

# IB006-15 Academic Practice

**23/24**

**Department**

Warwick Business School

**Level**

Foundation

**Module leader**

Dot Powell

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module aims to:

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.

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## **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 will begin with an introduction to the role(s) of the university and will explain how the two degree programmes that students will gain entry to via the FY 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. They will also reflect on the development of their own academic identity as well as reflecting on the role of the University in enabling critical thinking. Students will also be introduced to the research and writing process. We will also discuss giving and receiving feedback and dealing with other challenges in transitioning from FE to HE.

The module will move on to focus on the development of effective academic skills, including active reading, critical reflection and application and evaluation of evidence. Students will discuss good and bad academic practices; they will understand how plagiarism is dealt with by the University and how Turnitin works. These 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 and developing an academic identity
- Teaching, learning and assessment methods in HE
- Becoming an active reader
- Receiving, using and giving meaningful feedback
- Effective group work
- 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
- Academic integrity, referencing and plagiarism
- Reflective writing

## **Learning outcomes**

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

- Critically reflect on the role(s) of Higher Education Institutions and their own academic identity.
- Identify the components of effective academic writing and be able to complete different forms of verbal and written assessment.
- Engage with and evaluate a range of teaching, learning and assessment methods.
- Planning and Structuring Work.
- Time Management.
- Critical thinking.
- Application and Evaluation of Evidence.
- Problem Solving.
- Self-Awareness.

## **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

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## **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.

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## Study

### Study time

Type	Required
Lectures	10 sessions of 2 hours (13%)
Seminars	10 sessions of 1 hour (7%)
Private study	47 hours (31%)
Assessment	73 hours (49%)
Total	150 hours

### Private study description

Private Study.

### Costs

No further costs have been identified for this module.

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## Assessment

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

### Assessment group A2

	Weighting	Study time
Individual Assignment	70%	51 hours
Reflective Journal	30%	22 hours

### Feedback on assessment

Feedback will be provided via my.wbs.

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## Availability

There is currently no information about the courses for which this module is core or optional.