

Alternative Format: Exam Preparation 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

Recognising that exams are part of the bigger picture at university can help to reduce stress and focus your attention on the learning process, ultimately improving results.

This toolkit will help you to situate exams in your overall learning process and long-term goal-setting, as well as offering practical suggestions for effective planning, preparation, taking, and reflecting on exams.

It brings together a range of academic skills to explore a set of dynamic, effective and evidence-based active revision and exam strategies. It can help you to figure out what works for you, and why, with plenty of new ideas for learning along the way.

Play the [welcome video](#) from one of our Academic Skills Advisors for some answers. You can also access the transcript (opens in a new window) as a [Word](#) or [PDF](#) file.

Top tip: Are you short on time, eager to get started revising or already have some experience of university exams? You might want to jump to a specific **word or phrase** within this toolkit.

Click on the **magnifying glass** in the top left-hand corner of the navigation panel for this toolkit to access a search box, **search for key terms** and learn more about that skill.

Depending on the **device** you are using to access the toolkit, and whether you are in **portrait** or **landscape** mode, you might need to **click on the 3 lines '≡'** in the top left hand corner of your device to **access the search box** instead.

Completing this toolkit supports the following [graduate attributes](#):

1. **Resilience**
2. **Personal Skills**
3. **Adaptability and Flexibility**

This toolkit will:

1. Support you to **reflect** upon your **experience** and **reframe** your **mindset** when it comes to exams, to help you **approach** them **positively**, **enhance** your **performance**, and **recover** back into the **learning cycle productively** afterwards.
2. Support you to get organised by suggesting helpful planning resources to speed up getting started on revision and **managing** your **study habits**, time and space.
3. Help you to **identify** what makes for an **effective revision strategy**, and what makes it effective for you (metacognition). This will also supply **examples** of **active revision techniques** and ideas for how to revise in an effective, sustainable and engaging way.
4. Enable you to plan how to **strategise in the exam itself**.
5. Highlight how you can access **further help and support** with revision and examinations.

The Fundamentals

The practicalities come first.

Laying the foundations

As well as making sure you are prepared in practical terms, **getting the basics organised early** on can help with any pre-exam nerves. Unpack the fundamentals below.

Time and Place

- Ensure you know **when and where exams are**, so you can plan to arrive 15 mins prior to the start, and make any travel plans. The Examination section of the [Assessments and Awards](#) page has information on dates and timetables
- Check what **equipment** is required / permitted
- Ensure you have your **UniCard**
- Think about **clothing and hydration** so you are comfortable as possible during the assessment
- Ensure you have access to a **clock or watch** for time-keeping in the exam; phones are often not permitted

Access on Campus

You can use [AccessAble](#) to **plan journeys around campus** and **view detailed access guides** for **buildings** at any time.

Exam Modifications

It is important to **ensure exam modifications** are **arranged as soon as possible**.

You can **find out more** about exam **modifications**, how to **apply**, and get information about the **current deadlines** for applications at the [Assessments and Awards webpages](#) and the [Inclusion Team's Exams and Assessment](#) page.

Module Learning Outcomes

Remember that the exam is **testing** to **what extent** you have **met** the **learning outcomes** for the module, so **review** these **before** you **start revising**.

For modules with a [reading list](#):

- Have you done the **essential** reading?
- Have you done some **recommended** reading?
- Have you done some **further independent** reading?
- Have you read something **new (to you)**?

Clarify anything you do not understand about the **course aims** with your **tutor** and **contact** them with any concerns **before** you start revising to make sure your **effort** is **on target**.

Past papers, examples, and practice materials

Practising what you **actually have to do in the exam** as **soon as possible** makes for the **most effective revision**.

Review the **VLE** (Virtual Learning Environment; also known as **Learning Edge** or **Blackboard**) and **course materials** for any **past**, **example** or **practice** materials and revision activities, and **ask your tutor** if you are not sure about anything - they may also have some tips.

Creating your own practice materials is also very **effective** - navigate the revision technique section of this toolkit for more ideas.

Activity: Student Advisor Experiences

At Edge Hill, you are part of a **community of learners**, and we can **learn** a lot from, as well as **support**, each other. Access the [PDF](#) or [Word](#) document audio transcript to find out how one of our Student Advisors found **taking University exams for the first time**. They are now in the final year of their biology course, so we asked them about their experience, and what they would say to a student new to the process.

Reframing Your Exams Mindset

This section explores how university exams may differ from previous study, and **reframing your mindset** around exams.

How are University Exams Different?

You may still be wondering how University exams are different - this will vary for everyone, depending on their course, and past experience. This is why it is so important to become familiar with what is expected on your modules as soon as you can, and to ask if you are not sure.

We asked our student advisors about their experiences and to offer some advice. They said:

- Exams might have **different or new procedures**. Make sure you know what the **requirements** are for each exam. If there's any opportunity to **talk to others** who have sat university exams before, take it!
- University **level** and **expectations** are **different**. For written exams, some students are able to draw on past experience of exams for strategy, but realise that the **expectations** about content and understanding are higher. Do return to your learning outcomes and the marking criteria, and ask questions in class about expectations if you can.
- How exams **fit into the course** may be **different** across modules. Realise that how much an exam is **worth** can differ – is it 100% of a module, or a smaller part? The relation to coursework marks varies, and that can impact on the pressure.
- There might be **new types** of assessment. Some courses have exam types that may be completely **new** to you – like OSCEs (objective structured clinical examination) or TLAs (Time Limited Assessments). Take the time to find out what they involve, so you can prepare effectively.
- **Independent learning** means **proactively adapting** how you work. Different resources and strategies might be needed – there may not be past papers or mark schemes that have the same form as in past study (which tend to be simpler). You cannot rely on keywords or phrases for marks – a deeper knowledge is expected, drawing on your engagement with the course. The **independent learning** element is new for lots of us, so do use available support for academic skills and seek advice from tutors.

- Exams may feature **different types of question**. In university exams, there often needs to be more thought around what the question is asking you to do than in previous study, and how you will apply your knowledge in responding. It is worth taking the time to practice '**unpacking**' questions to develop this skill.

All of our advisors emphasised the importance of making sure you know how your exams fit into your course, and of talking to others to help gain an understanding of what is expected.

