



Studying in the UK: What To Expect from Your Course



Workshop Contents

- Introduction to the learning environment
- Assessment, grading and critical thinking
- Tutor and student expectations
- Intro to 301
- Questions & answers

How will I learn?



Types of Learning

Course
content

Structured
Learning

Lectures or large-
group teaching

Semi-
Structured
Learning

Online resources,
videos, etc.

Independent
Learning

Core reading and
own research

Types of Learning

Course
content

+ Interactions with
tutors & students

Structured
Learning

Lectures or large-
group teaching

Seminar group
meetings

Semi-
Structured
Learning

Online resources,
videos, etc.

Online discussion
forums, blogs, etc.

Independent
Learning

Core reading and
own research

Group work, study
group and peer
discussion

Types of Learning

Course
content

+ Interactions with
tutors & students +

Assessment
& coursework

Structured
Learning

Lectures or large-
group teaching

Seminar group
meetings

Exams and exam-
based essays

Semi-
Structured
Learning

Online resources,
videos, etc.

Online discussion
forums, blogs, etc.

Essays and
coursework

Independent
Learning

Core reading and
own research

Group work, study
group and peer
discussion

Formative
assignments and
essays

Types of Learning

You should treat your course like a working week!

Structured
Learning

10-20 hours per week

Semi-
Structured
Learning

5-10 hours per week

Independent
Learning

10-20 hours per week

Independent Learning

Top tips:

- Find an appropriate study space that works for you
- Use a diary or calendar to plan your study time
- Adopt an organised approach to keeping notes
- Start keeping track of what you are reading (e.g. use referencing software like Zotero)
- Work together with friends if you find company and peer support useful



How will I be assessed?



Types of Assessment

Written Assignments

Essays
Reports
Blogs
Dissertation
Project

Other Assessments

Presentations
Quizzes
Exams
Portfolios

Formative: doesn't count towards your overall degree classification, but provides a chance to practice and learn from feedback.

Summative: counts towards your degree classification (but is still a chance to learn from feedback!)

Grading systems

Undergraduate (3 years full time)

Grades (Percentage)	Meaning
70 - 100	First class degree
60 - 69	2:1
50 - 59	2:2
40 - 49	Third class degree
1 - 39	Fail - no credits awarded, a candidate with any module at this level may not be recommended for the award of a degree.
0	Work not submitted, or insufficient work to make any assessment.

Check with your department for specific guidelines!

