Planning to Succeed

VALUEMaP October 2015
Student Learning Advisory Service
Takeaway thoughts

• Keep an open mind
• Make the most of the fresh start
• Get involved in everything you can
• Stay organised
• Study effectively and efficiently
• Be the best you can
• Keep the end goal in sight
Workshop Objectives

By the end of this session, students will:

• Have reflected on their own approach to study
• Be aware of the structure and purpose of the academic **Credit Framework**
• Understand the importance of Learning Outcomes in setting the agenda for study
• Have considered strategies for incorporating this awareness into successful study-planning
Graduate Skills

Research suggests employers want *transferable skills*:

<table>
<thead>
<tr>
<th>Analysing &amp; solving problems</th>
<th>Team &amp; Interpersonal skills</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
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<tr>
<td>Personal Planning &amp; Organisation</td>
<td>Initiative &amp; Creativity</td>
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<tr>
<td>Numerical Reasoning</td>
<td>ICT</td>
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</tbody>
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Learning to Learn

Motivation

Improvement

Performance

Feedback
Learning Styles

Kolb suggests there are four inter-related points in successful learning, and these and can be plotted on two axes – the vertical continuum of ‘Grasping Experience’.

<table>
<thead>
<tr>
<th>Concrete Experience</th>
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<th>Abstract Conceptualisation</th>
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</thead>
<tbody>
<tr>
<td>(feeling)</td>
<td>----</td>
<td>(thinking)</td>
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Continuum of ‘Grasping Experience’
**Learning Styles**

*Kolb* suggests there are four inter-related points in successful learning, and these can be plotted on two axes – the horizontal

<table>
<thead>
<tr>
<th>Active Experimentation</th>
<th>----</th>
<th>Reflective Observation</th>
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<tbody>
<tr>
<td>(doing)</td>
<td>----</td>
<td>(watching)</td>
</tr>
<tr>
<td><strong>Continuum of ‘Transforming Experience’</strong></td>
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</tbody>
</table>
Learning Styles

Giving four potential ‘learning styles’

Concrete Experience (feeling)

Accommodative (feeling & doing)

Divergent (feeling & watching)

Convergent (thinking & doing)

Assimilative (thinking & watching)

Abstract Conceptualisation (thinking)

Active Experimentation (doing)

Reflective Observation (watching)
Learning Styles

• **Accommodators** *tend to prefer* Doing & Feeling – ‘hands on’
• **Convergers** *tend to prefer* Doing and Thinking – solving problems
• **Divergers** *tend to prefer* Watching & Feeling – imaginative ‘butterflys’
• **Assimilators** *tend to prefer* Watching & Thinking – ideas, theories, concepts

What would you say is your preferred approach?
Learning Styles

Honey and Mumford develop this idea:

- **Pragmatists** *tend to prefer* problem solving, doing
- **Reflectors** *tend to prefer* stepping back to ponder
- **Activists** *tend to prefer* immediate experience
- **Theorists** *tend to prefer* logical explanations

Each person has a different *learning preference*
Learning Styles

An alternative scheme suggests that some people tend to learn best through:

- Visual input (‘show me’)
- Auditory input (‘tell me’)
- Kinaesthetic input (‘help me to do it’)

Which approach do you personally prefer?
BUT: is this an ‘opt out’ designed to reinforce my own personal ‘comfort zone’?
Should learning *challenge* experience?
It is important to understand how people actually learn:

- Experience ‘talks back’ – reality doesn’t fit neat theory
- Wise people learn to listen and reflect
- This often becomes habitual – experts stop noticing
- The virtuoso performer draws on experience and oscillates in small steps between theory and practical wisdom
  - Draws initially on ‘best fit’ technique/theory/plan
  - Adapts ‘best fit’ to new context
  - Implements new configuration in stages
  - Tweaks plans as they go along
- Thus, the ‘virtuoso student’ is a *reflective practitioner* learning new perspectives and proposing tentative solutions
Reflective Practice

Three-way on-going dialogue between
Practical experience
Academic theory
Personal Learning

Common myth: we learn from experience
Reality: we learn from reflection on experience
Reflective Practice

Two Ways of Knowing
Apprehension (Hands on)

Experience

Experiment

Two Ways of Understanding
Denotation - using

Reflection

Learning

Two Ways of Knowing
Comprehension (Theory)
Planning to Succeed

The ‘Academic Staircase’
Gradually increasing academic complexity

Level C – Stage 1 (1st Yr)
Level I – Stage 2 (2nd Yr)
Level H – Stage 3 (3rd Yr)
Level M – Taught Masters
Level D – Doctoral

1st Yr: 120 Credits at Level C (Stage 1)

Module components
Assignments, Projects Placements, exams
Programme Learning Outcomes

UNIVERSITY OF KENT
Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found either by following the links provided or in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA Honours Degree in Criminal Justice and Criminology

