

# 1. University, here I come!

## OK! HOW CAN I DO WELL AND ALSO ENJOY MYSELF?

Life at university is fun, fun, fun – and of course quite a bit of work.



Well done! You have made it to a Uni or college and this is the start of a really great time, now you are out of your school daze. If you have been told that these were the happiest days of your life, you were probably being lied to. University is far better in almost every way: you have freedom, little responsibility, and an interesting set of new friends. I confess I rather envy you your good fortune – still, been there, done that, bought the T-shirt; now it's your turn.

One of the main things you will almost certainly have to do is learn how to learn. You probably assume that you know how to do this but many students have mostly been *taught* by others and have not really had to learn much on their own. From now on you will be doing a lot of learning so you might as well do it efficiently. Think about it! If you study efficiently it leaves you with a lot more time for doing stuff that you really enjoy! Three elements seem to be common to those who do well at university. Firstly, they go to all set lectures, tutorials, seminars, workshops or laboratory sessions, where they pay attention, and take

notes. Secondly, they work for long hours on their own, outside the formal class time. Thirdly, they use their time effectively. What makes them work hard is strong motivation. With a determined will to succeed you can achieve almost anything you want in life. Such determination is crucial if you want to do well – think how much you already know about a particular sport or hobby that really interests you. Try to increase your motivation by following the advice below and regularly doing the things suggested.

*Determination plus adjustment equals success*

A good way to start your adjustment to university life is to think about why you are going and make your own list of reasons. Keep this and read it regularly – reminding yourself of your original reasons can help strengthen your determination to succeed.

**WHY DO I WANT TO GO TO UNIVERSITY ANYWAY? SOME POSSIBLE REASONS (BUT MAKE YOUR OWN LIST)**

- My parents and family expect me to go.
- My friends are all going so I'm off too.
- I wish to enjoy the life of a student, which sounds (and is) attractive.
- I'm postponing decisions about what to do with my life.
- I am unable to find a job.
- I want qualifications for a particular career I have in mind.
- I wish to learn about something that really interests me.
- I want a job with real power (though power is like a steep cliff: only reptiles and eagles tend to get to the top easily).
- It would be nice to broaden my mind and improve my quality as a human being (OK, it's rare!).
- I'd like to find intellectual stimulation and enjoyment.
- I may be returning to study after some years in the work force because I need a challenge, or can now afford to get an education.
- Like Aristotle, I believe that education is the best provision for old age.
- I want to earn decent money once qualified – yes!!!



## WHAT'S IN IT FOR ME?



I'm not selfish I really do deserve more!



Going to university gives you the opportunity to think creatively, to learn how to organise your thoughts, and then to express them clearly. You can derive three major benefits: knowledge, skills and personal development.

### *Knowledge*

- In its broadest sense, knowledge consists of facts and theories; it helps you break out of your ignobubble.
- But knowledge gets out of date quickly – it matters in the short term for when you are doing exams, but is probably the least important benefit in the long run. Even in practical subjects like medicine and law, facts and theories are subject to change but the other skills remain of value to you for ever.

### *Learning transferable skills for your whole working life – a prime gain*

These are portable skills that go with you, and if you want a good well-paid job you definitely need them. People now tend to switch direction several times during their working life: to climb the ladder of success you need to be lord of the rungs; and onward and upward is the way to go.

The skills you can get include the ability to do the following both quickly and competently:

- Communicate (orally and in writing) effortlessly.
- Manage your time effectively.
- Work in a team successfully.
- Organise information properly.
- Tackle questions and problems sensibly.
- Win people over to your view as you argue persuasively.
- Analyse issues logically and convincingly.
- Prioritise your tasks quickly. *And:*
- Make and keep a wide circle of personal friends.
- Develop a network of business contacts.

*Developing as a human being – another real gain*

- Expanding your mind, engaging in self-discovery and furthering your personal development.
- Building self-discipline and self-confidence.
- Growing up – well, it has to be done sometime.

**University is different from school or working in a job**

*Compared with going to school – it's a lot better!*

- There are no teachers to control or bug you.
- There is usually no check-up on whether you attend classes or not.
- There are no parents to force you out of bed in a morning – high noon is possible!
- The freedom is genuine and really great.
- To an extent this can all be alarming as you are now on your own.
- But you will learn below how to cope with and enjoy the new freedom without losing track of your main goal: getting that degree.

