

Communication Skills Part 1

ASSIGNMENT INSTRUCTIONS

Assessment:	Coursework – Reflective writing
Assessment code:	010
Academic year:	2022/23
Trimester:	3
Module title:	Communication Skills Part 1
Module code:	MOD008861
Level:	3
Module leader:	Jay Joseph
Word limit:	1,500 words This excludes bibliography and other items listed in rule 6.83 of the Academic Regulations.
Assessment weighting	50%
Assessed learning outcomes:	1 – 4
Submission deadline:	TBC

WRITING YOUR ASSIGNMENT:

- This assignment must be completed individually.
- You must use the Harvard referencing system.
- Your work **must indicate the number of words** you have used. Written assignments must not exceed the specified maximum number of words. When a written assignment is marked, the excessive use of words beyond the word limit is reflected in the academic judgement of the piece of work which results in a lower mark being awarded for the piece of work (regulation 6.74).
- Assignment submissions are to be made anonymously. Do not write your name anywhere on your work.
- Write your student ID number at the top of every page.
- You must number all pages.

SUBMITTING YOUR ASSIGNMENT:

- You must submit your work as a WORD document.
- In order to achieve full marks, you must submit your work before the deadline. Work that is submitted late – if your work is submitted on the same day as the deadline by midnight, your mark will receive a 10% penalty. If you submit your work up to TWO working days after the published submission deadline – it will be accepted and marked. However, the element of the module's assessment to which the work contributes will be capped with a maximum mark of 40%.

- Work cannot be submitted if the period of 2 working days after the deadline has passed (unless there is an approved extension). Failure to submit within the relevant period will mean that you have failed the assessment.
- Requests for short-term extensions will only be considered in the case of illness or other cause considered valid by the Director of Studies Team. Please contact DoS@london.aru.ac.uk. A request must normally be received and agreed by the Director of Studies Team in writing at least 24 hours prior to the deadline. See rules 6.64-6.73: http://web.anglia.ac.uk/anet/academic/public/academic_regs.pdf
- Exceptional Circumstances: The deadline for submission of exceptional circumstances in relation to this assignment is no later than five working days after the submission date of this work. Please contact the Director of Studies Team - DoS@london.aru.ac.uk. See rules 6.112 – 6.141: http://web.anglia.ac.uk/anet/academic/public/academic_regs.pdf

ASSIGNMENT QUESTION

Produce a 1500-word reflective writing that describes, evaluates, and analyses an aspect of your student life in ARUL.

Choose only **one** of the following aspects of your ARUL student life for your reflective writing:

1. Materials and activities used in your lessons/lectures
2. ARUL campus facilities and amenities
3. Involvement and participation in your lessons/lectures

Following Gibbs' 6-element reflective model (covered in weeks 3 – 8 on the course), students are expected to reflect on the chosen aspect and produce a work that has the six elements namely **description, feelings/thoughts, evaluation, analysis, conclusion, and action plan**.

ASSIGNMENT OUTLINE

Sections	Approx. word count
Title page containing Module name and code, essay title, SID and wordcount	NA
Contents page	NA
Introduction	150 words
Description of the chosen aspect of ARUL student life	225 words
Feelings/thoughts	225 words
Evaluation	225 words
Analysis	225 words
Conclusion	225 words
Action plan	225 words
References	NA

ASSESSMENT CRITERIA

Your work will be scored based on the following criteria which are equally weighted (25% each).

- **Task fulfilment (25%):** Response with relevant, supportive ideas; evidence of reflective practice/elements; evidence of learning and development and how this is/will be put into practice.
- **Coherence and cohesion (25%):** Organisation with clear and logical progression; linking and signposting; paragraph development and focus.
- **Language (25%):** Range and accuracy of academic vocabulary; range and accuracy of sentence structures; genre and formality.
- **Academic conventions (25%):** Evidence of research and use of sources; standards of in-text citations and reference list; mechanics in writing (spelling, formatting, punctuation etc.).

KEY CONTENTS OF THE ASSIGNMENT

Your reflective writing should contain the following:

- An introduction introducing and explaining the topic.
- Description of the experience you had in relation to the chosen aspect of your ARUL student life.
- Feelings and thoughts you had before, during and after the experience and how they may have impacted that experience.
- Evaluation of the experience – what was good and bad, what worked well and what did not in relation to that experience.
- Analysis of the experience – what sense have you made from the experience, what was the whole meaning of it, why some things worked well, and some did not.
- Conclusions about your learning and development and what changes you would make to improve the outcome of the aspect/experience in the future.
- Action plan about what you would do differently in a similar or related situation in the future, how you will put them into practice and how you will ensure that your plan actually works.

You should also use at least THREE sources/references in your work as a minimum requirement and provide a reference list of these sources.

SUGGESTED READINGS

You are expected to use at least three references in your reflective writing. You may use the following or any of your own sources relevant to the work.

Bubnys, R. & Zydziunaite, V., (2010). 'Reflective learning models in the context of higher education: Concept analysis.' *Problems of Education in 21st Century*. 20 (1), pp. 58-66.

Franco, R.S., Franco, C.A.G. dos S., Severo, M., Ferreira, M.A. and Karnieli-Miller, O. (2022). 'Reflective writing in the teaching of communication skills for medical students—A systematic review.' *Patient education and counselling*, 105(7), pp. 1842–1851.

Gibbs, G. (1988). *Learning by Doing. A Guide to Teaching and Learning Methods*. Oxford Centre for Staff and Learning Development. Oxford Brooks University Press: Oxford, UK.

Quinton, S., and T. Smallbone. (2010). 'Feeding Forward: Using Feedback to Promote Student Reflection and Learning – A Teaching Model.' *Innovations in Education and Teaching International* 10 (1): pp. 125–135.

Ryan, M. (2011). 'Improving reflective writing in higher education: a social semiotic perspective.' *Teaching in higher education*, 16(1), pp. 99–111.

Schön, D. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Avebury Publishing: Aldershot.

Williams, K., Woolliams, M., and Spiro, J. (2020) *Reflective writing*. Bloomsbury Publishing: London

