

## Module specification

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|                             |                             |
|-----------------------------|-----------------------------|
| <b>Module Code</b>          | PSY425                      |
| <b>Module Title</b>         | Study Skills for Psychology |
| <b>Level</b>                | 4                           |
| <b>Credit value</b>         | 20                          |
| <b>Faculty</b>              | Social and Life Sciences    |
| <b>HECoS Code</b>           | 100497                      |
| <b>Cost Code</b>            | GAPS                        |
| <b>Pre-requisite module</b> | N/A                         |

### Programmes in which module to be offered

| <b>Programme title</b>                     | <b>Core/Optional/Standalone</b> |
|--------------------------------------------|---------------------------------|
| BSc (Hons) Psychology                      | Core                            |
| BSc (Hons) Psychology with foundation year | Core                            |
| BSc (Hons) Criminal Psychology             | 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>36 hrs</b>  |
| Placement hours                                             | 0 hrs          |
| Guided independent study hours                              | 164 hrs        |
| <b>Module duration (Total hours)</b>                        | <b>200 hrs</b> |

### Module aims

This module will support students to develop the necessary skills for studying Psychology at HE level. Students will learn how to read and disseminate research effectively. Over the course of the module student will develop their digital literacy skills and will discuss approaches to planning, writing, and reflecting on assessments. Students will develop generic and subject specific skills such as essay writing, research report writing and critiquing original source evidence, as well as APA formatting and referencing standards. The module will equip

students with presentation skills and how to communicate academically to different audiences.

## Module Learning Outcomes

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

|          |                                                                         |
|----------|-------------------------------------------------------------------------|
| <b>1</b> | Construct an argument utilising supporting evidence from the literature |
| <b>2</b> | Recognise original source material.                                     |
| <b>3</b> | Communicate scientific knowledge to different audiences                 |
| <b>4</b> | To engage in personal development planning.                             |
| <b>5</b> | To undertake reflective practice                                        |

## 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:

Students will complete a group presentation to communicate scientific knowledge from an article covered during the module.

Assessment 2:

Students will complete a Reflective essay, following a reflective model to explore their experience of completing an activity set during the module.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|--------------------|---------------------|---------------|---------------------------------------|
| 1                 | 1,2,3                       | Group Project      | 15 minutes          | 40%           | N/A                                   |
| 2                 | 1,4,5                       | Written Assignment | 1500                | 60%           | N/A                                   |

## Derogations

None.

## Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, and exercises for both group, and individual activities. These will include discussions, skills practice, debates, and presentations. Additionally, students will be provided with directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

## Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

## Indicative Syllabus Outline

- Skills audit and managing time
- Digital literacy skills
- Resource finding skills (e.g., library resources, internet resources and Moodle).
- Effective notetaking and planning assessments
- Group work skills
- APA formatting and referencing
- Maintaining academic integrity
- Reflective practice and using assessment feedback constructively
- Identifying and using original source material
- Communicating effectively using essays and research reports
- Constructing an argument
- Presentation skills and communicating academically to different audiences

## Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads:

Penn, P. (2020). *The psychology of effective studying: How to succeed in your degree*. Routledge

APA. (2020). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.

### Other indicative reading:

Bassot, B. (2023). *The reflective practice guide: An interdisciplinary approach to critical reflection (2nd ed.)*. Routledge.

Davey, G. (Ed.) (2022). *The psychology student's guide to study and employability*. SAGE

Heffernan, T. M. (2016). *The student's guide to studying psychology (4th ed.)* Psychology Press.

### Administrative Information

| For office use only          |                           |
|------------------------------|---------------------------|
| Initial approval date        | 15 <sup>th</sup> May 2024 |
| With effect from date        | September 2024            |
| Date and details of revision | 03/03/26 - Revalidated    |
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