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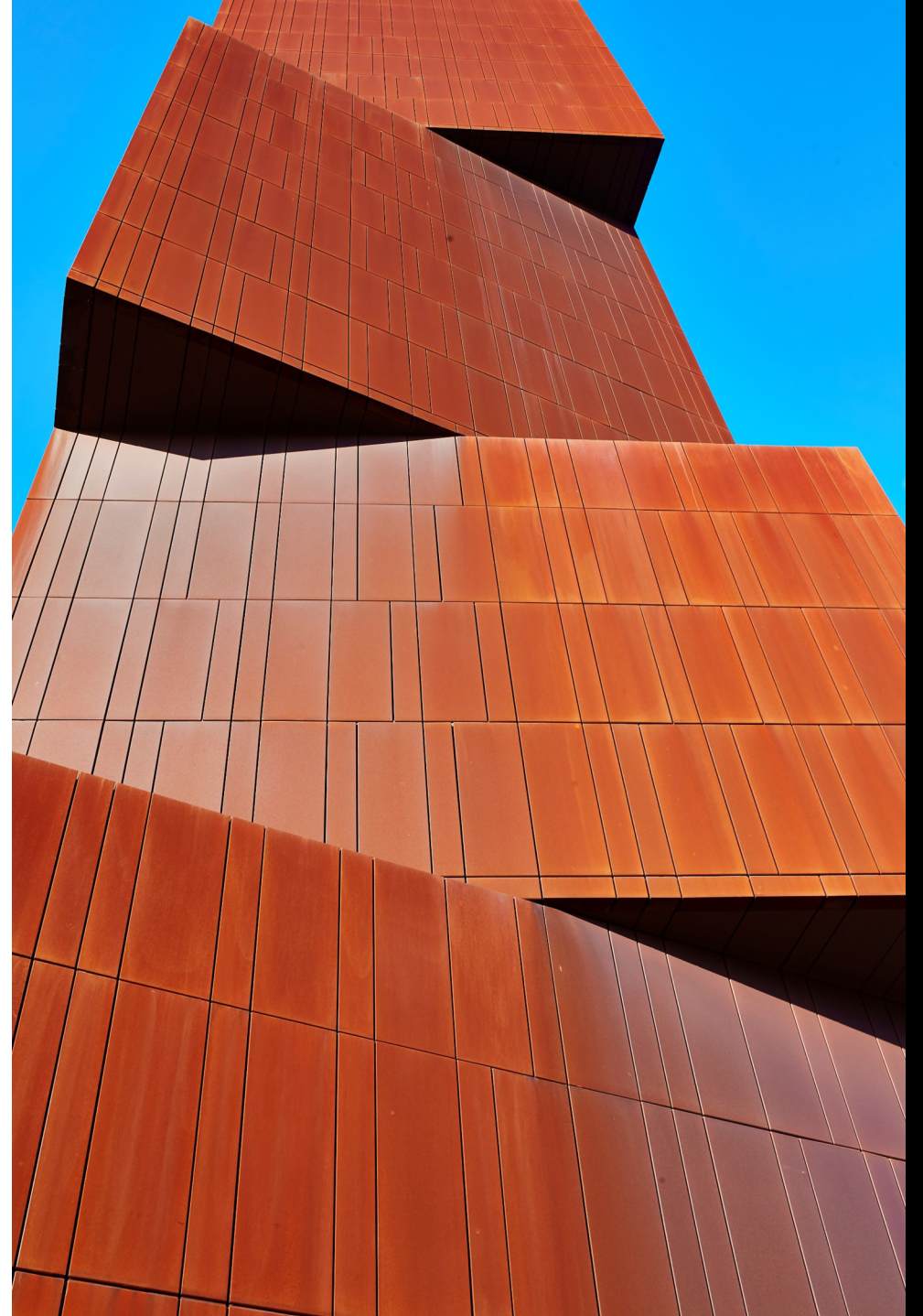
# Developing an academic introduction module for international students

