflect** on your first and second years, drawing attention to what has supported your progress so far. This can help you to carry forward effective approaches, and move into your third year with **confidence**, **purpose**, and **intention**.

By the time you reach third year, you will already have developed a **foundation** of academic skills and experience. This stage of your degree brings greater **independence**, **sustained projects**, and work that (usually) contributes **most heavily** to your final classification. Taking time to reflect now can help you **strengthen effective habits** and **avoid repeating mistakes**.

This isn't about criticising yourself. It's about understanding how you learn best and making **small, realistic** adjustments to support your success in your third year.

Activity: Take a moment to think about **what worked well** in first year. Explore the list below to give you some ideas.

- Study habits:
 - Refining and maintaining a study routine that works for you.
 - Managing longer-term workloads.
 - Balancing independence with knowing how and when to seek support.
- Securing understanding:
 - Drawing connections between different themes and theories.
 - Moving beyond recalling knowledge, to applying knowledge critically.
 - Explaining why theories matter, not just what they are.
- Confident criticality:
 - Analysing and evaluating evidence and arguments.
 - Cultivating your own perspective, informed by research.
 - Justifying academic choices.
- Approaching assignments:

- Reading briefs and expectations strategically.
- Making deliberate choices about scope, focus, and structure.
- Taking responsibility for planning and organising your time.
- Personal growth:
 - Building your resilience after setbacks or challenges.
 - Engaging more proactively in your learning.
 - Recognising how far you have come as an independent learner.
- Using feedback:
 - Linking feedback directly to marking criteria.
 - Turning feedback into specific actions.
 - Asking tutors and/or UniSkills for help if feedback is unclear.

Using feedback

Let's think a little more about feedback now. Getting feedback - especially if it is not what you hoped for - can be tough. But it is important to recognise that this **emotional reaction** is part of the **feedback process**.

Not all feedback will be positive, and there may be times when you find it **challenging**. Ironically, those challenging bits are often the ones that help you **grow the most**. When you can step back, reframe the emotion, and look at the **message underneath**, that's when real **progress** happens.

Understanding feedback as useful **guidance**, rather than criticism, can help you effectively **reflect** and **action plan** (or feed forward) to improve future assignments. Taking **action** is what will help you **progress** in your academic journey.

Take some time to explore your [Focus on Feedback](#) toolkit for more support.

"Try to keep track of the themes that emerge from your feedback, and review these with every assignment to pick out key areas to focus on and target. One way of doing this is by making a spreadsheet to note down assessment types, grades, and feedback concerns. You could then start tallying the common feedback themes and pick them as a key area to work on in your next assignments" - Lauren, Year 3 BA (Hons) Media

It is also good idea to review the third year **marking criteria** in your **Module** or **Programme Handbook** and compare this with the second year criteria. Use feedback to identify how well you are meeting the marking criteria. Pay attention to directive words such as **analyse**, **critically evaluate**, **synthesise**, **justify**, and **apply**. Use these to guide your focus in second year.

Recap

Your first year helped you build the **foundations**; your second year gave you the chance to **develop** your skills in more **depth**; and your third year is where you **bring everything together**. As you prepare for your final assessments and future plans, don't forget the essentials:

- Organise your time and your ideas.
- Ensure you know what is expected of you.
- Keep track of submission and exam dates.
- Engage with wider research.
- Find study habits that work for you.
- Use your feedback to help you improve.
- Ask for help when you need it.

Moving forward

Whilst perfection is an admirable goal, the focus really for third year is on **proficiency** rather than perfection. It's about working with **confidence**, **independence**, and **purpose** in a more adept manner. By reflecting on your skills now, you are putting yourself in a strong position to meet third year expectations.

Prepare to progress

The best way to succeed in third year is through careful **planning** and **preparation**. This is the stage of your degree where work typically carries the greatest weight towards your **final classification**, and where extended projects often demand **sustained focus** and **independent decision-making**.