Reframing Exams

Reflect on how you think of exams currently. Does this need reframing? Here are some suggestions for a framing within the learning process and long-term goals:

What are exams?

1. A **measure** of your learning **to date**
2. A **challenge** (that involves uncertainty)
3. Proof of **attainment** / meeting of **professional standards**
4. A way for you and your teachers to **monitor learning**, and **plan** how to **move forward** on your chosen path
5. A chance to **practice** your **newly gained skills** and demonstrate you can **critically engage with** and **apply new knowledge**.
6. **Not a fixed and final judgement on your abilities or capacity for learning long-term.**

Tackling the Challenge

To learn more about how to tackle new and different types of exam, our Student Advisors also told us about navigating these challenges. Some helpful pointers came back:

Challenge 1: I was anxious about procedures, even if the preparation went fine...

- I asked people who had already sat some exams what to expect.
- I asked tutors if more detailed instructions are available – they usually are, and you will not be the only one worrying about practical details.

- I read through the Academic Registry Team's [Assessment and Award pages](#).

Challenge 2: I was unsure about a new type of exam, like an OSCE...

- I attended the lectures on the format and processes involved in these exams.
- I discussed exams with students in the year above – they can tell you what to expect and often have tips on how to prepare.
- I read through the mark scheme, and found resources on things like steps in a clinical examination, questions in history-taking, reviews of the literature – there's lots of helpful resources out there, on the course and online.

Challenge 3: I find exams exciting, but also nerve-wracking...

- I prepared and revised in manageable chunks, with short breaks planned in.
- I would advise realise that you are here and ready for the challenge – perseverance and effort will get you there in the end, and exams are only one part of the journey.

Activity: Getting Started

You can [play](#) or access a transcript of our [Student Advisor Getting Started video](#) as a [PDF](#) or [Word](#) document.

Exams Mindset Summary

While exams are important, thinking of them as one element in the broader learning process over your entire course may sometimes help to reduce feelings of stress.

As learners, you have more autonomy over your own process of learning; focusing on the parts of the process which you can control - empowering yourself - is more likely to lead to successful outcomes.

Getting Started

This lesson offers more practical tips and resources to launch your revision and manage your time.

When will you revise? **What** will you revise? **How** will you revise? Let's investigate some ways to be **strategic**.

Getting Organised and Planning Your Time

Let's **consider** some **top tips** for when planning **what to revise** and **when**, building in **productivity**.

Allowing Time for Priorities

What is **most important** and worth the **most marks**?

Be strategic, rather than having a set time per topic.

Commitments, Responsibilities, Communication and Boundaries

This bit **isn't always easy**, especially as it often involves work, loved ones, friends, and those we care for and have obligations to.

Be honest with yourself about what matters most, and plan ahead accordingly. We all have different priorities and non-negotiable commitments. But sometimes **we can negotiate and make changes** too.

Try and let others know **why** this **time and/or space is important to you** if you can.

Try a two-pronged approach: **remove potential temptations** that are avoidable, but also **try not to plan revision at time when you know it just won't work**. Factor this into your plan overall to stay on track.

Duration

Draw on your **experience of learning** so far to plan **blocks of study**.

Spaced and repeated periods have been shown to be **generally more effective**. Try 25 minute, 45 minute, 60 minute blocks - with clearly defined 5, 10, or 15 minute breaks.

This **aids concentration** and helps you stay on track.

Day and Night

Think about **what times of day work for you**, and plan revision when you find works best.

If you can, **avoid times** you know don't work, or **plan less intensive tasks** for those periods.

Location

Where will you revise?

The evidence is mixed on whether a **consistent space or novelty** works better to enhance revision - and you may not have the luxury of this choice!

Try to plan whatever works best for you and have your revision materials **immediately accessible** - that might be an app for the bus ride as well as flashcards for your home desk.

Make it so you **cannot ignore** the materials and a **regular study habit** is more likely to follow.

Assess your knowledge

Where are the gaps in your knowledge and skills that you need to do well in the exam? Gather the resources for these areas and focus.

Plan around strengths and weaknesses

Avoid **subconsciously** giving **too much time** to areas you are **already confident** with.

This can make you feel better, and still be good way to start revision by auditing where you're at, but overall lend most effort to where you have assessed that you need more practise.

Practise the exam format, under exam conditions as early as possible in revision. **Feeling good about a topic does not always mean we have learned it** - so test yourself to assess.

Mixing it up

Evidence shows that revising material **in an order different to the one you originally learned** it in aids **memory** and can help you prepare for anything **unexpected** in the exam.

In written response exams, it can also help you to **spot connections**, and even foster **originality**, moving up the mark schemes.

So when revising, **vary the order of topics**, and try solving different types of problem, or practising a **broader range** of skills **within one session**.

Top Tip: Need a change of scene?

Bookable study spaces are available in **Catalyst** on the main campus; [Explore by clicking this link](#).

[Manchester St. James'](#) students can access **open study space** in the dedicated Library, IT Suite, and by speaking to the staff at reception for information on **additional quiet space availability** during assessment periods.

All students can also use the **SCONUL scheme** to access university libraries **local** to them.

Information on the simple application process can be found [at our pages under 'Using Other Libraries'](#)

Revision Timetables

Time to get it all plotted out and **accountable**. If you like, you can download a simple printable [UniSkills timetable poster](#) (opens in new window) to get started. This might help if you are feeling lost (or procrastinating!) in the online abundance.

Whatever method you choose - digital calendar, study-app, generated, printed, artfully customised, or hand-drawn and stuck on the fridge - aim for **accessible** and **unavoidable** to **aid accountability**.

Student Advisor Tips: Avoiding Comparison

Try to **avoid comparison** when negotiating your workload - we all have different circumstances and ways of learning. This is important for your wellbeing as well as studying. Access a transcript of the audio recording from our Student Advisor as a [PDF](#) or [Word document](#)

Organising Revision: Spaced Practice

If cramming is the high-intensity training of revision, then spaced practice is the interval training. Sometimes life dictates we end up needing to cram and get through a single assessment, but spacing

the same amount of revision over a longer period is far more effective for the long haul, so it's definitely worth plotting this out if circumstances allow.

