

## Scheme of Work

<b>Name of Course:</b> Preparation for Higher Education		<b>Course Code:</b>	<b>Lecturers' Names:</b>		
<b>Subject:</b> Study Skills		<b>Session Time:</b>	<b>Room No./Location:</b>		
<b>Date/Week No.</b>	<b>Content/Unit/Topic</b>	<b>Learning Outcomes</b>	<b>Teaching/Learning Activities/Method</b>	<b>Resources</b>	<b>Assessment/Assignment Homework Deadline Date(s)</b>
<b>Session 1</b>	<p><b>INTRODUCTION TO THE COURSE</b>  <b>Why am I here? How am I feeling?</b>  <b>What am I going to have to do &amp; when?</b></p> <p>Aims of the Day          Introductions Exercise          Hopes &amp; Fears Exercise          Course structure &amp; assignment          Library join &amp; introductory tour          Introduction to the organisation's intranet          Intro to the organisation's Virtual Learning Environment (VLE)</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify their hopes &amp; expectations of the course</li> <li>Acknowledge any anxieties about being a learner</li> <li>Review the structure of the course</li> <li>Clarify the assessment task</li> <li>Access library facilities, receive library cards &amp; library induction</li> <li>Log on &amp; practise use of the organisation's intranet system</li> <li>Log onto &amp; practice use of the organisation's Virtual Learning Environment.</li> </ul>	See Session 1 Lesson Plan	See Session 1 Lesson Plan	<p><b>Home Study</b></p> <ol style="list-style-type: none"> <li>Learners post their individual profile into VLE shared forum</li> <li>Reading: 'How to organise yourself for independent study' Ch 5 in Burns, T. &amp; Sinfield, S. 2<sup>nd</sup> Edition (2008) <i>Essential Study Skills</i>, London; Sage Publications Ltd</li> </ol>
<b>Session 2</b>	<p><b>ASSESSMENT OF STUDY SKILLS &amp; DEVELOPING READING SKILLS</b></p> <p>Review of what it means to be an adult learner          Individual completion of multiple intelligences self-assessment          Individually completion of study skills self-assessment audit          Individual action planning          Reading strategies          Reading comprehension          Reading speed</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Review what it means to be a learner in adult education</li> <li>Identify their individual 'intelligence type'</li> <li>Assess their study skills strengths &amp; weaknesses via a self-assessment audit</li> <li>Set up an 'Action Plan' of individual targets for improvement</li> <li>Identify different reading strategies &amp; when to use them</li> <li>Apply different reading strategies appropriate to task</li> <li>Practise reading for comprehension &amp; summarising</li> </ul>	See Session 2 Lesson Plan	See Session 2 Lesson Plan	<p><b>Home Study</b></p> <ol style="list-style-type: none"> <li>'Reading Speed' Exercise; p 89 in Guy, P. (2007) <i>Study Skills - A Teaching Programme for Students in Schools &amp; Colleges</i>, London. Paul Chapman Publishing.</li> <li>Mid-way assignment to be submitted by email to Course Tutor by..... (Ref: Formative Assignment: Summary of 'Contact Point' article.</li> </ol>