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# Leeds Beckett University

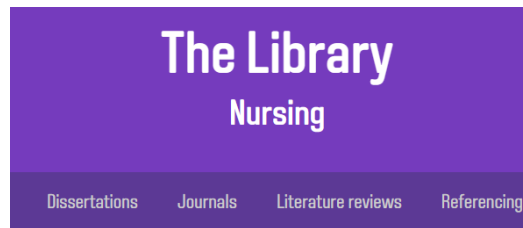
- University status 1992, origins c.1824
- Approx 23,500 students including c. 4300 international
- City Centre and Headingley Campuses
- 8 schools
- Arts; Built Environment, Engineering & Computing;  
**Business**; Education; Health; Humanities & Social Sciences; Law; **Sport**

# Library Academic Support Team

- 2018 – Academic Librarians and Skills Tutors
- Taught UG and PG students
- Librarians, Tutors, Digital Learning Developers
- No Pre-Sessional/Foundation/In-sessional

# Our Provision

- Skills for Learning
- Subject-specific resources
- **Academic skills modules**
- **In-curriculum skills support**
- Appointments



## Key databases for Nursing

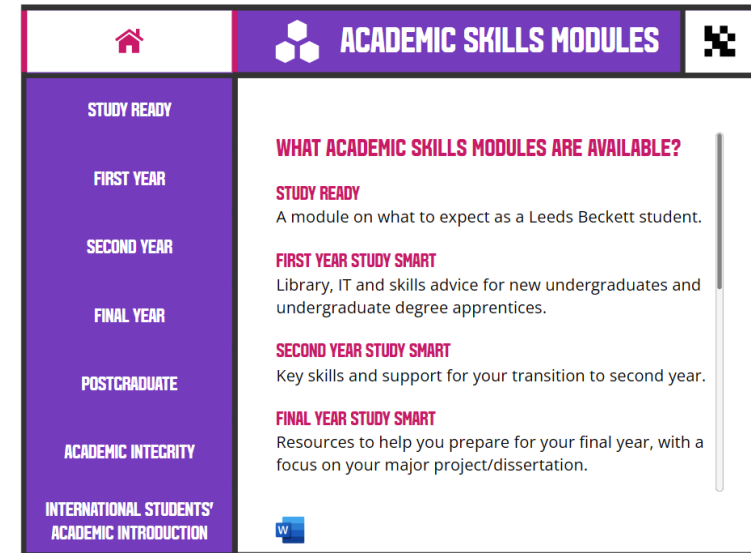
[Anatomy.tv](#)

Comprehensive 3D anatomy atlas, professional reference and image library of human anatomy. Fully interactive anatomical models, which are a recommended resource for a number of health related courses.

• [Accessibility statement for Anatomy.tv.](#)

[Applied Social Sciences Index & Abstracts \(ASSIA\)](#)

Applied Social Sciences Index & Abstracts (ASSIA) is designed to serve the information needs of the caring professions, including practitioners, researchers, and students in healthcare, social services, education, and related areas. It is focused on a core of around 500 of the most relevant English language scholarly journals covering aspects of health and social care from a broadly social scientific perspective.



Request an in-curriculum Academic Skills Session for your students (2024/25)



# The International Module: Development 21-22



- Request for support from Senior Management
- Steering Group – academic/professional staff
- Collaboration with Global Village, Careers, Student Services, Library Staff and students
- Content – Librarians, Tutors and Designers.

# The International Module: Delivery



- Blended learning: online resources, webinars and live sessions
- All international students auto-enrolled
- Engagement stats by course
- Contact via module/email
- Staff also enrolled on module.

# The International Module: Engagement and Feedback

Academic Year	International Module users as a % of int. students
22-23	62%
23-24	74%
24-25	49.8%

Student feedback has been consistently positive, rating the ISAI at 4.75/5 for usefulness.

I am actually very impressed with this. I have found all sessions there very informative and helpful.

25<sup>th</sup> Jan 24

This module has helped me settle into the various requisites of learning in the UK at an HE Level. By the time our lectures began, I was already ahead of most of my colleagues who did not go through this module.

