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## **Welcome!** to BAM122 Presenting to Others and Developing Self!

Studying at university presents an enormous range of opportunities: you have access to a vast quantity of the world's knowledge via the university library system; you meet a whole set of new people with different skills, backgrounds and ways of seeing the world; the university community has a wide range of sports facilities. Although you follow a curriculum planned by the university's academic staff, you have a great deal of choice about what to focus your energy on, and what to aim to achieve. If you want to take up badminton, you can. If you want to learn about Marxism, you can. If you want to improve your social skills, you can. Moreover, at university you will be expected to manage your own time to a much greater extent than at school or college, so it's important that you make effective choices about your use of time and about your goals.

The way I would sum this up is to say that you need to think about your own personal development. This module aims to help you do this.

All universities now encourage students to engage in what is called personal development planning (PDP) and Chichester is no exception. This module is part of the Business and Management team's effort to help you make PDP effective for you.

There are some skills we should perhaps always be seeking to improve, to develop further. Speaking to an audience might be one of these. This module aims to help you to develop your skills in presenting to others in a relaxed, low risk setting.

Relaxed, low risk settings do not necessarily occur spontaneously, without effort. Nor is it possible for a single individual to create one for a group. So, for example, a member of academic staff cannot be expected to create such an environment in a classroom unless the students in the classroom also contribute to making the environment relaxed, cooperative and friendly. So another skill you're asked to think about in this module is working with others.

Of course, if you're thinking about your own personal skills it is not enough to think about the skills in the abstract – in theory. There are books and websites that you can consult, with ideas you can think about. But you also need to think about yourself. You need to reflect on your own performance

level, your own experience – how good are you at presenting to an audience, and how do you know how good you are? Thinking of this sort is referred to as reflective thinking. It is itself a skill and we can work at getting better at it. If you are to be successful at developing your skills, managing your time, setting your own priorities, achieving your goals, you probably need to improve your reflective thinking. Again, this module aims to help you to do this.

## Summary of module aims

BAM122 aims to help students to develop their skills:

1. in developing themselves;
2. in reflective thinking;
3. in working with others; and
4. in speaking to an audience.

## Why BAM122 is different

For many people, during their schooling, the word “learning” comes to be associated with remembering. Much of the emphasis in education often seems to be on what we call declarative knowledge – knowledge that we can declare to others. For example, I can declare that Arsenal won the FA Cup in 1930. I learned this from a book. I remember it. I know it. This module is not really about learning of this kind. It’s a module in which we will learn by experience as well as from reading; and it’s about learning to do things and to do things better, not just about learning about things.

I know that when presenting to an audience it’s important not to speak too quickly. This is an example of declarative knowledge. But the fact that I know this does not necessarily mean that I avoid speaking too quickly when I present. It is not enough to know what the textbooks say about giving a great presentation. You need to be able to do it! So a lot of what BAM122 is about is assessing ourselves, trying out new ways of doing things and then assessing whether they help us to do things better.

BAM122 may seem rather different to what you are used to in education. I hope you’ll be open to something new and different.

## Our practice

BAM122 is a practical module in which students can expect to be active rather than passive. You will not be expected to sit quietly and listen to a member of academic staff for long periods. You will be expected to talk, think, and listen attentively to other students!

In class we may do some work in small groups and some work all together in plenary sessions. (A plenary session is one involving all of the members of a group who are entitled to be present.) These different ways of working will require us to move around – this is a good thing! Moving around keeps us alert and energized. It may also mean rearranging the furniture to maximize the benefits of different activities. Please be prepared to help move the furniture and do so safely. Please also do your bit to keep our working environment clean, tidy, safe and pleasant – do not leave litter around!

When we are working in a plenary it is important that only one person speaks at a time and that everyone listens to the speaker. Class members who engage in conversation with their neighbours while a speaker is trying to address the whole class, or otherwise act in such a way as to reduce the effectiveness of a plenary, will be warned about their conduct and may be asked to leave the class. A system of yellow and red cards (as in football) may be used in the enforcement of these rules – see p6 below.