Activity: Memory, the Ebbinghaus Curve, and Spaced Repetition (Video)

Play the first minute and a half of the [video](#) to learn more about memory, the Ebbinghaus curve, spaced repetition (aka 'distributed practice') and how to use it. If you prefer a transcript, access the description box below the video at YouTube and hit more > show transcript.

Sceptical about spacing out your revision? Explore the benefits below:

Why Should I Try It?

- To commit deep learning and embed knowledge in the long-term memory needs repeated practice - you are looking to succeed and take knowledge and skills beyond one exam with your revision at this level.

Doesn't This Take More Time?

- Not necessarily - Studies show that a 'spaced' 48 hours spread over time is more effective than a 'massed' crammed 2 days (Rea et al., 2022).

But What If I Have Limited Time?

- Accept the situation if it really cannot be changed. Cramming and doing something is definitely better than nothing. It will likely get you through the exam and help you to progress on the course, and you can plan to boost memory and wellbeing next time.
- Plus, if you have participated in the course well, you have already 'revised' throughout - any cramming builds on this prior learning - so keep going!

Downloadable Revision Timings Checklist

You can also **download** a [revision timing checklist](#) (interactive PDF opens in new window) based on the Ebbinghaus curve.

Getting Started: Summary

Overall, we have explored a **key finding** from revision research: **shorter sessions** of **2-4 hours** of **active revision**, **spaced out** over a longer period lead to better outcomes. **Letting** what you have learned **go and** then **retrieving** it **again** after a **gap** leads to **long-term retention**.

Once you have planned your session times and topics, explore the next two sections on getting your **study habits** to stick, and using **effective revision techniques**.

... and Sustaining Study

This section focuses on **study habits**: **strategies to maintain focus** and **progress** once that initial burst of motivation fades.

Initiating and maintaining your plan: building strong study habits

The technology of the 21st century has brought lots of useful tools for learning, but also some new challenges for even the most ardent reviser!

You may know that we all need to be as **undistracted** as possible to learn, and to encounter information repeatedly in a conducive environment - but **what if your phone is getting in the way**, as many students report?

Have a break (!) and play this 4-minute video on how to **'[Manage Digital Distractions](#)'** (opens in new tab), from the **LinkedIn Learning Course** *Productivity Myths and What To Do Instead* (Edge Hill login required).

All Edge Hill students have free and unlimited access to LinkedIn Learning courses. [Click here for user help and information](#)

Activity: Study Habits Reflection and Planning

Even when you are really up to speed on **effective strategies** for learning, putting them in place and **making them stick** can be challenging. A **recent study** found even the most well-intentioned students' **new study habits** lasted only about **two weeks** on **will-power alone** (David et al., 2024).

The **uncertainty** of exams can also **provoke retreat** into the **comfort of the familiar** - to the **detriment of our learning**. So how can this be **overcome**? What can **help**? Use the topic areas below to **reflect, explore and plan** your own strategies.

1. Reflecting on Long-term Goals, Being Process-focused

A focus on **long-term goals** and the **learning process** can help you to be more consistent in the your study habits and improve your marks.

'I'm learning to speak French so I can travel for my career, not just pass an exam'

'I want to be an effective teacher'

'I want to be a competent paramedic'

'I want to write about my own stance on the connection between the arts and ethics'

'I want to support my counselling clients'

What are **your long-term aims**?

Journalling, reflecting, envisioning, articulating and **recording your personal motivations**, hopes and feelings may not always be comfortable, but it can help you to focus, support yourself through more difficult times and sustain motivation.

2. Gaining Insight

Try and make it explicit what the barriers are to making changes to the way you work. Then try and work out if and how you can make these changes. Are they something you can change yourself, or do you need to communicate with others or seek support?

- This may be something practical (a new lamp for your desk, buying a flashcard box) or something more difficult (working on procrastination, negotiating a new work schedule). It might not always be possible, but it is worth trying.

Self-regulated and independent study is not easy - especially if it is new to you. Planning for revision requires skills and decisions from you, that may have been down to an instructor before.

- How and when will you learn, and how will you assess your learning accurately? How will you know when you are really learning? Use the toolkit to help work this out.

3. Planning and Implementation

David et al.'s (2024) study also showed that realistic planning, finding strategies to build in accountability and to automate your study habits are all important.

- Explore the rest of this section and the toolkit for more ideas of how to do this in your own exam preparation.

Tips and Ideas for Implementing Study Habits

To change a habit and keep it - you need to automate it. That is, make it as easy as possible for yourself to do it consistently, often by making small practical changes to the spaces you inhabit.

- Locate or ask for practice materials at the beginning of the course, rather than the end.
- Make flashcards early on and commit to completing at least one after every lecture. Build habits that create practice materials or engage you in activities as you go.
- Agree to exchange or look after phones with a trusted friend during revision sessions to beat distraction (the number one barrier reported by students). A locked box or somewhere secure nearby (out of the room is better if possible!) might also work. Explore apps for screen-time management and blocking web or app use.
- Agree to meet a friend at a set time, set place, for a set duration, in advance. This keeps the important well-being and motivation break but reduces the likelihood of messages, notifications, or persuading each other to do something else knocking you off-course.

- Implement laying out work or a to-do list for the next day the night before. This makes it easier to refocus, beating procrastination and preventing organisational 'busy work' eating into your precious time.
- Make revision materials accessible in a way that works for you, whether that is pinned posters, voice notes on your phone for when travelling, a notebook you really want to pick up, or an app that prompts you to learn.
- It might seem unusual, but there is evidence that having a multi-sensory element like a smell, sound or tactile item present in every study session that you come to associate with concentration in a calm and relaxed environment may help. One study suggests rosemary - you could even take a scented cloth in your pocket to most exams. Make a playlist of music or sounds to lift your mood, relax, or motivate you.
- Don't just promise yourself you will eat healthily and hydrate, have a water bottle on your desk, and have healthy snacks with you when studying. You could chip in with friends to buy a shared larder or batch cook to make maintaining a nutritious diet a bit cheaper.
- Study in clothes you can wear to go outside in, encouraging a walk, run or other physical break you planned. Try bookmarking a 10 minute exercise, movement or mindfulness video of your choice if you want to stay inside. Get hold of a cheap analogue clock or watch as another way to keep the phone at bay.
- Experiment with an app which limits screen-time. If you need your phone on you, try deleting or blocking any addictive apps. Research apps that can help with learning and study to take their place.

