

Module Details	
Module Title	Academic Skills and Professional Development
Module Code	CLS4009-B
Academic Year	2024/5
Credits	20
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Work based learning	10
Practical Classes or Workshops	41
Directed Study	141
Lectures	2
Tutorials	5

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

Module Aims
To develop and further consolidate skills required for successful learning, effective communication: to provide students with the principles of professionalism and the development of a professional profile; to prepare students for further study, lifelong learning and employment.

Outline Syllabus
Principles of learning and study skills: Introduction to course & personal academic tutors; Lifelong Learning: Reflective practice and critical reasoning; Use of Personal Development Portfolio and eportfolios; Managing and understanding information: Communication Skills: Principles of verbal and non-verbal communication, factors affecting effective & cross-cultural communication, presentation skills for a virtual audience, lay and professional audiences; Professionalism; Academic skills including writing, literature searching and critical appraisal; Use and misuse of generative AI in science communication..

Learning Outcomes	
Outcome Number	Description
1	Identify personal learning needs using self-assessment and reflective practice and use action planning to develop skills.
2	Apply academic skills in areas of communication, literacy, mathematics and information technology to academic assignments as well as recognising skills that are transferable across disciplines and professions.
3	Apply statistics and mathematics relevant to clinical and bioscience disciplines, as well as being able to apply technology to conduct mathematical analysis.
4	Appraise different methods of communication and assess the importance of effective communication skills with patients, carers and healthcare professionals.
5	Demonstrate the importance of professionalism, professional conduct and how to maintain a professional online profile.
6	Understand and have an ability to identify plagiarism, appropriate use of AI applications in generating written text, and poor academic practices.

Learning, Teaching and Assessment Strategy
<p>To gain a firm understanding of the subject area and the key issues (as outlined in the syllabus) students will be required to attend lectures and a series of academic skills workshops. Workshops and drop in sessions will be provided to support the use of PebblePad.</p> <p>Students will undertake a minimum of ten hours of voluntary work.</p> <p>Formative assessment will be via continued feedback throughout the year by personal tutors on portfolio work, combined with optional attendance and feedback requests during drop-in sessions.</p> <p>Summative assessment will be via an eportfolio that will include the following elements: prior learning/reflection on Foundation Year (depending upon whether students are direct entry into year 1) reflective practice, self-assessment of skills, action planning and an e-presentation. They will also need to complete case studies in areas of learning including demonstrating a process for scientific writing that showcases good practice, but may include the use of generative AI tools. This will be supported by optional drop-in sessions and workshops in the use of eportfolio software.</p> <p>There is necessary overlap in subject areas with Academic Skills and Development (Foundation). However, skills will be delivered and assessed at a higher level than at Foundation. Where appropriate, Foundation level resources will be made available to allow for students entering directly into Year 1 to have parity. Development Portfolio with feedback provided throughout the academic year.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Portfolio/e-portfolio	Development Portfolio	100%
Summative	Computerised examination	Completion of Academic Integrity Induction (Must Pass if have not already)	0%

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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