

**CENTRE FOR NUTRITION
EDUCATION AND LIFESTYLE
MANAGEMENT
(CNELM)**



FOUNDATION LEVEL 3 STUDENT GUIDE To STUDY STRATEGIES

2014

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FOUNDATION LEVEL 3 **STUDENT GUIDE TO STUDY STRATEGIES**

INTRODUCTION

This booklet is designed to provide you with some help in making the most of your study so that you can achieve your true potential. Some of you will be mature students who haven't had to do any studying for several years or you may have had less than helpful prior experiences. Reading this booklet will help you through the process of acquiring the necessary skills to be successful in your studies.

The text is designed to be easy to read and understand - if you have any further queries then a member of staff will be happy to help you.

As well as this book, there are several others which may be of further help to you:

The Study Skills Handbook (Stella Cottrell, 2008) is on your reading list for Communication Skills anyway; however, it is recommended that you obtain this book immediately as the ideas in it will be valuable to you from Day 1.

The Mature Student's Guide to Writing (Jean Rose, 2001) – a valuable tool for those of you returning to education after a long break.

Both books are published by Palgrave Macmillan who also have a very useful website, which is a free online study resource well worth a visit [see below]

NLP for Lazy Learning [How to learn faster and more effectively] (Diana Beaver, 2002, Vega, London)

There are several good websites that provide study skills help, advice and even tutorials. A couple are listed below:

[HTTP://WWW.STUDYGS.NET/INDEX.HTM](http://www.studygs.net/index.htm)

[HTTP://WWW.PALGRAVE.COM/SKILLS4STUDY/STUDYSKILLS/](http://www.palgrave.com/skills4study/studyskills/)

and there are many others.

You may also want to look at this book:

How to Get a Good Degree (Phil Race, 1999, Open University Press) offers a range of advice of how to maximise the marks you gain for assessments

REMEMBER: it is always better to ask than to struggle alone. Although we will help you as much as we can, you must be prepared to take ultimate responsibility for your own learning. We wish you every success in your studies

Michelle Barrow BSc (Hons) MSc, Head of Education

STUDYING

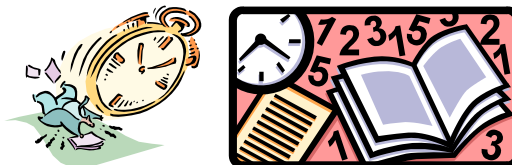


If you haven't studied for a long time then it may appear a little daunting. Relax! We want you to enjoy your time at the college and get the most from it.

Starting on a course of study is a significant undertaking so be prepared for there to be some changes in your life: in your social environment, both at home and outside; and also in your own character.

As you progress through your studies, your thoughts will become more immersed in the subject and you may find that it dominates your conversation. With nutrition, this can be a little tricky - it is important to be quite relaxed about it with your friends and family as they can often be highly resistant to new ideas about food and eating, especially in the early phase of your study. Rejection of your ideas/ learning/ ability could appear to be quite disheartening but as your confidence in your subject grows, so will your ability to overcome their resistance!

Time Management



For some students the time factor can be a bit of an issue. As some of you will have commitments other than study, time management will be very important for you. Setting aside sufficient quiet time for effective studying can be quite challenging in a busy house and may require some level of assistance from other members of the household. One option may be to select a specific time in a week and designate it "My study time", thus making it simpler for household members to remember when it is.

You may need to redistribute some of your responsibilities within the household as well; if you are trying to make your shopping list or organise builders at the same time this will interfere with your ability to study effectively!

If you only have one computer between several family members, "book" a regular time slot and make sure you use it! Each person's study is as valuable as the next and should be given equal priority.

Study Space



Creating your own "study space" may also be a help – choose an area that you like to be in, that is warm enough and with good natural light – and keep all your study 'tools' there tidily. The more organised the area, the more easily you will be able to start work whenever studying or homework has to be done otherwise valuable study time may be lost in tidying up, a very common avoidance tactic!

Brain Power



Sometimes older students worry that their brain has “degenerated” or “disintegrated” or “gone rusty” through “lack of use”. Please reconsider! If you consider the brain to be like a muscle then all it requires is exercise to tone it up.

Start small and gently and work up to bigger things – this will allow your brain time to gear itself up and get used to being stretched again.

Keeping your workload to manageable chunks (“bitesize” as the BBC likes to put it) allows you to feel easy about going back to it and to make learning an interesting and pleasurable experience.

Feedback



Feedback is an important part of the learning process. Sometimes you may get feedback that is less positive than you would like – this is to help you understand areas that need to be improved in order that you get better marks next time.

The tutors on the courses are aiming to help you achieve your best potential; if you get a poor mark for a piece of work then you will get constructive advice along with it so that you can improve next time.

If you feel that you need further help or comment, then the tutors will be available to talk to.

Student Responsibility



Ultimately the most important thing is that you, the Student, have to take responsibility for organising your own study. Remember it may take a little time to settle into a successful routine. Sometimes you might experience a temporary lapse of motivation and/or enthusiasm.