This section will help you recognise the key changes that define third year and support you in planning for them in **pragmatic** and **positive** ways.

"The future depends on what we do in the present" - Indira Gandhi, former Prime Minister of India.

Moving up to second year

Here we explore how you can get to grips with the **key changes** you'll encounter in third year - what shifts, what becomes more demanding, and what new expectations you'll be working towards.

Activity: Explore the list below to familiarise yourself with what's coming and to start thinking about how you can adapt your approach.

Marks Matter Most

In your third year, your grades often carry the **most weight** and play a pivotal role in determining your **final degree classification**. The foundations you have built in previous years are essential, and now is the time to really apply them **consistently** and **confidently**.

Workload Grows

The workload increases again in third year. You may have **more assignments, bigger projects**, and also be doing some **future planning**. Strong **organisation** and **time management** are most essential this year.

Depth Increases

Assignments are more demanding, with **larger word counts, deeper critical analysis**, and a stronger emphasis on **independent research**.

Greater Autonomy

Your tutors will still be here to support you, and in some cases you may work more closely with them (especially if you are doing a research project). However, there will likely be **more responsibility** placed on you. You will be expected to take **more ownership** of decisions, topics, and how you approach your work.

Owning Your Voice

You will continue to **develop** and **defend** your own ideas with greater confidence, making more **independent** and **critical judgements** about the perspectives you engage with.

Professional Expectations

Your work will increasingly be expected to reflect **disciplinary** and **real-world standards**. Depending on your subject, this could include research practice, professional conventions, or applied problem-solving.

Third year is more **demanding**, but you are better equipped than ever. As workload and expectations rise, you will be drawing on the **skills** and **experience** built across your degree to tackle challenges with **confidence**.

"If you are doing a dissertation or final project, make sure you start early by booking lab or study time, and planning meetings with your supervisor" - Phoebe, Year 3 BA (Hons) Geography

Whether you started preparing for a dissertation or research project in second year, or are coming to this fresh in your third year, do also (re)visit your [Dissertations and Research Projects](#) toolkit for support with developing this.

Finding your place

So now you know the expectations, but you might be thinking, “how do I actually make this work in my everyday life?”.

Well, a good starting point is to think about **where** you study. By third year, you may be more settled in your living situation, but it’s still worth considering whether your current environment supports your **study** and **focus**.

If it doesn’t always work for you, you’re not limited to studying at home. [Catalyst](#) offers a range of spaces, including [bookable rooms](#) for quieter or group study. You might also try a change of scenery - a local café, park, or any spot that helps you focus. Finding a place that suits how you work can make a real difference and can help you think more **intentionally** about how you use your time.

Preparing for life beyond third year

In addition to preparing for third year, it's also natural to start thinking about **what comes next**. For some students, this can feel **exciting**; for others, it can feel **uncertain** or even **overwhelming**. All of these feelings are **completely normal**. Still, when you are ready, you might start to think about your options moving forward. Whether you're considering further study, employment, or exploring different options, you can draw on advice from your tutors and the [Careers Team](#).

It's also worth thinking about the time between finishing third year and moving on to your next step. Taking on temporary work over the summer, for example, can help you stay **financially secure** while gaining **additional experience**. You might find it useful to explore the [Graduates](#) and [Vacancies](#) Careers pages for more information.

Remember also that you can continue to access support from the [Careers and Employability Team](#) for **three years** after you graduate, along with being a lifelong member of the [Alumni](#) community, so you never have to navigate this transition on your own.

Research skills

In first year, you likely focused on becoming familiar with finding academic information. In second year, you may have developed this further - refining your search techniques, and using subject-specific tools to read more **widely** and **critically**.

In third year, the emphasis shifts again: you're encouraged to research **independently** and **strategically**, selecting and using **high-quality** sources to support your own arguments and judgements. This still requires wide reading, but it is now more **selective**.

*Third year is your time to take **ownership** of your research, **strengthen** your critical thinking, and **trust** your academic judgement.*

For a reminder of the 'why?', 'where?', and 'how?' of research skills, do revisit your [Think Like a Second Year](#) toolkit.

