

Module Details	
Module Title	Academic Literacy and Practice
Module Code	BIC3006-A
Academic Year	2022/3
Credits	10
School	UoB International College
FHEQ Level	RQF Level 3

Contact Hours	
Type	Hours
Directed Study	50
Lectures	50

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2
BDA	University of Bradford / Semester 3

Module Aims
This module is designed to help students develop the academic study and personal skills needed to be successful in their studies. Students will also consider and develop the core competencies that they will need for employment, and to do so in ways which incorporates professionalism and ethical practice.

Outline Syllabus

Expectations of College and Students - taking personal responsibility for learning; academic integrity.
 Study Skills - academic reading, note-taking and academic writing.
 Student reflection on strengths and weaknesses - devising a personal study skills development plan.
 Time Management - in context of submission of assessed work - drawing up a diary and planning system.
 Learning Styles - study skills required for different areas of study given varying approaches in different disciplines.
 Academic integrity - features of good and bad academic practice and how to avoid academic misconduct.
 Acknowledging sources - discipline-appropriate referencing styles.
 Reflective practice - meaning and development.
 Presentation Skills - different types, use of multi-media and audience.
 Teams - nature of teams, team building and diversity in teams.
 The poor presentation - key issues/problems with presenting and how to improve.
 Critical Thinking - differs from criticism, being inquisitive and balanced.
 Ethics in a personal and professional context - what it is and why it is important in the context of personal responsibility.
 Ethical dilemmas - group work in a series of ethical debates.
 Professionalism - what it means applied in practice.

Learning Outcomes

Outcome Number	Description
1	Describe the requirements and demands of university study.
2	Manage time effectively in the context of studies.
3	Use reflective practise to demonstrate academic reading, writing, critical thinking skills and personal development.
4	Identify the skills of thinking and acting professionally with due regard to ethical complexities.

Learning, Teaching and Assessment Strategy

Students will learn in small interactive groups (max 18 students) on learner-centred tasks and with a highly interactive approach to learning and teaching. Students will be encouraged to bring their own relevant experiences to the class discussions. During the module, formative assignments will be set to provide students with detailed and helpful feedback. The students will be encouraged throughout to reflect on their own performance and the feedback they receive informs sessions with their personal tutor. The personal tutor monitors student performance and supports suggestions for improvement. The personal tutor can draw the senior teams attention to a struggling student through the at risk process.

The first summative assessment consists of an open book assessment, involving the previous study of sources and taking of notes which may be used in writing an essay. The second assessment is a reflective journal that records the students articulation in a group discussion(s). The journal entry(s) will enable students to demonstrate their understanding of the conventions of academic discourse in dealing with a scenario around an ethical problem In a professional setting, and reflect on their development.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Examination - Closed Book	Time-constrained essay based on previously seen sources (1000 words/1.5 Hrs)	50%
Summative	Coursework - Written	Reflective journal recording group discussions on set topic (1 Hr)	50%

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.

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