

Module Descriptor Form

1	Awarding Body	Askham Bryan College
2	Lead Subject Area	Cross College
3	Module title	Academic and Professional Skills
4	Module Code	XC0101
5	Module level	Y0
6	Module credits	40
7	Date Module to Commence	September 2024
8	Programmes on which module is available	Extended FdSc Animal Science with Management (core) Extended FdSc Management of Animal Collections with Conservation (core) Extended FdSc Canine Feline Behaviour and Training (core)
9	Aims of the Module	This module aims to develop the skills needed to succeed in Higher Education as well as within the workplace. Students will gain confidence and skills in the communication of ideas when writing formally in an academic context as well as developing a wide range of competencies in a work environment. They will use reflective practice to formulate an action plan to improve their own academic skills and performance, at the same time as analysing their personal skills at work in a variety of situations. Students will alongside theory sessions undertake a range of practical sessions across different areas on site and off site to include animal husbandry, health assessment and ecological surveying. Along with these sessions students will also complete a work placement of a minimum of 50 hours duration which can be completed on or off site. The aim of this is to expose students to a range of industries to help them decide on which course is suitable for them moving forward.
10	Rationale for Module	Students will be required to show competency of effective study in essential academic and work-based skills elements. Students will thereby be required to evaluate the expectations of studying at higher education and their own personal skills in relation to these. Using the same reflective skillset, they will appraise their own professional development in the context of a working organisation and use this to enhance career prospects. This module will also expose students to a range of options for career pathways that are possible within the animal industry and equip them with skills required for modules within the varying courses available to them.

11	Module description	This module enables students to develop their skills as both students and future employees within the relevant industries. Students will be encouraged to take responsibility for their own academic and vocational skill development through target setting and personal reflection. They will be required to log worked hours and complete reflection through tutor led seminar and appraisal supported action planning, monitoring progression.
12	Semester	1 and 2
13	Learning Outcomes	LO1 Identify learning techniques required to support successful study LO2 Review own performance in the context of successful study LO3 Identify the skills and qualifications needed to meet the requirements of their relevant vocational sector. LO4 Review skills appropriate to the work undertaken to determine action points for further development. LO5 Undertake a suitable work placement.
14	Pre-requisite Modules	None
15	Co-requisite Modules	None
16	Banned Combinations	None
17	Is Module Compensatable	No
18	Indicative Content	LO1: Report writing; presentation of information; communication via a range of methods Sources/resources; validity/plagiarism; use of abstracts Accessing a range of academic sources including journals and E-sources Use of Turnitin Identify and evaluate the personal requirements expectations for successful Higher Education study, including financial commitments, self-directed study and resilience.

		LO2: Using reflection and feedback to support work-based learning. Academic skills to include referencing, reflection, note taking, time management and responding to feedback. LO3: Preparation for work placement. Current status of industry and sustainability of careers locally, nationally and internationally where appropriate. Health, Safety and Welfare in the workplace. Effective professional communication such as formal business letters, etiquette for e-mail correspondence. Curriculum vitae (CV). Identification of career opportunities and goals. Audit and development plan for relevant vocational and personal skills. LO4: Evaluation of own participation and progress during work experience. Planning and researching placement opportunities for level 4 study. LO5: Undertake work placement. Within the module links are made to the Education for Sustainable Development goals https://www.qaa.ac.uk/docs/qaa/guidance/education-for-sustainable-development-guidance-executive-summary.pdf?sfvrsn=b121d281_8
19	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). Powerpoint presentations will be provided online prior to the lectures and all will follow accessibility regulations. Students requiring assistance in practical sessions will be risk assessed and allowances such as a 'buddy system' considered where appropriate. Allergies and phobias will be considered in practical

		sessions and students allowed to complete worksheets using digital resources where appropriate. An alternative assessment will be available, where appropriate, for students with a DSA, in line with recommendations in their individual needs assessment.
20	Link to the Digital Vision	At Askham Bryan College, we have a digital first mindset, matching industry requirements. And ensuring a robust and engaging educational experience. Our Virtual Learning Environment (VLE), facilitated seamless communication and collaboration among students and academics, with our UCAB Hub the central space for communication, submission of work occurs via Turnitin to protect the academic integrity of the submission. Our integration of the Microsoft 365 Suite further supports this by providing comprehensive access to essential tools and applications, to support teaching and learning. Specialised software and hardware enriches the interactive learning experience and allow us to think different about innovation in assessment designs. Innovative delivery and assessment through a wide range of technologies such as our immersive virtual reality (VR) and augmented reality (AR), our blogging cam and AI enabled camera significantly enhancing the depth and engagement of our teaching and learning principles, both face-to-face and online.
21	Total Contact Hours	120
	Lecture	18
	Seminar	42
	Tutorial	24
	Project Supervision	0
	Demonstration	0
	Practical classes/workshops	36
	Fieldwork	0
	External visits	0
	Work based learning / Placements	0
	Guided independent study	280 hours
22	Learning and Teaching Strategy	Students will receive lectures to outline key themes, which will be backed up by regular 1:1 tutorials, particularly for support with developing their practical assessments.

