

Professional Development

Module Code:	ARC7041-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Archaeological and Forensic Sciences
Subject Area:	Archaeology
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	9
Seminar	14
Directed Study	177

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Academic Year (Sept - May)

Module Aims

The aims of this module are twofold:

1) To enable you to gain Professional skills and understanding relating to your chosen specialism. This module provides the educational and career development specialism practice required by analytical/chemical/archaeological/forensic scientists in each of the Pathways/Programmes of study. This will enable you to identify your own learning needs and to carry these out to achieve specialism practice.

2) To provide taught postgraduate students with an introduction to research and its design

(dissertation routes) or professional brief writing (non-dissertation routes), oral and written presentation.

This is not a 'taught module' in the conventional sense, but designed as a series of sessions to organise and support your own professional development, dissertation/brief writing preparation and help you develop some of the specific skills required for these. The sessions are organised jointly for all taught Master's students in 'Archaeological Sciences' and 'Chemistry and Forensic Sciences', so you will have the opportunity of learning from, and with, students with a wide variety of interests. The taught sessions only make up part of the module, the main component is your private study and the work you do with your individual supervisor.

Outline Syllabus

During semester one the module focuses on key study skills, facilitating reflection on individual learning styles and development of your own learning plan. Specific (optional) training is available on Health and Safety (including radiation and laser safety), referencing, use of the library and endnote web and an introduction to statistics. The second semester focuses on research and professional development. For those students undertaking the dissertation, sessions will allow you to develop and plan your dissertation topic. Non-dissertation students work with their programme leaders to develop specific skills such as writing briefing documents.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Practise effective experiential learning.
- 10 Manage your learning activities.
- 11 Reflect on your progress at achieving your learning needs.
- 12 Competently undertake specific ICT skills (maintaining a blog, PowerPoint presentation, use of information technology for reflective practice and critical thinking).
- 2 Integrate knowledge from interdisciplinary subject areas and describe awareness of issues within your chosen specialism.
- 3 Evaluate and critically assess relevant professional literature and critically appraise current research within your chosen specialism.
- 4 Discuss recent debates/advances in your subject specialism.
- 5 Critically evaluate specialism practice/knowledge of a specific area of academic research relevant to your chosen area of study (dissertation route) or a specific area of professional practice (non-dissertation route).
- 6 Formulate a research design (dissertation route) or professional briefing document (non- dissertation route), incorporating aims, research methodology and risk assessment.

- 7 Identify your individual learning needs and carry out an achievable learning plan to meet them.
- 8 Maintain a record of professional training and experience.
- 9 Demonstrate enhanced time management skills, health and safety awareness, ethics, advanced written and interpretative skills, presentation skills.

Learning, Teaching and Assessment Strategy

Core lectures will be used to provide an introduction to the module, overviews of concepts and theories of experiential learning, reflective practice, techniques and strategies relating to the use of information technology (blogs). Further lectures and seminar sessions will be used to introduce generic skills and these will be followed by workshop sessions in which the skills will be applied to a specific problem.

Specialism practice will be identified by you through experiential learning. To achieve experiential learning you will be expected to participate completely in the learning process, you will have control over its nature and direction and be capable of self-evaluation (reflection). To achieve this you will develop and follow an agreed learning plan as identified by yourself over both semesters 1 and 2. A continuing professional development blog (web log) is an online chronological collection of relevant personal commentary, links, images and other media. This will be used to record the progress of the agreed learning plan and to periodically enable reflection of that progress. The module manager and additional tutors will add their own comments to your blog.

Tutorials with the specialist tutors (module/programme managers/dissertation supervisors) will be used to identify your learning needs and formatively evaluate progress. These staff will provide a range of experience and expertise from different subject perspectives which you can apply to your own planning and learning. Key themes related to current staff research will be explored in depth. Production of a research design or a professional briefing document will test understanding of research/professional principles and practice oral presentation will test communication skills. There will be written feedback on all components.

The assessments will enable you to present a range of evidence showing your achievements and helping in your future development.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	A presentation outlining your MSc/MA research	15 minutes	20%	Yes

project and its design (dissertation route) or professional briefing document (non-dissertation route and PG diploma students).

Summative	Coursework	Learning Plan	-1000 words	20%	No
Summative	Coursework	Research Design OR Briefing Document	-1500 words	30%	No
Summative	Coursework	CPD Blog	-1500 words	30%	No

Legacy Code (if applicable)

Reading List

To view Reading List, please go to [rebus:list](#).