

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	School of Liberal Arts
Programme:	Year 1 Programme
FHEQ Level:	3
Course Title:	Tools for Change
Course Code:	LIBA 3101
Total Hours:	160 (Lev 3-5) (4 US Credit)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 US credits

Course Description:

In this course, students will be introduced to a range of foundational skills to aid in their progression and success at the University and allow them to begin the process of becoming collaborative and independent learners. These skills will be introduced through investigations of social and/or environmental issues in the local area, using group work and report writing. Students will be introduced to, and use, a range of digital platforms as aids to effective communication through professional academic oral presentations and written reports using secondary sources. In addition, students will be presented with reflective writing tools through a personal development portfolio that can aid in self-improvement, particularly in an academic setting.

Prerequisites:

None

Aims and Objectives:

The aim of this course is to equip students with conceptual and practical tools applicable to their transition to university life, by becoming effective independent and collaborative learners, and also to the demands of the workplace today and tomorrow.

Students will develop:

- Oral communication and listening skills through oral presentations
- Awareness of learning strategies appropriate to the individual
- Digital fluency through learning to effectively use a range of technologies, recognising their advantages and disadvantages
- Teamwork and self-organisational skills through carrying out a project with others
- Information literacy through practising the use of specific search techniques to aid research for a chosen project, including the presentation of data using appropriate software
- Critical thinking through research on a local social/environmental issue
- Personal development through reflective writing

Programme Outcomes:

CI, DI

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Set achievable short-term and long-term goals for university, further academic and professional life and future employability
- Research and understand the context for a chosen social/environmental topic
- Understand and implement the key skills required to make an effective oral presentation and to communicate with an audience
- Apply knowledge of the use of specific research techniques/skills, software and applications to determine their appropriateness for a range of tasks
- Identify effective learning strategies and skills to aid academic success, including through group work
- Interpret, evaluate and present quantitative data through the use of appropriate software (charts, tables, graphs)
- Use reflective writing to aid in personal development in an academic setting

Indicative Content:

- Setting goals, course planning, using University online resources
- Group work and related theories from Belbin, Tuckman (or equivalent)
- Oral presentation skills
- Digital fluency, including visual presentation skills using appropriate software (creating presentations and reports), and the use of spreadsheets (creating charts, graphs, tables)
- Cloud-based applications
- Secondary research methods
- Group presentation (group work)
- Report Writing (individual work)
- Report writing templates, including accessibility and aesthetic quality
- Reflective writing and related theories from Gibbs (or equivalent)

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

Cottrell, S. (2024) *The study skills handbook*. 6th edn. London: Bloomsbury.

Lockwood, R.B. (2023) *Making academic presentations: what every university student needs to know*. Michigan: University of Michigan Press.

McMorrow, M. (2024) *The Student's Guide to Reflective Writing*. London: Bloomsbury.

Websites

A company dedicated to improving teamwork: <https://www.belbin.com/> (accessed November 2024)

Tuckman's Stages of Group Development. Available at: <https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx> (accessed November 2024)

Building digital capability. Available at: <https://www.jisc.ac.uk/building-digital-capability> (accessed November 2024)

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	Nov 2024	
Updated Programme	Feb 2025	