Academic and Digital Skills

Section A: Headline Information	
Module title	Academic and Digital Skills
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Lisa Fortune
Parent programme(s)	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, workshops, group work and web facilitated learning.
Entry requirements (statement of knowledge, skill and competence)	College entry requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture hall with internet access, round tables for group work, access to library and computer resources.
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5			4 (workshops)	1:5		97: Directed study and reading 25 Self-directed study and reading 25 Assessment preparation and completion 35 Completion of Practical assessments 12			125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Building on the College induction programme for new entrants, this module is intended to support stage one undergraduate learners in making a successful personal and academic transition to a higher education learning environment. In line with our 'settle, stay and succeed' focus for learner supports, it provides an introduction to the academic and digital skills which underpin the independent learning and research abilities required by programme modules.
Module Aims and Objectives	This module aims to introduce learners to the expectations and conventions of a higher education learning environment and to enhance their personal effectiveness as learners. Through the development of key academic and digital skills, an independent and reflective approach to learning is encouraged which will enable the learner to confidently manage their academic coursework at degree level. The practical aspects of this module will enable learners to explore effective learning strategies and improve their ability to

	use the library catalogue and digital resources to find, evaluate and use information appropriately.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Identify their preferred learning style(s) and techniques to assist their learning. (MIPLO 5, 6) 2. Employ effective strategies when using the library catalogue, electronic databases and digital resources to identify reliable and appropriate sources for programme coursework. (MIPLO 2, 4, 8) 3. Recognise the principles of academic integrity and use an appropriate referencing system. (MIPLO 4, 5, 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.

Module Content, Organisation and Structure	• Transitioning to a higher education learning environment
	   o Preparing for effective learning at higher education
	   o Managing and planning time
	   o Introduction to the virtual learning environment (Moodle)
	   o Using the library catalogue
	• Learning to learn
	   o Understanding learning
	   o Active and passive approaches to learning
	   o Learning styles, preferences and techniques
	   o Developing a personal learning plan
	• Introducing writing skills
	   o Basic requirements of academic writing
	   o Formatting of academic assignments and stylistic conventions
	   o Understanding the principles of academic integrity
	   o Application of appropriate referencing system
	• Researching with confidence
	   o Digital wellbeing and safety
	   o Online searching and researching
	   o Identifying and selecting relevant sources (books, journals, electronic databases and online sources)
	   o Assessing and evaluating information – beginning to think critically
	
	Module content is delivered via lectures, in-class group activities and guided discussion. Digital skills workshops for smaller groups complement lecture content and enable learners to engage practically with online searching and researching. Module content is available to learners via Moodle.

Module Teaching and Learning Strategy	The module teaching strategy is a combination of lectures and workshops. As this module is intended to support learners as they make the transition to a new learning environment, lectures are designed to be dynamic and encouraging of learner participation and engagement. Learner participation will include small group discussions, in-class guided activities and interactive presentations with opportunities for feedback and questions. Digital skills workshops complement lectures and incorporate a practice-based element to enhance and inform module assessments. In order to make module content as accessible for learners as possible, all module materials are available on Moodle. Additional support for learners outside of class is freely available from the Academic Help desk in the library and the Digital Tools for Learning workshops offered by the Academic Resource Office.
Work-Based Learning and Practice-Placement	N/A
E-Learning	The Virtual Learning Environment (Moodle) will be used to disseminate module material to learners and some assessment components will be integrated with the VLE.
Specifications for Module Staffing Requirements	In order to deliver workshops to learners, staffing requirements include a workshop facilitator. Staff-learner ratio is typical of a lecture and workshop format: 1:25.

Module Summative and Formative Assessment Strategy	This module will be taught and assessed over one semester. Continuous assessment counts for 100% of the allocated marks for the module. In order to assist learners as they transition into third level, two formative assessment opportunities (assessment for learning) are provided early in the module to enable learners to build confidence and settle into their new learning environment:
	   o Learning style(s) and techniques to enhance learning [LO 1] 10%
	   o Library assessment [LO 2] 10%
	
	A further assessment integrated with the VLE is completed later in the module:
	   o Academic integrity and referencing and citation assessment [LO 3] 20%
	
	Learners will submit a summative assessment (assessment of learning) at the end of the module:
	   o Annotated bibliography related to another mandatory module from their academic programme. [LO 2,3] 60%

Sample Assessment Materials	(1) Guided Library Practical Assessment (10%): Small group exercise with individual submission. Dewey Decimal System, using College Online Heritage™ catalogue to locate material which appears as required reading for stage one subjects. (2) Preferred learning style and techniques to enhance learning (10%): VARK questionnaire, identification of learning preference(s), techniques to suit personal learning style. (3) Academic integrity and Referencing and citation (20%): Moodle assessment with feedback. (4) Annotated bibliography (60%): 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.

Reading Lists and Other Information Resources	**Essential Reading:** Cottrell, S. (2013). *The Study Skills Handbook*, (4th edition). Hampshire: Palgrave Macmillan. Cottrell, S. (2016). *Critical Thinking Skills: Developing Effective Analysis and Argument*, (2nd edition). Basingstoke: Palgrave Macmillan. Levin, P. (2009). *Write Great Essays*, (2nd edition). Maidenhead: Open University Press. Neville, C. (2016) *The Complete Guide to Referencing and Avoiding Plagiarism*, (3rd edition). London: Open University Press. Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010). *The Ultimate Study Skills Handbook*. Maidenhead: Open University Press. Pears, R. and Shields, G. (2016). *Cite Them Right: The Essential Referencing Guide*, (10th edition). London: Palgrave. **Other Reading:** Burt, A. (2009). *Quick Solutions to Common Errors in English*, (4th edition). Oxford: How To Books. Peck, J. and Coyle, M. (2012). *The Student's Guide to Writing: Spelling, Punctuation and Grammar*, (3rd edition). Hampshire: Palgrave Macmillan. **Recommended Viewing:** Open University (2017) *Being Digital: Skills for Life Online*. Available at: http://www.open.ac.uk/libraryservices/beingdigital/ (Accessed 09 November 2017). TEDx Talks (2012) *The essential elements of digital literacies: Doug Belshaw at TEDxWarwick*. Available at: https://www.youtube.com/watch?v=A8yQPoTcZ78 (Accessed 20 November 2017).
Module Physical Resource Requirements	Lecture Hall with projector, round tables and access to internet and speakers Access to library for skills practice Access to PCs in library and IT Room for skills practice