PRIFYSGOL glyndŵr UNIVERSITY

MODULE SPECIFICATION FORM

Module Title: **Academic Study Skills and Personal Development**	Level: 4	Credit Value: 20

Module code: SCI421	Cost Centre: GAFS	JACS3 code: F100

Trimester(s) in which to be offered: 1	With effect from: September 2016

Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: July 2016 (updated to include BSc Chemistry with Education) Version no: 2

Existing/New: Existing	Title of module being replaced (if any):

Originating School:	Applied Science, Computing & Engineering	Module Leader:	Dr Amiya Chaudhry

	BSc (Hons) Chemistry with Green Nanotechnology	BSc (Hons) Chemistry with Education	Status: core/option/ elective (identify programme where appropriate): Core
Module duration (total hours):	200	200	
Scheduled learning & teaching hours	50	50	
Independent study hours	150	70	
Placement	0	80	

Programme(s) in which to be offered: BSc (Hons) Chemistry with Green Nanotechnology. BSc (Hons) Chemistry with Education	Pre-requisites per programme (between levels): None

Module Aims:

- Develop students' academic skills to enable them to meet the requirements of study at H.E. in a variety of contexts.
- Develop the specialist study skills relevant to their course of study and professional aspirations.

Intended Learning Outcomes:

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

1. Utilise fundamental research skills, encouraging a critical approach to source materials and appropriately use sources as supporting evidence. (KS5, KS6)
2. Integrate source material into a written assignment, developing a clear argument and referencing appropriately using the Harvard system. (KS1)
3. Review and understand qualitative and quantitative scientific data. (KS3, KS10)
4. Apply mathematical methods for solving quantitative problems. (KS10)
5. Recognise learning styles, strengths and weaknesses. Record progress and reflect on experiences. (KS2, KS7, KS9)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

Assessment:
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Part 1: students will complete an assignment plan and introduction and will receive formative feedback that will inform the written assignment.
Part 2: students will complete in class numerical exercises.
Part 3: students will submit a reflective summary on the academic skills they have gained since joining the programme.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Portfolio	100%		3,000

Learning and Teaching Strategies:

The module will be delivered using a variety of methods including lectures, tutorials, individual Professional Development Planning meetings and group based activities. Where relevant, students will be encouraged to become increasingly autonomous as they gain competence and confidence within their academic studies. Moodle will act as a repository for session materials.

For BSc (Hons) Chemistry with Education students only: During placement students will be required to complete a research task linked to this module, which will inform their assignment

Syllabus outline:

- Finding and analysing professional and academic literature
- Scientific writing, plagiarism and referencing
- Reading skills
- Thinking, reasoning and constructing critical arguments
- Essential maths skills
- Presentation and interpretation of numerical data
- Self–management
- Setting and mapping goals
- Working with others: methods and approaches to successful team working

Bibliography:

Essential reading:

Cottrell, S., (2013.) *The Study Skills Handbook* (4th ed.), London: Palgrave Macmillan.

Burns, T., Sinfield, S. (2012) *Essential Study Skills: The Complete Guide to Success at University,* New York: Sage Publications Ltd.

Cottrell, S., (2011.) *Critical Thinking Skills: Developing Effective Analysis and Argument* (2nd ed.), London: Palgrave Macmillan.

Other indicative reading:

Glyndŵr University (undated) *Glyndŵr Guide to Referencing Using the Harvard Method*, Available from:

https://moodle.glyndwr.ac.uk/pluginfile.php/485031/mod_resource/content/1/Harvard%20Referencing%20Guide%20No.%2078.pdf