

MODULE SPECIFICATION PROFORMA

Module Title:	Study Skills for Public and Social Policy	Level:	4	Credit Value:	10
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Module code:	SOC435	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre:	GASY	JACS3 code:	X220
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Trimester(s) in which to be offered:	1	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Dr Jacquie Don
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Scheduled learning and teaching hours	30 hrs
Guided independent study	70 hrs
Placement	0 hrs
Module duration (total hours)	100 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Public and Social Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

To support students for learning and ongoing personal and professional development in Higher Education. This module aims to develop the study skills of the learners, enabling the production of sound academic writing, the introduction of critical thought and basic research skills. It will enable students to develop skills in academic writing, the use of academic conventions, information research, reflection and the management and organisation of their work.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Identify time management strategies to support study on the programme	KS3	KS4
		KS9	KS10
		KS8	
2	Demonstrate understanding and use of theories and models of reflection and an awareness of the value of reflection to learning.	KS9	KS3
		KS8	
3	Demonstrate the ability to retrieve relevant information from a variety of sources and reference it in Harvard style.	KS4	KS5
4	Provide evidence of effective academic writing in a range of forms and the appropriate use of academic conventions.	KS1	KS5
		KS8	
5	Develop skills to aid success in exams, written assessment and presentations.	KS2	KS9
		KS8	KS3

Transferable/key skills and other attributes

- Research and study skills
- Critical thinking skills

- Communication Skills
- Team working skills
- Information Technology skills
- Reflection on Learning

Derogations

NA

Assessment:

Assessment 1: Essay plan (on application, and uses, of models of reflection) and reference list (Harvard, Anglia Ruskin version)

Assessment 2: Essay: Prepared for a *non-academic* readership on the topic of equality

Assessment 3: Essay: Prepared for an *academic* readership on the topic of equality (focus as identified for assessment 2).

Formative assessment: Formative assessment and self-assessment will be key in this module in tailoring support and development opportunities to individual students. Tutors will engage in one-to-one feedback as well as group feedback on set activities.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4, 5	Coursework	20		400
2	3, 4, 5	Essay	40		800
3	3, 4, 5	Essay	40		800

Learning and Teaching Strategies:

A range of learning and teaching strategies will be used which will foster autonomous learning and a solid foundation of academic skills (timekeeping, presentation etc). Lectures and seminars will be complemented by the Personal Development Workshops at Level 4. The VLE (Moodle) will be a repository for resources and guidance and will facilitate peer support via structured discussion forums. The VLE will also aid development of reflective learning through the use of online journals.

Syllabus outline:

This module is designed to equip students for study in HE and will include the following topics and skills:

- Time management
- Learning styles
- Self-assessment
- Reflective writing and practice
- Core research skills (reading, note-taking and managing information)
- Academic writing skills
- Harvard referencing

- Critical thinking
- Revision and exams

Bibliography:

Essential reading

- Cottrell, S (2013) *The Study Skills Handbook* (4th Edition). London: Palgrave MacMillan.
- Greetham, B (2008) *How to write better essays*. (2nd Edition). London: Palgrave MacMillan.
- Cottrell, S (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*. (2nd Edition). London: Palgrave MacMillan.

Other indicative reading

- Burns, T., Sinfield, S., 2012. *Essential Study Skills*. 3 rd ed. London: Sage.
- Buzan, T., 2011. *Buzan's Study Skills*. Harlow: Pearson.
- Connelly, J., Forsyth, P.B., 2010. *The Study Skills Guide*. London: Kogan Page.
- Neville, C (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*, Maidenhead, Open University Press.
- Pears, R and Shields, G. (2010). *Cite them right: the essential referencing guide*. London: Palgrave MacMillan.
- Peck, J and Coyle, M (2005, 2nd edn) *The Student's Guide to Writing: Grammar, Punctuation and Spelling*, London, Palgrave Macmillan.
- Redman, P (2006, 3rd edn) *Good Essay Writing: A Social Sciences Guide*, Milton Keynes, California, SAGE.