Student Advisor Motivation Tip

"Have a goal each day on the lead up to each exam (the satisfaction from meeting your revision goal each day is a lovely feeling) and something to look forward to after the exams and take regular breaks. This is what has helped keep me going and probably added to my far too big shoe collection."

(Student Advisor, Year 3, Biology)

Effective Revision Techniques: Ideas for Active Learning

Let's get started on exploring some revision techniques old and new.

As we examined in the previous sections, just revising for long periods is not necessarily effective - **how you revise** is much more **important**. This is because focusing on your **learning process**, **not** the **outcome**, usually leads to **better results**.

The revision ideas in this section draw on principles from research to encourage **effective learning**. Getting going fast - even **before you feel 'ready'** - and trying something **new** can **boost retention**.

Think of this as **engaging yourself** in the task, just as you would if you were trying to spark someone else's interest. **Curiosity and criticality** increase retention, and in the context of university exams, set you up with the mindset needed to take on a question **independently** and travel up the mark scheme.

Banish boredom as far away as you can, and it will **aid memory** and help to **sustain motivation**.

Passive and Active Learning: Revision Methods

Research shows that learners tend to use **passive** and **ineffective** methods, such as re-writing, re-reading and highlighting, often for long periods.

Low-rated passive techniques

These include: Highlighting or underlining; re-reading, exactly copying, or typing notes; reading through once; random mind-maps; sticking to known/limited techniques; random mind maps; revising with others without a plan; relying on course material only.

Effective Active Techniques

These include: Spaced repetition; mixing up order of material revised/creating new logical order of materials; reading something new; multisensory techniques, such as revising with sounds (with multiple voices or music, rhythm), scents, using audio and video notes, creating new appealing items; handmade flashcards; trying new apps/tech; Ultra paraphrasing (repeated condensing of material to

important aims, ideas); self-testing; exam conditions practice; teaching a topic; dialogue or questioning; Highlighting with colour coding and making a synthesis; Using imagery or mnemonics for specific facts / vocabulary; Creating mind maps or posters to bring material together; reading something new on a topic.

Flashcards

Let's start by **combining** an old favourite - **flashcards** - with **spaced repetition** to get going. This is especially useful for exams where memorisation is important.

[Play the video](#) on the **Leitner System** below for a way to level up your revision. If you prefer a transcript this can be accessed at the YouTube Description area (below the video), by pressing 'more' and 'show transcript'.

Student Advisor Tip: Flashcards

"I swear by flashcards, and specifically Handwritten ones. I find that when I'm testing myself using flashcards, I tend to remember more of the details of the answer than if I'm using another method. I also think handwriting them is important as I can make them more visual and I find that I can remember any images or notations I put on them sometimes more than the specific words" (Student Advisor, Year 3, History and Politics)

Practice Testing: A top-rated revision technique

It's already common practice to **self-test** towards the end of revision to make sure you have all the information you need **retained** and ready for the exam. But 'pre-testing' and testing throughout revision are even **more effective**. Learn more below.

Pre-testing

Somewhat surprisingly, research shows testing almost as **soon** as you **start** revising, even if you feel you are **not** at all '**ready**' has huge **cognitive benefits**. It improves your ability to retrieve information, and learn new knowledge and integrate it as revision continues.

Diagnostic Testing

This involves **self-testing throughout** your revision period, aiming for a snapshot of what you know or do not know at that point, so you can act in response.

This might be immediately testing yourself on that area again, as well as planning in more study time for areas that are proving more challenging.

‘Free Recall’

Don't feel like making a quiz? Try **'free recall' (Rea et al., 2022)** - just making yourself comfortable and speaking, or writing and or just remembering whatever you can **completely freely**.

Doing this throughout revision is also rated highly in research - it **lightens the cognitive load** (= too much headspace being taken up with thinking about what we should be doing and how) and **helps us to think deeply** about the subject matter in question.

If you are feeling weighed down this could be a great option to help get you started.

Putting Practice Testing into Practice

To put practice testing into practice (!) try creating and completing a range of quizzes - on your own and with others.

Use a range of methods – make your own quizzes from a textbook or course notes for foundational knowledge, then later try some tech to generate varied and multiple quizzes to really consolidate your learning.

Take tests before you have done much preparation (pretesting); during preparation; and nearer the end of the preparation period to maximise effectiveness.

Taking Practice Testing Further: Questioning Techniques

Once you have got going with your revision, **Self-questioning** or '**self-explanation**' (Hunton, 2018) can work well for **written** or **verbal** exams on a complex topic, as a way to self-test, and to encourage **critical thinking**.

Self-questioning techniques can also work well for subjects where **integration** of evidence or theory and practice is important, and where you have to demonstrate a **specific skill** under exam conditions, as these techniques encourage you to **narrate** what you need to do and **make explicit** the **rationale** for why you have done something a certain way.

Prompts Activity:

Find some more ideas for **prompts** below.

You could use these **alone, in pairs, or in groups** to question yourself and revise effectively.

This section and these examples are based on [Hunton \(2018: 74-75 and 121-122 for general questions; 105 and following for some subject specific examples\)](#) (eBook opens in new window, Edge Hill login required).

Simple Prompts

- Why?
- Why is that important?
- Can you say more about X?

Prompt Question Ideas

- What do I know about this? What do I need to know to understand this further?
- What would I need to do / measure / observe here?
- How could I explain this?
- What is the main evidence / argument for this? How strong is it?
- What is your interpretation of ... ?

- What other approaches could be used here?
- What would improve this ... ?
- How could this be applied? / How would you apply that knowledge in practice?
- Can you tell me why you did that like that? / wrote that? / said that?
- What are the implications?

Response Phrase Examples

- The main evidence / argument for this is ...
- This essay argues ... / I argue ... / X (citation) argues that...
- This could be explained by ...
- An alternative approach would be ...
- I am conceiving of / performing X in this way ... because ...
- This is important because ...
- So this means that ... / The implications of this are ...
- I would analyse / measure / calculate this by ...
- This might be objected to as ...
- The limits of this argument / evidence / approach / solution are ...