One of the most obvious distractions in a classroom is the mobile phone. Please do not use a mobile phone for any purpose during time when we are working in BAM122 sessions.

The sessions may vary in format. We will always take at least one break; we may take more. You should feel free to suggest taking a break if you feel there is a reason to do so at a particular point. For example, you may feel the room is becoming stuffy, or you may feel some of the group are tiring. But if your suggestion of a break is taken up, be prepared to be asked to do something other than just take five minutes for coffee or anything else individual groups members may feel like doing – if the room is stuffy the group might be asked to go outside and walk twice round the building clockwise!

It is important to remember that people learn in a variety of ways. There are always many opportunities to learn every day. Make sure you try to take advantage of every opportunity in the BAM122 sessions, remembering that sometimes you may learn more from your fellow students than from the academic staff or from books and other resources. Think about how you can

contribute to relaxed, friendly, productive sessions in which everyone gets an equal opportunity to participate and benefit, and about how YOU can make the sessions better. This is part of improving your skills in working with others.

There will be inter-session tasks to be undertaken outside of the classroom sessions. Please ensure you undertake these tasks by the deadline given. For every 2½ hours of classroom time you are expected to do at least 5 hours of additional work outside the classroom. If you find you're not doing this, then you're not doing enough and you are unlikely to fulfil your potential. There is a long list of useful books to read on the module website (see below) and a number of exercises in this handbook that could usefully do in your own private study time.

There is a module website that will be used to provide important information. Please check it regularly. You can access the site from the My Courses area on Portia – follow the link to Chris Downs's home page and press the button labelled "Module pages". You may want to bookmark the BAM122 main page so you can get to it directly, quickly and easily.

## **Criticism and feedback**

Some of the things we will do may make us feel vulnerable to criticism. This is intended and necessary. Criticism is necessary for development and progress – we learn by making mistakes and trying to eliminate them, and criticism from ourselves and others is needed for this. However, we should keep in mind what criticism is.

Criticism: "judging of merit... of persons and things in general" (The Pocket Oxford English Dictionary 5th edition)

Judging the merit of something involves identifying positive aspects as well as weaknesses and faults. In fact, positive feedback – identifying good things in a person – can be enormously powerful in helping people to develop.

In relation to our presentation skills, criticism is most useful if given and received immediately. But if we give criticism immediately, we may not have time to consider our judgements carefully and we may offer mistaken or ill-judged criticism. This is a risk we should take. We can deal with this risk best if we give our criticism openly, so that others in the group can criticize the criticism if they think it's wrong! And if others think the criticism is right, then

they should say so. So here is a summary of guidance for giving and receiving criticism in BAM122.

Give your feedback to your colleagues openly and honestly.

- Give feedback on both positive and negative aspects (except when directed by the class tutor to give positive feedback only).
- Give feedback about the behaviour/performance you have just observed, not about the person. (So don't say "You are bad at...." Say "Your ..... was poor in that presentation".)
- Give lots of feedback – repeat others' feedback if you agree with it.
- Say so if you disagree with others' feedback to a colleague.
- Presume feedback given to you to be well-intentioned and honest.
- Listen carefully to feedback – do not start thinking of excuses while the feedback is still being given, and do not start thinking of things you might say to dismiss or shrug off positive feedback.
- Consider carefully the feedback you receive and make thoughtful decisions about what you will do in response to it.
- Avoid placing too much emphasis on one person's feedback. Look for consistent feedback from a number of people.
- Be prepared to ask for more feedback – perhaps especially for more precise or clearer feedback, or for a specific example that might help to clarify some feedback.
- Be sensitive to the feelings of others at all times.
- Be assertive about your own feelings – if you're unhappy with a situation, keep calm and say so.
- Remember that perfection is probably unattainable!

