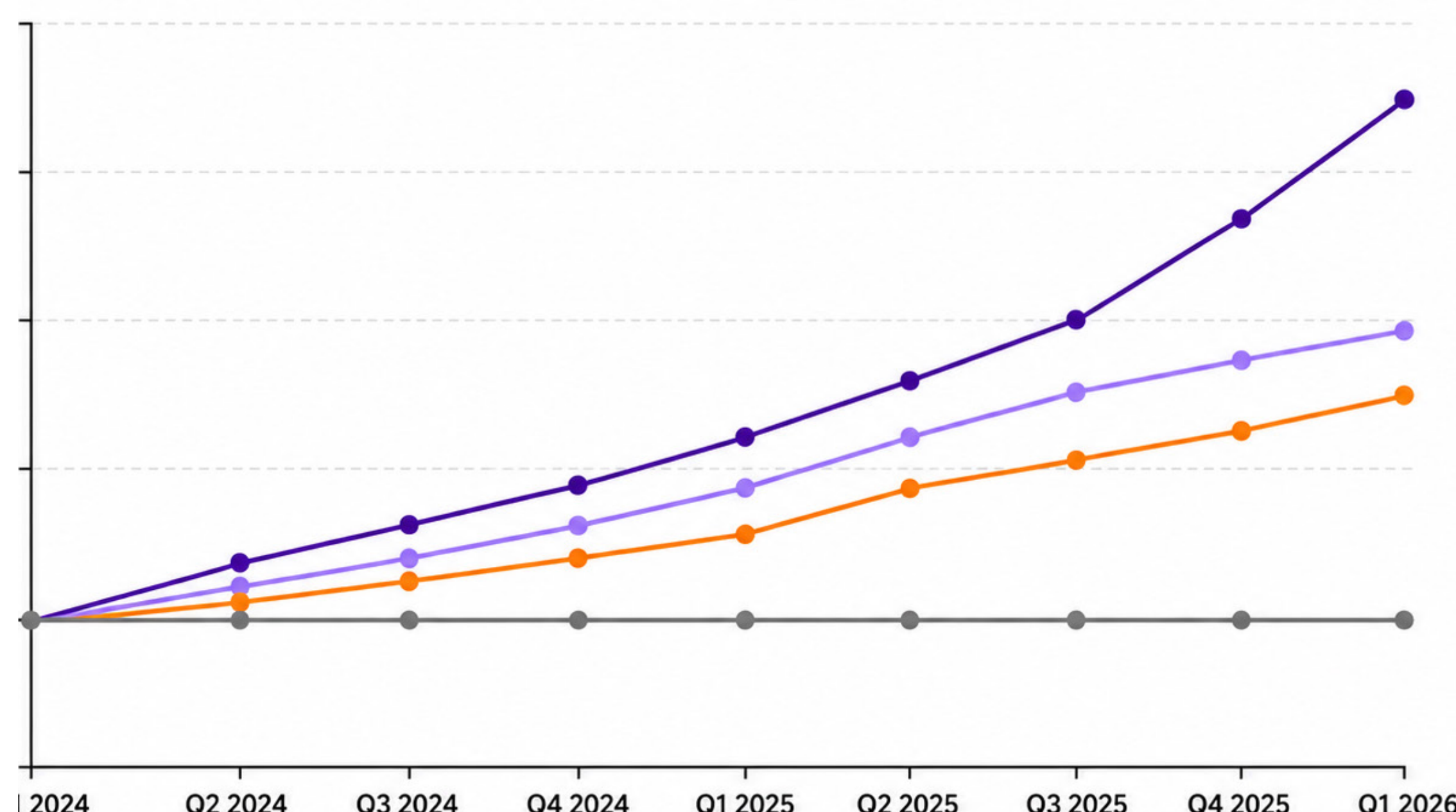


Optimising Information Literacy Support to meet Rapid Growth

The issue

Rapid growth in student numbers and academic programmes led to a sharp increase in demand for Information Literacy (IL) support, without additional information specialist staffing. The last two years saw the Health and Life Sciences College increase 19% in student numbers, and have several more programmes, routes and non-standard courses.



- PROGRAMMES & ROUTES**
+15
NEW PROGRAMMES & ROUTES ADDED
- STUDENT NUMBERS**
+19%
INCREASE
- NON-STANDARD COURSES**
(CPD & PARTNERSHIPS)
SEVERAL NEW MODULES & PARTNERSHIPS
- STAFF NUMBERS**
FLAT. STILL HERE.
STILL HEROES.

Objectives

1. Deliver efficient, targeted IL support to meet student needs.
2. Integrate academic writing with IL for holistic assessment support.
3. Ensure fairness and consistency across all programmes and pathways.
4. Increase collaboration with staff and link support directly to assessment tasks

Plan

- Identify and merge repeated IL sessions within large cohorts, mindful of timetabling constraints.
- Map IL provision alongside other academic skills to enable co-delivery across HLS College.
- Embed 30-minute assessment support interventions within existing lectures.
- Create interactive, asynchronous materials for assessment areas on the Virtual Learning Environment (VLE), covering shared topics.

EFFICIENCY:

+1.02%

small increase in teaching hours

SCALE:

+34.3%

increase in student cohorts reached

ENGAGEMENT:

+11.7%

increase in average student attendance

ONLINE REACH:

+309%

increase in VLE content usage

Results

Through effective collaboration with Pharmacy and Biosciences, we halved the number of sessions by merging groups and moving content online. Targeted 30-minute interventions replaced stand-alone Independent Prescribing sessions, while joint delivery with an academic writing specialist streamlined assessment support for Medicine and Nursing cohorts, easing timetabling pressures. Additionally, we developed three new asynchronous activities—health promotion, GenAI and systematic reviews—now accessible via the VLE.

Conclusions

We reached more students while keeping teaching hours almost the same!

Next steps

- Seeking data on students' academic success, both in terms of grades and specific needs highlighted by feedback;
- Further develop this approach in other programmes and subject areas;
- Increase collaboration with English language support in a similar way to academic writing.