Examples of adding a 'why?'

Hunton (2018) suggests that simply **adding a 'why'** to a fact from your notes can help you to **defamiliarise** it and **think critically**, as well as revise what you have learned.

It's quicker than thinking up a question, and helps you to phrase your explanation in a direct and clear way, moving away from description to critical discussion.

- *'Nurses are registered upon qualification with their professional body, the NMC' - Why?*

- *'Patient-centred care is crucial....' - Why?*
- *'Education in the UK is broadly labelled as early years, primary, secondary, further and higher' - Why?*
- *'A lot of interpretation of art historically relied on relating the life of the artist to their meaning of their work...' - Why?*

Being Critical:

You could also **experiment** with **rejecting the statement** in some cases, for example, trying to begin a response with 'this is not / not always the case, because.....' or **examining** its **assumptions**, for example, 'However, this statement assumes ...'

Group, Social or Community Revision

Revising together can offer the opportunity to practice some really **effective** preparation techniques, **support** one another, **engage** all the **senses**, move about a bit more, hold each other **accountable** to plans and goals, and just **share** the experience.

You don't have to plan a full-on schedule to add a **welcome social element** to your revision timetable. A **pre-agreed** meet up for a coffee and a chat, for a pre-agreed amount of time can force you to have a **break**, get any worries off your chest, or tick off each other's to do lists, before returning to revise independently.

Explore some tips below for **social revision inspiration**

Teach In

- Teach each other something - you can make this simple or complex, informal or planned.
- Prepare in advance, or be more spontaneous. For example, pick something to present from a card at random in the session.
- Create a resource: think handouts, posters, revision aid, presentation; book a space with a whiteboard or shared screen.
- Decide a direction but be creative!

Generation Game

- Make lists together of key examples, reading, works, evidence, case studies, legislation, guidelines, solutions, theories, facts, vocabulary etc. as your exam and subject area requires.
- Make up (loads online!) some memory games or try describing and explaining this material to each other.

Seminar

- Set a reading, discussion question, problem or scenario to work through together.
- Open the prompt question section in this toolkit for ideas to encourage discussion.
- You could even try coming up with problem-solving scenarios to work through together.

Flashcard Activities

- Pick one flashcard from the shared pack to explain to others.
- Rank together into favourites / most easy / difficult / interesting to kick-start discussion.
- Pick one card and time each other to speak on the topic for 1, 3, 5, or 10 minutes.
- Ask each other questions based on the chosen card.

Quizzes

- Create quizzes adapted to your subject area.
- Try competing as individuals / teams, or cooperating to answer and learn at the same time.
- Add prizes, rewards, motivation as needed!

Student Advisor Tips: Revising Together

"It was useful for me to present the information to another person or an imaginary audience. Not only did presenting to a classmate help them and fill in their knowledge, but putting that physical element in there really helps you remember it."

(Student Advisor, Year 3, Biology)

We also asked our advisors what they would do differently if they had the time over again. [Play the video](#) or access a transcript as either a [PDF](#) or [Word](#) Document to find out.

When it comes to revision techniques, if something seems all too easy, it is probably not helping you to learn. Both to **retain knowledge** and **grow life-long skills**, you want techniques that help you **embed** and **recover information** from your **long-term** memory as well as **pass** your exams **this time** around.

Take control: **impose your own order** on material; use approaches that work for you and your subject matter; think **what makes something memorable** *for you*; this is what will get results in the long-run. **You can do this!**

Pre-, In- and Post-Exam Pointers

Bringing it all together

This section brings together some final advice on preparation for **different types** of exam, thinking through **strategy** for **in the exam** itself, and using your experience to **recover** productively back into the **learning cycle** on your programme of study.

Review - being ready for the exam and what comes next

Let's review some pre-, in- and post-exam advice.

Step One: Pre-exam

You've done the planning, you've done the revision, and the day is almost here.

- Review the exam format, timings, and have anything you need to take with you ready.
- Know where and when you need to be and check any travel plans.

There comes a point where you cannot prepare any more - use this to rest. Even if you cannot sleep, create the conditions for rest and try to relax as far as you can.

Step Two: In the Exam

- Check you have the right paper and items (as appropriate).

- Review your plan, and jot down any timings right away. This will help you stick to your plan, allot time for responses in relation to marks available, and reduce cognitive load if you begin to feel flustered, hurried or stressed.

Examinations are designed and set within boundaries by academic tutors with **realistic expectations of what can be achieved within these limits**. Concentrate on unpacking the task as well as you can under the circumstances - you cannot - and nor are you expected - to do everything.

Step Three: Post-Exam

Give yourself a bit of **time to recover** and calm down **before analysing** how it went. You want this process to be **productive**; that is, more clear pointers on what to do next time, less wondering about what could have been.

- Read and proactively seek feedback.
- Write a plan based on feedback and experience to take forward next time. You could try [using this template\(opens in a new tab\)](#).
- If you feel you have had a major setback, are struggling, are not sure what to do, speak to someone and get support in place. See the **support and wellbeing** section of this toolkit for more information.

Step Four: Returning to the Learning Cycle

We hope that exploring this toolkit has helped to reassure you, get prepared, and find useful resources and support to prepare and succeed in your exams. You *can* do this.

Specific Exam Types: Some Key Considerations

Explore general tips for some of the most common types of university exam.

For all exams, read up on the [regulations](#) and ask if you are not sure about anything well in advance of the day.

Written Exams

In traditional written exams at this level, the candidate often has more **autonomy** over how they answer. As with other university learning, this means taking on more **responsibility for monitoring your own progress**, so...

- It has been mentioned throughout the toolkit, but **planning and monitoring time is especially important** for traditional written exams, where getting **lost in the material** is more common.
- Ensure time is allotted to **analyse questions**, and **plan and review** answers
- **Something is better than nothing**: edit; use asterisks to direct the marker to additional sections if you realise you have missed something; bullet point an argument, evidence or summarise a response to attract credit even if you don't have time to write up in full. Examiners want to award credit if they possibly can.

