

MODULE SPECIFICATION PROFORMA

Module Title: Academic Development and Reflective Practice	Level: 4	Credit Value: 20
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Module Code: EDC408	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): EDC408 Academic Development and Reflective Practice EDP416 Education in Context
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Originating School: Social and Life Sciences	Module Leader: Duane Chong
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours 40	Core – BA (Hons) Families and Childhood Studies
Independent study hours 140	Core – BA (Hons) Education and Childhood Studies
Placement hours 20	Core – BA (Hons) Education (ALN/SEN)
	Core – BA (Hons) Education (CS+P)

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies BA (Hons) Education (ALN/SEN) BA (Hons) Education (CS+P)	Pre-requisites per programme (between levels): None
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Module Aims: To develop students' academic skills and reflective practice.

Intended Learning Outcomes <i>At the end of this module, students will be able to:</i> 1. Utilise appropriate styles of writing and academic conventions (KS 1)
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2. Use different types of sources to inform academic assessments (KS 4, KS 5, KS 6)
3. Evaluate the benefits and shortcomings of different types of academic sources (KS 9)
4. Demonstrate understanding of the purpose and importance of reflective practice, drawing together strategies for future development (KS 8, KS 9)

Key skills for employability covered by this module:

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal/professional development, self-management)
10. Numeracy

Assessment (both elements must be attempted):

1. Essay which focuses on the skills and attributes required when working within the child, education and family sector.
2. Learning journal– evaluation of the merits of various types of information sources accessed, along with a reflective account of the academic and professional progress made throughout the year.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1, 2	Essay	40%	1,500
2	3, 4	Learning log/Journal	60%	2,500c

Learning and Teaching Strategies:

Delivery will be facilitated via lectures, seminars, group work, group and individual tutorials, feedback and discussion. Students will be given 'hands on' practical tasks to undertake to enhance confidence, ICT and research skills. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Explore academic writing at an undergraduate level e.g. developing an argument; linking theory to evidence; drawing conclusions; analysing; being critical; incorporating facts using evidence to support an argument; linking theory to practice; use of ICT
- Following learning outcomes and assessment tasks/guidance
- Literature search – use of various secondary sources
- Application of appropriate citation and referencing protocols

- Structuring of essays, reports, professional portfolios, case studies
- Proof-reading and avoiding plagiarism
- Communication, presentation and interpersonal skills
- Working in teams/with others
- Organisation, time management and independent learning
- Using self-evaluation and reflection to develop academically and professionally – reflection in practice and on practice. Appraising own development so far.

Bibliography

Essential reading:

Cottrell, S. (2013), *The Study Skills Handbook*. Fourth Edition. London: Palgrave Macmillan

Hallet, E. (2012), *The Reflective Early Years Practitioner*. London: Sage.

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

Wyse, D. (2012), *The Good Writing Guide for Education Students*. Third Edition. London: Sage.

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

Bolton, G. (2010), *Reflective Practice: Writing and Professional Development*. Third Edition. London: SAGE.

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

Kirton, B. and McMillan, K. (2007), *Just Write*. London: Routledge.

Pears, R. and Shields, G. (2009), *Cite Them Right: The Essential Referencing Guide*. Third Edition. Durham: Pear Tree Books.

Reed, M. and Canning, N. (eds) (2010), *Reflective Practice in the Early Years*. London: Sage Publications.

Warburton, N. (2007), *The Basics of Essay Writing*. London: Routledge.

Web-sites:

<http://www.learnhigher.ac.uk/Students.html>

<http://www.mozilla.com/en-US/firefox/new/>

<http://www.zotero.org/>

<http://www.mondofacto.com/study-skills/>

<http://mbbs-tutorials.ncl.ac.uk/plag/>