

| Module Details | |
|----------------|--|
| Module Title | Academic Skills and Professional Development |
| Module Code | CLS4009-B |
| Academic Year | 2021/2 |
| Credits | 20 |
| School | School of Pharmacy and Medical Sciences |
| FHEQ Level | FHEQ Level 4 |

| Contact Hours | |
|--------------------------------|-------|
| Type | Hours |
| Directed Study | 126 |
| Lectures | 3 |
| Tutorials | 6 |
| Work based learning | 10 |
| Practical Classes or Workshops | 55 |

| Availability | |
|--------------|--|
| Occurrence | Location / Period |
| BDA | University of Bradford / Academic Year |

| Module Aims |
|---|
| To develop and further consolidate skills required for successful learning, effective communication: to provide students with the principles of professionalism and the development of a professional profile; to prepare students for further study, lifelong learning and employment. |

| Outline Syllabus |
|--|
| Principles of learning and study skills: Introduction to course & personal academic tutors; Lifelong Learning: Reflective practice and critical reasoning; Use of Personal Development Portfolio and eportfolios; Managing and understanding information: Communication Skills: Principles of verbal and non-verbal communication, factors affecting effective & cross-cultural communication, presentation skills for a virtual audience, lay and professional audiences; Professionalism Academic skills including writing, literature searching and critical appraisal. |

| Learning Outcomes | |
|-------------------|---|
| Outcome Number | Description |
| 1 | Identify personal learning needs using self-assessment and reflective practice and use action planning to develop skills. |
| 2 | Apply academic skills in areas of communication, literacy, mathematics and information technology to academic assignments as well as recognising skills that are transferable across disciplines and professions. |
| 3 | Apply statistics and mathematics relevant to clinical and bioscience disciplines, as well as being able to apply technology to conduct mathematical analysis. |
| 4 | Appraise different methods of communication and assess the importance of effective communication skills with patients, carers and healthcare professionals. |
| 5 | Demonstrate the importance of professionalism, professional conduct and how to maintain a professional online profile. |
| 6 | Understand and have an ability to identify plagiarism and poor academic practices. |

| Learning, Teaching and Assessment Strategy |
|---|
| <p>To gain a firm understanding of the subject area and the key issues (as outlined in the syllabus) students will be required to attend lectures and a series of workshops in academic skills including finding information; referencing; reading; writing essays, lab reports and for the lay audience; presenting data, presentation skills and maths. Workshops will also be provided for the presentation of a portfolio using online software. Each skill area will have an associated worksheet or activity that students can use to self-assess. This will inform their development and action planning and can be used to develop skills to increase performance in assignments in other modules. Self-assessment and student development will be facilitated via regular meetings with personal academic tutors, either in groups, independently or in groups alongside students from Clinical Sciences Stages two and three.</p> <p>Summative assessment will be via an eportfolio that will include the following elements: prior learning/reflection on Foundation Year (depending upon whether students are direct entry into year 1), reflective practice, self-assessment of skills, action planning and an e-presentation. This will be supported by optional drop-in sessions and workshops in the use of eportfolio software. Students will undertake a minimum of ten hours voluntary work.</p> <p>Formative assessment will be via continued feedback throughout the year by personal tutors on portfolio work, combined with optional attendance and feedback requests during drop-in sessions. There is necessary overlap in subject areas with Academic Skills and Development (Foundation). However, skills will be delivered and assessed at a higher level than at Foundation. Where appropriate (for example maths), Foundation level resources will be made available to allow for students entering directly into Year 1 to have parity. Development Portfolio with feedback provided throughout the academic year.</p> |

| Mode of Assessment | | | |
|--------------------|---------------------------|--|-----------|
| Type | Method | Description | Weighting |
| Summative | Coursework - Written | Development Portfolio (4000 words) (Supp: resubmission and Reflection) | 100% |
| Summative | Computer-based assessment | Completion of plagiarism awareness programme (Must Pass) | 0% |

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

© University of Bradford 2021

<https://bradford.ac.uk>