HARPER ADAMS UNIVERSITY

# Module Descriptor

****Module Title:** Professional and Study Skills**

****Academic Department:** Engineering**

****Module Code:** **SQ4003****

****Credit Value:** 20 credits**

****Level:** Level 4**

****Pre-requisite Achievement:** None**

****Co-requisites:** None**

****Excluded Combinations:** None**

****Module Approval Date:** 7th March 2024 and 24th May 2024**

****Start Date of Module:** September 2025**

****Expiry Date of Module:** September 2030**

****Duration of Approval:** September 2025 – September 2030**

****Courses for which Module Validated:**** **FdSc Digital Business Management, BSc/BSc (Hons) Applied Data Science, FdSc Applied Data Science, BEng/BEng (Hons) Robotics, Automation and Mechatronics** Engineering, FdEng Robotics, Automation and Mechatronics Engineering

Overview of Module:

Professional and Study Skills is a module designed to equip students in data science, business, and engineering with essential professional and academic skills. This module provides an opportunity to develop capabilities in key areas such as research, writing, web technology, Markdown, Excel, tidy data management, introductory programming, and effective presentation techniques. By integrating these skills, the module supports students in becoming proficient and adaptable professionals, capable of excelling in their academic and future career pursuits.

## Intended Learning Outcomes:

1. **Research** and synthesise literature relevant to data science, business, and engineering, demonstrating effective information gathering and analysis skills.
2. **Develop** and maintain web pages using GitHub and Markdown, showcasing an understanding of basic web development principles.
3. **Utilise** Excel for data analysis and management, applying principles of tidy data for efficient data handling.
4. **Implement** basic programming concepts using tools like Code Copilot and command line interfaces.
5. **Design** and deliver compelling presentations, effectively communicating complex ideas to diverse audiences both technical and non-technical.

## Indicative Content:

The Professional and Study Skills module is specifically designed for students in data science, business, and engineering, aiming to furnish them with vital professional and academic skills. This module is a comprehensive training ground where students will develop the following skills:

* **Developing skills and capabilities:** in research, writing, web technology, GitHub, Markdown, Excel, tidy data management, basic programming, and effective presentation techniques An Introduction to Programming includes tools like Code Copilot and command line interfaces, and students will also enhance their Presentation Skills and Effective Communication. Additional topics like Principles of Tidy Data, Microsoft Project, Time Management, the use of AI, Consultancy skills, and proficiency in Word, Excel, PowerPoint are included to round out their skillset, and the basics of web content.
* **Professional codes of conduct** including designing solutions with attributes to meet societal, environmental, ethical, diversity and inclusion requirements.

**Learning and Teaching Activities:**

The module includes a variety of learning and teaching activities such as:

* A combination of online preparatory activities and lectures. Tutorials focused on practicing and developing academic and professional skills.
* Workshops to enhance competence in specific areas like Excel, GitHub, and programming.
* Preparatory activities and online engagement to reinforce skills and apply them in practical settings.
* Peer feedback sessions to develop a clear understanding of academic and industry standards.
* Independent study and research tasks to foster self-directed learning and application of skills.

## Teaching Pattern Including Any Links to Other Modules:

Short-focussed (first half of the year).

## Variations For Different Course Groups:

## Not applicable.

## Digital Learning Strategy:

This module employs a digital learning approach that includes:

* Access to research databases and e-learning platforms through a virtual learning environment, and appropriate software applications.
* Regular engagement with digital resources like videos, reading materials, and discussion forums on the Learning Hub.
* Use of Virtual Learning Environment for quizzes, homework, group work, and class discussions.
* Support for building an online reflective e-portfolio, enhancing digital literacy and professional online presence.
* Activities focused on developing specific digital skills such as information retrieval and professional communication using social media platforms.

## Summative Assessment Description:

This module has one summative assessment. Students will build a reflective e-portfolio to apply and demonstrate academic and professional skills. Feedback and reflective practice will allow students to utilise the online learning portfolio to create action plans for self-improvement within both academic and professional areas as they progress through their studies.

Students will be given support in developing academic skills such as finding suitable research sources in the library or using professional databases for research. Support will be given to develop professional skills through workshops and tutorials.