		This module will be taught using formal and interactive lectures, seminars and tutorials. Sessions will help students to explore the theory and practice underpinning key personal and interpersonal skills for university and the workplace appropriate to support personal and professional development needs. Student based participative activities such as discussion, presentations, role play scenarios, and sharing of information during independent time will be deployed where appropriate. Students will complete practical sessions across a range of areas on campus and off, these will include but are not limited to practical husbandry sessions at the wildlife park, the kennels, farm and a range of ecological surveys off site. Students will maintain a detailed placement handbook, which will include employer and self-appraisal to maximise workplace learning. Students will be supported in the workplace through regular tutorials with their tutor on progress and skills development. All work placements will be risk assessed prior to students commencing a placement.				
23	Virtual Learning Strategy	All module resources will be available on the VLE, as will links to further reading, videos etc. Students will be encouraged to actively participate in online discussion forums. Formative assessment will take place regularly using online tasks on the VLE. Worksheets, relevant literature, powerpoints and other media will be made available on the VLE page for students to access outside of lectures.				
24	Opportunities for Formative Assessment	Consistent question and answer sessions will take place in every session for the students to practice and further knowledge.				
25	Method of Summative Assessment	Ass No.	Method	Weighting	LOs	Prog LOs
		1	Academic and Personal Skills Audit	50%	1 and 2	KU1, CIT2; CIT3, PP1, E1, E3, E6
		2	Job skills analysis and development plan	50%	3 and 4	CIT1, CIT4, CIT6, PP2, E4
		3	Work placement hours	P/F	5	

		4	Practical Assessment	P/F	3,4 and 5	CIT1, CIT4, CIT6, PP2, E4
26	Examination Period	No exam				
27	Method/s of reassessment	Written report during the reassessment window				
28	Maximum Class Size	24				
29.1	Essential Reading (Books)	Bedford, D. and Wilson, E. 2013. <i>Study Skills for Foundation Degrees</i>. London: Fulton. Cottrell, S. 2011. <i>Critical Thinking Skills</i>. 2nd Ed. Basingstoke: Palgrave MacMillan. Cottrell, S. 2013. <i>The Study Skills Handbook</i>. 4th ed. Basingstoke: Palgrave MacMillan. Kolb, D.A. 2015. <i>Experiential Learning: Experience as a source of learning and development</i>. London: Pearson.				
29.2	Recommended Reading (Books)	Cottrell, S. 2012. <i>The Exam Skills Handbook: Achieving peak performance</i>. Basingstoke: Palgrave MacMillan. Drew, S. and Bingham, R. 2010. <i>The Guide to Learning and Study Skills: For higher education and at work</i>. 2nd ed. Aldershot: Gower. Greetham, B. 2008. <i>How to Write Better Essays</i>. 2nd ed. Basingstoke: Palgrave MacMillan. McMillan, K. and Weyers, J. 2006. <i>The Smarter Student</i>. London: Pearson Education. Northedge, A. 2005. <i>The Good Study Guide</i>. 2nd ed. Open University: Milton Keynes. Williams, L. 2012. <i>Readymade CVs</i>. 5th ed. London: Kogan Page. Williams, L. 2009. <i>Readymade jobsearch letters</i>. 4th ed. London: Kogan Page.				
29.3	Essential Reading (Journals)	Journal of Further and Higher Education Learning and Instruction				

29.4	Recommended Reading (Journals)	Computing Weekly Times Higher Education
29.5	Websites/ Online/ Government Resources etc	Learnhigher.2019. Teaching and Learning Resources http://www.learnhigher.ac.uk https://www.hse.gov.uk/
30	Date Written/ Revised	15.04.2024
31	Module Leader Name	Sarah Boe
32	Writing Team Names	Isobel Bannister, Madeleine Scherer, Sarah Boe