



Prifysgol Cymru
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University of Wales
Trinity Saint David

Essential Skills: Study Planning

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk

Session Objectives

During this session you will:

- Collate all your module deadlines
- Think about overlapping deadlines across the whole term and set up a deadline diary
- Set SMARTer goals
- Develop a study plan

Session Schedule

- Deadline mapping – 35 Mins
- Setting SMARTer goals – 40 mins
- Break – 10 mins
- Developing an individual study plan – 30 mins
- Final reflection - 5 mins

Deadline mapping

Assessment Specifications Refresher

Where do we find our
assessment
specifications for each
module taught?

Do I have to read it?
Can you not just tell
me in class?



What do you think?

What do you know already?

Assessment Specification Refresher



Assessment specifications are the official source of information about your assessed assignments.



APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Programme:			
Module:			
Module code:		Contribution to Overall Module Assessment (%):	
Lecturer:		Internal Verifier:	
Assignment Title:		Word count (or equivalent):	
Submission deadline:		Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): N/A Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission		

Your assessment specification looks like this.

Often you will have **two** of these documents for **each** module.

This tells you **what type** of assessment you need to complete.

The **submission deadline** tells you when is the last opportunity to submit your work.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:			
Module code:		Contribution to Overall Module Assessment (%):	
Module Leads:		Internal Verifier:	
Assignment Title:		Word count (or equivalent):	
Submission deadline:		Return date of provisional marks & written feedback:	

This tells you **how many words** you should include in your written work. This might also tell you **how much time** you need to present for if the assessment is practical.

This date tells you when you can check your provisional marks and feedback on Turnitin.

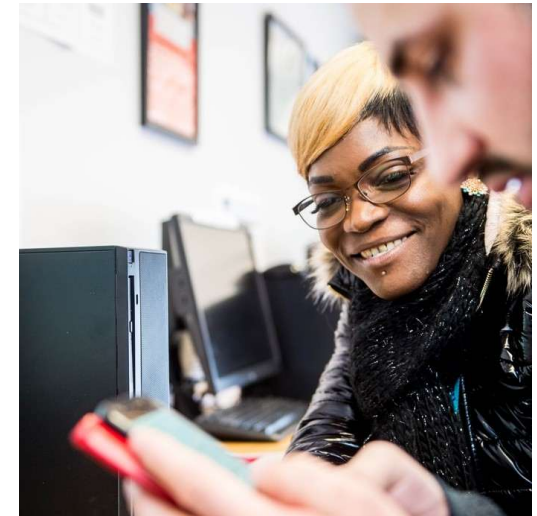
DEADLINE MAPPING

- Download **DEADLINE MAPPING SHEET** from this session's Moodle page
- Complete pages 1 and 2
- Compare with a partner



DEADLINE ANALYSIS & ACTION PLAN

- Complete page 3 of your worksheet
- Compare with a partner
- Class discussion:
 - Which weeks are the busiest for everyone?
 - How are you going to deal with the workload?