☺ When arguing about food, you shouldn't tell a Frenchman that it's a crock monsieur. ☺

- There are no set hours.
- There is no boss.
- There is no profit and loss to worry about.
- There are no dress standards.
- There are no office or factory politics to keep you on your defensive toes.
- The freedom can be exhilarating and you now have the time to do stuff you really want.
- But you have no regular pay packet – bummer!

## TIME TO JOIN THE GROWN-UPS



Sometimes I sits and thinks, and sometimes I just sits.



We all grow up as individuals with our own unique set of experiences. Growing up involves uncertainty and worry about the physical and emotional changes which occur; concern about who we are turning into; coping with mood-swings and feelings of insecurity; concern about dealing with relationships; and maybe developing critical views of your parents and the feeling that they do not understand you.

### **Self-development involves**

#### *Taking responsibility for your actions*

No longer can you blame others (parents, teachers, or friends) for what you do – you are now responsible for your own behaviour.

#### *Gaining experience*

Gaining experience means trying new things, but if any of these involve losing control of rational decision-taking ability, you should either avoid it or be very careful indeed. Experimenting with drugs, for example, can be addictive, cause personality change, or lead to behaviour you might not normally contemplate. Experience is a good teacher but at the price she charges she certainly ought to be.

#### *Facing challenges and tackling them*

If you tackle challenges successfully it is excellent, but even a failure can provide a valuable learning experience – you can think about what went wrong, what you might have done to avoid it, and what you can do next time around.

#### *Hard work and persistence*

In life, nothing important comes without effort, and you will have to strive hard for what you want. A sensible motto is: “Work, don’t shirk!”

## Learning about the big world out there

### *Increasing your experiences*

Going to university is a major change in your life and will provide many new experiences, many interesting, some valuable, and a few wonderful.

### *Learning from others*

There is little point in reinventing the wheel. You should take the chance to study and learn from those who have gone before.

☺ Smoke bomb = a student who regularly enjoys marijuana – then fails ☺  
the exams.

### *Making your own mind up about that knowledge*

Not everything you read or are told by others is true, or perhaps not the whole truth. You must think about what you learn and whilst remembering it, question and criticise it. All is not what it appears – *True Lies* was not just the name of a movie.

### *Shaping up to the new life*

Your life at university will consist largely of three elements: studying in a variety of different ways; being involved in clubs or societies; and socialising.

### *Studying*

This is your main aim – you need that degree – so you do not get much benefit from dropping out early or failing. You are about to learn how to learn. Lectures, tutorials, workshops, lab time, sitting around discussing issues until late at night ... there's a lot to do so let's try to enjoy it.

### *Social life and partying*

This is an important and enjoyable area. You need to relax and enjoy your university experience – it is the best time of life for many people. Get in there! But be careful not to overdo it... except maybe in Fresher Week.

Even mathematicians are not sure of the shortest distance between two pints. You may still have to learn how much



you can drink safely without suffering. If you throw up, suffer the whirling pit when you close your eyes, or cannot remember all of the previous evening, you really drank too much. In fact, you were probably pewted as a niss.



The wages of gin is breath.



If you're on the beer, try to avoid quaffing it – that's similar to drinking it but you spill more. Be warned! Over-indulgence in alcohol is a particular danger in the first-year and causes many students to do badly. You might choose to stay away from binge drinking and all games that involve knocking back booze as a penalty – if you're present and a session starts up around you, try to keep it a personal spectator sport.

### *Clubs and societies*

You will suddenly be faced with the opportunity to join lots of clubs. Go on! Join a few! Maybe a sports one for your health's sake (you don't have to be a ruggie-bugger, soccer-rocker, or have a cricket-ticket); a social one for fun; and an intellectual or political one for interest and personal development. In the first week there will probably be something like a "Student Fair", with lots of stalls staffed by second or third-year students trying to get you to join their clubs. It's best to walk round and see them all before signing up. Try this as early in the week as possible because that's when people are making new friends and forming their initial social groups.

### *Any initial worries should quickly pass*

It is normal to feel uncertain, insecure or just plain scared when you arrive at university. You do not know what it's about or what will be expected of you. Fear of the unknown can be powerful. You will probably also feel excited and exhilarated by the new opportunities. It can take a few weeks to settle down but most students manage to adapt. If this is your first time living away from home, expect to feel homesick, especially in the first few weeks. If you make some new friends quickly in Fresher Week it will help to reduce the problem. If you should feel a bit low in the first few days, call a close friend or two – it will improve your morale. You almost certainly have a mobile already, and you might be able to persuade your parents to pick up the bill or at least put some money in for the term "so I can call you more often".

