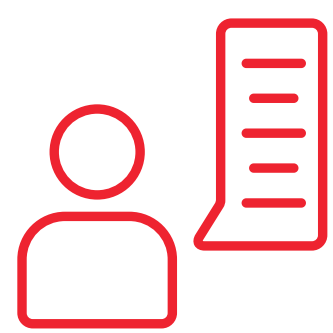


# Case Study of Good Practice

Title: Evaluating the impact of a writing intervention with BSc undergraduate nursing and midwifery students

Presenters: Éadaoin Regan | Kathy Bradley, The Skills Centre



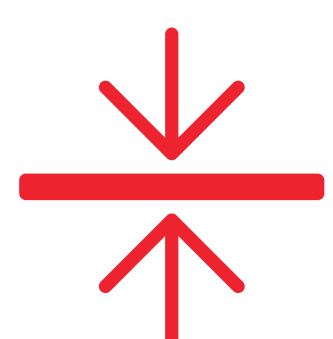
## Case Study Synopsis

This initiative focused on the impact of writing intervention for BSc undergraduate nursing and midwifery students. These peer writing sessions were delivered by the Skills Centre as part of a pilot initiative in the 2021/2022 academic year. These peer writing sessions incorporated tips on all aspects of approaches to academic writing. This complimented the School's collaboration with the Skills Centre which took place three weeks immediately prior to the six-week peer writing sessions. The sessions, which were delivered by the Skills Centre included: Notetaking for Lectures and Reading, Critical Thinking, and Study Strategies.



## Key Impacts

- The impact of the critical thinking module, which encourages independent, fact-based, and unbiased thinking guides students through practical examples of and approaches towards their studies to enable to think, read, and write critically about their academic sources. This further reinforces UCC's efforts to spread engagement with and understanding of academic integrity, therefore contributing to UCC'S Connected Curriculum framework.
- The initiative also benefits curricular coherence between academic staff and students within the School of Nursing and Midwifery.
- These peer writing sessions provided staff in the School of Nursing and Midwifery with an insight into how incorporating academic skills as part of designated course content provides students with a consistent, helpful, and peer-delivered space to improve their writing skills and confidence.
- The benefits for staff, and thus UCC, was the identifiable improvement in writing material that was submitted by students that regularly attended these session. It also fostered confidence and open lines of communication between staff and students.



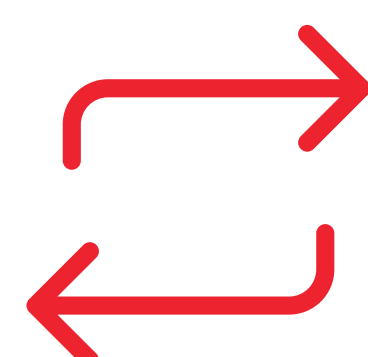
## Area of Alignment

Learning & Teaching  
Student Success



## Key Impacts continued

The peer writing sessions were held both online and in-person by the Skills Centre, and facilitated spaces wherein undergraduate nursing students could come together and work on a piece of academic writing. Each session began with a short instruction on an academic writing skill, titled 'Tip of the Day'. The 'Tips' were delivered by a Skills Centre tutor throughout the six-week period of the peer writing sessions and the topics were as follows: Referencing Essentials, Themed Paragraphs, Formatting/Setting Up Your Document, How to Build Your Argument, Paraphrasing, and Sentence Structure.



## Intended Changes

- The Skills Centre and School of Nursing and Midwifery collaborated on identifying and providing a solution to student difficulties in academic writing and reading skills.
- This interdepartmental initiative provided all undergraduate students registered within the School during the 2021/2022 academic year with an opportunity to understand approaches to academic writing and further develop their skills.



## Additional Information

The positive impact of the initiative on students is evidenced in the following testimonials filmed, collated, and edited by the Skills Centre:

<https://youtu.be/vrLvXkoGSqA>



## Video Links | Graphics

