Academic School: School of Liberal Arts

Programme: Various

FHEQ **Level:**   3

Course Title: Tools for Change

Course Code: GEP 3105

Student Engagement Hours: 120

Fact-finding trips   5
In-class Demonstration and Practice   20
Seminar / Tutorials: 20
Independent / Guided Learning: 75

Credits: 12 UK CATS credits
                                6 ECTS credits
                                3 US credits

Course Description:
In this course, students will discuss and respond to social issues in the local area through group work, reflecting on how they can become both collaborative and independent learners. They will research the context of and plan for service learning in the local area. They will learn to use a range of digital platforms for individual and group project work, focussing strongly on effective communication, including oral presentation and written reports using a range of relevant primary and secondary sources.

Prerequisites: None

Aims and Objectives:
The aim of this course is to equip students with both conceptual and practical tools applicable to both their transition to university life, by becoming effective

independent learners and to the demands of the workplace today and tomorrow. Students will develop

- oral communication and listening skills through making and responding to presentations
- awareness of learning strategies appropriate to the individual
- digital fluency through learning to effectively use a range of technologies for a chosen project, recognising the advantages and disadvantages of different technologies
- 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
- critical thinking and reflective writing through research on a community issue

Programme Outcomes:
A1, B1, C1, C2, C4

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:

- 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 community activity
- understand and implement the key skills required to make an effective oral presentation
- apply knowledge of the use of specific research techniques, software and applications to determine their appropriateness for a range of tasks
- identify effective learning strategies to aid academic success, including through group work.
- interpret quantitative data and use appropriate software to create charts and graphs

Indicative Content:

Academic skills across the curriculum:
    Setting goals, course planning, using University online resources
    Group work and related theories from Belbin, Tuckman and/or others
    Oral presentation skills
    Responding to feedback
    Reflective practice and related theories from Gibbs and/or others
Social issues and service learning:
    Primary and secondary research methods related to a chosen social issue
    Group presentation and individual report
Digital fluency:
    Group collaboration using cloud-based applications
    Visual presentation skills using Google, Microsoft, Apple or other application
    Spreadsheets and creating charts and graphs
    Report templates, considering accessibility and aesthetic

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

Teaching Methodology:
Students will work in pairs or small teams to plan and undertake tasks for an agreed project related to a social issue in the local area. Digital literacies will be taught and practised in computer labs and on laptops or other personal devices in the classroom, with experimentation outside the classroom. Peer mentors and senior students will share their own related experiences. Outside speakers will address students in class, student affairs personnel will provide support and advice, and a fact-finding trip will take place in the local community. Transitional classroom skills will be practised through role play and small group discussions.

Indicative texts:
Bell, Douglas. Passport to academic presentations. Garnet Education 2014.
Cottrell, S. (2015). *Study skills for success*. London: Palgrave.

Williams, Kate, Mary Woolliams and Jane Spiro. Reflective Writing. Palgrave
    Macmillan 2012.

Indicative Web Sites
https://www.belbin.com
https://www.jisc.ac.uk/building-digital-capability

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:

Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
New course code and name, derived from GEP 3100 Transitions I. Minor edits to course description and learning outcomes, with addition of quantitative skills. Minor edits to indicative content and indicative texts and websites.		
Revision – annual update	May 2023	