

Module Details	
Module Title	Professional Development
Module Code	ARC7041-B
Academic Year	2022/3
Credits	20
School	School of Archaeological and Forensic Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	22
Online Tutorials (Synchronous)	13
Directed Study	144
Practical Classes or Workshops	16
Tutorials	5

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

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.

Learning Outcomes

Outcome Number	Description
01	Practise effective experiential learning.
02	Integrate knowledge from interdisciplinary subject areas and describe awareness of issues within your chosen specialism.
03	Evaluate and critically assess relevant professional literature and critically appraise current research within your chosen specialism.
04	Discuss recent debates/advances in your subject specialism.
05	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).
06	Formulate a research design (dissertation route) or professional briefing document (non-dissertation route), incorporating aims, research methodology and risk assessment.
07	Identify your individual learning needs and carry out an achievable learning plan to meet them.
08	Maintain a record of professional training and experience.
09	Demonstrate enhanced time management skills, health and safety awareness, ethics, advanced written and interpretative skills, presentation skills.
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).

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	Weighting
Summative	Presentation	Presentation on Project and its design (dissertation route) or on Proposal (15 Mins)	20%
Summative	Coursework - Written	Learning Plan (1000 word)	20%
Summative	Coursework - Written	Research Design OR Briefing Document (1500 words)	30%
Summative	Coursework - Portfolio/e-portfolio	CPD Blog	30%

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.