

Module Details	
Module Title	Professional and Academic Practice
Module Code	BIC4006-A
Academic Year	2022/3
Credits	10
School	UoB International College
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Directed Study	50
Lectures	50

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Non-Standard Academic Year
BDA	University of Bradford / Semester 3

Module Aims
This module aims to introduce students to a range of key practical and transferable skills which will enable them to transition confidently into independent study in their future studies and beyond into employment.

Outline Syllabus

Expectations of College and Students: taking personal responsibility for learning

Consolidation of Study Skills: academic reading, note-taking and academic writing - 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.

Good academic practice and academic integrity: importance of academic referencing and formal introduction of discipline-appropriate referencing system(s).

Reflective practice: meaning and development.

Presentation Skills: different types, use of multi-media and audience engagement, what makes for an effective presentation.

Teams: nature of teams, team building and diversity in teams; roles within a team, including team leadership.

Critical Thinking: how it differs from criticism, being inquisitive and balanced in reviewing sources and making judgments.

Ethical dilemma in real-life situations, related to subject context: what it is and why it is important in context of taking personal responsibility.

Professionalism: what it means in context of employment within subject area.

Learning Outcomes

Outcome Number	Description
01	Demonstrate an appreciation of the expectations and demands of university study.
02	Manage time and studies effectively and with integrity.
03	Demonstrate academic research, presentation (oral and written) and critical thinking skills
04	Use reflective practice as a basis for personal and professional development.
05	Demonstrate an appreciation of the importance and complexity of team-working, diversity, leadership and ethical practice in a work setting.

Learning, Teaching and Assessment Strategy

Students will be taught this module in a group of up to 18. Delivery of the module's content will involve some formal teaching but there will be considerable emphasis on interactivity between teacher and students and between individual students within the group. Delivery will be over the 10 weeks of the term with 5 contact hours per week.

Students will be expected to spend a minimum of a further 50 hours in self-study, reviewing and consolidating material studied and skills acquired, and preparing for their assessments.

Shorter-term preparatory exercises and tests will be set during the programme. These will not contribute to the final module assessment but will be formative in nature. They will be marked and used to provide detailed feedback to assist the students to prepare for the written tasks which contribute to the summative assessment. The aim throughout is to provide support for the students as they begin to appreciate the notion of self-directed learning.

The module is supported by self-assessments as the basis for reflection and the development of student developed learning strategies.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Review and critique of an academic paper (1000 words)	50%
Summative	Coursework - Written	Case Study, involving a work scenario (1000 words)	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.