See also p128 in Cottrell (2003) *Skills for Success*, and p200 in Cameron (2005).

## Privacy and respect for others

Some of the things we will do may be designed to make you think by surprising you – making you think about something you had previously taken for granted perhaps. For this reason, please DO NOT discuss what you do in BAM122 sessions with people outside of your group for ONE WEEK after each session. This is important because there are other groups taking BAM122 who meet at different times of the week.

Beyond the one week rule, please also respect your colleagues' privacy. We are working on personal development. Please think carefully about what you tell people who were not in the sessions about what went on in them and what was said, and ensure you are not embarrassing anyone. Note that the University's Commitment Charter states that students are expected to "respect the rights of, and to treat with dignity, all fellow students and other members of the University" (University of Chichester, 2006, p8).

### Reference

University of Chichester (2006) *A Commitment Charter*

## Summary of basic rules of classroom conduct

1. Take seriously your share in the whole class's responsibility for ensuring a productive and respectful working environment.
2. All classroom time is working time unless it's a break.
3. Working time is mobile-free time - no mobile phones are to be used for any purpose during working time.
4. Only the class tutor can designate any time as break time, though all class members can request a break.
5. Keep focused on work conversations - do not engage in conversation with a sub-set of the class while the class is working in plenary. (A plenary session is one involving all of the members of a group who are entitled to be present.)
6. The issue of a yellow card to a student by the class tutor is a warning that that student's conduct is deemed to have contravened the rules or otherwise to have breached good classroom etiquette. A red card may be issued for a second offence.

7. The issue of a red card to a student by the class tutor will require that the student concerned leave the session immediately. At the class tutor's discretion, the student may be permitted to return later in the session or may be marked as absent in the attendance register. (See p32 regarding student absence.)

## Module assessment

BAM122 is an 8 credit module. The modules you will take in semester 1 carry a total credit of 60.

Later in your degree programme (and perhaps even on other modules in this semester) you will do some presentations for assessment. Although this module is about presenting to others, you will NOT be assessed in this module on your presentation skills. It is important that you use this module as an opportunity to develop your presentation skills and we do not want you to have to do this under the pressure of knowing that marks depend on your performance.

The assessment task for BAM122 is to produce what we have called a portfolio, though it's a very small one. It will contain a piece of reflective writing and a goal specified in a particular (SMART) way. Part 1 must be submitted by 1pm on Tuesday 13 November and the second part by 1pm on Friday 7 December.

### Part 1: reflective writing

In this part you are asked to reflect on your skills in presenting to others and what you have learned about your presentation skills since you started your degree course at University of Chichester.

The really important thing is that we do not want you write about what it says in the books on presentation skills, nor what it says on any websites etc. We want you to write about yourself, and your skills, and what you learned. We want you to reflect on your own experience in the first few weeks at University of Chichester and what you have learned from it about presenting to others. This assessment task is therefore assessing your ability to think reflectively. You may draw on your previous experience of presenting to others for comparison, but we are interested in where you are now – your current level of skill and what you think you need to improve.

Aim to write about 750 words for part 1. Make sure your writing is clear, accurate and succinct. Read the guidance on reflective writing on page 12 and the questions for reflective thinking on page 33. You may also refer to the assessment and grading criteria given below.

You should receive part 1 back quite promptly, with a mark for each of the assessment criteria, and with comment. You should use this to help you to improve your other assessed work on the degree programme.

### Part 2: SMART goal

In part 2 you are asked to specify a goal. You should do this in the format that will be introduced in the module. There will be a separate handout available on this.

### Handing in your work for assessment

Please hand your work in to Lesley-Anne Holder (BAM Programme Administrator) in room G14 (ICT Building) before 1pm on the deadline date.

### Cheating, Plagiarism and Collusion

In light of increasing incidences of academic malpractice, Chichester has joined other universities and colleges in using electronic plagiarism detection services. You therefore required to submit an electronic version (on disk or CD-ROM) alongside a hard copy of your written work. (This does not apply to work prepared under exam room conditions.)