Time Limited Assessments (TLAs)

Preparing for online TLAs can feel like **walking the line** between **getting ready for an exam**, and planning and **preparing a written assignment**. The exact details of each assessment may vary, so be sure to **check carefully** what the **expectations are for your programme** and **module assessment**.

- Just as you would with an in-person exam, check up on the **practical details** well in advance and make sure you have located the **technical information** about actually taking the exam **online** on your Blackboard course pages. If there is a **mock exam**, take up the opportunity to **practice** getting it all up and running.
- Think about **where** you will take the exam to **maximise focus and comfort**. Ensure you have something to **drink** and pause to de-stress if needed. Plan to **minimise potential distractions** in advance if you can.
- These exams allow a lot **more access to information** sources than traditional exams, so there is often the expectation to **cite correctly and accurately**, and to **integrate [independent reading](#)** into your answers.

- Keep **notes and sources organised** - you want to be able to **access key information** and **examples quickly** once under **timed conditions**, not be rifling or scrolling through pages or loads of tabs, or searching essential information in the moment if possible. **Summarise** key points, cases, legislation, guidelines, citations or examples as needed beforehand so you can **locate** and **include** with **ease**.
- It sounds obvious but - **answer the question** - TLAs often want you to **apply knowledge** to a given scenario, problem, or case study. Tell the reader **how the material** you are discussing **applies specifically, even if it seems obvious** to you by this point!

Observed Structured Clinical Examinations (OSCEs)

Practical clinical exams **vary** with course and module, so as with any exam, get clued up on exactly what is involved for your assessment.

For these exams in particular, there are **additional considerations** in terms of **dress code**, **professional conduct** and exactly what **guidance or instructions** are given **prior to** and **during** the exam.

Speak to tutors about **handling the pressure** when being **observed**, as well as **timed**.

Though these exams test **specific clinical skills**, often around **common errors** or **key elements of practice** in your **chosen professional role**, knowing the **underpinning knowledge** and **theory** (and in some cases, the **evidence base** this rests upon) is key to meeting the **learning outcomes**.

In some exams (e.g. ISCE) and at some levels, you will be giving a **rationale for your actions** and **answering questions** on what you have done. Practice **verbalising your actions**, and **work with others** so they can **observe** you and offer **feedback** when revising.

- Try out skills in **practice** if possible to build skills **naturally** through **repetition**, as well as increasing **confidence**.
- **Compare** and **contrast** the expectations for the OSCE or other practicals with what happens in your **own clinical or specialist area** to **develop critical thinking** and **learn about best practice**.

- For elements of **patient, client or service-user interaction, communicate naturally and professionally**, as you would **in practice** or other real-world settings.

Academics' Exam Advice

We also asked some **academics** for their **exam top tips**. The advice from some of our senior lecturers is summed up below...

General Revision Tips

- Stay alert to any **revision sessions** and **announcements** about resources, activities or learning tools on the VLE in the build-up to exams; take up any opportunities to **practice** and **ask questions**.
- **Revisit your reading list** – read something **new** if you can, to get your mind working, aid memory, and **invigorate your answers!**
- **Cover all topics** and use **past papers** for practice.
- Try colour coding flashcards to help **synthesise** information. Especially at the **upper levels** of study, you want to aim for **breadth of understanding** about how topics are **linked**, as well as **selecting** areas of **depth** where you will **focus** in more **detail**.

Specific Revision Tips

- If you are required to have **citations** in your answers for a written exam, plan this wisely! Better to have a **shorter list** of salient and **useful references** you can use in **multiple** ways, than a long list you shoehorn in at random! Try and think of helpful **examples** to illustrate explanations too.
- If you have a **multiple-choice question exam (MCQ)**, it's **not** just about **remembering facts**. You still need to **understand the underlying concepts** to really retain the material, and make sure you are prepared; it may be arranged or worded differently in some exams, or require you to think around a scenario.

- For exams where you need to master a **specific practical skill** (e.g. OSCEs), get an **expert** to **monitor** you practising. Practice is essential, but you want to make sure you are doing it right, before it sticks for good!

In-Exam Advice

- **Slow down** – read carefully through all the options and pick wisely!
- Focus on **what is being asked** in the exam – **not just what you happen to have revised**. You need to answer the question and understand the task to get good marks. This is one of the main issues seen in marking.
- Check all the pages and make sure you have **completed all sections**.
- It is natural that **being timed**, and in some cases, **monitored**, means that you will feel **under pressure**. Accepting this, and heading in with plans for timings and what you need to do is essential to help **manage stress** in the room.

Planning and Managing Time

Become an expert on the exam format - how long is it? What type of assessment is it? What sort of questions are there? How are they marked?

It is often possible to use the mark allocation to work out your timings. A worked example is below.

For example, if a **two-hour** written exam has the format:

Section A (40%)

Question A1 (20%)

Question A2 (20%)

Section B (60%)

Question B1 (10%)

Question B2 (50%)

You have **120 minutes** to complete the entire paper.

Depending on the exam, your confidence and approach, you will also want to **consider time for:**

- **Reading through and selecting a question** (e.g. 5 mins)
- **Planning** (e.g. 5 mins)
- **Reviewing** at the end (e.g. 10 mins)

This **leaves 100 minutes** in total. You need to **divide this time by the percentage of marks available**. This means:

- **40 minutes for section A** (worth 40%), broken down into 20 minutes for each of the two questions (worth 20% each)
- **60 minutes for section B** (worth 60%), broken down into 10 minutes for B1 (worth 10%) and 50 minutes for B2 (worth 50%).

Plan your strategy and timings in advance. When you are under pressure in the exam it can sometimes be hard to work out, even if this is something you find straightforward usually.

If you are not prepared with planned timings, it is easier to get knocked off track if the exam throws you a curveball. So for many of us, it's a good idea to think ahead, and perhaps also **note down target times at the outset of the exam itself** when this is possible.

Here is an example with timings, imagining the exam starts at 9:30 am:

Selecting Questions (9:30 - 9:35)

Planning Questions (9:35 - 9:40)

Section A (40%) **9:40 - 10:20**

Question A1 (20%) (9:40 - 10:00)

Question A2 (20%) (10:00 - 10:20)

Section B (60%) **10:20 - 11:20**

Question B1 (10%) (10:20 - 10:30)

Question B2 (50%) (10:30 - 11:20)

Reviewing (11:20 - 11:30)

When you **finish a section** try and check in on the time to keep yourself on track.