## **FREEDOM MEANS CHOICES!**

### *Choosing study rather than full-time fun*

Freedom is a heady drug if you have come straight from school, particularly if it was a boarding school where the environment is carefully controlled. At university, all restrictions are removed and the choice of how you spend your time is entirely yours. You will rarely have compulsory lectures (although this depends on your university), and you can stay in bed all day if you wish. Be particularly careful not to spend the bulk of the first term drinking in the union bar, playing pool, and neglecting your studies. I know I'm repeating this but it's tempting and I've seen it happen so often.

### *How can you tackle this new seductive freedom? By*

- Making your own weekly timetable.
- Making and carrying your daily list of tasks.
- Keeping an assignments diary; and especially
- Working to increase your motivation and determination.

### *Buddy can you spare the time? Your weekly schedule*

You can draw up a seven-day schedule, hour by hour, starting with the earliest time of day you begin studying or attending class, and covering the period until you go to bed. When you've finished, stick it on the wall or somewhere you can easily see it. On this timetable you might want to use different colours for lectures, tutorials, workshops etc. to make it easy to read at a glance, but whatever works for you is best.

☺ When I see the sign "This door is alarmed" I realise that I feel a bit ☹  
uneasy myself.

### *Contact time*

In the humanities and the social sciences you might have as low as five formal contact hours a week, but more likely it will be eight to twelve hours. This is of course much less than you were used to at school or at work. Don't be fooled! This teaching period is only a fraction of the time you are expected to study – remember, you are supposed to learn on your own. Depending on the individual, for each one hour of formal teaching you might need to do around two to four hours of personal study for decent results. In law, medicine, engineering and the sciences you are more likely to have a longer formal schedule to follow, maybe

16–25 hours a week or more.

### *Taking time off*

How many evenings you work depends in part on your personal sleep cycle: some people wake late but are prepared to study until two a.m. Others wake naturally around five a.m. and study until breakfast about eight, which is equivalent to an evening's work on its own. For many people, the mornings are a particularly productive time.

A typical student who wants to do well can allow maybe two or three evenings a week off from study and take a day off at the weekend (maybe both days but only if you are really bright); those who just want a bare pass might take most evenings off as well as much of the weekend and gamble they get through. My suggestion is to err on the side of more study in the early days – it is easier to decide later to take more leisure than to force yourself to study harder. In your non-study time, it's a good idea to play some sport or at least engage in some very different and non-intellectual activity in order to relax. Go on, you can think of something that fits that description.

### *Assessing your timetable*

When you've finished your draft timetable, add up the hours – if they are less than 40 a week, which a survey in 2006 showed is likely, you are not going to die from overwork. In 2004, full-time employees in Britain typically worked 44 hours a week, while one in six put in more than 60 hours, a figure typical for many professionals. Try to balance your subjects so that you do not fall behind anywhere; later you can adjust your work schedule if you find you are dropping behind in a particular subject. Remember to allocate time for “assignment research” as you will have new essays etc. coming up. And I know that you will remember to allow yourself some relaxation time.

### *Making a daily list of tasks*

It helps if you carry a list of what you intend to do each day. The list should include the time and place of your lectures, tutorials, seminars, workshops or lab sessions, as well as what you intend to do in your personal study time. You might set aside a special half an hour for practising drawing diagrams, revising vocabulary lists or whatever your particular subject needs; some time for going over the day's notes; and say half an hour for revision of things done



earlier in the term. Carry your daily list with you and don't forget to check it regularly. Cross off each item when you've done it and enjoy the feeling of achievement and success. If the first item on your list is "make list" you can cross that one off almost immediately and feel good.

☺ Warning: dates in the calendar arrive faster than you might expect! ☺

*Keeping an assignments diary*

It's a good idea to note in your diary when assignments are due, and also flag them in advance early enough to prepare. Depending on your subject, your abilities and the rest of your timetable, you might need maybe three or four days for short essays and perhaps a week or two for longer items. Adjust your lead-time as necessary.

*Working to increase your motivation*

See the section "Whether you're young or old, strengthen that motivation!", page 39, for advice on working to boost your determination. This is really an important thing to do and the sky's the limit.

**DECIDING THE ESSENTIALS: HOUSING, TRANSPORT, FOOD AND FINANCE**

The housing and transport problems need tackling early, while the food problem largely depends on what you decide to do about the first two issues.

