

Module Details	
Module Title:	Academic, Personal and Professional Development
Module Code:	SOW4006-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Social Work
FHEQ Level:	FHEQ Level 4
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	24
Tutorials	12
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
To support students in their transition to Higher Education and progression to self-directed learning through the development of academic, personal and professional skills necessary for successful undergraduate study and future employment.

Outline Syllabus
Settling into University life, emotional resilience; reflective learning and unity of academic/personal and professional development; information gathering, referencing and citation; structuring an argument, essay writing and higher education; use of learning resources; understanding and use of feedback; group working; target setting and personal planning; time management and use of diary.

Learning Outcomes

1	1. Understand course and University related learning resources and possess the skills to successfully navigate and use these resources. 2. Demonstrate an awareness and understanding of the theoretical context to learner development and be able to apply this understanding to personal development.
2	1. Locate, select and use appropriate information and source material relevant to study purpose. 2. Make reference to sources using in-text citation and Bibliography according to the Harvard Referencing System. 3. Write a coherent, well structured assignment in response to essay question.
3	1. Recognise individual strengths as learners and use capacity for critical reflection within different settings. 2. Communicate effectively in written form and utilise experience of oral communication in small groups.

Learning, Teaching and Assessment Strategy

The module is taught to students on the BA (Social Work) and the BA (Working with Children Young People and Families) and has major systematic links with substantive modules taught within these degrees. The module plays a substantive role in student induction to the University, to Higher Education and to Professional Development. As such the module draws on input from staff within the University, including the Library and Learner Development Unit and from practitioners within relevant fields.

The learning strategy is based on a progressive development of skills through an initial self diagnostic exercise followed by an integrated programme of lectures, seminars and small group activities. Activities focus on: settling into the University; confidence building; group working; information gathering; planning and writing an essay; citation and referencing; understanding and use of feedback; reflection on progress; strategies to improve learning and enhance employability; goal setting and personal/professional planning.

The module provides a base for the academic, personal and professional development (APPD) planning that students undertake at each level of their degree course.

The assessment strategy will enable you to demonstrate engagement with and achievement of module learning through two methods. First by providing the opportunity to engage in formative tasks which directly relate to learning across your degree. Feedback on formative tasks will come from your tutor, peers and through self- reflection. Second, by completion of two summative assessments supported through previous formative tasks and activities within the module design.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	900 word precis of article. This piece of work to be completed mid point in teaching cycle	0 hours	30%
Summative	Coursework	2000 word reflection and plan for development of academic personal and professional skills	0 hours	70%

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.