

Module Descriptor Form

1	Awarding Body	Askham Bryan College
2	Lead Subject Area	All Programmes
3	Module title	Academic Writing and Research
4	Module Code	XC4201
5	Module level	4
6	Module credits	20
7	Date Module to Commence	September 2022
8	Programmes on which module is Core	EFdSc Animal Science with Management EFdSc Management of Animal Collections with Conservation EFdSc Canine and Feline Behaviour and Training EFdSc Management of Aquatics and Conservation of Oceans EFdSc Wildlife and Environmental Conservation EFdSc Equine Science and Management EFdSc Precision Livestock EFdSc Agriculture EFdSc Applied Sustainable Land Management FdSc Animal Science with Management FdSc Management of Animal Collections with Conservation FdSc Canine and Feline Behaviour FdSc Management of Aquatics and Conservation of Oceans FdSc Wildlife and Environmental Conservation FdSc Equine Science and Management FdSc Precision Livestock FdSc Agriculture FdSc Applied Sustainable Land Management
9	Aims of the Module	Using blended learning, this module aims to develop and enhance the academic skillset and level of criticality of students by providing them with the opportunity and support for managing their academic personal development and analysis skills. Academic skills will allow the student to study effectively on higher education programmes and prepare them for independent research and higher levels.
10	Rationale for Module	This module is designed to support students' academic skills development as well as allowing them to develop an awareness of applied research standards in their chosen field. Students will be required to show competency for effective study with regards to academic writing, evaluation of research, development of critical thought, an understanding of the basics of statistical analysis, and appropriate use of the required writing formats and conventions.

11	Module description	Across both semesters, academic and research skill development will be supported by a blended learning approach of weekly taught workshops (1hr) and online support (1hr). Interactive workshops will be developed in accordance with skills requirements and assessment plans to allow students to, revisit, retain and continually develop the academic skills necessary for successful study at HE. Students will be assessed firstly through the completion of an e-portfolio (4 components), evidencing competency in specified skills required for higher education and independent research, including correct reference formatting, critical writing, a basic understanding of research ethics, and a basic understanding of statistical analysis used for research. For a graded module assignment, the students will be assessed by way of a critical review of a published research paper relevant to their area of study.
12	Semester	All Year
13	Learning Outcomes	LO1 Communicate, apply, develop and evidence academic skills techniques required for successful higher education study. LO2 Examine a range of approaches to research design. LO3 Identify and discuss the ethical issues associated with conducting research LO4 Examine and utilise appropriate statistical techniques to analyse a given data set.
14	Pre-requisite Modules	None
15	Co-requisite Modules	None
16	Banned Combinations	None
17	Is Module Compensatable	No
18	Indicative Content	LO1: Communicate, apply, develop and evidence academic skills techniques required for successful higher education study. <u>Communication skills</u> Academic writing styles Presentation of information Oral communication skills <u>Research skills</u> Researching information, literature searches Development of referencing skills

		<u>Metacognitive skills</u> Critical thinking Becoming an active participant in learning. LO 2: Examine a range of approaches to research design <u>Research Introduction</u> Discussion of a number of approaches to research from relevant and recent publications in the students' subject areas, introducing both review articles and research articles (including field research and survey-based research as appropriate) <u>Research Analysis</u> Discussion of introductory parameters of research reliability, soundness of analysis, as well as advantages and disadvantages of methodological design. LO3: Identify and discuss the ethical issues associated with conducting research. <u>Ethics in Research</u> Discuss common ethical considerations for field-based and survey-based research LO4: Examine and utilise appropriate statistical techniques to analyse a given data set. <u>Statistical Analysis</u> Brief introduction to the usage and parameters of statistical analysis, including an introductory discussion of data types and normality testing <u>Metacognitive Skills</u> Workshop basic modes of statistical analysis, such as Chi-squared and T-test analysis, using minitab, under tutor supervision
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). All appropriate measures will be taken to ensure all students have access to online materials. These materials

		will also be produced in line with the 'Production of learning materials for diverse student guidance.' An alternative assessment will be available for all students with a DSA, in line with recommendations in their individual needs assessment.
20	Link to the Digital Vision	Where possible, all workshops will take place in computer rooms, where the students will be supervised as they use digital tools, including Microsoft Suite and online databases like Science Direct and Google scholar, to support their academic development. All assignments will be completed and handed in digitally.
21	Total Contact Hours	60
	Lecture	0
	Seminar	30
	Tutorial	0
	Project Supervision	0
	Demonstration	0
	Practical classes/workshops	30
	Fieldwork	0
	External visits	0
	Work based learning / Placements	0
	Guided independent study	140
22	Learning and Teaching Strategy	Students will participate in interactive workshops featuring a short outline of outline key themes and various research-based tasks. The e-portfolio will be completed as part of the workshops with available tutor supervision. This learning will be backed up by optional online work aimed to test their understanding, which will receive feedback by the tutor. These will be small, subject-specific groups that will receive individual support. The mode of delivery is blended learning. Students will engage in interactive discussions surrounding their individual academic skills needs and be provided with opportunities to be supported in further developing these skills through workshops and independent work. Students will have the opportunity to book 1-1 support sessions with their module tutor to support development and progress in their academic development. Progress will be monitored by the module tutor, who will liaise with the course managers.

