UEA MODULE OUTLINE

Section 1
General Information

Module Title: Personal and Professional Development - Additional Credit		
Module code: NBS-5003S	**Credit value:** 5 UK CATS credits	**Level (3, 4, 5, 6 or 7): 5**
	Total student effort hours: 19	
Academic Year: 2017/2018	**Semester:** Summer 2018	
Related modules (Co-requisites, pre-requisites etc.): To be completed alongside a 20 credit International Summer School 2017 module		
Module Outline produced/updated on:	**Version Number:**	

Section 2
Module Description and Learning Outcomes

Description What is this module about?	This module provides a structure within which ISS students can reflect on their learning and use this to identify their own personal and professional development goals. It also gives ISS students the opportunity to gain an additional 5 UK credits. It will focus on the topic of personal and professional development, and will be of interest to students from all subject backgrounds. Awareness of and reflection on aspects of professional development is vital in regards to a fulfilling career; and in many careers is a professional requirement. Throughout this module students will explore the reasons behind this, and be able to voice their own opinions on the subject.
Learning Objectives What will you learn? (subject specific and transferable skills)	Students that elect to take this module will have the chance to complete an assignment on the topic of personal and professional development. Students will learn what is meant by this term, how it is involved in the workplace, and why it is important. In order to do so, students will exercise their capacity for critical reflection on their own personal and professional development via their engagement on a module on the International Summer School. Students will be encouraged to consider their personal experiences, and their academic study in the UK, as well as other experiences they have had, in a professional development context, and why they consider it to have been beneficial in their personal and professional development. Students will be able to demonstrate effective time management skills via the completion of the assignment for this module, as well as assignments for other ISS modules. There will be a compulsory workshop to attend, one explaining the assessment criteria and providing a theoretical perspective on study skills and critical, personal reflection. In addition students will be expected to

	attend a discussion tutorial, where they will be able to share their reflections with the tutor and learn more about the ways that reflection might enable them to identify and achieve short, medium and long term personal and professional development goals.
Learning outcomes? What will you be able to do by the end of the module?	By the end of the module students will be able to: • Articulate the importance of critical reflection as a means of informing their personal and professional development. • Apply the principles of critical reflection in relation to the skills, experiences and knowledge they have gained on this and other ISS modules, and how these have helped them to identify their own short, medium and long term development goals. • Reflect on the role that reflection on personal and professional development plays in their own lives.
Links Where does this fit in to your programme?	This module is applicable to any discipline. It focuses on the idea of personal and professional development and evidence for this can be derived from their engagement with a diverse range of ISS modules. No prior knowledge is required to study this module. It is only possible to select this option alongside one of the 20 UK credit options. Credit will only be awarded assuming the main 20 UK credit assessment is successfully achieved.

Section 3 **Module Teaching Team**	
Module Organiser (Including brief biographical description)	Dr Arvind Yadav, Norwich Business School
Co-tutors on the Module	

Section 4 **Learning Activities and Indicative Student Effort Hours**		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	2	
b) Pre-class preparation and follow-up study	8	
c) Work-based or Placement Hours		
d) Formative assessments/activities		
e) Feedback/Feed-forwards sessions	1	
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	8	
g) Background reading		

h) Exams/OSCEs		
i) Course Tests		
j) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**19**	

Section 5
Teaching Sessions
Seminar Programme (where applicable)– details for each session
Workshop 1 – This introductory half-day workshop will outline the aims of the module and give students the assignment title. There will be the opportunity for discussion of the topic and for students to begin forming ideas for the content of their assignment. The introductory session will include discussion of what constitutes 'critical reflection', and how it can be applied to identify and drive achievement of personal and professional development goals. 1-to-1 tutorials – Students will be able to discuss their ideas in a 1-to-1 format with a tutor who will give guidance on how best to incorporate these into the assignment.

Section 6
Learning Support Materials – If Talis Online Reading lists exist already, please note this in the relevant section(s) below; otherwise, please provide detail of books/other relevant materials as appropriate. **If using Talis, students will be able to log in and see these existing module reading lists when they are considering options for the following year. Don't forget that in July each year, your existing module list will be need to 'rolled over' to the new academic year and, most importantly you will need to 'republish' it before it becomes live for the new cohort. However, if you choose to provide the Talis Online Reading list link in this form, it will remain valid for the new list.** **For all these activities, 'step by step' guidance is available at https://portal.uea.ac.uk/library/resources/reading-lists** **Finally remember Talis gives you the functionality to edit your reading lists at any time.**

| **Required (Key) Reading** | There is no required reading for this module. However, students will benefit greatly from using books, journals and other resources to support their work.