If you have time left: don't leave! Review, check, and use all the time allowed to maximise your chances, and work out if you can enhance your answers.

If you are running out of time: Try to stay calm and make a judgement about where the **most marks** are available. If it is a written exam, try to give **something** in response, even if it has to be a plan or bullet points rather than full sentences.

Activity: Exam Checklists

You can also access [interactive PDF checklists for pre-, in- and post-exam](#) (opens in new window). To help you prepare, focus, and reflect.

Top tip: Need a pick me up?

Try [pages 7-10 of Tracy's \(2006\) 'Clear Your Head' chapter](#), which sets university exams in a wider life context and offers a lot of wisdom on recovering perspective and what to do when things haven't gone quite as you hoped.

You could also try the [UniSkills Active Learning Reflection](#) (opens in new window) to help you return productively to the learning cycle.

Activity: Final Reminders Video

Play the [video](#) for some final reminders from our student advisors. You can also access a [PDF](#) or [Word](#) transcript (opens in new window).

This is the final academic skills section of the toolkit. **Please continue to the next section** for advice and resources to support you in your **wellbeing** during exams.

Taking Care of Yourself and Others: Wellbeing and Support

It's **important** to **remember** that the **basics** of **exam preparation** include your **wellbeing**. Find a range of **resources** from across the University to help **support** you through your studies below.

Keeping it in perspective

Exams are part of the learning cycle.

Take a moment to reassure yourself: your curriculum has been designed so that you meet key concepts and explore them in depth from a range of perspectives more than once, and you encounter new knowledge in different ways.

If it has gone well so far...

- Know that if you have attended, prepared, contributed and produced work throughout the course you are already in good stead before you start 'revising'. The assessment period is important but it is also just one stage in the learning process on your programme.

If it hasn't gone so well so far ...

- If it hasn't gone as well as you'd hoped, for whatever reason - and there are plenty of valid reasons why this might be the case - please do not give up. You are here to be supported in your learning, not judged.

What next?

- It's crucial to seek support and advice. Use this toolkit to help you to identify support, explore what methods may work to effectively revise, and do the best you can under the circumstances on the day.

Thinking about the bigger picture

This toolkit may also help you re-frame your thinking around learning and assessment, and encourage you to build new study habits to help you in future.

On a longer course, and far beyond its end, we want you to cultivate skills for life-long learning.

Summary: Take a breath, and use this wellbeing section of the toolkit to explore further.

Advice and Resources from Wellbeing and Mental Health

Our **Wellbeing and Mental Health** team know exams **can be stressful**, and have **put together** some **key resources** and **shared** their **exam wisdom** here too ...

Edge Well 24/7: Your Student Assistance Programme

The **Mental Health and Wellbeing Team** are partnered with **Health Assured** to offer all students **Edge Well 24/7**, a **confidential, 24/7 support service** available 365 days of the year. You can [visit the Edge Well 24/7 webpages](#) to find out more and access the service.

If you're feeling overwhelmed by **exam stress, mental health concerns, finances, relationships**, or **any other challenges**, you can access a **qualified professional** for **immediate support**, through a range of channels. Free **structured therapy sessions** are also available **via phone or video** through this service.

Student Space

Wellbeing Team Tip: "We'd also [recommend Student Space](#), which provides a range of resources **tailored to university students**, covering **study strategies, mental health, and exam stress management**"

Wellbeing Team: Tips and Advice for Managing Exams

Explore top tips and advice for managing the exam period from the Wellbeing Team.

1. **Be Aware of Your Stress Levels:** Notice when you're feeling overwhelmed and take steps to manage it.
2. **Maintain Meaningful Activities:** Whether it's walking, exercise, or a hobby, keep doing things that are personally important to you and that bring you joy and relaxation.
3. **Take Regular Breaks:** Downtime is just as important as study time. Short, scheduled breaks can improve focus and prevent burnout.
4. **Manage Procrastination:** Techniques like prioritisation, time blocking, limiting distractions, and the Pomodoro technique can help you to manage your time and stay on track.
5. **Maintain Self-Care:** Even if it feels boring, eating well, getting enough sleep, and staying hydrated are key to keeping your energy levels up.
6. **Be Aware of Perfectionism:** Don't aim for perfect—aim for **good enough**. Set realistic goals and recognise your progress.
7. **Limit Comparison with Others:** Everyone has different study styles and paces. Focus on your own progress rather than worrying about how others are doing.
8. **Use Positive Self-Talk:** Replace negative thoughts ("I can't do this") with more helpful ones ("I'm doing my best, and that's enough").
9. **Stay Connected with Others:** Connect with friends, family, or course mates. Social support can help you feel less isolated.

Student Advisor Wellbeing Tips

Access one of our Student Advisor's experiences, reminding you to focus on your wellbeing, as part of your preparation alongside study in the exam season, as a [PDF](#) or [Word document](#) (opens in new window).

Wellbeing Summary

Please do not hesitate to ask for help and seek support if needed: if stress becomes overwhelming, **reach out** for help. The **Mental Health and Wellbeing** team, **personal tutors**, or other teams in **Student Services** and in **Library and Learning Services** are here to help.

Further support and resources from across the University

[UniSkills: Exam Preparation](#): more **study** advice, resources, and **academic skills** support.

[Inclusion](#): access the team's information and advice on **exam modifications** and how to **request** them, and all aspects of **disability support**.

[Assessment and Awards Team](#): locate advice about all types of **assessment and reassessment** including **examinations**. Visit their pages for comprehensive information and resources on examinations, **exam regulations**, **modifications** and more, plus on accessing further support from teams across the university.

[Student Support](#): overview of **all support teams**, advice and how to **contact**.

[Money Advice](#): for support with all things **financial**.

[Mental Health and Wellbeing](#): overview of support, information and resources. This includes [appointments and services](#), and [support with physical health including relaxation, sleep and self-compassion, recommended apps](#) and services. There are also a range of wellbeing [self-help resources](#).