## **Assessment criteria**

Your work for part 1 will be assessed against the following criteria:

1. Quality of presentation (accuracy of English; structure; layout on page; ease of use by reader).
2. Quality of description in terms of clarity, detail, and adequacy to support speculation and theorising.
3. Quality of theorising and reflection in terms of: detailed consideration of theories; extent to which alternative theories are considered; consideration of interesting questions about theories; and overall depth of reflection. (See guidance on page 11 and questions for reflective thinking on p33).

The criteria should be regarded as equally important and will be given equal weight in marking. This means that you need to take seriously the issue of presentation quality of your written work. We want to ensure you get the basics right!

You are welcome to talk to Chris Downs about the assessment but you also need to exercise your own judgement. We endeavour to set assessment tasks that are appropriate to higher education and require students to use their discretion rather than simply follow instructions to the letter. So although there are always instructions to follow, there should always be room for individual initiative as well.

Grade	Criteria		
	1 Presentation	2 Description	3 Theorising
85+	The work is extremely attractive and user-friendly; there are only one or two typographical, spelling or grammatical errors.	Events are described in the needed level of detail, including the thoughts and feelings of the writer at the time of the events. There is no unnecessary detail.	There is imaginative theorising/speculation about relevant and interesting issues/questions. The discussion is self-critical makes use of public knowledge.
70-84	The work is attractive and user-friendly; there are only one or two typographical, spelling or grammatical errors.	Events are described in the needed level of detail, including the thoughts and feelings of the writer at the time of the events. There is very little unnecessary detail.	There is imaginative theorising/speculation about relevant and interesting issues/questions. The discussion is self-critical.
60-69	The work is quite attractive and user-friendly; there are very few typographical, spelling or grammatical errors.	Events are described in detail, including the thoughts and feelings of the writer at the time of the events. There is some unnecessary detail and some detail that might have been useful is omitted.	There is some imaginative theorising/speculation about relevant and interesting issues/questions, but some is unimaginative. The discussion is fairly self-critical.
50-59	The work shows evidence that thought has been given to presentation and ease of use; there are sufficient typographical, spelling or grammatical errors to distract the reader.	Events are described in limited detail; the thoughts and feelings of the writer at the time of the events may be scant.	There is some theorising/speculation about relevant and interesting issues/questions, but it is quite limited. The discussion is lacking in self-criticism.
40-49	The work is not presented so as to make its use by readers easy; the English is sufficiently poor to make reading difficult in places.	Events are described in limited detail; the thoughts and feelings of the writer at the time of the events may be omitted entirely.	There is evidence of an attempt to think reflectively, using something like Bourner's questions but the questioning is largely misdirected and the theorising uncritical.
< 40	The work is not presented so as to make its use by readers easy; the English is sufficiently poor to make reading difficult in large parts of the work.	Descriptions are superficial and lacking in detail.	There is no evidence of anything like Bourner's 12 questions having been used and no relevant theorising.

## Stationery recommendation

Please submit your work for assessment in a suitable folder. A suitable folder will hold your work securely but allow the reader to remove and replace it easily without tearing it. It will also not be too bulky and so will be easy to carry around. The following are recommended.

- Clippy file – available from Print-In Office Supplies in Bognor at £1.49 each.
- Swingclip file – available from WH Smiths in Bognor at £3.99 for five (and on offer at £1.99 at the time of writing: 29/8/06) – or the similar project file from WH Smiths at 99p each.

Whatever you do, do not place individual pages in plastic wallets as markers may wish to annotate your work.