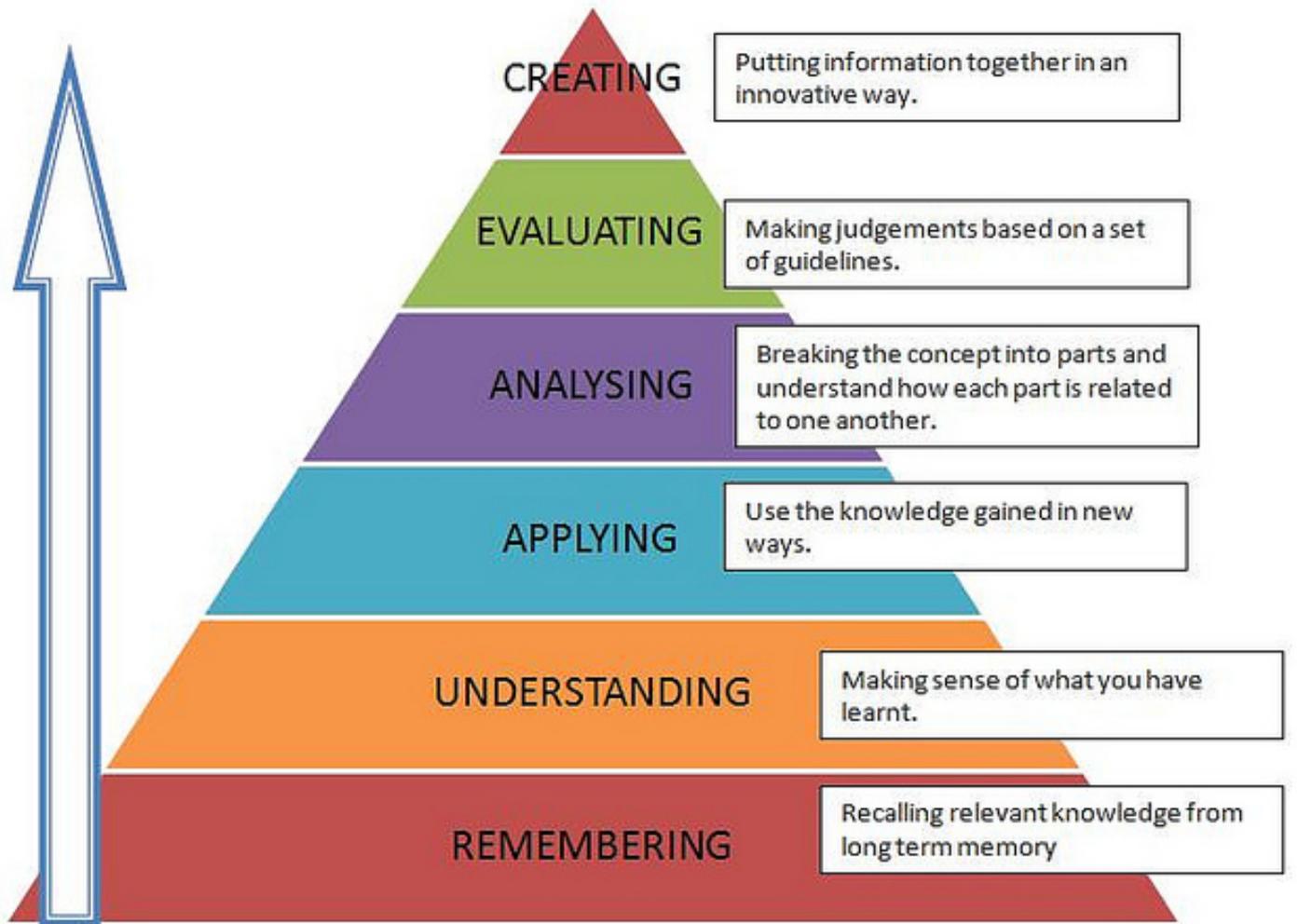
Grading systems

Postgraduate Taught Masters (1 year full time)

