

Additional Guidance of creating and presenting poster

Introduction

Outline what you will be discussing in your presentation

Main Body

Discuss around 3-4 skills and qualities that support academic study. Include relevant examples to show that you understand what these qualities / skills mean. Reflect on your current skills and qualities in the areas discussed.

These skills and qualities could include some of the following – organisation skills, time management, research skills, documenting skills, reflection; being critical; being objective.

Do not forget to support your points with detailed references to a wide range of appropriate reading.

Conclusion

Summarise your key points and draw the strands together.

Thank the audience for listening.

Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Introduction – Today I am going to discuss skills that support academic study. I have chosen note taking, time management and critical thinking.

Note Taking

Cottrell () suggests that making notes is a useful part of study. Take for example annotation. While listening to a lecture or reading literature you can record your thoughts and identify the significance of what information you are looking for.

Godfrey (2013) says that the physical process of making notes is important for reflection.

Creating a mind map is an additional skill to support study. According to Tony Bezan () recording ideas visually can support memory and increase concentration. He believes that replacing words with pictures can make connections for the brain.....

Time Management

Dawson (2013) suggests that setting an early deadline date can help with any delays with IT or other unforeseen problems.

According to Cottrell () making a checklist is an easy way to maintain time management by setting priorities.

Moore (2010) suggests that there are steps to manage distractions including reading for short bursts of time to maintain concentration and give rewards for completing tasks.

Critical Thinking

According to Eales- Reynolds et.al (2013) Critical thinking is a life skill which combines questioning ideas and values with problem solving.

Cottrell (2019) suggests that there is a critical approach to every aspect of studying through reading, writing and listening.

University of Edinburgh (2023) states that being informed to make judgements and conclusions on what is read or heard can develop your argument.

Conclusion - To summarise, there are many different skills that support academic study. It is finding out which one supports your learning style and helps you retain knowledge and understanding for future academic studies you undertake.

Reference List

Cottrell, S. (2019) *The study skills guide*. Hampshire: Palgrave Macmillan.

Dawson, C. (2013) *Basic Study Skills*. London: Constable & Robinson. Page 17

Eales-Reynolds, L. et.al (2013) *Critical Thinking Skills for Education students*. London: Sage Publications.

Godfrey, J. (2013) *How to use your reading in your essays*. Palgrave Macmillan. Page 24

Moore, S. (2010) *The ultimate study skills handbook*. Maidenhead: Open University Press. Page 147

University of Edinburgh (2023) *Study Hub Learning Resources*. Edinburgh: