

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Academic Skills for Practitioners	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDC428D	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	NA
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<b>Cost Centre:</b>	GAEC	<b>JACS3 code:</b>	X310
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<b>Trimester(s) in which to be offered:</b>	1, 2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Liz Sheen
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Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval August 16

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes  No

**Module Aims**

This module aims to explore the essential academic study skills to succeed as a student of Higher Education. It will develop the skills of being an independent learner and completing a personal development plan. The module will also guide students through their assignments, especially when completing an assignment type for the first time. It will help students to understand the role of feedback and feedforward as a means to evaluate and improve their own work and that of others. It will also consider the ethics of working with children in an academic context and the value of being critical and analytical in academic work.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Recognise the importance of current skills in relation to academic study and build upon these through Personal Development Planning.	KS1	KS4
		KS5	KS6
		KS8	KS9
2	Develop academic writing conventions including the use of supporting evidence and Harvard referencing.	KS1	KS3
		KS4	KS6
		KS9	
3	Identify and develop independent learning skills and recognise the value and application of peer feedback and self-assessment.	KS1	KS2
		KS4	KS5
		KS9	
4	Demonstrate an awareness of ethics in relation to academic study within the children's workforce.	KS2	KS5
		KS7	KS8

5	Develop an understanding of criticality and analysis in academic work.	KS1	KS3
		KS4	KS6
		KS9	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Time management</li> <li>• Organisational skills</li> <li>• Personal and professional reflection</li> <li>• Independent learning</li> <li>• Problem solving</li> <li>• Effective writing skills</li> <li>• Evaluation</li> <li>• Critical thinking</li> </ul>			

**Derogations**

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

**Assessment:**

1. Coursework – to undertake a series of tasks which demonstrate an understanding of the learning outcomes, this could include an online test, self-assessment, Personal Development Plan, annotated bibliography etc.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Coursework	100%		3000

**Learning and Teaching Strategies:**

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages,

interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

### Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. What skills can I bring to my study and how can I share my practice?
2. What ethics do I need to consider when working as an academic in practice?
3. How do I write assignments?
4. How do I reference correctly and avoid plagiarism?
5. How do I develop independent study skills including a personal development plan?
6. How do I complete my professional portfolio?
7. What is the purpose of feedback/feedforward and what should I do with it?
8. What is analysis and why is being critical important to academic work?

In exploring these questions this module will consider:

- Personal Development Planning
- Ethics
- Academic writing skills
- Referencing and plagiarism
- Research and finding information online
- Working with feedback
- Being analytical and critical in academic work

**Bibliography:**

**Essential reading**

Fairbairn, G. and Winch, C. (2011), *Reading, Writing and Reasoning: A guide for students*. Third Edition. Maidenhead: Open University Press\*

Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010), *The Ultimate Study Skills Handbook*. Maidenhead: Open University Press\*

**Other indicative reading**

Aveyard, H., Sharp, P. and Woolians, M. (2011), *A beginners guide to critical thinking and writing in health and social care*. Maidenhead: Open University Press\*

Brandt, C. (2008), *Read, research and write: academic skills for ESL students in Higher Education*. London: Sage\*

Fairbairn, G.J. and Fairbairn, S.A. (2001), *Reading at University: a guide for students*. Maidenhead: Open University Press\*

Lowes, R., Peters, H. and Turner, M. (2004), *The International Students Guide. Studying in English at University*. London: Sage\*

Raelin, J.A. (2008), *Work-based Learning: bridging knowledge and action in the work-place*. New and Revised Edition. San Francisco, C.A.: Jossey-Bass\*

**Websites**

Mondofacto – Online study guidance for students  
<http://www.mondofacto.com/study-skills/>

Online Guide to Plagiarism from Newcastle University  
<http://mbbs-tutorials.ncl.ac.uk/plag/>

Guide to selecting appropriate web-materials – Internet Detective  
<http://www.vtstutorials.ac.uk/detective/>