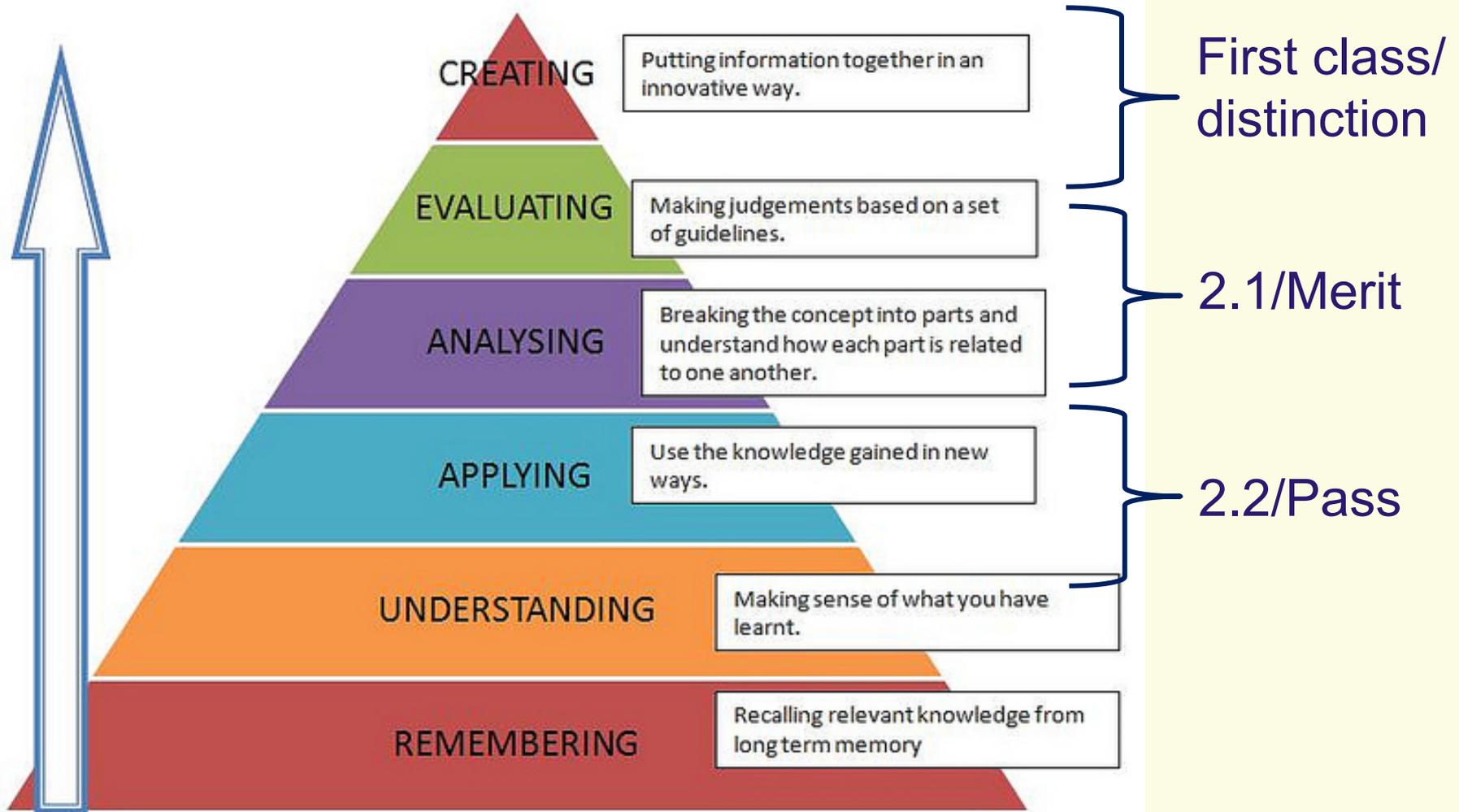
Grades (Percentage)	Meaning
70 - 100	Distinction
60 - 69	Merit
50 - 59	Pass
40 - 49	Fail - no credits awarded.
1 - 39	Fail - no credits awarded, a candidate with any module at this level may not be recommended for the award of a masters degree.
0	Work not submitted, or insufficient work to make any assessment.

Check with your department for specific guidelines!

Bloom's Taxonomy of Learning



Bloom's Taxonomy of Learning



Critical Analysis

Both descriptive and critical writing are important, but you need to move beyond description to gain higher grades

Descriptive writing

- States or describes what happened
- States or describes what something is like
- Explains a theory
- Notes the method used
- Provides information

