

MODULE SPECIFICATION PROFORMA

Module Title:	Study Skills and Self-development in Health, Mental Health and Wellbeing	Level:	4	Credit Value:	40
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Module code:	HLT416	Is this a new module?	YES	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B900
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Trimester(s) in which to be offered:	1&2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Gill Truscott
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Health and Wellbeing	✓	<input type="checkbox"/>
BSc (Hons) Mental Health and Wellbeing	✓	<input type="checkbox"/>
Dip HE Contemporary Health Studies	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No ✓

Module Aims

This module aims to:

1. Introduce students to the skills required to effectively study health, mental health and wellbeing
2. Introduce students to personal & professional development planning within the context of study and careers in health, mental health and wellbeing
3. Enable students to develop an initial understanding of research and what counts as robust evidence in health, mental health and wellbeing.
4. Introduce students to data retrieval and the appraisal skills required to apply an evidence base to study health, mental health and wellbeing

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 own learning needs and goals to facilitate the development of an action plan for achieving these in line with educational and career aspirations	KS3	
		KS8	
		KS9	
2	Demonstrate self-awareness and the influence of self within communication and interaction with others.	KS1	
		KS2	
		KS9	
3	Demonstrate an understanding of academic conventions including referencing style and use of credible sources of underpinning evidence	KS1	
		KS4	
		KS6	

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4	Describe main differences between qualitative and quantitative methods of enquiry employed in health related research	KS1	
		KS5	
		KS6	
5	Provide a structured reflection of personal experience to demonstrate learning and development in the study of health, mental health and wellbeing	KS1	
		KS3	
		KS9	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Managing own learning • Systematic enquiry • Database searching • IT skills • Problem solving • Communication 			

Derogations

N/A

Assessment:

Portfolio (100%): Electronic portfolio, evidencing personal & professional development and application of core academic skills through
i) SWOT analysis and action planning ii) 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	1,2,3,4,5	Portfolio of evidence	100%		5,500

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 team learning activities to enable them to undertake the team project and presentation.

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 - developing a Unique Selling Point 'USP'.
 Becoming a 'Professional'
 Theories of learning
 Developing effective communication skills
 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
 Self-assessment of learning needs; devising action plans to meet development needs
 Emotional literacy and self-awareness
 Motivation
 Resilience and mental wellbeing
 Organisation and time management.
 Team work
 Introduction to research: qualitative and quantitative research approaches, epidemiology
 Introduction to critical thinking

Bibliography:

Essential reading

Aveyard, H and Sharp, P. (2013) *A Beginners Guide to Evidence- Based Practice in Health and Social Care*. 2nd Edition. OU press

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

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

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

Other indicative reading

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

Egan, G (2013) *The Skilled Helper*. 10th Edition, California: Brookes Cole

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

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Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010) *The Ultimate Study Skills Handbook*. Open University Press: McGraw-Hill Education

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