1. **Title of the module**

ANTS3080 (SE308) Academic and Research Skills

1. **Division or partner institution which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Compulsory to: BSc Anthropology

 BA Social Anthropology

BSc Human Biology and Behaviour

BSc Wildlife Conservation

 BSc Human Geography

 BA Environmental Social Sciences

 (and cognate Year Abroad or Year in Professional Practice for all of the above)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. understand how to use library and online resources to conduct scholarly research in the disciplines of anthropology, human geography, conservation science and environmental science.
	2. understand the similarities and differences in academic writing, and how to analyse academic articles in these disciplines.
	3. understand how to appropriately write and cite literature in these disciplines.
	4. understand the basic principles of collecting, organising and analysing both qualitative and quantitative data to conduct academic research in these disciplines
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 recognise different types of academic writing, especially in terms of qualitative vs quantitative research, and when to use them (literary skills)

9.2 read an academic paper and summarise (reading skills),

9.3 use the library effectively, particularly online databases, full-text journals etc. (bibliographical skills)

9.4 adopt appropriate academic standards for in text citations and referencing (referencing skills)

9.5 be able to organise, analyse, and visually present qualitative and quantitative data (IT skills)

9.6 communicate effectively to a variety of audiences and/or using a variety of methods (presentation skills)

9.7 work collaboratively as part of a team and apply academic skills within a team (team working skills)

9.8 identify and interpret patterns in qualitative materials and data

1. **A synopsis of the curriculum**

This module introduces students to the range of basic academic and research skills required across the range of the School’s BA and BSc programmes. Students will learn to independently use library resources to conduct scholarly research in their field of study and related fields, how to appropriately analyse that literature, and incorporate it into their own academic writing. Beyond writing, student will learn how to effectively communicate scholarly topics in the format of oral and poster presentations. Students will then be introduced to the basic aspects of collecting and analysing qualitative data as relevant in their own field of study and related disciplines. Finally, the module will focus on the skills needed to organise, analyse, and present quantitative data for the purpose of hypothesis testing in these disciplines.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bethell, E. and Milsom, C. 2014. Posters & Presentations. Macmillan Education UK.

De Vries, R. 2018. Critical Statistics: Seeing Beyond the Headlines. Red Globe Press.

Moore et al. 2010. The Ultimate Study Skills Handbook. Open University Press.

Neville, C. 2010. The Complete Guide to Referencing and Avoiding Plagiarism. Open University Press.

Punch, K.F. 2013. Introduction to Social Research: Quantitative and Qualitative Approaches. SAGE Publications.

Rugg, G. 2007. Using Statistics: A Gentle Introduction. Open University Press.

1. **Learning and teaching methods**

Total contact hours 24

Private study hours 126

Total study hours 150

1. **Assessment methods**
	1. Main assessment methods

Article Analysis Essay 30%

Qualitative Analysis Group Presentation 30%

Quantitative Analysis Poster Presentation 40%

13.2 Reassessment methods

Reassessment Instrument: Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* |  | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** |
| *Library Workshop* | **X** |  |  |  |  |  | **X** |  |  |  |  |  |
| *Seminars* |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Article Analysis Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Group Presentation* | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Poster Presentation* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module will provide students with opportunities to gain practical experience and transferable skills through topics and fieldwork with an international focus

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts CLOs (Q6&7 cover sheet) |
| 21.07.21 | Minor | Sept 21 | 5,8,9,13,14 | No |
|  |  |  |  |  |