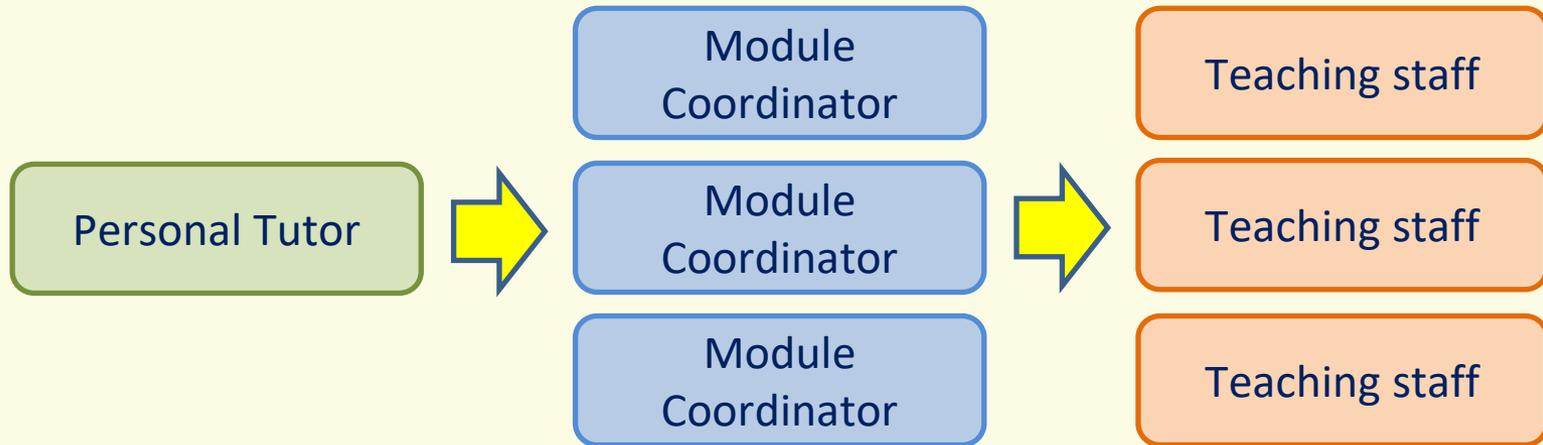
Critical writing

- Identifies significance
- Evaluates strengths and weaknesses
- Shows why something is relevant or important
- Evaluates the method
- Draws conclusions

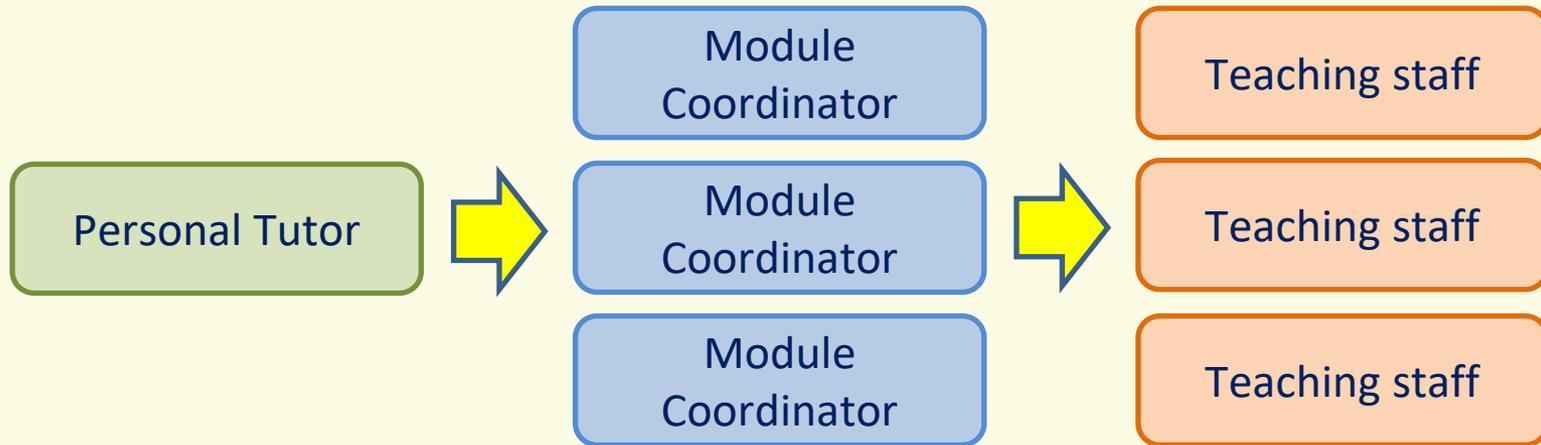
What will my tutors be like?



