Introduction to Academic & Digital Skills

7.1	Module Overview								
Module Number		**Module Title**	Introduction to Academic & Digital Skills						
Stage of Principal Programme			1	**Semester**	1	**Duration.** *(Weeks F/T)*	12	**ECTS**	5
Mandatory / Elective (M/E)	M	**Hours of Learner Effort / Week**	2.3						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous	✓	10
Work Based		
Other:		
• Independent, self-directed reading	✓	23
• Engagement with VLE	✓	34
• Research and preparation of assessments	✓	30
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	60

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.

Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in a relevant discipline or closely cognate area	1:60
Tutor	A minimum level 9 qualification in a relevant discipline or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2	Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO **On completion of this module a learner will be able to:**		**Related MIPLO #**
1. Develop their critical skills, focusing on identifying and selecting appropriate and relevant sources,		4
2. Be familiar with essay writing skills (basic requirements of academic writing; formatting; conventions and submission),		4

3.	Understand the principles of academic integrity which will include particular focus on plagiarism and the use of AI generated material.	**4**

7.3 Indicative Module Content, Organisation and Structure

This module will prepare learners for effective learning at higher education. Learners will learn how to manage and plan their programme and assessment workload. The module content is adapted to focus on the range of literacies and assessment demands of their programme. Content includes the following:

- how to effectively use the library's catalogues and databases;
- become familiar with essay writing skills (basic requirements of academic writing; formatting; conventions and submission); and
- gain an understanding of the principles of academic integrity which will include particular focus on plagiarism and the use of AI generated material;
- be introduced to the digital world and academic work (digital wellbeing and safety; online searching and researching; using technology for verbal presentations; implications of AI and text-editing tools);
- begin to develop their critical skills, focusing on identifying and selecting appropriate and relevant sources.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Lectures will be delivered in two-hour lectures over a twelve-week period, with tutorial support. The lecturer models the skills of exposition, analysis, and critique in delivering the content and draws attention to the process. In keeping with the principles of UDL, there are multiple means of engagement in terms of lecture visual aid and resource type on the VLE (audio –visual / apps / podcasts / formative quizzes and asynchronous learning; visual and infographic guides), in addition to hard copy and on-line reading, with lecturer's slides posted the day before so that students may download in advance, should they wish. Learners ought to engage regularly with the formative Moodle Quiz on 'Referencing and Citation and take the asynchronous learning Digital Skills online badges. There may be an opportunity for learning outside the classroom with guided Library orientation.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
3	**AI exercise:** Learners are required to analyse and assess an AI generated paragraph on a topic – 500 words. The submission is assessed using the Module's 'Assessing AI Generated Material' Rubric.	**40%**
1, 2	**Annotated bibliography**: Linked to an Essay due for Semester 1 submission, this is a bibliographical list of five citations to include books, journal articles and documents presented in the appropriate referencing format. Each citation is followed by a brief (approximately 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. The submission is assessed using the Module's Annotated Bibliography Rubric and should use the Harvard style for referencing.	**60%**

7.8 Sample Assessment Materials

Artificial AI exercise (40%)
Sample Choice:
'500 words on the importance of academic integrity when writing an essay'.
'500 words on the value of academic integrity in the workplace'.

'500 words on the relationship between the discipline of sociology and academic integrity'.

Annotated bibliography (60%)
Linked to an Essay due for Semester 1 submission, this is a bibliographical list of five citations to include books, journal articles and documents presented in the Harvard referencing format. Each citation is followed by a brief (approximately 150 words) descriptive and evaluative paragraph.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:
Cottrell, S. (2013) *The Study Skills Handbook* (4th edn).. Hampshire: Palgrave Macmillan.
Cottrell, S. (2016) *Critical Thinking Skills: Developing Effective Analysis and Argument,* (2nd edn.). Basingstoke: Palgrave Macmillan.
Levin, P. (2009) *Write Great Essays,* (2nd edn.). Maidenhead: Open University Press.
Moore, S., Neville, C., Murphy M., and Connelly, C. (2010) *The Ultimate Study Skills Handbook.* Maidenhead: Open University Press.
Neville, C. (2016) *The Complete Guide to Referencing and Avoiding Plagiarism*, (3rd edn.). London: Open University Press.

Indicative Other Resources:
Burt, A. (2009) *Quick Solutions to Common Errors in English*, (4th edn.). Oxford: How To Books.
Peck, J. and Coyle, M. (2012) *The Learner's Guide to Writing: Spelling, Punctuation and Grammar*, (3rd edn.).. Hampshire: Palgrave Macmillan.
Open University, *Being Digital: Skills for Life Online* (2017)
<http://www.open.ac.uk/libraryservices/beingdigital/>