Learning Hub guidelines for academic staff

The Learning Hub is a learning support centre provided by Student and Library Services.

Vision
The vision for the Learning Hub is for it to:

- play an integral part in the University strategy for student achievement by providing a valued input into learning, teaching and the curriculum.

Mission
We will do this by:

- providing a holistic approach to learning support in partnership with Schools, Departments and students.
- being a highly visible and effective service.
- delivering an innovative and strategic approach to learning support.

What is the role of the Learning Hub?
The role of the Learning Hub is to support the aims of the Learning and Teaching Strategy, by complementing the development of skills that are already embedded in the curriculum.

The Learning Hub is an inclusive service that is offered to all Teesside University students.

The Learning Hub provides a space both physical and virtual where students can discuss strategies and resources to help them fulfil their potential.

The Learning Hub provides a range of approaches for learning including drop-in, one-to-one tutorials, online support and workshops.

Who staffs the Learning Hub?
There are two learning advisors to support writing – Sue Myer (Learning Hub Manager) and Yvonne Cotton (Learning Advisor, Literacy).

The Learning Hub drop-in and Succeed@Tees workshops are delivered by any of the academic librarians, assistant academic librarians and learning advisors in the library.

How can we access the Learning Hub?
Enquiries can be made either by dropping in to the iZone on the Ground Floor of the Library, telephoning (01642 342100) or by emailing (libraryhelp@tees.ac.uk).

What support is available at the Learning Hub drop-in?
We can offer general guidance on academic skills including the principles of academic writing.

Literature searching – we can discuss and suggest the best approach to a literature search. As this is a drop in service we can normally spend up to ten minutes on each enquiry.
Referencing – to improve referencing we can check a sample of references to help devise strategies for improvement.

Referrals - we aim to identify the most appropriate source of support either within the Library or from across the University.

For example within the Learning Hub:
- students requiring help with English as a second language will be referred to Student English Language Support.
- students requiring support with further developing their academic writing will be referred to a Learning Advisor.
- in depth literature search enquiries will be referred for a one to one appointment with an academic librarian.

What happens during tutorials with a learning advisor for literacy?
1. Students set the agenda for tutorials and decide on the topic for discussion.

2. Appointments will normally be arranged on a Monday- Friday between 9-5 and will last for 30 minutes.

3. The aim of the sessions is to focus on developing learning so:
   a. Students might want to bring:
      - A marked assignment so that we can discuss feedback
      - A module handbook
      - An outline of the assessment criteria for an assignment
      - A timetable of submission dates to talk about time management
   b. We will help students devise strategies to check their own work but we will not proofread.
   c. We will help students to identify ways to improve their writing based on a draft piece of work. For this reason only one tutorial is offered for each piece of work (unless advised by the tutor). Students are advised to email a draft piece of work in advance of the tutorial so that we can prepare feedback.
   d. Tutorials will focus on the style and structure of the student’s work not on discipline specific content.

4. We may refer students to another source of support within the University where appropriate.

5. To allow the Learning Hub to meet the needs of all students;
   a. We are usually only able to offer one tutorial per week (unless recommended by the Learning Advisor).
   b. It is important that students let us know if they are unable to attend so we can offer their appointment to another student.
   c. If students are unable to attend a face-to-face tutorial, we may be able to offer an alternative service.

What is the role of Succeed@Tees workshops?
1. Succeed@Tees workshops are designed for individual students, to support independent learning.

2. The workshops are intended to support the curriculum. Therefore, they are not subject-specific and do not require students to book.

3. The workshop programme (http://tees.libguides.com/workshops) is supported by online material to develop learning beyond the introductory workshop.
4. Succeed@Tees workshop materials may be used and adapted for non-commercial use under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA) licence.

5. The workshop programme is reviewed on an annual basis, based on attendance, feedback and identified need for new workshops.

**How can the Learning Hub help you to embed skills in the curriculum?**

1. Academic librarians will liaise with academic staff to support the embedding of academic skills within the curriculum. Working in collaboration with learning advisors and academic staff, they can advise on and develop activities tailored to the needs of the students.

2. Delivery of academic skills input may be face to face or online. Activities may be delivered by academic staff, academic librarians, or learning advisors. The most appropriate delivery of the activities will be agreed on a case by case basis.

3. Academic librarians will prioritise sessions for Teesside University students.

**What is the role of PASS (Peer Assisted Study Sessions)?**

1. PASS is an internationally recognised scheme whereby students are trained to mentor and guide students in lower years to support their learning through study sessions.

2. Teesside University is a member of the North European SI-PASS network and all supervisors are accredited.

3. PASS is delivered in a number of programmes at Teesside University and these are reviewed on an annual basis. Each scheme has an academic co-ordinator who collaborates with SLS in supporting the PASS leaders.

4. PASS modules are limited due to the availability of resources to support them. PASS will be developed according to the priorities of academic schools.

5. PASS leaders are volunteers who have successfully completed the module. They commit to 12 hours training, and up to 3 hours per week to facilitate sessions. This includes a weekly debrief with an academic co-ordinator and a PASS supervisor. For more information about PASS, see [http://tees.libguides.com/pass](http://tees.libguides.com/pass)