Getting to Know Your Tutors



Getting to Know Your Tutors

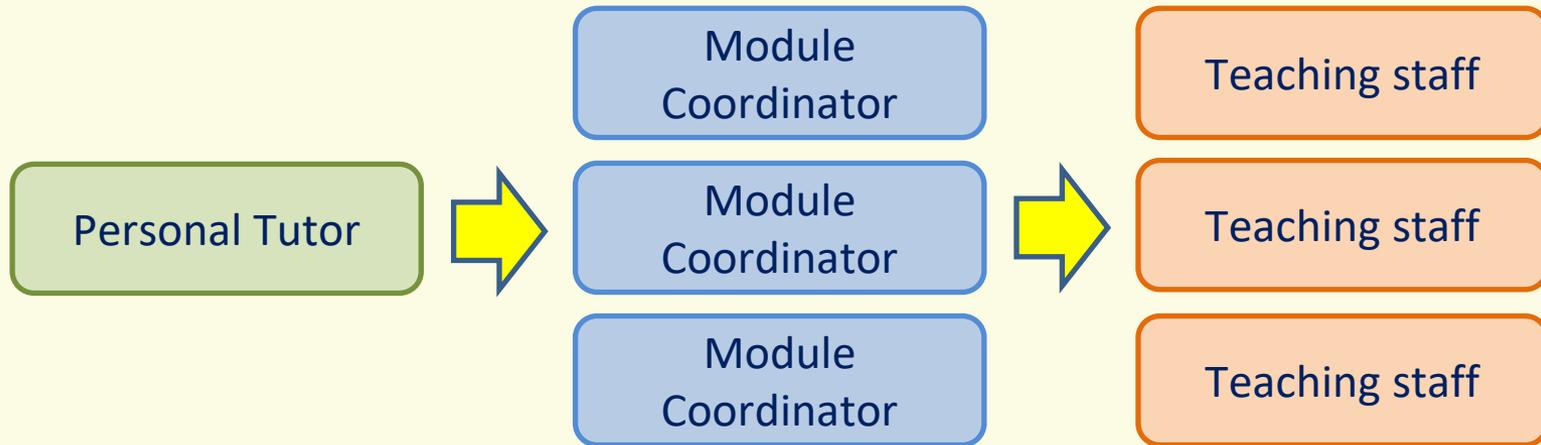


Quiz: Who might you approach for the following?

- 1. Personal tutor**
- 2. Module coordinator**
- 3. Other teaching staff**

A question about a deadline for an assignment?

Getting to Know Your Tutors

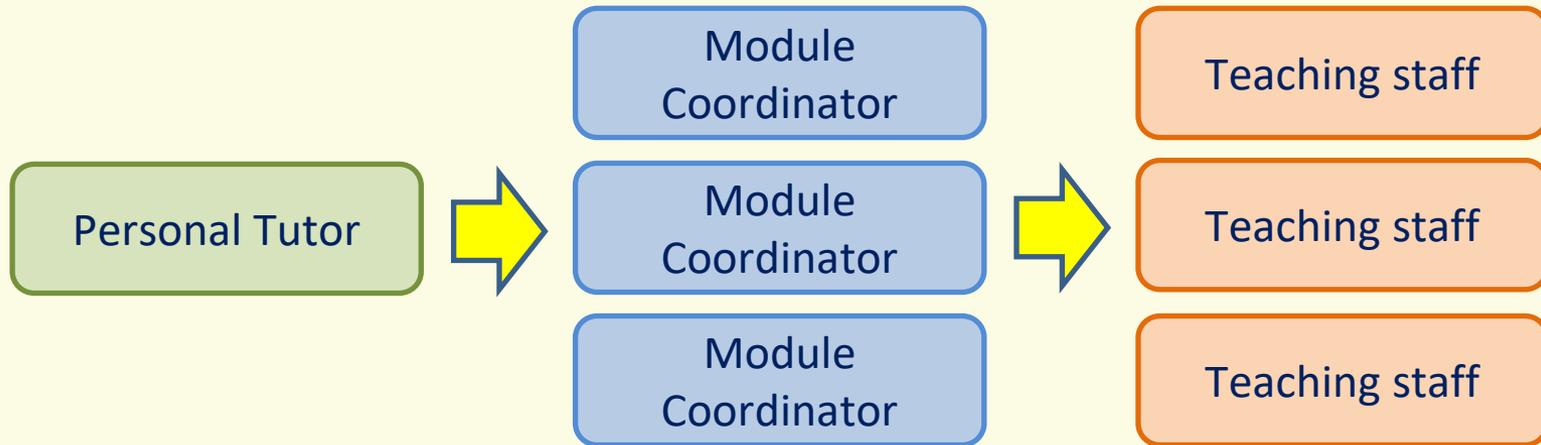


Quiz: Who might you approach for the following?

