

Module specification

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Module code	SOC481
Module title	Studying in Higher Education
Level	4
Credit value	20
Faculty	FSLS
Module Leader	Jo Prescott
HECoS Code	100462
Cost Code	GACJ

Programmes in which module to be offered

LLB (Hons) Law	Core
BA (Hons) Law and Criminal Justice	Core
BA (Hons) Criminology and Criminal Justice	Core
BA (Hons) Law and Business	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	January 2022 included BA (Hons) Law and Business in programme titles
Version number	2

Module aims

This module will provide students an underpinning knowledge of the academic requirements when studying in higher education. It aims to encourage students to become more efficient learners and supports students for learning and on-going personal and professional development.

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

1	Demonstrate the knowledge and skills needed in Higher Education
2	Identify learning preferences and modes of study
3	Indicate the skills needed to aid success in exams, written assessments and presentations
4	Apply the Harvard system of referencing
5	Demonstrate an understanding of critical thinking

Assessment

Indicative Assessment Tasks:

Assessment 1 (Multiple Choice Questions) forms the summative part of this module and consists of an online multiple choice exam which enables students to demonstrate their knowledge and comprehension of the varying academic skills and threshold concepts that are explored across the programme of learning.

Assessment 2: Students will complete a 500-word essay which enables them to apply the academic conventions such as Harvard referencing and critical thinking and writing.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Multiple Choice Questions	75%
2	4,5	Essay	25%

Derogations

None

Learning and Teaching Strategies

The learning and teaching strategy are grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Indicative Syllabus Outline

Students will develop their knowledge and understanding by examining the following:

Preparation for Higher Education
Harvard System of Referencing
Presentation of academic assignments
Time management and efficient working practices
Continuous Improvement and self-assessment
Principles and stages of learning
Learning Styles
Learning and study techniques
Reflective practice
Law Students: Using Law library

Indicative Bibliography:

Essential Reads

Cottrell, S. (2019) *The Study Skills Handbook*. 5th ed. London: Palgrave MacMillan.
Harrison, J., Simpson, M., Harrison, O., Martin, E. (2012), *Study Skills for Criminology*. Second Edition. London: Sage Publications
Policing Students: Malthouse, R., Roffey-Barensten, J. (2010), *Study Skills for Policing Students*. Bristol: Learning Matters.
Law Students: Strong, S.I. (2018) *How to Write Law Essays and Exams*. Oxford: Oxford University Press
Law Students: Askey, S. and McLeod, I., (2014) *Studying Law*. Basingstoke: Macmillan International Higher Education.
Law Students: Moore, I and Newberry-Jones (2018) *The Successful Law Student: An Insider's Guide to Studying Law*. Oxford: Oxford University Press

Other Indicative Reading:

Cotterell, S. (2011), *Critical Thinking Skills: Developing Effective Analysis and Argument*. London: Palgrave MacMillan.
Greetham, B. (2013), *How to Write Better Essays (Palgrave Study Skills)*. London: Palgrave MacMillan.
Hargreaves, S and Crabb, J. (2016), *Study Skills for Students with Dyslexia: Support for Specific Learning Differences (SpLDs)*. 3rd ed. London: Sage Publications.
McIlroy, D. (2003) *Studying at University: How to be a Successful Student*. London: Sage Publications

Employability skills – the Glyndŵr Graduate

Engaged
Ethical
Commitment
Resilience
Confident
Digital fluency
Organisation
Communication