From searching to shaping

In third year, then, the focus shifts slightly to how you **use** your sources. You are now expected to select evidence **carefully**. You should spend time weighing up the **relevance**, **credibility**, and **significance** of your sources. You should also seek to deploy sources in order to **support**, **develop**, **challenge**, and **refine** your own argument. In short, you are moving from simply searching for information towards using it to **shape** your position.

What counts as **strong research** will depend on your discipline, so always consult with your tutor and assignment guidance. **Methods**, **sources**, and **conventions** vary, and quality is judged differently across subjects. Remember, though, that standards are **higher**, not narrower, and expectations of **rigour** and **independence** increase across all subjects.

Critical reading

In third year, reading is not just wider and deeper - it is inherently **critical** and **purposeful**. You are expected to actively engage with what you read - **interpreting** ideas, **evaluating** evidence, **questioning** assumptions, and **judging** how useful sources are for your own argument. Reading is no longer just about gathering information, but about making **informed academic decisions**.

Critical reading at this level also means being **selective**: deciding what to prioritise, how sources relate to each other, and whether they genuinely **deepen** and/or **challenge** your thinking. Think: does the source provide additional evidence, a counter-argument, some context...or nothing?!? Don't be afraid to discard sources if you feel they are not adding value to your work.

For more support with critical reading, do visit the following [UniSkills Toolkits](#):

- Academic Reading Toolkit
- Being Critical Toolkit

Joining the conversation

Part of becoming a critically engaged reader is recognising that academic work can be a **conversation**. This matters both in your research and your writing, so we'll return to it in the next section. For now, the key point is that your reading should be **active** (for example, using note-making), so that you can:

- Notice **patterns** and recurring ideas.
- Identify what is **already established** in the field.

- Recognise areas of **debate, disagreement, or uncertainty**.
- Appreciate how different sources **respond** to each other.
- Spot where there is space to **add something** of your own.

For more support with note-making, do visit your [Note-making](#) toolkit.

Never enough?

As mentioned, **strategic reading** includes having the confidence to discard sources that don't add value. In other words, recognising that sometimes **enough is enough**.

This is not to say you should not read widely - we have already established that **breadth** as well as **depth** is crucial. Rather, this is about tackling over-researching: the **illusion of progress** created by constant searching, and the habit of staying in "research mode" instead of moving into writing.

Many third-year students spend too long trying to find everything. Knowing when to pause your reading, start writing, and let gaps emerge is not a weakness - it is a **strategic** academic move.

Activity: Work through the questions below to help you identify ways to be strategically selective with your research.

1. Which of the following might signal that it's time to pause searching and start writing?
(Select all that apply)
 - a. New sources are repeating the same ideas.
 - b. Your sources express a few different perspectives.
 - c. Your argument is taking shape but feels incomplete.
 - d. You keep saving sources 'just in case'.
 - e. You are unsure about the meaning of some key terms or ideas.

Correct answers: options a, b, and d. If you do not feel your understanding is solid or sound, or you still need to work on formulating your argument, it makes sense to continue reading. However, if you are exhausting ideas and perspectives, or simply adding to your reference list, it is probably time to pause your searching and start writing.

2. You have read a journal article that broadly agrees with your argument and repeats ideas you have already cited, but does not add new evidence or perspectives. What might you use this source for? (Select all that apply)
- a. Offering new evidence.
 - b. Strengthening consensus.
 - c. Reiterating your point.
 - d. Challenging your position.
 - e. You would not use this source.

Correct answers: options b and c (and, arguably, e). It can be helpful to use multiple sources to make the same or similar point, as this can strengthen consensus and help reiterate your point. However, they would not contribute anything new or challenging. As such, whether you choose to use the source or not is a judgement call: if your point already has enough support, you may not need another source.

