

## Module specification

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Module code	NUR617
Module title	Preparing for Academic Success
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	101088
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module to be aligned with BN Nursing for QA and assessment purposes.	Option

### Pre-requisites

Previous academic study at a minimum of level 5/DipHE, or relevant professional experience to enable students to access an M Level Programme

### Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	03/02/2021
With effect from date	03/02/2021
Date and details of revision	March 2023 – updated word count for Essay, minor wording change to Learning and Teaching Strategies, updated edition of essential text
Version number	2

## Module aims

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This module aims to prepare students to undertake level 6 and 7 studies. This module will allow students to develop critical thinking skills while still supporting them to become autonomous learners and enhance their confidence in their ability to study. The module will facilitate reflection and enable students to situate themselves in their profession. Returning to higher level study at Wrexham Glyndwr University will offer students an opportunity to prepare their academic skills in order to progress to further academic courses/programmes, encouraging them to consider their personal and professional goals.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically review a narrow theme linked to their field of work as negotiated with tutor.
2	Access appropriate resources and available databases to produce contemporary evidence to support the critical review, referencing their sources as per the Wrexham Glyndwr University/Harvard Guidelines
3	Explore research within the major paradigms, critically analysing a variety of journal articles and sources.
4	Evaluate the reliability, relevance and robustness of the sources.

## Assessment

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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.

### Staged Assessment

1. The student is required to submit a short essay plan at the end of week 2 (Stage 1 of assessment) to indicate the topic selected and themes to be explored. This will assist the student in moving forwards with their main assessment, but also offer an early

indication if the narrow theme selected may need revisiting. (FORMATIVE ~250-300 words)

2. Stage 2 of the assessment asks the student to undertake a critical review of contemporaneous evidence on a narrow topic within their professional/academic field. This assignment will require them to access and evaluate salient literature and apply it to their specialist area. Demonstration of academic writing skills and presentation of the assignment will all be assessed. (3000 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Essay	100%

## Derogations

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None

## Learning and Teaching Strategies

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This module will use a blended learning approach, including online taught and tutorial sessions available throughout. The students will be encouraged to work autonomously, and to utilise the resources of the University both electronic and, where necessary, hardcopy. The module aims to develop the student towards higher undergraduate and postgraduate level study, hence confident self-study, and knowledge of self as a learner and practitioner will be focused upon.

## Indicative Syllabus Outline

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Study skills, Harvard referencing, using the library, using VLE/Moodle, electronic resources, database searching, reflective models, qualitative and quantitative research, approaches to critiquing research studies, self-awareness and emotional intelligence (motivation to study), presentation skills and time management.

## Indicative Bibliography:

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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 ed.* London: Palgrave Macmillan

Cottrell, S. (2017) *Critical thinking skills: developing effective analysis and argument.* London: Palgrave Macmillan

### Other indicative reading

Bolton, D. & Delderfield, R. (2018) Reflective Practice: Writing and Professional Development. 5<sup>th</sup> Edition. Los Angeles; Sage

Moon, J. (2004) Reflection and Employability. York; LTSN. Available online via: <https://www.advance-he.ac.uk/knowledge-hub/reflection-and-employability> [Accessed 04/05/2020]

Wrexham Glyndwr University (2020) Harvard Referencing: The Wrexham Glyndwr University Guide. Available online via: <https://students.glyndwr.ac.uk/home-2/learning-skills/skillsforlearning/referencing/harvard-referencing-examples/> [Accessed 04/05/2020]

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation  
Critical Thinking  
Emotional Intelligence  
Communication