COURSE SPECIFICATION DOCUMENT

Academic School/Department: General Education

Programme: General Education

FHEQ **Level:**   3

Course Title: Transitions II

Course Code: GEP 3103

Course Leader: Mary Robert

Student Engagement Hours:	120
Service Learning activity	15
In-class Service learning research and preparation	30
In-class demonstration and practice:	10
Seminar / Tutorials:	20
Independent / Guided Learning:	45

Semester:	Fall/Spring
Credits:	12 UK CATS credits
	6 ECTS credits
	3 US credits

Course Description:
This course focuses on you as a student, an active citizen and a future employable graduate. How can you use the local community to help others whilst helping yourself? In this course, students will make full use of the research undertaken last semester, and the full range of skills being developed, to get involved in service learning in the local community and reflect critically on the effects both on themselves and on others.

This is the second course in the Richmond Transitions sequence.

Prerequisites: GEP 3102

Aims and Objectives:

The aim of this course is to equip students more fully with a series of attributes applicable both to their transition to university life, by becoming effective independent learners, and to the demands of the workplace today and tomorrow. In the second semester it aims to build on and further develop skills introduced in the previous semester, specifically

- enhanced oral presentation skills through a presentation about a community activity, employing a range of digital literacy skills
- self-organisational skills through preparation for and completion of a community activity/activities
- social perceptiveness, awareness of difference and ethical issues, effective listening, teamwork, leadership and communication skills through involvement in a community activity
- critical thinking and reflective writing through a reflective journal, taking account of previous goals set, and employing enhanced digital literacy skills which show an awareness of audience with a range of needs

Programme Outcomes:

A1, A2, A5, A9, B1, B2, B3, B4, B5, B7, B8, B9, B10, B11, B12

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:
https://www.richmond.ac.uk/programme-and-course-specifications/

Learning Outcomes:

By the end of this course, successful students should be able to:
- critically reflect on progress towards achieving short-term and long-term goals for university, further academic and professional life and future employability
- understand and implement the enhanced skills required to make an effective oral presentation
- apply knowledge of the use of an increasing range of search techniques, software and applications to carry out specific tasks
- show understanding of the effects of active citizenship both on themselves and others in the community

Indicative Content:

Transition to the University community:
  Progress towards goals
  Development of transferable skills: includes emotional intelligence and leadership
  CV creation
  Course planning
Academic skills across the curriculum:
  Enhanced oral presentation skills
  Project research and writing
  Development of PDP
  Development of reflective writing
Service learning:
  Preparing for and progress towards completion of service learning activity/activities and related project
  Awareness of relevant ethical issues
Digital Literacy:
  Further information Literacy skills
  Video/photography skills for project work
  Using online resources to enhance accessibility
  Using social media as a project and an employability tool
  Enhanced graphic presentation skills

Assessment:
This course conforms to the Richmond University Assessment Norms approved at Academic Board.

Teaching Methodology:
During the second semester, community activities will take the place of some specified time in the classroom, but regular one-to-one or small group meetings to provide support and discuss progress will also take place, leading to individual self-reflection. Students will be encouraged to share experiences and provide peer feedback on classroom tasks and activities. Peer mentors and senior students will also share their related experiences, and student affairs personnel will provide support and advice. Digital literacy skills will be taught and practised in the computer lab and on laptops in the classroom, with experimentation outside the classroom.

Indicative texts:
Bell, Douglas. Passport to academic presentations. Garnet Education 2014.
Williams, Kate, Mary Woolliams and Jane Spiro. Reflective Writing. Palgrave Macmillan 2012.

Bibliography:

Cottrell, Stella. <u>Skills for Success – Personal Development and Employability</u>. Palgrave
  Macmillan 2010

Web Sites:
http://www.prepareforsuccess.org.uk/
http://www.elanguages.ac.uk/los/dl/what_is_digital_literacy.html
http://www.jisctechdis.ac.uk/techdis/home

Please Note: The core and the reference texts will be reviewed at the time of
designing the semester syllabus

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry