

MODULE CODE: ECGE4001R
TITLE: Academic Study Skills for Students
DATED: 05/07/2017

LEVEL: 4
CREDITS: 20

JACS CODE: C800

AIM(S)

- To introduce higher education academic skills and effective communication within the context of the students' programme of study.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- engage in, and recognise the importance of academic reading, writing, referencing and develop confidence in communication and presenting to different audiences and for different purposes;
- explore different communication styles and systems;
- develop digital competency and numeracy skills in line with the academic demands of the programme;
- organise their learning effectively and reflect upon their own progress and future development.

INDICATIVE CONTENT

The module will include:

- the development of students' reading skills and strategies appropriate to academic study. For example, critical and evaluative reading, effective use of electronic resources, primary and secondary resources;
- the development of understanding the importance of referencing and referencing styles in relation to students' programme of study; the importance of acknowledging the work of others and how to avoid plagiarism;
- the development of understanding of communicating to a range of audiences, for a range of purposes and changing the environment to improve communication. The module will examine the need for effective communication systems and how these support and promote communication, participation and working;
- exploration of verbal and presentation skills. Students will examine the use of individual and group presentations, Powerpoint presentations, poster presentations and peer reviews;
- the development of a range of appropriate written communication, formats and structures; including academic demands such as note taking, essay planning and writing, summarising, layout, paraphrasing, assignments, reflective writing, report writing, letter writing and appropriate use of emails;
- becoming familiar with and develop competency, skills and confidence in the use of digital literacy. For example students will use electronic and digital resources to facilitate and support personal research, communication and presentation of work;
- the development of appropriate management skills, for example time management and working to deadlines; the development of appropriate numeracy skills, for example awareness of data and statistics used in research;

- exploration of how to stimulate and maintain a positive attitude to study and develop strategies for future success. For example, time management, effective and sufficient planning, motivation, working to deadlines, working as part of a group, personal development planning including target setting and reflexivity.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Portfolio of activities (1500 words)

Example of the type of question or task that could be used:

Academic writing, for example writing a letter, paraphrasing an abstract from a journal, referencing exercise.

Assessment Component 2 – 50%

Individual Presentation (10 minutes)

Example of the type of question or task that could be used:

Present an academic electronic poster. Use aspects of communication, for example effective communication styles and barriers to communication as a context for presenting your understanding of appropriate and correct referencing.

Assessment Summary

Activity type	Percentage
Written	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The skills acquired in this module and its assessments are intended to increase student employability. Assignment 2 requires the poster to be electronic rather than in written and printed form. It is possible to deliver some of the lectures together with students on other programmes ensuring some cross-disciplinary, cross-Faculty working. Students will	

develop their understanding and respect for others' needs in particular to communication styles and barriers that may be encountered. The module and assessment offer the students opportunities to problem-solve engage in holistic learning and reflection.

Well-being of Future Generations (Wales) Act 2015

This module relates to:

A prosperous Wales: in its aim to upskill students.

A more equal Wales: in its aim to upskill students regardless of background.

READING LIST

Module Code	ECGE4001R	
Module Title	Academic Study Skills for Students	
Classification	Reading List entry	Electronic*
Essential	Burns, T. & Sinfield, S. (2016) <i>Essential study skills: the complete guide to success at university</i> (4 th ed). London: Sage.	☐
Essential	Cottrell, S. (2013) <i>The Study Skills Handbook</i> (4 th ed). Basingstoke: Palgrave MacMillan.	☐
Essential	Godfrey, J. (2013) <i>How to use your reading in your essays</i> (2 nd ed). Basingstoke: Palgrave MacMillan.	☒
Essential	Harrison, M., Jakeman, V. and Paterson, K. (2012) <i>Improve your grammar</i> . Basingstoke: Palgrave MacMillan.	☐
Essential	Judge, B. (2009) <i>Critical Thinking Skills for Education Students</i> . Exeter: Learning Matters.	☐
Essential	Moore, S., Neville, C. and Murphy, M. (2010) <i>The ultimate study skills handbook</i> . Maidenhead: McGraw-Hill, Open University Press.	☐
Essential	Pears, R. & Shields, G. (2017) <i>Cite them right: the essential referencing guide</i> . Basingstoke: Palgrave MacMillan.	☒
Essential	Pears, R. & Shields, G. (2016) <i>Cite them right: the essential referencing guide</i> . Basingstoke: Palgrave MacMillan.	☐
Further	Bedford, D. and Wilson, E. (2009). <i>Study skills for part-time students</i> . Harlow: Prentice Hall.	☐
Further	Cottrell, S. (2010) <i>Skills for Success: The Personal Development Planning Handbook</i> (2 nd ed.) Hampshire: Palgrave MacMillan.	☐
Further	Pritchards, A. M. (2008) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i> . London: Sage Publications.	☒
Further	Savage, M. and Barnett, A. (2015) <i>Digital Literacy for Primary Teachers</i> . Northwich: Critical Publishing Limited.	☒
Further	van Emden, J. & Becker, L. (2010) <i>Presentation Skills for Students</i> (2 nd ed). Basingstoke: Palgrave Macmillan.	☐
Further	http://www.skills4studycampus.com/palgrave/	☒