### Summative Assessment Support and Formative Feedback Opportunities:

Students will be assessed by completion of an individual online reflective e-portfolio. This enables demonstration and reflection of experiences within the module and the feedback received from assessments. Students will have access to examples, advice and guidance, for example tutors may access each student’s portfolio to give feedback on reflective writing and progress in year 1. The reflective portfolio is designed to progress students to continue their studies.

### Number of Summative Assessments: 1

|  |  |
| --- | --- |
| **Assessment Type** | E-portfolio |
| **Will Exam Timetabling be Required?** | No |
| **Timing of Assessment(s)** | Launch: Week 2  Submission: Week 14 |
| **Intended Learning Outcomes Assessed** | 1, 2, 3, 4, 5 |
| **Incomplete Arrangements** | Submission in summer assessment period or earlier if agreed by course manager |
| **AHEP Outcomes Assessed** | C7, C8, C11, C15, C16, C18 |
| **Weighting (%)** | 100% |
| **Final Assessment** | Yes |
| **Marking Scheme** | Numeric |

### Reassessment Arrangements:

|  |  |
| --- | --- |
| **Assessment Type** | Students will be offered a resubmission of the assessment. |
| **Timing of Reassessment** | Summer reassessment period or potentially earlier as determined by the Course Manager |
| **Learner Support Requirements** | No additional support other than detailed in individual students’ support plans. |

### Assessment Variations for Different Course Groups:

None.

**Graduate Attributes and Course-Specific Outcomes Developed Within the Module:**

|  |  |  |
| --- | --- | --- |
| B | Digital | You will demonstrate an ability to seek solutions independently when using technology, showing personal responsibility. |
| D | Inspire | You will present, evaluate and interpret both primary data and ideas from current research in digital business managemenet in order to develop cogent arguments. |
| F | Care | You will seek diverse perspectives on current issues and challenges in digital business management |
| G | Growth | You will articulate your personal development needs related to becoming a digital business manager and the wider needs of society. |
| H | Growth | You will demonstrate personal responsibility for learning by actively identifying development needs in digital business and developing new skills accordingly. |

**This module will also consider the following United Nations (UN) Sustainable Development Goals (SDG’s):**

This academic module supports several key United Nations Sustainable Development Goals (SDGs), namely Quality Education (Goal 4), Gender Equality (Goal 5), and Decent Work and Economic Growth (Goal 8). It aligns with Goal 4 by promoting quality education and addressing learning equality for all. By promoting equal access to education and vocational training, the module contributes to closing gender and wealth disparities in education. In line with Goal 5, it fosters gender equality and empowers women and girls, tackling barriers in education and the labour market. Additionally, the module aligns with Goal 8 by contributing to sustainable economic growth and decent work for all, focusing on equipping students with relevant skills for the modern workforce. Through this module, students are prepared to address the challenges of poverty, inequality, and sustainable economic growth, ensuring no one is left behind.

## Essential Reading (correct at time of approval to but subject to regular updates through Harper Adams Reading Lists Online):

No books or readings are required or recommended for this module. However, students might find the readings below of interest.

Cottrell, S. (2015). Skills for success: the personal development and employability. 3rd ed. Basingstoke: Palgrave Macmillan.

Yate, M.J. (2018). Ultimate CV: master of the art of creating a winning CV with over 100 samples to help you get the job. 5th ed. London: Kogan Page.

Yate, M.J. (2018). Ultimate cover letters: master the art of writing the perfect cover letter to boost your employability. 5th ed. London: Kogan Page.

Cite Them Right Platform - https://www.harper-adams.ac.uk/university-life/library/study-skills/citing-and-referencing.cfm

**Version History**

**Date Approved: 7th March 2024 and 24th May 2024**

**Previous documents:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Version No** | **Academic Session** | **Module Author / Module Leader** | **Head of Department Approval** | **Date Approved** (Programme Approvals Committee, Validation Panel, Chair’s Action) | **Summary of and Rationale for Changes** |
| 1.0 | 2025-26 |  | Parmjit Chima | 7th March 2024 and 24th May 2024 | Not applicable |