Relationships, events or circumstances outside or connected with your course can affect your work. If you are having difficulties, talk to your personal tutor or a member of staff.

READING



It is rarely necessary to read a textbook all the way through [although this can be a good cure for insomnia!]. Frequently, lecturers will guide you as to which chapters are relevant to each lecture but mostly it will be down to you, the student, to find all the relevant references to the subject matter in the books.

You will also need to develop the art of “purposive reading” i.e. searching for answers to specific questions and structuring your note taking appropriately. A method usually referred to as **SQ3R** can usefully be applied to any material used for private study:

Survey	take a quick look at the main details of the text to gain an overall impression, using introduction, preface, contents, headings, summaries, conclusion
Question	work out your own questions to which you want answers from the text including questions regarding the value of the material
Read	read the text in the usual way, perhaps a section at a time, finding the main ideas and picking out important details
Recall	as most of us forget what we have just read within minutes of putting the book down, stop reading at convenient intervals and try to remember what you have read, making notes on the important points
Review	check you have answered the questions you set yourself and that your notes are accurate. Amend notes as necessary. You will also need to carry out regular recall and review exercises in order to maintain your knowledge

OTHER INFORMATION SOURCES

The Internet itself is a very useful research tool these days and you will be introduced to search facilities. We suggest that you use Google as your main search engine; if it is not already your homepage, you may wish to make it so by entering www.google.co.uk in the site search bar and then clicking on 'Make Google your home page'. Where information from the Internet is used as part of your research, it must be from a reputable source. This is not the easiest thing to verify so when in doubt, do not use it as your only source material.

ASSESSMENT

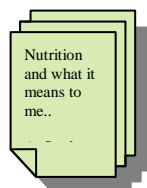


Your academic life will be dominated by assessment that has been chosen to encourage your learning and to determine how well you are learning in relation to the stated learning outcomes of the individual modules. Here we give you some general guidance on the most common assessment types to assist you in getting appropriate credit for your skills and knowledge. Although you will be better at some forms of assessment than others, everyone can improve their techniques with a bit of effort and practice.

'Every job is a self-portrait of the person who did it. Autograph your work with excellence'.



ESSAYS



Writing essays is an art form in itself. They are intended to assess your ability to organise your thoughts and communicate them in writing. They can give a good insight into who you are – remember that you are creating an impression on the marker so

make sure it's a good one! Sloppy English, grammar and spelling will be detrimental to this.

The most important things to remember are:

- Keep the answer relevant to the set question
- Ensure you have a clear structure with an introduction and conclusion – however, these should not be separately sub-titled, they should just form part of the essay.
- Make a good first impression by having a good introduction which relates to the topic/ title and a real conclusion that again refers back to the topic/ title
- Keep as close to the number of words set as possible. The reason for this is to prevent waffle - if you find that you will lose valuable information or impair the sense of the essay by missing too much out then prioritise the information as much as possible and *then* if you have to go a little over the word limit, it will be more acceptable to the marker (you have 10% leeway anyway).
- Be concise (don't waffle)
- Make it clear and intelligible for the marker – remember, they have several to mark and will be unimpressed at spending longer on yours because they can't read or understand it! You will usually be expected to word process your essays to get round this problem
- Don't overuse quotes in the text – not only do they impede the 'flow' of the text but they also limit the amount of space in which you can express your own ideas.
- When making statements or using other people's material or ideas, be sure to reference them or be able to give reasoning behind them especially if they are at all controversial [see section on Referencing] Refer to section on Plagiarism in your Handbook
- If something is your own opinion and not factual, ensure that is made clear.
- Before submission, re-read and check for spelling and grammatical errors. Revise if necessary
- Include a Word Count at the end of your essay – remember to exclude the references or bibliography from the Word Count.

Before you start to write an essay:

- Make sure you understand what you are being asked for: description, analysis, explanation, comparison, discussion, evaluation. You will very rarely be asked to write everything you know about a particular topic.
- Do all your research before you start and make notes.
- **Make an essay plan** – introduction, body of the essay and discussion, conclusion or summary. It only takes a short time to plan an essay but you sort out your thoughts in the process. This will be good training for examination conditions.
- Stick to the plan you have finally decided upon, which may be far removed from the original one.

Wherever possible, use computers to word-process your essays. This then gets around the issue of legible handwriting and allows you to spell-check your work. Ensure that your work is in good English, i.e. good grammatical structure and spelt correctly, as a percentage of your mark depends on this.

Essays should be written in the third person passive voice in the majority of cases, unless you are specifically asked for your opinion in the essay question*. Third person passive voice looks like this:

It was suggested that students choose their own subject for this essay

instead of first person:

We were told we could choose our own subject for this essay.

*in reflective journals and clinical logs and practice writings you will often need to write in the first person but not in essays

We hope you find the information/ advice in this guide useful – any constructive comments on potential improvements from you, the reader, are always welcome