

## Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	EDY410
Module Title	Study Skills
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

### Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>30 hrs</b>
Placement hours	0 hrs
Guided independent study hours	164 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

- To introduce the academic expectations of Higher Education and the core skills required for undergraduate success.
- To develop proficiency in academic integrity, specifically the technical application of Harvard referencing.
- To build confidence in formal academic writing, focusing on structure, tone, and the "mechanics" of an essay.
- To establish a habit of reflective practice, using academic feedback to set professional and academic goals.

### Module Learning Outcomes

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

1	Demonstrate academic integrity by applying correct Harvard referencing conventions to a range of academic sources.
2	Apply essential academic writing skills, including formal structure and objective tone, to a skills-based written task.
3	Identify personal academic strengths and areas for growth through the critical analysis of feedback.
4	Construct a realistic plan for future academic development using the SMART (Specific, Measurable, Achievable, Relevant, Timely) goal-setting framework.

## Assessment

### Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

**Assessment 1: Referencing Quiz** A technical assessment conducted via the VLE. This tests the student's ability to create accurate in-text citations and reference list entries. A minimum pass rate of 20% is required to demonstrate foundational competency in academic integrity.

**Assessment 2: Essay Skills-Based Assessment** This is a "low-stakes" essay where the grading focuses on the *skills* (structure, grammar, referencing, flow) rather than the complexity of the subject matter. It serves as a benchmark for the student's academic writing level.

**Assessment 3: Feedback & Reflection** Students will produce a reflective portfolio consisting of two parts:

- **Part A:** A 500-word justification/reflection on their progress so far, specifically engaging with feedback received in the module.
- **Part B:** A set of SMART targets for the remainder of the year, including a rationale for why these targets were chosen.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Quiz		10%	
2	2	Essay		50%	
3	3, 4	Portfolio		40%	

## Derogations

N/A

## Learning and Teaching Strategies

The module is taught through a combination of research seminars, practical workshops, and one-to-one project supervision. An active learning approach will be used to engage learners in advanced research methodologies and ethics, involving individual critical reflection and collaborative research design activities. The Moodle VLE and other online resources will be available to support the extensive independent research required. The approach aligns with the university's Active Learning Framework (ALF) to provide flexible and accessible support for the independent project.

## Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

## Indicative Syllabus Outline

**HE Transition:** Navigating the VLE, library systems, and academic culture.

**Referencing:** The "why" and "how" of Harvard Referencing; avoiding plagiarism.

**Writing Mechanics:** Sentence structure, paragraphing, and the "Academic Voice."

**Critical Thinking:** Moving from descriptive writing to basic analysis.

**Reflection Models:** Introduction to Reflective Cycles.

**SMART Goals:** How to turn feedback into actionable targets.

**AI & Academic Integrity:** An introduction to AI writing tools and their implications for academic work. Students will critically consider the ethical use of AI in Higher Education, including when and how AI assistance is permissible, and the importance of maintaining their own academic voice.

## 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: Red Globe Press.

Pears, R. & Shields, G. (2022) *Cite Them Right: The Essential Referencing Guide*. 12th edn. London: Bloomsbury.

**Other indicative reading:**

Godfrey, J. (2022), *Writing for University*. 3rd ed. London: Bloomsbury.

Williams, K., Woolliams, M. and Spiro, J. (2020), *Reflective Writing*. 2nd ed. London: Red Globe Press.

**Administrative Information**

<b>For office use only</b>	
Initial approval date	6 May 2026
With effect from date	September 2026
Date and details of revision	
Version number	1