

# IB006-15 Academic Practice

**22/23**

**Department**

Warwick Business School

**Level**

Foundation

**Module leader**

Anna Michalska

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

---

## Description

### Introductory description

To provide bespoke academic skill development and support for Foundation Year students on the BSc (with Foundation Year) in Accounting and Finance or Management.

To enable supportive learning transition between A level and BTEC qualifications and the requirements of Undergraduate study.

To familiarise students with the role(s) of the University and to develop an understanding of how they can engage meaningfully with University life in order to make the most of their experiences of HE.

To provide qualitative skills development in the following areas: active reading; critical analysis and reflexivity; communication and presentation skills; meaningful engagement with the my.wbs as an online learning platform; team-working; effective note-taking in lectures; engaging with group discussions and asking questions during seminars; receiving, acting upon and giving constructive feedback.

### Module aims

To provide bespoke academic skill development and support for Foundation Year students on the BSc (with Foundation Year) in Accounting and Finance or Management.

To enable supportive learning transition between A level and BTEC qualifications and the requirements of Undergraduate study.

To familiarise students with the role(s) of the University and to develop an understanding of how they can engage meaningfully with University life in order to make the most of their experiences of HE.

To provide qualitative skills development in the following areas: active reading; critical analysis and reflexivity; communication and presentation skills; meaningful engagement with the my.wbs as an online learning platform; team-working; effective note-taking in lectures; engaging with group discussions and asking questions during seminars; receiving, acting upon and giving constructive feedback.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will equip Foundation Year students with key academic skills required for successful completion of WBS

undergraduate degree programmes, with a focus on qualitative skill development.

The module begins with an introduction to the role(s) of the university and explains how the university degree programmes are structured, taught and assessed. Students will reflect on the role of the university in the production and dissemination of knowledge; preparing students for employment; and fostering educational and social independence. We will then move on to the ethical considerations, discussing the role and importance of academic and professional integrity. Students will practice giving and receiving feedback and learn how to deal with other challenges in transitioning from FE to HE.

The module focuses on the development of effective academic skills, including delivering effective presentations, active reading, critical reflection, as well as application and evaluation of evidence. Students will discuss good and bad academic practices; they will understand how to avoid plagiarism and develop academic integrity. The sessions are intended to help establish approaches that enable the cohort to engage with substantive material in this and other FY modules, as well as preparing them for undergraduate study.

Indicative content includes:

- The Role(s) of the University
- Teaching, Learning and Assessment Methods in HE
- Academic and Professional Integrity
- Becoming an Active Reader
- Receiving, Using and Giving Meaningful Feedback
- Presentation Skills - Engaging Your Audience
- Communicating with Clarity
- Research Skills: Using the Library and Literature Searching
- Finding Your Argument: Using and Evaluating Evidence
- The Writing Process: Creating and Planning
- The Writing Process: Reviewing and Editing
- Referencing and Plagiarism
- Reflective Writing and Creative Writing

## **Learning outcomes**

By the end of the module, students should be able to:

- Understand the role(s) of the university including: Producing and disseminating knowledge.
- Understand the role(s) of the university including: Equipping students with knowledge and critical understanding(s) of their chosen disciplines.
- Understand the role(s) of the university including: Preparing students for employment.
- Understand the role(s) of the university including: Fostering independence.
- Developing understanding and appreciation of academic and professional integrity
- Planning and Structuring Work
- Critically think.
- Application and Evaluation of Evidence
- Have Problem Solving skills.
- Have Self-Awareness skills.

### **Indicative reading list**

Collini, S. (2012) *What are Universities For?* London: Penguin

Cottrell S. (2008) *The Study Skills Handbook* (3rd ed). Basingstoke: Palgrave Macmillan

Cottrell S. (2010) *Critical Thinking Skills: Developing Effective Analysis and Argument* (2nd ed). Basingstoke: Palgrave Macmillan

Northedge, A. (2005) *The Good Study Guide*. Milton Keynes: The Open University

Northedge, A. (2005) *The Good Study Guide*. Milton Keynes: The Open University.

### **Subject specific skills**

Skills developed are primarily intended to support academic progress in other modules on the FY and in subsequent years of their chosen degree programmes. However, students will develop their ability to critically reflect upon the role(s) of the University.

### **Transferable skills**

Produce critical assignments that demonstrate structural integrity, a sense of purpose and clear use of language.

Read critically for study, questioning sources and comparing different viewpoints on a topic.

Engage critically with sources, showing an ability to summarise, synthesise and evaluate materials as well as

acknowledge the original authors

Communicate effectively across different forms of delivery, both verbal and written.

---

## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>
Lectures	10 sessions of 2 hours (13%)
Seminars	8 sessions of 1 hour (5%)
Other activity	2 hours (1%)
Private study	47 hours (31%)
Assessment	73 hours (49%)
Total	150 hours

### **Private study description**

Private Study.

### **Other activity description**

Reading Group.

### **Costs**

No further costs have been identified for this module.

---

### **Assessment**

You do not need to pass all assessment components to pass the module.

#### **Assessment group A1**

	<b>Weighting</b>	<b>Study time</b>
Individual Assignment (15 CATS)	40%	29 hours
Reflective Diary	30%	22 hours
Individual Presentation	30%	22 hours

#### **Feedback on assessment**

Feedback will be provided via my.wbs.

---

### **Availability**

### **Courses**

This module is Core for:

- Year 1 of UIBA-N403 Undergraduate Accounting and Finance (with Foundation Year)
- UIBA-N20E Undergraduate Management (with Foundation Year)
  - Year 1 of N20E Management (with Foundation Year)
  - Year 1 of N23N Management with Accounting (with Foundation Year and Placement Year)
  - Year 1 of N23M Management with Accounting (with Foundation Year)
  - Year 1 of N23E Management with Digital Innovation (with Foundation Year)
  - Year 1 of N23F Management with Entrepreneurship (with Foundation Year)
  - Year 1 of N23D Management with Finance (with Foundation Year)
  - Year 1 of N254 Management with Marketing (with Foundation Year)
  - Year 1 of N23P Management with Strategy and Organisation (with Foundation Year)