23	Virtual Learning Strategy	All module resources will be available on the VLE as well as Microsoft Teams, as will links to further reading, videos etc. Students will be encouraged to actively participate in online discussion forums on Microsoft Teams. Formative assessment will take place regularly using online tasks on the VLE. All appropriate measures will be taken to ensure all students have access to online materials. These materials will also be produced in line with the 'Production of learning materials for diverse learner's guidance'				
24	Opportunities for Formative Assessment	Continual online formative assessment of academic competency tasks/e- portfolio will be provided using VLE or Microsoft Teams				
25	Method of Summative Assessment	Ass No.	Method	Weighting	Mod. LO's	Prog LO's
		1	Academic skills e-portfolio of competency (pass/fail), encompassing the following four tasks: 1. Referencing Task 2. Critical Thinking Task 3. Statistical Analysis 4. Ethics Quiz	Pass/Fail	1, 3, 4	CIT1, CIT2, CIT3, CIT4, CIT5, CIT6, PP4, E1, E3, E4, E6
		2	Critical Review of an academic article in their field	100%	2	CIT1, CIT3, CIT4,
26	Examination Period	No Exam				
27	Method/s of reassessment	Written assignment in reassessment window				
28	Maximum Class Size	30				

29.1	Essential Reading (Books)	Blaxter, L., Hughes, C. and Tight, M. 2010. <i>How to Research</i>. 4th ed. Buckingham: Open University Press Cottrell, S. 2019. <i>The Study Skills Handbook</i>. 5th ed. London: Red Globe Press. [available via e-library] Shon, P.C. 2017. <i>Quick Fix Guide to Academic Writing: How to Avoid Big Mistakes and Small Errors</i>. London: Sage. [available via e-library]
29.2	Recommended Reading (Books)	Brace, I. 2013. <i>Questionnaire Design</i>. 3rd ed. London: Kogan Page Limited. Brockbank, A. 2007. <i>Facilitating reflective learning in higher education</i>. 2nd ed. Maidenhead: Open University Press. [available via e-library] Carter, M. 2013. <i>Designing science presentations: a visual guide to figures, papers, slides, posters, and more</i>. London: Academic Press. [available via e-library] Cresswell, J.W. 2014. <i>Research design: Qualitative, quantitative and mixed method approaches</i>. 4th ed. London: Sage. Davis, M. 2012. <i>Scientific papers and presentations</i>. 3rd ed. London: Academic Press. [available via e-library] Drew, S. and Bingham, R. 2003. <i>The Student Skills Guide</i>. 2nd ed. Aldershot: Gower. [available via e-library] Drew, S. and Bingham, R. 2010. <i>The Guide to Learning and Study Skills for Higher Education and at Work</i>. Aldershot: Gower. [available via e-library] Gibbs, G. 1988. <i>Learning by Doing: A guide to teaching and Learning Methods</i>. Oxford: Oxford Polytechnic. [Available online under CC license via: https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf] Godfrey, J. 2013. <i>The student phrase book: vocabulary for writing at university</i>. New York: Plagrave MacMillan. Greetham, B. 2008. <i>How to Write Better Essays</i>. 2nd ed. Basingstoke: Palgrave MacMillan. [available via e-library] McLaren, S. 2004. <i>Essay Writing Made Easy</i>. Sydney, Australia: Pascal Press. McMillan, K. and Weyers, J. 2006. <i>The Smarter Student</i>. London: Pearson Education. [available via e-library]

		Moon J.A. 2013. <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i>. Oxon, UK: Routledge. Northedge, A. 2005. <i>The Good Study Guide</i>. 2nd ed. Open University: Milton Keynes. [available via e-library] Petrie, A. and Watson, P. 2006. <i>Statistics for Animal and Veterinary Science</i>. 2nd ed. Oxford: Blackwell Science Ltd. Turker, L. 2003. <i>Simplistic Statistics</i>. 2nd ed. Bath: Chalcombe Publications.
29.3	Essential Reading (Journals)	Journal of Further and Higher Education International Journal of Project Management International Journal of Educational Research Open Education Studies International Journal of Social Pedagogy
29.4	Recommended Reading (Journals)	Computing Weekly Journal of Further and Higher Education Learning and Instruction Times Higher Education
29.5	Websites/ Online/ Government Resources etc	Beagles, A., Beck, S., Cross, L., Garrard, A. and Rowson, J. Not Dated. <i>Guidance for Writing Lab Reports</i>. [Online]. University of Sheffield. Available from: https://www.sheffield.ac.uk/polopoly_fs/1.825931!/file/Guidance_for_Writing_Lab_Reports.pdf [Accessed 19 July 2021] Learnhigher. 2019. <i>Teaching and Learning Resources</i>. [Online]. Learnhigher. Available from: http://www.learnhigher.ac.uk/ [Accessed 14 July 2019]. HAU Referencing Guide (Online Version: https://www.harper-adams.ac.uk/university-life/library/study-skills/citing-and-referencing.cfm)
30	Date Written/ Revised	10/03/2022
31	Module Leader Name	
32	Writing Team Names	Dr. Madeleine Scherer; Kate Johnston; Elizabeth Cooper