

MODULE SPECIFICATION PROFORMA

Module Title:	Study skills and self-development	Level:	4	Credit Value:	20
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Module code:	HLT412	New <input checked="" type="checkbox"/>	Code of module being replaced:	HLT409
		Existing <input type="checkbox"/>		

Cost Centre:	GANG	JACS3 code:	B910
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Trimester(s) in which to be offered:	1&2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Gill Truscott
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc Health Wellbeing and Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval July 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims
<p>This module aims to:</p> <ol style="list-style-type: none"> 1. Introduce students to the skills required to effectively study health, wellbeing and community 2. Introduce students to personal & professional development planning within the context of the study of and careers in health, wellbeing and community. 3. Enable students to develop an initial understanding of research and what counts as robust evidence in health and wellbeing. 4. Introduce students to data retrieval and the appraisal skills required to apply an evidence base to study health, wellbeing and community.

Intended Learning Outcomes			
Knowledge and understanding			
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 own learning needs and goals to facilitate the development of an action plan for achieving these in line with educational and career aspirations	KS3	KS9
		KS8	
2	Distinguish between forms of evidence and their application in health and wellbeing practice.	KS1	KS4
		KS6	
3	Describe main differences between qualitative and quantitative methods of enquiry employed in health related research	KS1	KS5
		KS6	
4	Provide a structured reflection of personal experience to demonstrate learning and development in the study of health, wellbeing and community	KS1	KS3
		KS9	

Transferable/key skills and other attributes
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Managing own learning Systematic enquiry Database searching IT skills Problem solving Communication
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Assessment:

Portfolio (100%): Electronic portfolio, evidencing personal & professional development and application of core academic skills through

- i) SWOT analysis
- ii) use of IT skills
- iii) literature retrieval and referencing
- iv) reflective practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Portfolio of evidence	100%		2500 -3000

Learning and Teaching Strategies:

Interactive lectures will be used to provide core knowledge. This will be supported by online materials, group work and tutorials. An online Moodle forum will be established to facilitate discussion and the sharing of learning and resources within the student community. Students will undertake directed learning activities in order to facilitate active involvement in their learning.

Independent learning will be spent researching and reading in support of the subject area and preparing for assessments

Syllabus outline:

Introduction to career planning and employability.
 Becoming a 'Professional' – developing a Unique Selling Point 'USP'.
 Theories of learning
 Self-assessment of learning needs; devising action plans to meet development needs
 Organisation and time management.
 Team work
 Motivation and resilience
 Reflective practice
 Academic writing and presentations
 Structuring of essays, reports and other assignments
 Literature searching, finding appropriate evidence
 Harvard referencing
 Formative and summative assessment – using formative assessment
 Introduction to research: qualitative and quantitative research approaches
 Critical thinking

Bibliography:**Essential reading**

Aveyard, H and Sharp, P (2013) A Beginners Guide to Evidence- Based Practice in Health and Social Care. Second edition. OU press

Cottrell, S (2010) Skills for Success. Personal development and Employability. Palgrave Macmillan.

Cottrell, (2013) The Study Skills Handbook. Basingstoke, Palgrave Macmillan.

Lloyd, M. and Murphy, P. (2008), Essential Study Skills for Health and Social Care. Exeter: Reflect Press Ltd.

Moule, M. Hek, G. (2011), Making Sense of Research: An Introduction for Health and Social Care Practitioners. 4th ed. London: SAGE Publications Ltd.

Parahoo, K., (2014) Nursing Research: Principles and Practice. Basingstoke, Palgrave Macmillan.

Indicative reading

Bolton G. (2010) (3rd Ed) Reflective practice, writing and professional development. Sage, London.

McMillan, K., Weyers, J, (2012) (3rd Ed) The Study Skills Book, Harlow, England, Pearson.

Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010), The Ultimate Study Skills Handbook.

Swain, H (2008) The art of Personal Development Planning
www.guardian.co.uk/education/2008/oct/14/students-highereducation