3. You are searching for critical perspectives on a topic. Which source would you remove or discard first? (Choose one)
- a. A recent peer-reviewed article.
 - b. An introductory textbook.
 - c. An older but seminal text.
 - d. A source that repeats points you have found elsewhere.

Correct answer: b. Criticality isn't only about disagreement - showing consensus (or repetition) matters too. Peer-reviewed and seminal texts are also key at this level. However, introductory textbooks are unlikely to give you the depth needed for critical analysis in third year.

4. A source is most useful when it... (Choose one to complete the sentence)
- a. Uses complex and impressive language.
 - b. Agrees with your own argument.
 - c. Adds evidence, perspective, or comment.
 - d. Is long and detailed.

Correct answer: c. Complexity and length are not necessarily indicators of useful (or even good!) academic sources. Moreover, you don't want to build an echo chamber where your

sources simply agree with you. Instead, prioritise those that add depth and new dimensions to your thinking.

5. Which approach can best help you partake in the academic conversation? (Choose one)
- Collecting as many sources as possible before writing.
 - Only focussing on sources that support your argument.
 - Avoiding sources that are hard to read.
 - Reading actively and noting how sources relate.

Correct answer: d. Difficult texts can feel off-putting, but skipping them risks missing important ideas. Simply stockpiling sources isn't effective either. The key is to engage thoughtfully with what you read, using notes to make sense of it.

Note the language of pausing, rather than stopping, reading. Research and writing can move in cycles - once you start writing, you may well return to reading as new questions emerge.

The increased expectations for reading can feel **overwhelming**, especially in our time-poor world. Please know you are **not alone** if you feel this. Do visit your [Time Management](#) toolkit for some practical tips, and remember that the [Student Support and Wellbeing Teams](#) are also always here for you.

Academic writing

In your third year, you are not only expected to join the academic conversation in your reading; you are also expected to begin to **lead** the conversation through your writing. This is your chance to show off not only what you have read, but also how effectively you can **engage** with and **use** your sources.

The same habits (questioning, evaluating, and analysing) are still central, but now you are in charge: tutors will be assessing how you **position** yourself in, and how confidently you can **lead**, the academic discussion in your assignments.

"By writing I put order in the world, give it a handle so I can grasp it"- Gloria E. Anzaldúa, Chicana feminist theorist, writer, poet, and scholar.

Working with evidence

The way you are expected to use information becomes yet more **complex** in third year. Identifying and engaging with relevant sources is only the starting point. You are now also expected to **work with** information critically in your writing, shaping it to **support** and **advance** your own line of argument. Essentially - to **lead** the conversation.

You will therefore rely less on quotations and more on **paraphrasing, integration,** and **synthesis**. This will allow your writing to be **cohesive** and **well-connected**. Clear **signposting, structure,** and **analytical language** will help to ensure that your tutor can follow both your logic and your contribution to the academic conversation.

Trusting the process

Strong third year writing is also characterised by a commitment to **redrafting** and **refining** your work. This goes beyond correcting surface-level issues such as spelling or grammar. It is about engaging with previous feedback and current sources in order to **fine-tune** your arguments. It is also about sharing drafts with your tutors or supervisors to get that valuable **work-in-progress feedback**. Crucially, this also means accepting that your first draft will be imperfect. Giving yourself permission to produce work that is not yet submission-ready creates space for **learning, experimentation,** and **idea-generation**.

The goal is not perfection at the outset. Instead, it is a willingness to **return** to your work, **rethink** it, and deliberately **reshape** it into something stronger. Of course, this takes time, so be sure to factor this in when planning your work. It is, though, time very well spent.

Activity: Explore the table below to help clarify what is productive at each stage of the drafting process.

First Draft	Final Draft
Making quick notes on a topic.	Polishing the academic tone.
Idea-dumping.	Clarifying the structure.
Identifying gaps in evidence.	Making connections between sections.
Asking questions on the page.	Strengthening the main argument.
Writing to understand.	Justifying choices.
Allowing uncertainty or contradiction.	Removing repetition or irrelevance.

