

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	POL408
Module Title	Study Skills in Higher Education
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Professional Policing	Core
BSc (Hons) Criminology and Criminal Justice	Core
LLB (Hons) Law	Core
BA (Hons) Law and Criminal Justice	Core
BA (Hons) Law and Business	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs



Learning and teaching hours	36 hrs
Guided independent study	164hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15 th August 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

To support students for learning and on-going personal and professional development in higher education.

Module Learning Outcomes - at the end of this module, students will be able to:

1	<p>Demonstrate skills in the use of resources and primary/secondary literary sources relevant to the degree programme.</p> <p>NPC mapping</p> <ul style="list-style-type: none"> • Mapping to the cognitive verbs in the NPC document (e.g ability to explain, examine, understand etc) • <u>Prevention and Problem Solving</u> Understand how to gather, analyse and evaluate relevant information and data 3.1. • <u>Communication skills</u> Demonstrate skills in the use of information / data to inform reports and presentations: 5.1, 5.2.
2	<p>Demonstrate proficiency in academic writing and presentation, in accordance with ethical protocols.</p> <p>NPC mapping:</p> <ul style="list-style-type: none"> • Mapping to the evidential verbs in the NPC document (e.g. demonstrate; explain) • <u>Prevention and Problem Solving</u> Understand how to gather, analyse and evaluate relevant information and data 3.1. • <u>Communication Skills</u>: Demonstrate skills in the use of information / data to inform reports and presentations: 5.1, 5.2.
3	<p>Review and assess literature and case law in order to develop critical arguments and draw conclusions.</p> <p>NPC mapping:</p> <ul style="list-style-type: none"> • Foundational mapping to the action verbs in the NPC document

	<ul style="list-style-type: none"> <u>Prevention and Problem Solving</u> Understand how to gather, analyse and evaluate relevant information and data 3.1
4	<p>Demonstrate autonomy, as well as accountability when working with others, in a study skills context.</p> <p>NPC mapping:</p> <ul style="list-style-type: none"> Foundational mapping to relevant skills necessary to demonstrate learning <u>Prevention and Problem Solving</u> Understand how to gather, analyse and evaluate relevant information and data 3.1

Assessment

Indicative Assessment Tasks:

1. Online examination: students are required to correctly apply academic conventions to, or identify omissions/issue with, written segments (1 hour)

2. Article review / Group debate: Individuals are required to review an article independently and then in a group (n=6) present their understanding of the work and discuss in group setting (30 minutes)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-2	Examination	75%
2	3-4	Group Project	25%

Derogations

Module cannot be compensated/condoned on BSc (Hons) Professional Policing.

All elements of the assessment must be passed at 40% on the BSc (Hons) Professional Policing.

Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Indicative Syllabus Outline

LO1: Demonstrate skills in the use of and referencing of primary/secondary literary sources relevant to the degree programme.

Methods of searching library and internet resources

Appropriate ICT

Relevant university library resources

Relevant study materials

Referencing and bibliography styles

LO2: Demonstrate proficiency in academic writing and presentation and a structured and ethical approach to studying, writing essays and referencing content.

Critical reading, thinking and writing skills.

Answering problem questions

Listening and note-taking skills.

Appropriate referencing

Academic misconduct (e.g. plagiarism)

Academic writing

Critiquing literature

Developing critical analysis and argument

Working in teams

LO3: Review and assess literature and case law in order to develop critical arguments and draw conclusions.

Academic writing

Effective reading

Research of relevant undergraduate literature

Critiquing literature



Developing critical analysis and argument

Communication and presentation skills

LO4: Demonstrate autonomy, as well as accountability and working with others, in a study skills context.

Personal responsibility

Effective independent and confident self-directed learning

Working with others, including working in teams (action learning sets)

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cottrell, S. (2019) *The Study Skills Handbook*. 5th edn. London: Palgrave Macmillan.

Malthouse, R. and Roffey-Barentsen, J. (2010) *Study Skills for Policing Students*. Bristol: Learning Matters. **(policing students only)**

Harrison, J. and Simpson, M. (2013) *Study Skills for Criminology*. London: SAGE Publications. **(criminology students only)**

Other indicative reading

Bottomley, J., Prymachuk, S. and Wright, M. (2020) *Critical Thinking Skills for Your Policing Degree*. London: Critical Publishing Ltd. **(policing students only)**

Cottrell, S. (2023) *Critical Thinking Skills: Effective Analysis and Argument*. London: Palgrave Macmillan.

Hopkins, D. and Reid, T. (2024) *The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University*. London: SAGE Publications.

Markey, K. (2023) *Online Searching: A Guide to Finding Quality Information Efficiently and Effectively*. London: Rowman and Littlefield Publishers.