**Choosing where to live**

☺ Don't expect too much... ☺



*Home is the cheapest*

Living at home is a good option if you get along with your family and are going to your local university. In England it used to be pretty standard to go to a university in a different city, but it is now becoming common to go to one nearby as it's cheaper. ....

**End of excerpt from Chapter 1; on to Chapter 7.**

## 7. Write on baby! Way to go!

*If your school used to let you have several bites at the cherry*

Some schools allow students first to go and talk to a teacher about what to put in an essay; then to hand in a draft essay and get comments back; and finally to submit the essay proper. At university you are expected simply to prepare, write, and put the essay in – and that’s it.

*Preparing to write*

Writing up is simply the last stage of the assignment process. Always be sure you know what you think and wish to say before you start to write. “I cannot write” often really means “I have not read and thought enough and do not know what I really want to say”. It’s common to prepare several different outlines before you are ready to write.

*It’s time to do the essay*

You must write out your essay properly in sentences and never do it in note form. Write it on a computer if you can; it is easy to move sections around, spell-check it, and print it up. At the printing stage, it is a good idea to set wide margins on both sides of the paper as this encourages the marker to make more comments and these are valuable.

If you have any diagrams to put in, it is usually acceptable to draw these neatly using a ruler and pen. There are excellent drawing programs for computers (CAD – computer assisted design) but they take quite some time to get to grips with.

If you do not have access to a computer (rare), then typing up your essay is the next best way. Try not to put in a handwritten assignment, which looks poor, and can earn you lower marks if the assessor gets fed up trying to read it. If you must write by hand, use black or dark blue ink, and remember to leave wide margins to encourage comments. However you write it, you should draw any diagrams and figures carefully using a ruler, and if they are complex use more than one colour. It’s best not to pick red, because the marker may wish to use red to correct or add to the diagram and you never want to annoy a marker.

## ESSAY TIPS – A LIST OF THINGS TO AVOID

*“Before I answer this question I shall...”*

Never begin with this phrase; it ensures you are sidetracked at once; it automatically causes you to answer a question that you were not asked; and it is likely to convince the marker that you are not all that bright. Disasterville!

*Lyk, dude, it's so-o-o kwl n gr8 yeah? – any 1 no y? Ezpz m8! Geddit?*

Right! Now I have your attention, texting-spelling, gangsta rap, slang and colloquialisms have no place in written essays. Note, however, that in oral presentations a judicious use of slang or the vernacular can sometimes be effective as long as it is in very small doses.

*Humour*

Few people have the gift of being able to write amusingly and their efforts to entertain are sometimes painful to read. Unless you've ever been asked who writes your material or else your name is Woody Allen or Stephen Fry you'd better avoid trying to be funny.

☺ Sign in an English butcher's shop: “Buy our sausages – you'll never get better.” ☺

*Abbreviations in essays – take care!*

You must avoid all short forms like “can't”, “won't” and “isn't” and write the words out in full. Written English is a bit different from spoken English. (I deliberately broke several rules in this book in order to make it more accessible – don't do as I do, do as I say!)

You should be aware that the first time you use an acronym you should spell it out, for example “The Organisation of Petroleum Exporting Countries (OPEC)...”; after that you can use the acronym alone without further explanation.

*Using brackets*

These (when used often) tend to give (at least to some people) a feeling of choppiness (or breathlessness) and slow down the communication of ideas (or anything else) and suggest (to the critical) that you have (probably) not thought through the issue. As you can see, it's best just to avoid it.

*Using oxymorons (if you're a pedant peasant it should really be oxymora)*

These are phrases that contradict themselves in some way, like “pretty ugly”, “original copy” or “small crowd” (and some might think “military intelligence” or “business ethics”). While not exactly wrong, they can annoy fussy people and one of these might be marking your essay. Think carefully about the words you use.

*The shotgun technique*

This consists of throwing in everything you know about the issue, in the hope that a few pellets will strike home, rather than answering the question. In this case it is untrue that nothing succeeds like excess. To combat it you can practise making outline answers; spend longer on organising your approach; stick to your prepared outline; keep reading the question as you write; and sprinkle a few words from it in your answer now and then.



*Getting side-tracked*

This means moving away from the central question asked and delving into interesting but scarcely relevant areas. An assessor is likely to conclude that you possess a scatty mind and have a less than fully logical approach. Hello bad mark! Use the same solution as for the shotgun technique.

