




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Communication and Study Skills				
Module Code	UZYRF8-15-0	Level	0	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	Foundation Programme for Health Professions				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard,
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Stand alone	
Valid From	September 2014		Valid to		

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate correct sentence structure, paragraphing, spelling, reading and punctuation. (Components A and B) • Demonstrate knowledge of varying methods of communicating information that are required for different purposes (Components A and B) • Analyse and present information in an appropriate format. (Components A and B) • Use effective and appropriate communication in a range of situations (Components A and B) • understand a variety of learning styles (Component B) • Appreciate the varied methods of reading skills, note taking and summarising (Component B) • Demonstrate the ability to evaluate and reflect on own performance (Component B) • Develop a structured portfolio by application of study skills throughout programme of study (Component B) • Demonstrate effective time management skills (Components A and B)

	B)																								
Syllabus Outline	<p>Learning Styles Study skills review update and evaluate learning goals, meet negotiated deadlines. Time management Note-taking and summarising Effective reading skills Revision Action planning Reflective approaches Use of standard IT packages e.g. word processing, databases, presentations, spreadsheets, internet and e-mail.</p> <p>Communication Skills</p> <p>Techniques to influence audience response where appropriate Accuracy in sentence structure, paragraphing, spelling and punctuation Clear and coherent expression orally and in writing Appropriate formal and informal responses Plan and present material clearly and logically Identify a range of source material Extract relevant information and ideas from available material and summarise the main points of information Explain own responses to ideas and arguments Implications and inconsistencies in an argument and recognise bias Use evidence to back up ideas and arguments Listen to and show respect for opinions expressed Answer questions, both literal and inferential Use of structure to achieve effects e.g. ordering of material</p>																								
Contact Hours	<p>Contact time for the module is 90 hours</p> <ul style="list-style-type: none"> • Lectures and workshops 78 hours • Tutorials 12 hours 																								
Teaching and Learning Methods	<p>A variety of Learning and Teaching methods will be used which may include: Lectures, discussions and small group work, presentations, self-directed study and tutorials.</p>																								
Key Information Sets Information	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> <tr> <th style="background-color: #e0e0e0;">Hours to be allocated</th> <th style="background-color: #e0e0e0;">Scheduled learning and teaching study hours</th> <th style="background-color: #e0e0e0;">Independent study hours</th> <th style="background-color: #e0e0e0;">Placement study hours</th> <th style="background-color: #e0e0e0;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">90</td> <td style="text-align: center;">60</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>					Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	90	60	0	150
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Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		75%	
Practical exam assessment percentage		25%	
		100%	

Reading Strategy

Core readings
Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in both Libraries. Module guides will also reflect the range of reading to be carried out.

Further readings
Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in either library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills
Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the UWE Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the UWE Library.

Indicative Reading List

Students will be directed to reading which is either available electronically or in paper format. They will also be expected to read more widely by identifying relevant material using the Module Handbook, the UWE Library Catalogue and resources such as those listed below:

Cottrell, S (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument 2nd Edition*. Hampshire: Palgrave Macmillan

Cottrell, S (2012) *The Exam Skills Handbook: Achieving Peak Performance 2nd Edition*. Hampshire: Palgrave Macmillan

Cottrell, S (2013) *The Study Skills Handbook 4th Edition*. Hampshire: Palgrave Macmillan

Greetham, B (2013) *How to Write Better Essays 3rd Edition*. Hampshire: Palgrave Macmillan

Pears, R & Shields, G (2010) *Cite them right: The essential referencing guide 8th Edition*. Hampshire: Palgrave Macmillan

- <http://owl.english.purdue.edu/exercises/>
- http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/index.htm
- <http://data.bolton.ac.uk/bissto/index.htm>
- <http://www.bbc.co.uk/skillswise/words/grammar/>

- <http://www.bbc.co.uk/worldservice/learningenglish/language/>

In addition, various materials regarding communication including college-generated packs and OU booklets.

Part 3: Assessment

Assessment Strategy	<p>Assessment strategy consists of:</p> <ul style="list-style-type: none"> • Component A: <ul style="list-style-type: none"> ○ Element 1: 1000 word essay on contemporary healthcare practice ○ Element 2: 5 minute oral presentation on the same topic • Component B: Portfolio of study skills 1000 word extract/report <p>Regular formative assessment will take place throughout the module delivery to enable students to gauge their progress and learning to date.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 5 minute oral presentation	50%	
2. 1000 word essay	50%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of study skills 1000 words	100%	
2.(etc)		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 5 minute oral presentation	50%	
2. 1000 word essay	50%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of study skills 1000 words	100%	
2.(etc)		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