<p><b>Session 3</b></p>	<p><b>LECTURES, NOTE-TAKING, UNDERSTANDING ASSIGNMENT QUESTIONS &amp; LOCATING INFORMATION</b></p> <p>Preparing for lectures Note-taking methods The purpose of written assignments Assignment questions What tutors look for in assignments Understanding marking criteria Introduction to final assignment task + Library research: Start research for final assignment topic + Individual tutorials: Tutor feedback on mid-way assignment submitted the previous week</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how to get the best out of a lecture</li> <li>• Practice &amp; evaluate a range of note-taking strategies</li> <li>• Identify the purpose of an assignment</li> <li>• Identify what assignment questions are asking</li> <li>• Understand what tutors look for in assignments</li> <li>• Review a range of 'real' 1<sup>st</sup> year degree assignment questions</li> <li>• Assess their own mid-way assignment using pre-set marking criteria</li> <li>• Reflect on &amp; re-evaluate their assignment-writing skills as a result of tutor feedback on the mid-way assignment</li> <li>• Locate information from a variety of sources (books, journals, magazines, websites, CD Rom)</li> <li>• Select information from these sources relevant to their proposed assignment topic</li> <li>• Update their personal action plan</li> </ul>	<p>See Session 3 Lesson Plan</p>	<p>See Session 3 Lesson Plan</p>	<p><b>Home Study</b></p> <p>1. Reading: 'How to get the most out of lectures' Ch 2 pp 101-128 in Price, G. &amp; Maier, P. (2007) <i>Effective Study Skills: Unlock your Potential</i>, Essex; Pearson Education Ltd.</p> <p>2. Start work on 1<sup>st</sup> draft plan of Final Assignment to bring into next session.</p>
<p><b>Session 4</b></p>	<p><b>WRITING ASSIGNMENTS (1) PREPARATION, PLANNING &amp; STRUCTURE</b></p> <p>Identify what an assignment looks like The BUG technique Essay preparation Essay structure Writing an Introduction Writing paragraphs Writing a Conclusion + Individual tutorials: Tutor feedback on 1<sup>st</sup> draft of assignment plan (focus on structure)</p>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>• Identify what constitutes an assignment, as opposed to a report etc in terms of presentation style</li> <li>• Use the 'BUG' technique to de-code 'real' 1<sup>st</sup> year degree assignment questions</li> <li>• Use the 'BUG' technique on the 'Prep for HE' final assignment question</li> <li>• Undertake the basic stages of essay preparation</li> <li>• Structure an assignment according to expected academic convention</li> <li>• Update their personal action plan.</li> </ul>	<p>See Session 4 Lesson Plan</p>	<p>See Session 4 Lesson Plan</p>	<p><b>1<sup>st</sup> draft of assignment plan due in at start of session</b></p> <p><b>Home Study</b></p> <p>1. Reading: 'How to write great essays' Ch 14, pp 209-222 in Burns, T &amp; Sinfield, S. 2<sup>nd</sup> Edition (2008) <i>Essential Study Skills</i>, London; Sage Publications Ltd.</p> <p>2. Revise draft assignment plan after today's input. (with specific focus on compiling an introduction, conclusion &amp; bibliography).</p>

<p><b>Session 5</b></p>	<p><b>WRITING ASSIGNMENTS (2) WRITTEN STYLE, WRITING SKILLS, REFERENCING &amp; PLAGIARISM</b></p> <p>Academic writing style Harvard referencing system Avoiding Plagiarism Plagiarism exercise Compiling a ‘spoo’ Bibliography Writing skills – common SPaG errors Assessment of basic literacy skills (BSKB literacy diagnostic)</p> <p>+</p> <p>Individual tutorials:</p> <p>- Discussion of BSKB diagnostic results - Tutor feedback on 2<sup>nd</sup> draft of assignment (focus on written skills, style &amp; referencing).</p>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the purpose of referencing</li> <li>• Fully reference an assignment script to acceptable academic standards using the Harvard system</li> <li>• Compile a bibliography to acceptable academic standards using the Harvard system</li> <li>• Recognise the different dimensions of plagiarism &amp; be able to avoid this in their own writing</li> <li>• Identify strengths &amp; areas for development in general literacy skills</li> <li>• Appraise their own strengths &amp; areas for development in assignment writing skills</li> <li>• Update their personal action plan.</li> </ul>	<p>See Session 5 Lesson Plan</p>	<p>See Session 5 Lesson Plan</p>	<p><b>2<sup>nd</sup> draft of final assignment due in</b></p> <p><b>Home-study</b></p> <p><b>1.Reading:</b> ‘Develop Your Writing’ Ch 4 pp 277 – 300 in Price, G. &amp; Maier, P. (2007) <i>Effective Study Skills: Unlock Your Potential</i>, Essex; Pearson Education ltd</p> <p>2. Further revise draft assignment after today’s input (with specific focus on written style, referencing, avoiding plagiarism &amp; compiling a bibliography).</p>
<p><b>Session 6</b></p>	<p><b>REPORTS, SEMINAR PRESENTATIONS, REVIEW &amp; CONSOLIDATION OF PROGRESS &amp; COURSE EVALUATION</b></p> <p>Written reports Seminars &amp; presentations Preparation of PowerPoint presentation Identify remaining skills gaps Group review of learning &amp; course evaluation Individual evaluations of course</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Produce a written report in standard format</li> <li>• Produce a seminar paper</li> <li>• Compile a basic text-based PowerPoint presentation on their assignment topic</li> <li>• Deliver this to their peers in a seminar-type format</li> <li>• Appraise their study skills development over the progress of the course &amp; complete final entry on individual action plan</li> <li>• Compile a group and individual evaluation of the course.</li> </ul>	<p>See Session 6 Lesson Plan</p>	<p>See Session 6 Lesson Plan</p>	<p><b>Final assignment due in at close of day.</b></p>
<p>End</p>					