*Trying to impress by deliberate complexity*

Technical jargon is usually essential at university and makes for precision in communication. Your analysis may well be complex but the expression of it should be simple. You should not deliberately set out to write long, complex sentences or use less obvious words on the grounds that you feel this is suitable for university-level work. Too often arcane words are used in invidious fashion, possibly erroneously, your meaning becomes blurred, and you can easily forestall the attainment of the exalted mark you so richly deserve; so it is judicious to eschew the non-obligatory mode of adopting obscure vocabulary in an ineffectual endeavour to obfuscate or inveigle someone into perceiving that you are a luminary. Get the message?

**End of excerpt from Chapter 7; on to Chapter 10.**

# 10. Role-playing and drama queens – presentation Matters



## **LIFE, THE UNIVERSE AND EVERYTHING: DEVELOPING MORE SKILLS THAT WILL STAND YOU IN GOOD STEAD**

As part of your university career, you should seriously consider trying to do one or more subjects that involve role-playing. These are often located in the university's commerce or business faculty, and many universities now allow you to take such courses whatever your main study area. Check the university handbook or ask in the department or faculty office what's available in your institution.

☺ Our speaker does not intend to bore you with a long speech...he can ☺ easily do it with a short one.

Role-playing presentations can be immense fun and are often a superior version of primary school show-and-tell; but now it's for grown-ups. You are moving from the page to the stage; putting it another way, you are no longer writing an essay but engaging in course encounters of the word kind. Programmes that include role-play require a bit more effort because

you have to work on both the content and the presentation for top marks but they're worth it and moreover they are enjoyable.

*What's in it for me? Good question! You will develop the skill to*

- Research a practical project, which is dear to the heart of those hiring in business and government.
- Develop your own individual approach to a problem.
- Improve your communication abilities.
- Enhance your self-confidence and learn to think on your feet.
- Organise complex material in new ways and explain them to an audience.
- Work out creative methods of using props in making a presentation.
- Put together a visually attractive and persuasive final report.
- Sell yourself, and persuade people to your point of view.

In short, role-playing sessions develop your vocational skills, look brilliant on your CV, provide you with an interesting topic to raise in a job interview, and can really give you the edge. If you get the opportunity for a role-playing course, go for it!

*Don't reinvent the wheel – learn from the others*

It is tempting not to go to the presentations of your fellow students, when you still have heaps of work to do, are struggling to define your topic clearly, and searching for elusive information. Resist this temptation! You should attend everybody else's sessions and watch, listen and learn from their strengths and weaknesses. Consider carefully whatever criticisms and suggestions the staff member makes to them and see how you can incorporate this into the delivery you are yet to make. More marks for you!

Unlike tutorials, if you have a choice it is better to do your presentation late in the term because by then you will have learned a lot from simply watching the others.

## **DEALING WITH ESSENTIALS: THE BUCK STARTS HERE**

*Timing*

Make sure you know how long you have got in which to make your presentation. There will almost certainly be time taken out at the end for questions, discussion, and suggestions. Typically, an hour

have 20 minutes for your actual presentation, but in a half-hour session you would be lucky to get more than 12 minutes or so.

*Get there early on the day*

Try to be there in good time so you can check out the room, make sure all the equipment you need is there, is working, and you know how to handle it. You can also lay out any props you will use, and put up any maps, posters, or photographs that you intend to point to. You might want to look at the timetable or check in the departmental office to see if the room will be in use before your session. If this is the case, you may have to set up some wall stuff well in advance.

*Dressing the part*

You need to dress up in character to get your best performance: it will help you to do better and will also impress the student audience and staff member (better marks!). In most cases men should wear a dark suit and tie with a light-coloured shirt; women a dark business suit or plain blouse and dark skirt, and both need leather shoes – the whole power-dressing game in fact. Women should use make-up and simple jewellery like earrings – it all helps. Of course, if you are going to be a historian acting the part of a Baron who is supposed to persuade King John to accept the Magna Carta, your dress choice is perhaps more limited.



You need to stand up straight during your performance (yep, it's a performance), with your shoulders back, stomach in and chin up – but try to avoid the ultra rigid “soldier on parade” stance; it merely tends to make you look dumb.

*Use cards to present your talk*

Do not write an essay and read it out – when making a presentation this is a recipe for a low-grade result. Instead, put your notes on cards (which takes care of the problem of what to do with one hand) and glance at them for your next point. Keep your head up and go for maximum eye contact; keep sweeping the room, looking in a person's eyes for a second or two, and make sure you have eventually looked in everybody's eyes at least once. Keep the cards low and do not hold them up in front of your face. It's best not to place them on something, such as a lectern, and then read

from them, as this tends to point the top of your head at the audience and prevents eye contact. You can of course gesture with the cards to emphasise points you are making.