Leaving placeholders for information.	Refining referencing.
Sketching out an introduction and conclusion.	Editing introductions and conclusions.

Zooming out

In third year, tutors also consider whether your argument develops **logically** across the entire assignment, not just within individual paragraphs. Try to take a **macro** perspective on your work and think about the whole picture - does it all **fit together**? How does each section build on the previous? What are the connections?

An essential element of this is recognising academic writing as a series of **intentional, informed** decisions. At this level, you are expected not only to make choices about sources, structures, theories, and methods, but also to be able to **justify** them. Your writing should communicate why certain approaches were taken, and how they support your aims and argument.

Sustaining a line of argument is particularly crucial if you are tasked with completing a research project or dissertation.

For more support with dissertations, do visit your [Dissertations and Research Projects](#) toolkit.

Academic conventions

Finally, your tutors expect you to demonstrate **confident** control over academic conventions. Although these skills continue to develop over time, there is an expectation that conventions are now applied **consistently** and **purposefully** in your writing. This includes ensuring:

- Accurate and consistent **referencing** throughout, with correct in-text citations and reference lists.
- Clear adherence to **presentation** and **formatting** requirements, as outlined in your module or programme guidance.
- An appropriate academic **tone** and **style**, with clear expression and effective paragraphing that supports a **sustained argument**.
- **Appropriate** and **ethical** use of Generative AI, if you decide to use it at all. For more guidance, visit your [UniSkills GenAI Webpage](#).

Meeting these expectations helps the focus remain on the **quality** of your writing, rather than avoidable technical or ethical concerns.

We hope you now feel more confident as you move into your third year of study at Edge Hill University. Remember that this stage of your degree is not only about completing assignments, but also **honing your academic voice; refining your skills; and becoming more confident** in the decisions you make as a learner.

Whether your next step is postgraduate study or moving into professional life (or something entirely different!), the skills you are developing now will continue to matter beyond this year. Be **encouraged** by the progress that you've made thus far and remember that growth comes from **practice, reflection, and patience** with yourself.

How to access your support

Congratulations on completing this toolkit

As you move through your third year, remember that academic success is an ongoing process of **growth** and **development**. The skills and strategies explored in this toolkit will help you navigate the challenges ahead, strengthen your academic confidence, and prepare you for life beyond university.

There is **lots of support available** to you, both in-person and online, bookable and self-directed, so **however you prefer to access** there's something for you.

Access your support

UniSkills

Whatever your subject or level of study, UniSkills is your key to academic success.

UniSkills provide a comprehensive programme of [workshops](#), [online resources](#) and [one-to-one support](#) tailored to **enhance your academic abilities** and **boost your confidence** at university and beyond.

[Access a wealth of online academic skills resources](#), including video tutorials, digital guides and [interactive toolkits](#), all **available 24/7** via the UniSkills web pages. From finding academic information, to critical thinking, academic reading and writing, referencing, preparing for assessments, presenting with confidence and much more!

Disability Support

[Additional study skills support is also available](#) if you have a **Specific Learning Differences (SpLD)** or disability, such as **dyslexia, dyspraxia, dyscalculia** and **ADHD**.

Your SpLD team offer [access to support](#) and [technologies](#) to develop **effective study strategies** and mitigate the impact of any challenges. If you have any other conditions you can also access a range of support from your [Inclusion team](#).

Academic Resilience

Academic resilience is about developing your **skills** and **mindset** to **cope with challenges** and **thrive in your studies**. Understanding what resilience means in an academic context can help you adopt practical strategies to **manage stress, stay motivated, respond to feedback** and **adapt to setbacks** such as disappointing marks, mistakes or lack of confidence.

By maintaining your **wellbeing**, taking a positive approach to **problem-solving** and accessing **support networks** effectively, you can strengthen your ability to stay focused and succeed, even when faced with challenges. **Academic resilience can be learned** and a great place to learn more is your [Academic Resilience Toolkit](#).

