

MODULE SPECIFICATION FORM

Module Title: Academic and Professional Skills for Practitioners	Level: 4	Credit Value: 40
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Module code: ECS405	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 1/2/3	With effect from: July 2015
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Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: July 2015 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area: Childhood and Family Studies	Module Leader: Liz Sheen
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Module duration (total hours)	400	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours	60		
Work-based Learning	60		
Independent study	280		

Percentage taught by Subjects other than originating Subject (please name other Subjects): None

Programme(s) in which to be offered: FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Education FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to explore the essential academic study skills to succeed as a student of Higher Education. It will also develop the skills of a reflective practitioner and an independent learner.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

- 1) Recognise the importance of current skills in relation to academic study and reflective practice.
- 2) Develop academic writing conventions including the use of supporting evidence and Harvard referencing.
- 3) Identify and develop independent learning skills and recognise the value of forming a community of practice.
- 4) Demonstrate an awareness of ethics in relation to academic study within the children's workforce.
- 5) Explore and develop the role of a reflective practitioner.

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Effective writing skills

Assessment:

- 1) Portfolio – a series of tasks to evidence reflection on current skills, learning styles, ethics and independent learning skills.
- 2) Essay – The role of the reflective practitioner.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,3,4	Portfolio	60%		4,000
2	2,5	Essay	40%		2,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) What skills can I bring to my study and how can I share my practice?
- 2) What ethics do I need to consider when working as an academic in practice?
- 3) How do I write assignments?
- 4) How do I reference correctly and avoid plagiarism?
- 5) How do I develop independent study skills?
- 6) What is the purpose of feedback and what should I do with it?
- 7) Why do we engage in reflection?
- 8) How and when do I engage in reflection?
- 9) Am I a reflective Practitioner?

In exploring these questions this module will consider:

- Learning styles
- Ethics
- Academic writing skills
- Referencing and plagiarism
- Research and finding information online
- Working with feedback
- Being a reflective practitioner

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

Hallet, E. (2012), *The Reflective Early Years Practitioner*. London: Sage

Fairbairn, G. and Winch, C. (2011), *Reading, Writing and Reasoning: A guide for students*. Third Edition. Maidenhead: Open University Press*

Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010), *The Ultimate Study Skills Handbook*. Maidenhead: Open University Press*

Other indicative reading:

Aveyard, H., Sharp, P. and Woolians, M. (2011), *A beginners guide to critical thinking and writing in health and social care*. Maidenhead: Open University Press*

Brandt, C. (2008), *Read, research and write: academic skills for ESL students in Higher Education*. London: Sage*

Fairbairn, G.J. and Fairbairn, S.A. (2001), *Reading at University: a guide for students*. Maidenhead: Open University Press*

Lowes, R., Peters, H. and Turner, M. (2004), *The International Students Guide. Studying in English at University*. London: Sage*

Raelin, J.A. (2008), *Work-based Learning: bridging knowledge and action in the work-place*. New and Revised Edition. San Francisco, C.A.: Jossey-Bass*

Websites

Mondofacto – Online study guidance for students
<http://www.mondofacto.com/study-skills/>

Online Guide to Plagiarism from Newcastle University
<http://mbbs-tutorials.ncl.ac.uk/plag/>

Guide to selecting appropriate web-materials – Internet Detective
<http://www.vtstutorials.ac.uk/detective/>