If you are **worried about someone**, please visit the [Let Us Know page](#) (opens in new tab) to explore next steps.

Related Resources

Here is a list of reading and resources to support and explore exam preparation and revision further.

Useful Reading

BJORK, E.L. and BJORK, R.A., 2011. Making things hard on yourself, but in a good way: creating desirable difficulties to enhance learning. In: M.A. Gernsbacher, R.W. Pew, L.M. Hough and J.R. Pomerantz, eds. *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society* 2, no. 59-68. New York: Worth Publishing. pp. 55-64.

This short chapter summarises the authors' key concept of 'desirable difficulty', and the evidence for the effectiveness of retrieval practice, spacing and interleaving.

BURROUGHS, C., 2019. *The Return to Study Handbook: Study Skills for Mature, Distance and Workplace Learners* [eBook]. London: Kogan Page. Available from: <https://edgehill.on.worldcat.org/oclc/1107059311>

*Part 5 covers exam preparation (see esp. chapter 13 on revision techniques; chapter 14 for some **really useful in-exam advice**; pp. 181-183 on the **forgetting curve and spaced repetition**; pp. 183-185 for some **flashcard inspiration**).*

COTTRELL, S., 2012. *The Exam Skills Handbook: Achieving Peak Performance*. 2nd ed. Basingstoke: Palgrave Macmillan. Print book: <https://edgehill.on.worldcat.org/oclc/761380083>

Guide focusing specifically on mindset and study skills for exams.

KEY RECOMMENDATION: COTTRELL, S., 2024. *The Study Skills Handbook* [eBook]. London: Bloomsbury. Available from: <https://edgehill.on.worldcat.org/oclc/1436830178>

If your exam does involve lots of memorising, head to chapter 18; chapter 17 for abundant useful revision help from Cottrell's bestselling study skills guide.

DAVID, L., BIWER, F., CRUTZEN, R. and DE BRUIN, A., 2024. The challenge of change: understanding the role of habits in university students' self-regulated learning. *Higher Education* [online]. 88, pp. 2037–2055. Available from: <https://doi.org/10.1007/s10734-024-01199-w>

Study demonstrating the importance of study habits, if you'd like to know more!

DEMBO, M.H. AND SELI, H., 2012. *Motivation and Learning Strategies for College Success: a Focus on Self-Regulated Learning* [eBook]. 4th ed. Hoboken: Taylor and Francis. Available from:

<https://edgehill.on.worldcat.org/oclc/1126497413>

Learn more about learning, memory and beating distraction (pp. 80-87); useful resources for exploring and challenging your mindset (pp. 78-80, 97-100).

DUNLOSKY, J., RAWSON, K. A., MARSH, E. J., NATHAN, M. J., & WILLINGHAM, D. T., 2013. Improving Students' Learning With Effective Learning Techniques: *Promising Directions From Cognitive and Educational Psychology. Psychological Science in the Public Interest* [online]. 14 (1), pp. 4-58. Available from: <https://doi.org/10.1177/1529100612453266>

Dunlosky et al.'s seminal study, if you want to learn more!

KEY RECOMMENDATION: EXAM STUDY EXPERT: ACE YOUR EXAMS WITH THE SCIENCE OF LEARNING (William Wadsworth), 2019-present. [Podcast Series]. Available from:

<https://examstudyexpert.com/podcast/>

Prefer a podcast? Hundreds of episodes on succeeding in your exams, often grounded in the cognitive science of learning.

Exam Study Expert: Ace Your Exams with the Science of Learning, 2024. 154: John Dunlosky: Study Like a Champ [podcast]. Available from: <https://podcasts.apple.com/gb/podcast/154-john-dunlosky-study-like-a-champ-mem-learn-month/id1456034719?i=1000654591484>

Dr. John Dunlosky talks through his seminal study and offers some tips for effective revision and learning in this podcast episode (40 mins).

HARGREAVES, S., EASTON, J. and DAVIS, J., 2016. Revision and Exam Techniques. In: S. HARGREAVES and J. CRABB, eds. *Study Skills for Students with Dyslexia* [eBook]. Los Angeles: SAGE. pp. 168-181. Available from: <https://edgehill.on.worldcat.org/oclc/949926865>

See pp. 174-178 for multisensory revision ideas.

HUNTON, J., 2018. *Exam Literacy: A Guide to Doing What Works (and Not What Doesn't) to Better Prepare Students for Exams* [eBook]. London: Crown House Publishing. Available from:

<https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=5523965&ppg=1>

*Pulls together and reviews lots of the most recent research on effective exam preparation: part 2 concentrates on **practical evidence-based revision strategies** with lots of ideas for teaching and learning.*

MADECRAFT and FAMOJURO, M. 2024. *Productivity Myths to Avoid and What to Do Instead* [Online Course]. Available from: [Linked In Learning](#) (Edge Hill login required).

Short course with practical productivity strategies.

MOCKAITIS, P. 2023. *Training Your Mind to Focus and Handle Distractions Better* [Online Course]. Linked In Learning. Available from: [Linked In Learning](#) (Edge Hill login required).

A mindset approach to avoiding distractions in a short online course.

REA, S.D., WANG, L., MUENKS, K. and YAN, V.X., 2022. Students Can (Mostly) Recognize Effective Learning, So Why Do They Not Do It? *Journal of Intelligence* [online]. 10 (4), pp. 1-28. Available from: <https://www.mdpi.com/2079-3200/10/4/127>

*Probably not one to read in the midst of revision, but if you want to understand **the importance of habit to effective revision**, one to bookmark for the future!*

SAMADI, A., 2020. Dr. John Dunlosky on 'Improving Student Success: Some Principles from Cognitive Science' [online video]. Available from: <https://www.youtube.com/watch?v=xU7NL78OpR4>

In two minutes from 7:06, John Dunlosky summarises effective techniques from his and others landmark study in this YouTube interview (26 mins).

TRACY, E., 2006. *The Student's Guide to Exam Success* [eBook]. Maidenhead: McGraw Education. Available from: <https://edgehill.on.worldcat.org/oclc/747086120>

*An oldie but goodie - the short first chapter is particularly helpful on **keeping things in perspective** and there is lots of reassuring and practical advice here too.*

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.

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.