Module Details

Module Title	Academic, Personal and Professional Development
Module Code	SOW4006-B
Academic Year	2023/4
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 4

Contact Hours

Type	Hours
Lectures	23
Tutorials	11
Directed Study	166

Availability

Occurrence	Location / Period
BDA	University of Bradford / Semester 1
BDB	University of Bradford / Semester 1

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

Outcome Number	Description
O1	1.1 Understand course and University related learning resources and possess the skills to successfully navigate and use these resources. 1.2 Demonstrate an awareness and understanding of the theoretical context to learner development and be able to apply this understanding to personal development.
O2	2.1 Locate, select and use appropriate information and source material relevant to study purpose. 2.2 Make reference to sources using in-text citation and Bibliography according to the Harvard Referencing System. 2.3 Write a coherent, well structured assignment in response to essay question.
O3	3.1 Recognise individual strengths as learners and use capacity for critical reflection within different settings. 3.2 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. The module will be delivered through a series of face to face and online lectures and seminars.

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.

30% - 900 word summary of article. This piece of work to be completed mid point in teaching cycle
70% - 2000 word reflection and plan for development of academic personal and professional skills

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework	900 Word Summary of Article	30%
Summative	Coursework	2000 word Reflection and Plan	70%

Reading List

To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html