Digital Skills

Access a range of support, resources and short courses to help you **build your confidence, independence** and **digital skills** at your own pace:

- Explore a range of self-help guides and video tutorials to support your studies on your [Digital skills web pages](#).
- All students have full, free access to thousands of high-quality online courses and video tutorials written by industry experts on [LinkedIn Learning](#).
- If you need help with your digital skills, or have any questions about using university systems, you can [contact the Catalyst Helpdesk](#).

- Access year-round [targeted support campaigns](#) to help settle in, find your study-happy-balance and ace your assessments.

Generative Artificial Intelligence (GenAI)

At university, GenAI can support your studying by helping you explore ideas, understand complex concepts, plan or draft work and gain feedback, but it **must be used ethically** and **in line with the University's guidance**.

You can learn more about GenAI, including how to access your ***Student Guide to Ethical Use of Generative Artificial Intelligence*** and related resources on the [UniSkills GenAI web page](#).

Learning Communities

In addition to your timetabled studies, **engaging in learning communities with your peers** can be valuable, enriching and help you build a **stronger sense of belonging**.

There are lots of ways to engage with learning communities at Edge Hill, from [UniSkills Workshops](#) to [Students' Union Societies](#) and even [events provided by your Student Life team](#).

Productive Mornings

There's lots of ways you can **maximise your mornings** to support your studies. Whether you're commuting to or from the **Ormskirk** or **Manchester St. James'** campuses, or getting ready for the day in your residential accommodation.

[Play the video to learn more about how Student Advisor, Ivy, ensures a **productive morning**](#) by:

- Logging into **Outlook emails, calendar** and **Blackboard** to check for any **updates, announcements** or **prep work**.
- Accessing eBooks and listening to **lecture recordings** or **academic podcasts**.
- **Converting documents into audio files** to listen to while travelling or getting ready.
- **Visiting Catalyst** when it's open 24/7, during term time, using UniCard swipe access.

Commuter Breakfasts

[Play the video to join your Student Advisor, Dan, as he enjoys **catching up with friends**, picking up a **free pastry and hot drink** and **learning more about specialist support** at a **commuter breakfast event**.](#)

Commuter breakfasts are available at both **Ormskirk** and **Manchester St James'** campuses, and you can find out more about upcoming events by exploring your [Student Life portal](#).

Study-Life Balance

It's important to find a **happy and healthy study-life balance** that works for you. It helps you **avoid burnout** and can give your **mental health and wellbeing a much needed boost**.

[Play the video to find out how Student Advisor, Ivy, embraces her study-life balance](#) by:

- Using the [Libby app](#) or picking up a **fiction book** from the University Library.
- Accessing **free mental health and wellbeing support** through the [Edge Well 24/7 app](#).
- Making use of **quiet** and **reflective spaces** available on **Ormskirk** and **Manchester St. James'** campuses.

Catalyst Specialist Support

Learn all about who and what Catalyst is, how Catalyst specialist support can help you thrive on your student journey and how to access everything you need in your [Catalyst Induction Toolkit](#). This toolkit provides a condensed overview of all the support available to you and is available 365 days a year for you to revisit whenever you need.

And remember, you don't have to know *who* can support you, as you can always [contact the Catalyst Helpdesk](#) and they will triage you to the right support.

Final farewell

[Play the video for a final message of good luck from your Academic Skills Advisor, Emily.](#)

Video transcript

Having worked through this toolkit, we hope that you now feel more confident about your move into third year.

Don't forget, you can revisit any of the sections at any time if you need any reminders.

Thank you for accessing this resource; best of luck with your studies and whatever comes next!

Your experience matters

How could we improve your toolkit?

Edge Hill University | UniSkills Toolkit Alternative Format

Thank you for engaging with this alternative format of the toolkit, we hope you've found it useful learning more about your foundational academic skills and how you'll study at Edge Hill University. We'd love to know what you thought of the content and [invite you to share your feedback](#) with us in a very quick survey, which should take you no longer than five minutes to complete.