28<sup>th</sup> Sept 23

Introduction about everything. Good job LBU!

25<sup>th</sup> August 2023

# International Module: Reflections

## Successes

- Centralisation
- Wellbeing Team request for advice on international student support
- Pre-existing Academic Librarian network
- Centre for Learning & Teaching events
- Academic/Professional staff attending webinars
- Staff enrolment on module.

# International Module: Staff Enrolment

## International Study Cafe on Tuesday 18th March at 12:00

Posted on: Monday, 17 March 2025 11:50:46 o'clock GMT

Hello everyone,

I'll be available in LS104 between 12:00 and 13:00 on Tuesday (tomorrow).

You are welcome to come along with any questions you have about your courses.

The focus of the session is academic writing and criticality, which I know is important for many module assessments.

I look forward to seeing some of you tomorrow.

Thanks,

Liz Hyde

**Subject:** RE: International Students' Academic Introduction: International Study Cafe on Tuesday 18th March at 12:00

Hi Liz

Katherine and I love the fact that you are doing this. We teach a large cohort of international students at L7 on the Construction Law & Dispute Resolution Masters degrees, however, we teach them all remotely, online. Is it possible for these students to access your initiatives online, perhaps via recordings, or via MS Teams, maybe?

# International Module: Reflections

## Challenges

- “No support for international students”
- Attendance at sessions
- Engagement with the module content
- Timing of webinars.

# International In-Curriculum Sessions

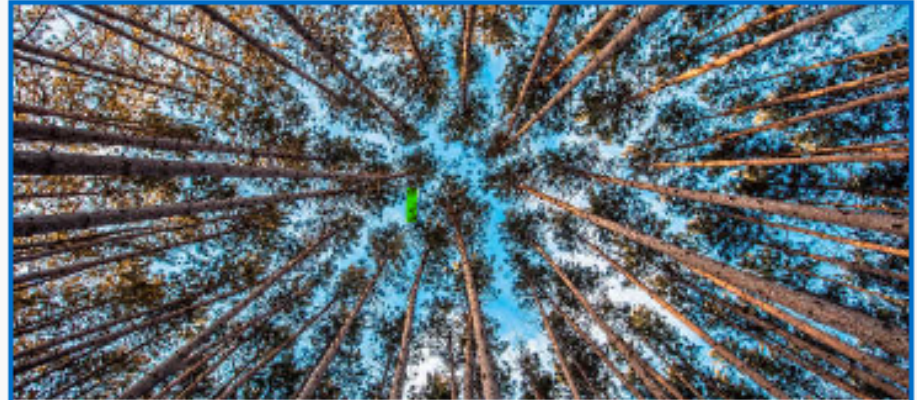
- Investigate the academic skills support needs of international students
- New sessions: Academic Writing Success
- Liaison about international support requests with librarians/tutors
- Meetings with academic staff to discuss support/guide/listen.

# Case Study

L7 MA Politics and International Relations

3 x 2-hour sessions in dissertation module

1. Formative Writing Task
2. What is effective academic writing?
3. Integrating sources and Academic Honesty



18712-2410

POLS713 - Dissertation - 18712 - LTP -  
202410

Open

# International In-Curriculum Reflections

## Successes

- Growing recognition across the university
- Invitations e.g. English Language Panel; PG Community-Building Art project
- EAP and Academic Skills perspectives both useful
- Joined-up approach to academic support requests (e.g. nursing students)
- Barriers to support removed – team approach.

# International In-Curriculum Reflections

## Challenges

- Unrealistic staff expectations about support
- Reactive Referrals
- 300 staff left July 24
- Limited experience of international students
- Gaps with language support.

# Going forwards

- Report outlining challenges and opportunities (Jan 25)
- Engagement with International Module
- Ongoing language and skills issues reported by Academic Schools

## Recommendations:

- Review approach to International Module
- Create an advisory group to review and enhance in-course academic skills support



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# Thank you

Any questions?