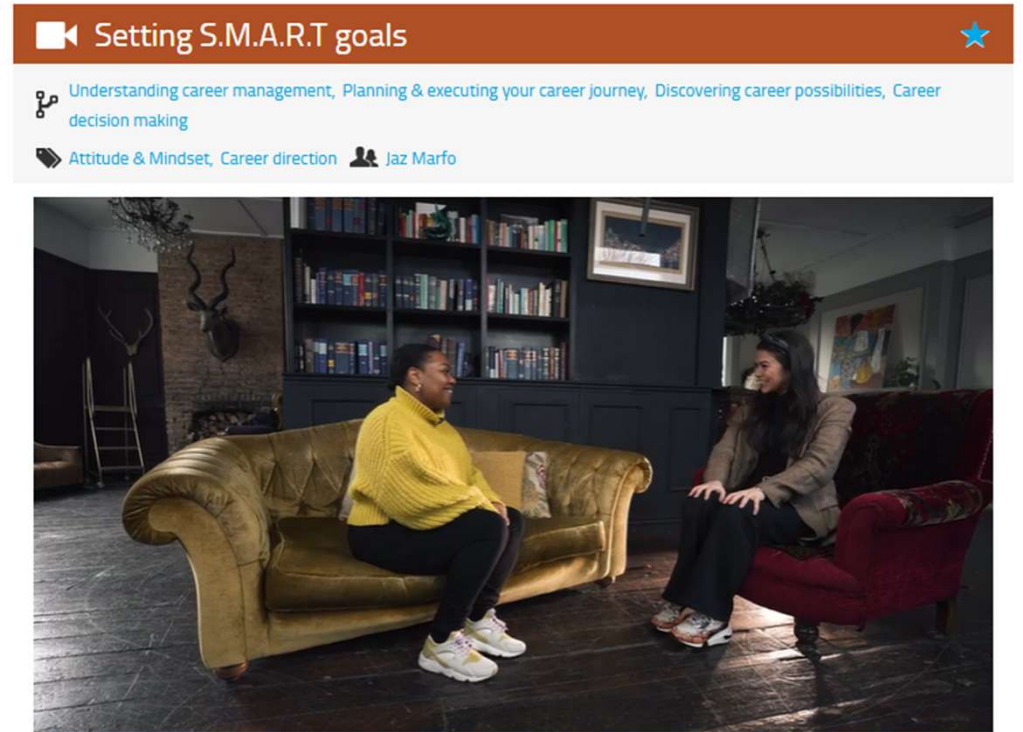


Setting SMARTer goals

Setting SMART goals

Have you heard of SMART goals concept?

Let's watch this short [video](#) about setting S.M.A.R.T goals



<https://uwtsd.careercentre.me/u/496gxomq>

Setting SMART goals

Can you remember what each letter stands for?

S	Specific	Make your goal specific and narrow for more effective planning	
M	Measurable	Make sure your goal and progress are measurable	
A	Achievable	Make sure you can reasonably accomplish your goal within a certain time frame	
R	Relevant	Your goal should align with your values and long-term objectives	
T	Time-based	Set a realistic but ambitious end date to clarify task prioritization and increase motivation	

Setting SMARTer goals



What are **SMARTer Goals**?

- SMARTer goals transform intentions into actionable plans.
- This framework ensures your goals are well-defined and achievable.

Setting SMARTer goals

Develop some of your own Smarter goals –

- Download the **SMARTer Goals Worksheet** from Moodle Week 4
- Read the explanation on the worksheet
- Work in groups of 3-4 students to complete.
 - Choose a scenario card from the ones on the following pages.
 - Use the questions in the SMARTer framework to transform the vague goal into a SMARTer goal.
 - Write your transformed goal

Scenario 1
Vague Goal: <i>"I need to get better at presenting"</i>
Context: You have 3 group presentations this term and you got nervous and rushed through your last one.
Your Task: Transform this vague goal into a SMARTer goal using the framework in your handout. Consider what makes it Specific, Measurable, Achievable, Relevant, Time-bound, and how you would Evaluate and Readjust.

Setting SMARTer goals - Reflection

Reflection Questions

1. What was the biggest change between the vague goal and your SMARTer goal?
2. Which part of the SMARTer framework was most challenging to define? Why?
3. How will you apply SMARTer goal-setting to your own study planning this term?



Discuss these reflection questions in your small groups, then share with the rest of the class.

Developing an individual study plan

Fail to plan – Plan to fail

Why Plan Your Week?

Planning your time and workload is crucial to effective study.

Planning Helps You Succeed

When you plan your week, you are more likely to:

- Stay organised
- Meet deadlines
- Reduce stress
- Balance study, work, and personal life
- Make time for the things that matter



Don't leave your week to chance — make a plan and take control of your time

PLANNING YOUR TIME

1. **Download** the Weekly Planner Template from Moodle.
2. **Schedule your week** using time blocks:
 - Classes
 - Work shifts
 - Personal commitments
 - Sleep
 - Meals
 - Commuting
 - Study time
3. **Apply the 2:1 Rule**
 - Plan 2 hours of independent study for every 1 hour of class.
4. **Identify your study sweet spots**
 - Schedule study sessions during your highest-energy times.
5. **Partner Check (3 mins)**
 - Review each other's plans.
 - Give one piece of constructive feedback.

Personal Progress Padlet

There are **no formal assessments** within 'Essential Skills' classes but you are encouraged to keep your Personal Progress Padlet.

Note down in your Personal Progress Padlet:

- What have you learnt today?
- How will you use this new skill?

Traffic Light *it*



	<i>Where is your learning at?</i>
Red	I have misunderstood some of the topics. (write down 2 questions that you need help with)
Amber	I have understood most of the topics so far (write down 1 question and 1 key theme you have understood)
Green	I have understood the topics so far (write down 2 key themes from the session to show your understanding)