### Guidance for reflective writing



We may think of reflective writing as the attempt to explain things that we have done, or ways in which we think we have changed. For example, we might explain why a presentation we made to a classroom of our colleagues went particularly well. Or we might explain why or how we have become a better presenter. Both types of explanation require two things:

1. description of things that happened; and
2. theory

For example, when we wonder why one of our presentations went particularly well, we speculate as to what the cause might be. Sometimes the answer might seem obvious, eg we were extremely familiar with the subject matter of the presentation. In saying this we are describing the situation we were in at the time of giving the presentation – we were very familiar with the subject matter. However, this in itself is not an explanation. It is only an explanation of why the presentation went well when we combine it with the theory that familiarity with the subject matter always makes presentations better. And our theory might be wrong. All our theories about the world are uncertain – they could be wrong. We should acknowledge that it's possible that our theories

may be incomplete or mistaken. So in reflective writing it is important to try to identify just what theoretical ideas we are using and to criticise them if we can.

Often our theories feel very natural to us; they may seem to be common sense. In the example I've just given, it may seem like common sense to think that familiarity with the subject matter always makes presentations better. In this situation we may take our theories entirely for granted and not think about them at all. Reflecting involves us in bringing to the foreground theories that are way back in the background, and then thinking about them carefully and critically. We can then ask further questions, perhaps starting with this one: why do I seem to have accepted this theory? Why do I think that being familiar with the subject matter makes presentations better? This might lead you to think about nervousness, confidence and perhaps all manner of other things. Once you start considering such things you have begun to reflect.

However, it is not enough simply to identify and think about the theories that we were initially using without thinking about them too much. Reflective thinking should also involve considering alternative theories. It might have been the case that, quite coincidentally, we had not had any caffeine on the morning of the presentation and this affected our nervous state and was the more important factor in the success of our presentation. We need to consider the theory that caffeine intake affects our presentation.

In looking for alternative theories to consider, we need to use our imaginations – theorising in the way I am describing involves speculating or conjecturing or even, if you prefer, guessing. But we can also consult what I call public knowledge. What I mean by public knowledge is the content of books, magazines, academic journals and papers, websites, television and radio programmes etc etc. The BAM122 reading list contains a good source of public knowledge about giving presentations to get you started. By seeing what ideas other people have suggested down the years, and that have become part of public knowledge, we can come up with additional theories that might contribute to an explanation of our fantastic presentation.

In addition to examining critically our theories, we should also think carefully about our description of what happened. You may have judged that your presentation went very well, but what exactly happened? How did you start? How was the room laid out? Who was in the audience? You can ask many many questions of this sort. The more detailed is your description, the more possible explanations for your success you are likely to think of.

Note that in your description of what happened you may well be describing events of which your reader has no prior knowledge, eg a presentation you did two years previously at school or work. Your description of this event cannot really be challenged, although your reader may be sceptical if you claim that your presentation was broadcast live on Ukrainian television because this seems unlikely given what the reader considers to be the norm for most people. Your description of your personal feelings and thoughts at the time of the event you're describing are quite clearly difficult for your reader to challenge – only you know how you felt. Again, your reader can only compare your claims with what they consider to be the norm for most people.

However, the claims you make in your theorising are quite different. If the reader accepts your description then they are quite able to theorise about your event and your behaviour and feelings, just as you are. And they can criticise your theories. So this element of your reflective writing is often much more open to criticism than is your description of what actually happened. You need to anticipate this criticism by being self-critical. If you theorise that your presentation was outstanding because you had an extra dose of caffeine beforehand (maybe you drank a can of Red Bull) then you should try to check that this kind of effect is generally expected from caffeine. You could do this by searching the internet or in the library for sources of public knowledge on the matter. This may enable you to include an explanation of how caffeine affects the body, or at least provide your reader with a reference to such an explanation.

If you are self-critical then you will anticipate many criticisms your reader might think of. The result of this is that you learn more from writing your paper; and also there is more chance that the criticism that your reader makes is criticism that you would not have thought of yourself. This means that you're more likely to get really useful and/or interesting feedback from your reader and learn more from it.