## LET THE TALKING BEGIN

### *Setting the scene*

Start by telling the audience who you are, who they are, why they are here, what you want from them in general terms, and the title of your project. If your instructions do not state who the members of the audience are supposed to be, you decide and tell them anyway. This gets them involved and starts a bit of bonding going. Only when the scene is set should you begin your talk proper.

### *Starting the presentation*

A good way is to pass out your handout. Make sure that your name, the project title, the date, and who the audience is supposed to be are on the front page. And the staff member's name too is a good idea as it makes them feel included rather than ignored. A good logo helps a lot – either design your own or use a computer to import a suitable graphic, perhaps from the Internet. When passing out any material, make sure that if there is a leader of the group in the audience (the managing director of a company, the leader of a delegation, the President of Ruritania etc.), they get the item first – well, after the staff guy anyway (the one who will decide your mark). In your particular course, you might find the staff member is automatically the leader.

- ☺ Q. How many psychiatrists does it take to change a light-bulb? ☺  
A. Only one – but the bulb must really want to change.

### *Grabbing the audience quickly*

Try to grab their attention at once, perhaps by some bold statement (“In the next ten minutes I hope to persuade you to invest 30 million pounds in a laboratory in Doncaster.”) or by drawing their attention to a particularly impressive poster or overhead transparency. A prop can help a lot; e.g. if you plan to produce and market doughnuts you might bring some real ones along for people – hold one up as soon as you can and show it as a “teaser” – and tell them that they can have a bite or two to try at the end. Such things add interest, get the attention of the audience, and

## YES, THEY'RE ALL LOOKING AT YOU!

You will be standing out in front. Watch your posture and remember to stand tall and look dominant.

### *Things to avoid*

- Putting one or both hands in your pockets.
- Putting your hands in front of your face and partially obscuring it.
- Leaning on the furniture.
- Keeping your arms hanging permanently by your sides.
- Keeping your hands permanently behind your back.
- Standing with your arms on your hips.
- Clenching your fists.
- Scratching yourself – some people itch when nervous!
- Biting your lips or twisting your hair.
- Brushing specks off your clothes.

### *What sort of gesture will you make this time?*

You need to use gestures to put your points over. What to do with your hands is a perennial problem and it is easy to look silly. As early in the term as you can, start watching speakers on TV, including politicians, game-show presenters and entertainers; notice what they do with their hands and arms. Look for particular gestures that accompany good news; underline a point to be emphasised; attempt to persuade; or try to diminish criticism. You can practise these in front of a mirror, first in silence and then while speaking. After all, the TV people you are learning from already did this! This is a good life skill to possess.



*Be aware of the way you use your voice – keep checking as you talk*

Refer back to the advice on using your voice in Chapter 6, page 90.

**End of excerpt from Chapter 10.**

## THE BACK COVER:

"It is jam-packed with useful hints and tips to make not just study easier and more enjoyable, but the whole uni experience. It is simply written and also quite funny which aids readability... It covers pretty much everything a person new to uni would want to know - from finances and transport, through to what to expect in the way of lectures, seminars, tutorials, lab work and oral presentations, as well as providing advice on how to write essays and prepare for exams.... I think it's invaluable for anyone thinking about going to uni, enrolling in uni, or already at uni. I highly recommend it." **Student review, Amazon**

"As a succinct guide it can easily be read from cover to cover. Bucknall's engaging writing style and genuine belief that 'life is beautiful' shine through and will offer some reassurance to those fearful few who worry about what university life will hold for them." **Student review, Durham University**

### Some reviews of various works by the author

"Excellent book by Kevin Bucknall." Lock Haven University of Pennsylvania

"Written for students...One of my personal favorites!" Penn State University

"Written by Kevin Bucknall, really interesting ....take a look" North East Wales Institute

"Great book" Marius Andreiana, Student

"All kinds of tips from A to Z to ensure your success as a student" University of Regina, Canada

"This book is easy to read, to the point and easy to dip into" Sheffield Hallam University

"5 Stars - Very informative and well written", Johnny Zeven, Belgium

"This is a seriously good book" Sheila Waterman, Australia

*Dr. Kevin Bucknall has over 30 years experience in tutoring and university teaching. He has been a Visiting Associate Member of St. Antony's College, Oxford and a Visiting Fellow at the London School of Economics, the University of British Columbia, and the Australian National University.*

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