- 1. Personal tutor**
- 2. Module coordinator**
- 3. Other teaching staff**

A question about module choice for the next semester?

Getting to Know Your Tutors

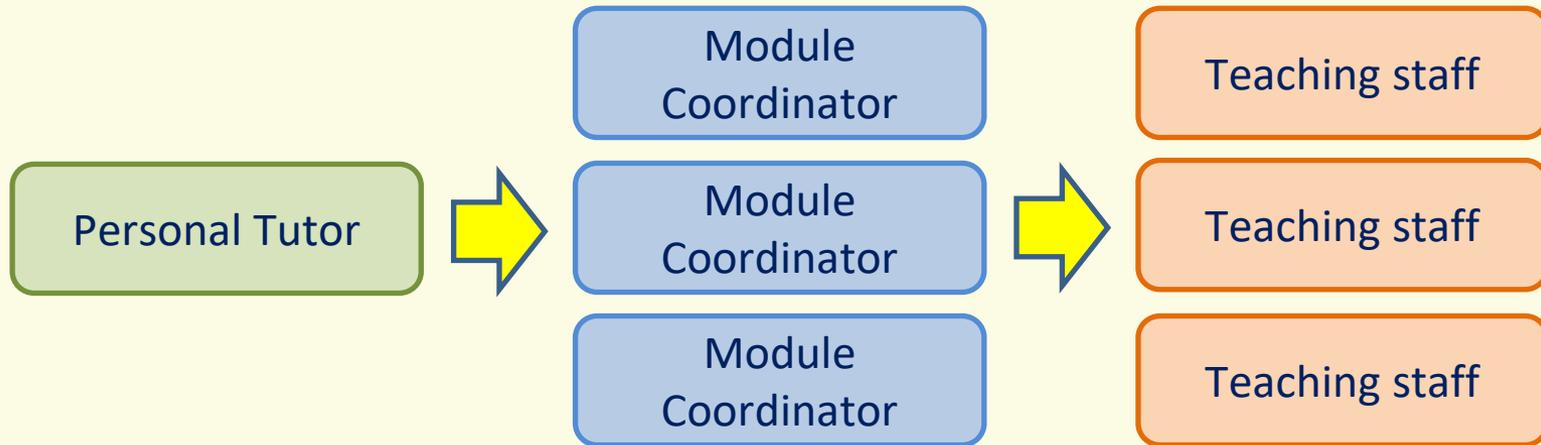


Quiz: Who might you approach for the following?

- 1. Personal tutor**
- 2. Module coordinator**
- 3. Other teaching staff**

A question about needing to take some time off for personal reasons?

Getting to Know Your Tutors



Quiz: Who might you approach for the following?

- 1. Personal tutor**
- 2. Module coordinator**
- 3. Other teaching staff**

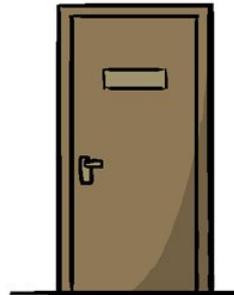
A question about content from a specific seminar?

Getting to Know Your Tutor

- Your tutors have a set number of 'office hours' per week in which they will be available to students
- Your tutors will usually only respond to emails during working hours

How to read a Professor's door

Closed



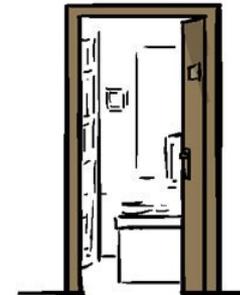
"I may or may not be on this continent."

Half-open



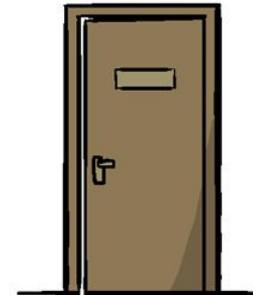
"I'm probably in a meeting."

Wide Open



"I just walked in to get a few things before I have to run to my next meeting."

Slightly ajar



"Proceed with caution."