The following books may be useful in identifying effective ways of applying critical personal reflection:

Johns, C., & Burnie, S. (2013). *Becoming a reflective practitioner Christopher Johns ; with contributions from Sally Burnie ... [et al.].* Chichester, West Sussex : Wiley-Blackwell, 2013. |

	Thompson, S., & Thompson, N. (2008). *The critically reflective practitioner / : / Sue Thompson, Neil Thompson*. Basingstoke : Palgrave Macmillan, 2008. Schön, D. A. (1991). *The reflective practitioner : how professionals think in action*. Aldershot : Ashgate, 1991.
Recommended further reading	N/A
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	N/A

Section 7 **Formative Assessment**

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
One-to-one Workshop feedback	16-20 July 2018 (Depending upon students' availability for one-to-one meetings)	One-to-one tutorial	Immediate	One-to-one tutorial	Verbal feedback

Assignment detail (e.g. title and type, word limit, presentation length)

Students are required to have a written draft/plan ready for a verbal one-to-one feedback.

Section 8

Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
WA - Written Assignment	100%	26 July 2018	Electronic	Sept 2018	Written comment and grades	1,000	Hub

Assignment title and further details (e.g. presentation length):

Students are required to write an academic 1,000 word assignment on 'Why are critical reflection and continuous professional development important for a fulfilling career'.

Section 9

Mapping Assessment to Module Learning Outcomes

Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Formative Ass 1	Formative Ass 2	Summative Ass 3	Summative Ass 4
	To produce a plan/draft that will ensure the outcomes from the summative assessment will be met.	N/A	To produce an essay that satisfies formal academic conventions and draws on engagement. It should be well-structured and written. It should make a case that is clear and supported by appropriate evidence.	N/A

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☐	A capacity for independent, conceptual and creative thinking	☐	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☐	A capacity for informed argument and logical reasoning	☐	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☐	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☐
The ability to analyse and critically engage with a wide range of concepts and ideas	☐	A capacity for problem identification and problem-solving	☐	Self-confidence and an ability to exercise own 'voice'	☐	The ability to critically evaluate and engage with the information obtained	☐
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☐	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☐	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☐	An ability to communicate in person for different purposes, audiences and contexts	☐	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☐	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☐	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☐	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

Section 11
Module Enhancements
Changes made to this module in the light of student feedback and Module Review

We are continuing with similar structure from last year following very good feedback from students enrolled on this module.

Section 12
Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

General Regulations

Attendance and Engagement & Progression (General Regulation 13)

Coursework Submission Process

Plagiarism and Collusion Policy

Extenuating Circumstances Policy

Senate Marking Scales (UG and PGT)

Support for Students with Specific Learning Difficulties (SpLDs)

Learning Enhancement Team (Student Support Service)

Link to past examination papers

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library.
Click this Link

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information
Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes
The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team
A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours
Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions
Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials
A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. **Information does not need to be recorded here if an Online Reading List is made available via Talis Aspire (Reading Online)**. Please indicate if this is the case. Suggested wording:

"The reading list for this module is in [Reading Online](#) and can be accessed via the Reading List link in Blackboard, or by searching for the module code or title from the front page."

The Talis Aspire Reading List software (Reading Online) is a self-service system designed to be used by academic staff or their representatives and should be regarded as the 'tool of choice' for reading lists where appropriate. It is also the mechanism whereby academics, or their representatives can request scans of book chapters from the library. Contact lib.reading@uea.ac.uk for advice.

Otherwise, this information, along with any accompanying reading list, should also be forwarded to the Library to ensure resources are in place, ideally 8 weeks prior to the start of each semester so that materials can be on the shelves in time.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet. Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%.   All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g.

effective communication, team-working). Individual modules are not expected to include all attributes.

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have <u>acted upon</u> the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links

Staff may add other hot links to this section that they feel are particularly useful for students.

V1- Approved by LTC 3/12/14 -Minute 50
V2-minor amendments to Section 6 and guidance notes to include reference to online reading lists Feb 2016
V3 updated to add a date of production/update of the outline and a version number and Section 6 further amended (reading list information) October 2016