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Awarding Institution/Body</td>
<td>University of Kent</td>
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<tr>
<td>2. Teaching Institution</td>
<td>University of Kent</td>
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<td>3. Teaching Site</td>
<td>Medway Campus</td>
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<td>4. Programme accredited by:</td>
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<td>5. Final Award</td>
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</tr>
<tr>
<td>7. UCAS Code (or other code)</td>
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</tr>
<tr>
<td>8. Relevant QAA subject benchmarking group(s)</td>
<td>Criminology Draft Benchmarks [CDBM]</td>
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<td>9. Date of production/revision</td>
<td>July 2010</td>
</tr>
<tr>
<td>10. Applicable cohort(s)</td>
<td>2006 Entry</td>
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11. Educational Aims of the Programme
The programme aims to:
Criminology draws on the range of human and social science disciplines. The subject is fast moving in its theoretical and methodological development, reflecting the rapid social changes it tries to capture and the increasing cross-fertilization of ideas and methods between the human sciences. In its modern forms it is characterised by robust debates over how to:

- conceptualise and explain its subject matter;
- operationalise its theories in conducting research;
- inform debates over crime control policy, the scope of human rights, the links between criminal and social justice, and the expanding knowledge bases of the crime prevention, security, policing, and justice related professions;
- develop and enhance its methodological and technical expertise;
- manage the sensitive ethical issues arising from empirical research.
# Programme Learning Outcomes

**Educational Aims of the Programme**

1. To produce graduates with analytical and knowledge based skills relevant to employment in the criminal justice professions, public service and the private sector.
2. To produce students who have acquired an in-depth understanding of the complexities of the way the criminal justice system operates and develops.
3. To ensure that students acquire a solid understanding of methodologies for the study of social science in general.
4. To develop new areas of teaching in response to needs of the community.
5. To provide learning opportunities that are enjoyable, informed by a research environment and which offer appropriate support for students from a diverse range of backgrounds.
6. To promote an understanding of contemporary social issues and of the impact of diversity and inequality on local and national communities.
7. To provide an understanding of the social processes that influence the relationship between individuals, groups and institutions.
8. To understand the emergence of social problems (including crime) and the responses of welfare and criminal justice institutions, including analysis of the theoretical, political and economic underpinnings of these responses.
9. To help students to link theoretical knowledge with empirical enquiry and to identify and understand different ideological positions.
10. To allow all students to develop the analytical and research skills necessary to understand and use social science knowledge effectively.
11. To give students the opportunities to develop and practice a range of transferable or key skills, that will be of use in future work and employment.
12. To give students the skills and abilities to enable them to become informed citizens, capable of participating in the policy process and equipped for a dynamic labour market.
13. Provide high quality teaching by experienced and qualified staff in a pleasant environment.
The intended subject–specific learning outcomes.

On successful completion of the module, students should be able to:

• Understand the key concepts and theories of organisational behaviour and management, including their historical development
• Understand the key elements and operation of organisations and the process of management
• Analyse the strengths and weaknesses of various organisational theories
• Apply these theories to practical issues associated with the management of people and organisations
• Discuss ideas relating to management and organisational behaviour, both orally and in writing
Generic Module Learning Outcomes

On successful completion of the module, students should be able to:

• plan work and study independently using relevant resources
• appreciate of the context in which management decisions are made, drawing on the scholarly and critical insights of the Social Sciences
• appreciate and understand the relationships between the theories of behavioural science and the practical experiences of management and behaviour of people at work
• use group working skills, including listening, responding to different points of view, negotiating outcomes, and planning and making a joint presentation
• present a cogent argument orally, demonstrating good vocal skills which match the environment, and making use of appropriate presentational tools
• retrieve information from variety of resources
Marking Criteria

Marking criteria vary considerably, but generally:

• 0-39% Fail: poorly written, little academic content

• 40-49% Pass: broad content, mainly descriptive, limited use of resources, may be poorly written

• 50-59% Satisfactory (2.2): broad content, occasional critical comment, adequate research

• 60-69% Merit (2.1): fuller content and argument, some analysis, good English, greater confidence

• 70% + Distinction (1st): Excellent in terms of content, evaluation, argument, English; some creativity
What Tutors are Looking For...

Every assignment varies, but basically tutors mark:

- **Content**: an appropriate range of *reliable* academic views, theories, ideas, arguments

- **Organisation**: ability to structure a coherent and plausible set of *arguments* (paragraphs, etc.)

- **Grammar & spelling**: good communication skills

- **Technical academic conventions**: full bibliography, proper referencing, word count, etc.
Common Problems in Essays

• Weak academic content
• Unsubstantiated claims
  – ALWAYS back up a point with some **argument**
    • This could be a reason, the evidence of a recognised expert, empirical evidence, and so on
    • BUT *every* piece of evidence MUST be referenced
• Poor or inadequate referencing
• Poor English: spelling, grammar, syntax
• Lack of careful preparation (short cuts!)
• Sometimes: inadequate understanding
Showcase your Skills

- Show you can work within ‘constraints’
- Develop your own voice/point of view
- Present and explain concepts and ideas
- Contribute to an ongoing intellectual ‘debate’