## Reading advice

You are encouraged to buy a copy of Cottrell (2003) *Skills for Success* and read it during your first semester. It will help you to develop your skills that are important both to your university studies and to your future career.

The reading list is on the BAM122 website and you should refer to that because new items may be added. The list below shows what was on the reading list at the start of the module. This list is set out in the Harvard style, with the addition of the library shelf number at the end of each entry. This format is an appropriate guide to follow when you are providing a list of references in your own academic work.

### Recommended for purchase by all students

Cottrell, S. (2003b) *Skills for Success: the personal development planning handbook*. Basingstoke: Palgrave Macmillan.

(At the time of writing this handbook, there were more than 10 used copies of *Skills for Success* advertised on Amazon's UK website, with the cheapest at under £6. Amazon was offering a discounted price for new copies of under £10. There are links to a number of book price comparison websites on Chris Downs's website.)

Other books marked with an asterisk are particularly highly recommended.

### Books on presentation skills

Atkinson, M. (2004) *Lend Me Your Ears*. London: Vermilion 808.51/ATK

\* Emden, J. van and Becker, L. (2004) *Presentation Skills for Students*. Basingstoke: Palgrave Macmillan 808.51/VAN

Krannich, C.R. (2002) *101 Secrets of Highly Effective Speakers*. 2nd. edn. Virginia: Impact Publications 808.5/KRA

Levin, P. and Topping, G. (2006) *Perfect Presentations*. Maidenhead: Open University Press 808.51/LEV

\* McCarthy, P. and Hatcher, C. (2002) *Presentation Skills: the essential guide for students*. London: Sage 808.51/MCC

Misteil, S. (1997) *The Communicator's Pocketbook*. Alresford: Management Pocketbooks Ltd 658.45/MIS

Olivier, R. and Janni, N. (2004) *Peak Performance Presentations*. London: Spiro 658.452/OLI

\* Raybould, S. (2002) *The Little Big Voice*. Carlisle: Piquant 808.5/RAY

\* Siddons, S. (1999) *Presentation Skills*. 2nd. edn. London: Chartered Institute of Personnel Development 658.452/SID (reference only)

Books on personal development, study skills, and getting the most out of university

Buzan, T. and Buzan, B. (2003) *The Mind Map Book*. London: BBC Worldwide. 153.1BUZ

\* Cameron, S. (2005) *The Business Student's Handbook*. 3rd. edn. Harlow: FT Prentice Hall 650.071/CAM (\*contains a chapter on presenting to others\*)

Cottrell, S. (2003a) *The Study Skills Handbook*. 2nd. edn. Basingstoke: Palgrave. 371.3/COT

De Porter, B. and Hernacki, M. (1992) *Quantum Learning: unleashing the genius within you*. London: Judy Piatkus 371.3028/DEP

Marshall, L. and Rowland, F. (1998) *A Guide to Learning Independently*. 3rd. edn. Buckingham: Open University Press. 378.17/MAR

McIlroy, D. (2003) *Studying @ University: how to be a successful student*. London: Sage. 378.198/MCI

Race, P. (1999) *How to Get a Good Degree: making the most of your time at university*. Buckingham: Open University Press. 378.2/RAC

Northedge, A. (1990) *The Good study guide*. Milton Keynes: Open University. 371.3/NOR

Books that may be of use to all students but may be of particular interest to students for whom English is a second language

Duckworth, M. (2003) *Business Grammar and Practice*. Oxford: Oxford University Press 428.4/DUC