Getting to Know Your Tutor

What my **personal tutor** can help with:

Advice on progress grades and personal development

Module choice; overall programme advice

References for part-time jobs and volunteering

Pastoral (non-course related) issues; exemptions

What my **personal tutor** can't help with:

Questions specific to particular modules or assignments

Reading or checking your work

Day-to-day support or advice

Registration, fees or visa-related matters

Getting to Know Your Tutor

Other sources of support and advice:

Module tutors

Specific modules

Specific assignments

Clarification on content

Deadlines

Student course representatives

Issues with modules

Communications

Workload

Department admin

Student Services Information Desk

Registration status

Visa-related matters

Fee-related matters

Student and tutor expectations

Using Gmail:

- Your tutors and lecturers will communicate a lot of information to you via email
- It is important to read these emails, as it can give information on assignments, resources, lectures, tutorials, seminars, labs and exams



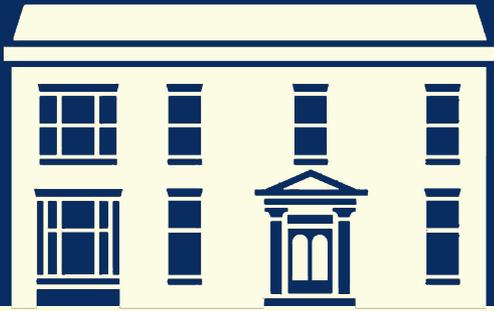


ACADEMIC
SKILLS
CENTRE

301

301 Academic Skills Centre





Introduction to 301

Study Skills



Maths and Statistics Help



Student Research



Peer Learning

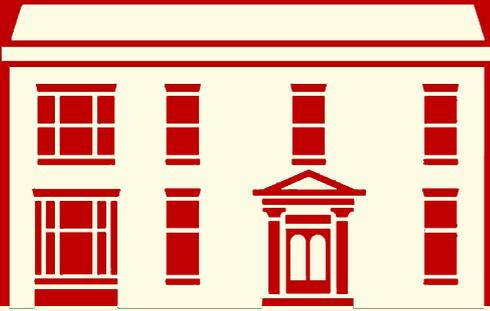


Study Skills Online



Level Up Your Skills

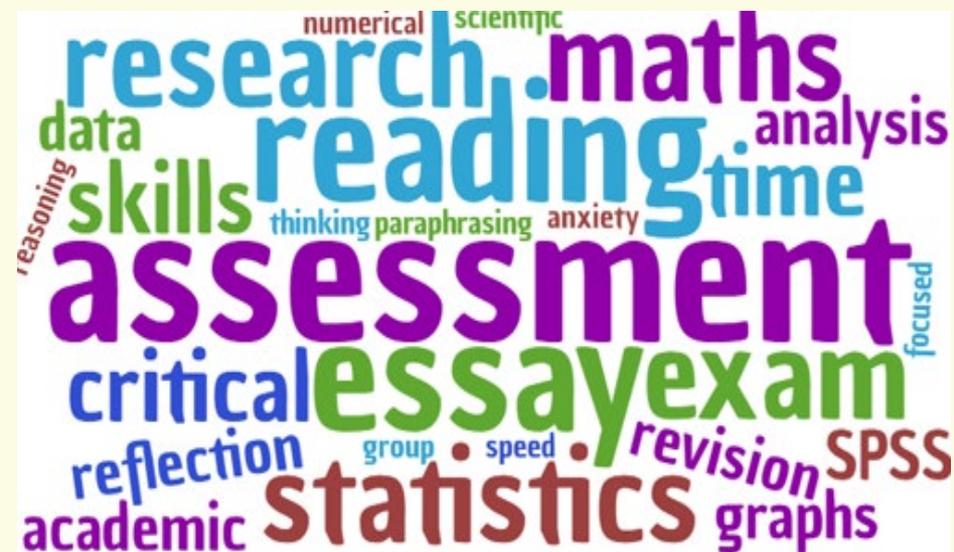




Study Skills



- Workshops and lectures covering a wide range of skills
- 1:1 Study Skills Tutorials
- Self-study online resources



For more information visit:

<https://students.sheffield.ac.uk/301>



Maths and Statistics Help



Maths and statistics help (MASH) for: course exercises, revision, dissertations, statistical software (e.g. SPSS) and more:

- 1:1 tutorials and drop-ins with specialist tutors
- Targeted workshop programme, including maths anxiety and numerical reasoning for job applications
- Self-study online resources



For more information visit:
www.sheffield.ac.uk/mash



Student Research

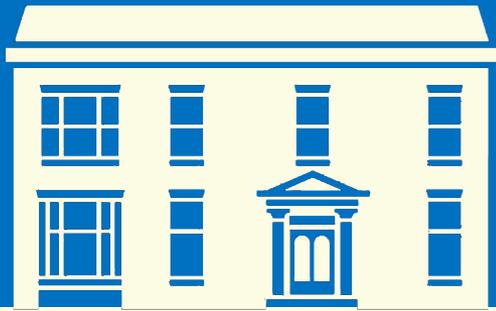


Resources and opportunities to support your research projects:

- Sheffield Undergraduate Research Experience (funded research opportunity in summer of second year)
- Student research conferences and competitions
- Student research journals
- Training and support for dissertation projects



For more information visit:
<https://students.sheffield.ac.uk/301/student-research>



Study Skills Online



Digital resources to support your learning including:

- Information, strategies, tips and ideas
- Print downloads and resources
- Videos and interactive content
- Mini courses

For more information visit:

sheffield.ac.uk/academic-skills/study-skills-online

Imposter Syndrome

Tips and techniques to help you manage imposter syndrome at university.



On this page:

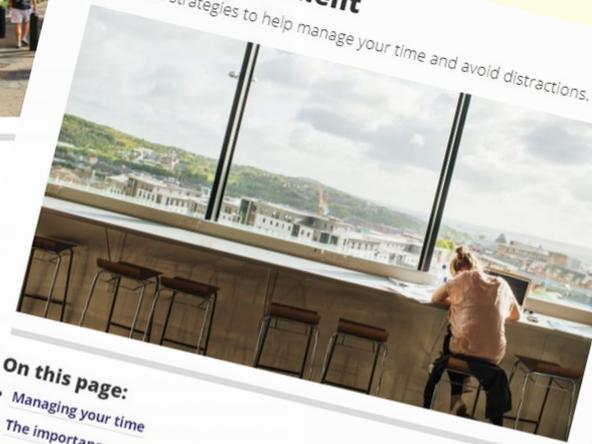
- What is imposter syndrome?
- What does Imposter Syndrome look like?
- How do I manage Imposter Syndrome?
- Tips and resources

What is imposter syndrome?

First used in the 1970s, the term 'imposter syndrome' describes a feeling of self-doubt that can make us feel as though we are not qualified for our position. It can manifest itself in many ways, such as continually attributing success to luck or before we accept new opportunities.

Time management

Ideas and strategies to help manage your time and avoid distractions.



On this page:

- Managing your time
- The importance of downtime
- Planning your time
- Beating procrastination
- Top tips and further resources
- Academic Skills Certificate

Managing your time

Time management is perhaps the single most important and challenging skill to develop as a student.



Not sure where to start?



Level Up Your Skills

Pathways to support the transition to your level of study:

- Take an academic skills audit to self-assess your skills
- Access a package of resources and develop your priority skills
- Reflect on your progress and gain an Academic Skills Certificate



For more information visit:

students.sheffield.ac.uk/301/level

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How to stay in touch with 301

Website: <https://students.sheffield.ac.uk/301>

Email: 301@sheffield.ac.uk

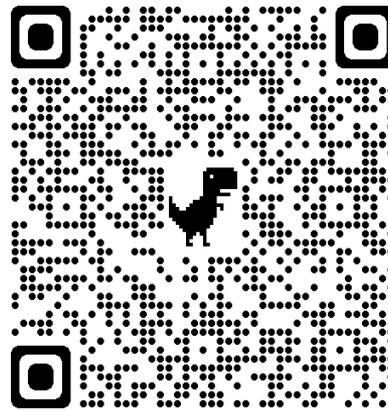
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new 2023-24 programme
is open for bookings!



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301 Glossop Road

Any Questions?



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