University of the West of Scotland

Module Descriptor

Title of Module: Study Skills IFP

Code: LNDN06005	SCQF Level: 6 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Usman Masood		

Summary of Module

This module has been designed to introduce students to the study skills required to undertake study within higher education.

The module will cover areas such as research, study skills, plagiarism, referencing, and presentation skills

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
				✓		

Term(s) for Module Delivery				
(Provided viable student numbers permit).				
Term 1		Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Develop skills in the use of academic research, resources and referencing.

L2. Construct essays in a academic format

L3. Identify appropriate study skills

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 6. Understanding the basic study skills required to undertake a higher education programme. Appreciating what constitutes the correct way to construct academic writing and presentations
Practice: Applied Knowledge and Understanding	SCQF Level 6. Apply learning in a range of coursework assessments, and demonstrate understanding through process of interaction in classroom-based tutorials. Applying the understanding of the key areas of writing and presenting academic work.
Generic Cognitive skills	SCQF Level 6. Presenting and writing at an academic level
Communication, ICT and Numeracy Skills	SCQF Level 6. Using a range of communication methods and information technology
Autonomy, Accountability and Working with others	SCQF Level 6. Group work and independent study; carrying out basic independent research and information gathering

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

This module will be delivered using a hybrid approach.

Lecturers will provide students with detailed information regarding reading materials and online journals to enhance student knowledge of the subject area.
Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.

Some case studies and real life examples are used in lectures and tutorials to build up knowledge and understanding of the theoretical aspects of the module. Tutorials are designed to help you apply the theory to actual business scenarios
In addition you are expected to search for relevant information to enhance your autonomy, information gathering skills and communication skills.

Support for this is provided by the provision of a dedicated website (within the University's Virtual Learning Environment), PowerPoint slides, class discussions and a printed text which is available from a range of Professional publishing houses (often in a slightly different format).

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	54
Asynchronous Class Activity	20
Independent Study	126
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cottrell, Stella (2003) The Study Skills Handbook, Basingstoke: Palgrave MacMillan Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the UWS VLE.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure For the purposes of this module, academic engagement equates to the following: It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulations.

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation & People
Moderator	Melissa Kerr
External Examiner	Mrs Kelly Strong
Accreditation Details	
Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)
Essay 60%
Presentation 40%
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.   (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		60	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓	40	0
		Combined Total For All Components		100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.   2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.
UWS Equality and Diversity Policy
UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)