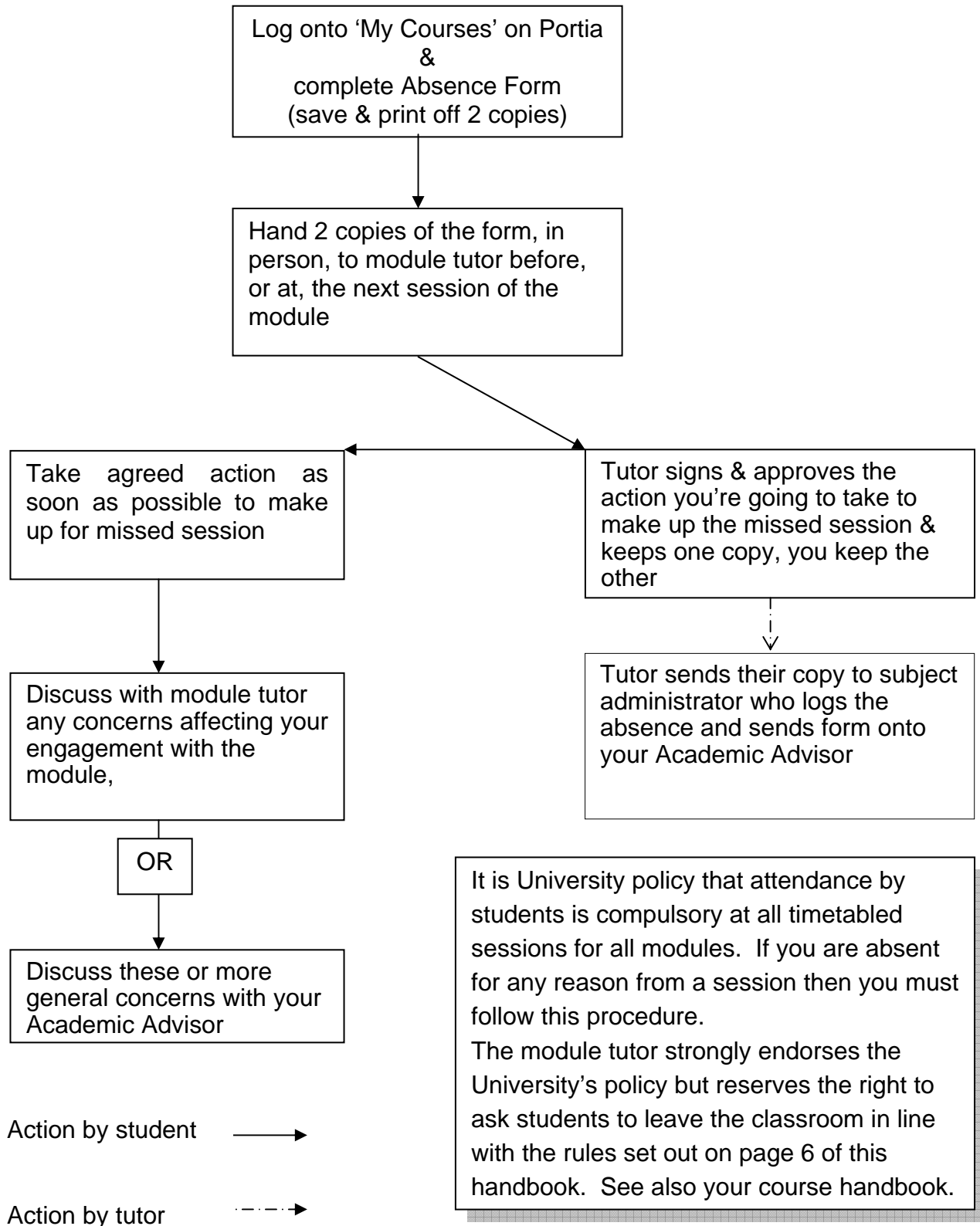
Lewis, M. and Reinders, H. (2003) *Study Skills for Speakers of English as a Second Language*. Basingstoke: Palgrave 371.3/LEW

Peck, J. and Coyle, M. (1999) *The Student's Guide to Writing*. Basingstoke: Macmillan. 808.023/PEC

Peck, J. and Coyle, M. (2005) *Write it Right*. Basingstoke: Palgrave Macmillan 808.042/PEC

## Student absence

What to do when you've been absent from a module session.



## Module descriptor

Please note this is an official document used by the university for academic purposes. It is primarily intended to be used by academic staff and others involved in curriculum design and course quality assurance. Students are given a copy of this document for background information only. In particular, *you should refer to the reading list available on the BAM122 website for up-to-date reading advice, and you should **not** rely on the information on reading in the module descriptor.*

<b>Module Title:</b>	Presenting to Others and Developing Self
<b>Module Code:</b>	BAM122
<b>Credits:</b>	8
<b>Level:</b>	1 (semester 1)
<b>Home School and Subject Area:</b>	Social Studies (Business and Management)
<b>Programme to which the module contributes:</b>	BA (Hons) Business Studies, BA (Hons) Tourism Management, BA (Hons) Information Technology Management for Business.
<b>Module Co-ordinator:</b>	Chris Downs
<b>Entry Requirements:</b>	No pre-requisites or co-requisites

### Aims:

This module aims to assist students to develop their skills of self-management and reflective thinking, presenting to an audience, and working with others. The module aims to promote the use of personal development planning (PDP) by students. It also aims to raise students' awareness of equal opportunities issues.

It is hoped that students will gain in confidence that they can successfully take increasing responsibility for their own progress and become progressively more independent learners.

### Learning Outcomes:

On successful completion of this module students will have developed their:

- skills in speaking to an audience;
- skills in reflective thinking;
- skills in planning and managing their own development;
- skills in working with others.

**Indicative Curriculum Content:**

- Reflective thinking, eg using Bourner's 12 questions (see Bourner, 2003).
- Goal-setting.
- Presentation skills.
- Teamwork skills, eg listening, observation and feedback skills.

**Learning Strategy:**

The module will comprise a series of workshops wherein students will work sometimes together and sometimes individually. The emphasis will be placed on learning by doing and reflecting on the experience of doing. Students will be encouraged to participate fully in a supportive atmosphere.

Directed tasks will be used to enable students to pursue further work done in class and to practise techniques introduced.

The module will be supported by a website.

**Mode of Assessment:**

**Formative:** - There will be much in-class discussion, with opportunities for students to reflect, share experience, and to receive feedback from each other and from staff.

**Summative:** Students will submit a portfolio in two parts (the first during the semester, the second at the end of the semester: 1500 words in total) in which they will reflect on their learning in relation to a number of issues or techniques/skills which have relevance to their course of study.

**Assessment Criteria:****Portfolio:**

- Quality of presentation (accuracy of English; structure; layout on page; ease of use by reader).
- Use of evidence and reasoning to support conclusions reached and judgments made.
- Level of detail and practicality of plans.

**Indicative Reading:**

- Burns, T. and Sinfield, S. (2003) *Essential Study Skills: The complete guide to success @ university*. London: Sage
- Buzan, T. and Buzan, B. (2003) *The Mind Map Book*. London: BBC Worldwide
- Cottrell, S. (2003) *Skills for Success: the personal development planning handbook*. Basingstoke: Palgrave
- Cottrell, S. (2003) *The Study Skills Handbook*. 2nd. edn. Basingstoke: Palgrave
- de Bono, E. (1982) *de Bono's Thinking Course*. London: BBC
- de Bono, E. (2000) *Six Thinking Hats*. London: Penguin
- Greetham, B. (2001) *How to Write Better Essays*. Basingstoke: Palgrave
- Marshall, L. and Rowland, F. (1998) *A Guide to Learning Independently*. 3rd. edn. Buckingham: Open University Press
- McCarthy, P. and Hatcher, C. (2002) *Presentation Skills: the essential guide for students*. London: Sage
- McIlroy, D. (2003) *Studying @ University: how to be a successful student*. London: Sage
- Peck, J. and Coyle, M. (1999) *The Student's Guide to Writing*. Basingstoke: Macmillan
- Race, P. (1999) *How to Get a Good Degree: making the most of your time at university*. Buckingham: Open University Press
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