

**MODULE SPECIFICATION FORM**

Module Title: Personal Learning and Development	Level: 4	Credit Value: 20
---	----------	------------------

Module code: SOC401	Cost Centre: GAPE	JACS3 code: X220
---------------------	-------------------	------------------

Trimester(s) in which to be offered: 1	With effect from: September 2014
--	----------------------------------

<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2014 Date revised: - Version no: 1
---	---

Existing/New:	Title of module being replaced (if any):
---------------	--

Originating Academic Department: Education	Module Leader: Jan Nordoff
--	----------------------------

Module duration (total hours): 200 Scheduled learning & teaching hours: 110 Independent study hours: 90 Placement hours: 0	Status: core/option/elective CORE (identify programme where appropriate):
---	--

Programme(s) in which to be offered: FdA Therapeutic Child Care	Pre-requisites per programme (between levels): N/A
--	--

<p><b>Module Aims:</b></p> <p>To develop the necessary skills for studying at HE level including generic and subject specific skills, and to become familiar with core concepts like learning through Moodle, Harvard referencing, giving presentations, writing for academia, and reflective practice.</p>
---

### Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Confidently demonstrate the use of Moodle in supporting academic study and academic writing at higher education level (KS4, KS5, KS6)
2. Demonstrate how to plan, structure and reference academic work while keeping within Glyndŵr University regulations (KS1,KS5)
3. Explain what is meant by the term 'reflective practitioner' and consider this in relation to working with children in the Looked After system (KS1)
4. Understand the demands of studying at higher education and how to meet these challenges (KS3, KS6, KS8, KS9)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

### Assessment:

1. Complete PDP showing input into all relevant sections including evidence of target setting, reflection and further planning. Students will be expected to use Moodle and on-line resources more widely to feed into the portfolio
2. Using a given title for example: 'What makes an effective practitioner', write a text demonstrating the conventions of academic writing. Submission to include:
  - a. Essay Plan
  - b. Essay
  - c. Reference list
  - d. Completed mark sheet with comments against criteria

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,3,4	Portfolio	50%		c. 2,000
2	2	Essay	50%		c. 2,000

**Learning and Teaching Strategies:**

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials.

**Work-based learning:**

During this module the students will be expected to carry out the following tasks in the workplace:

- Reflect upon a particular aspect of practice and consider the ways in which it is reported and recorded within the work place
- Read reports on children and reflect upon the information paying particular attention to how it is presented.

**Syllabus outline:**

Exploring expectations.

How to get help and how to communicate with each other and the course tutor.

How assessment works, including feedback.

How to access resources and make judgements about their suitability.

Reflecting on current study skills and past experiences.

Discovering learning style.

Exploring personal development planning.

Exploring planning tools and effective time management

Become familiar with a range of collaborative tools to access information and take part in on line group discussions

Understanding ethics in relation to studying and working with children.

Research, reading and gathering information.

How to plan an effective assessment including essay planning.

Academic writing style.

What is plagiarism and how to avoid it.

Harvard referencing.

Using the computer to support your studies

**Bibliography:**Essential Reading

Bolton, G. (2010), *Reflective Practice: Writing and Professional Development*. Third Edition. London: Sage Publications Ltd.

Cottrell, S. (2008), *The Study Skills Handbook*. Third Edition. Basingstoke: Palgrave.

Wyse, D. (2007), *The Good Writing Guide for Education Students*. Second Edition. London: Sage.

Recommended Reading

Kirton, B. and McMillan, K. (2007), *Just Write*. London: Routledge.

Pears, R. and Shields, G. (2009), *Cite Them Right: The Essential Referencing Guide*. Third Edition. Durham: Pear Tree Books.

Warburton, N. (2007), *The Basics of Essay Writing*. London: Routledge.

**Online Resources:**

[www.uefap.com/writing/parag/parafram.htm](http://www.uefap.com/writing/parag/parafram.htm) (Signposting)

[www.bbc.co.uk/skillswise/words/grammar/](http://www.bbc.co.uk/skillswise/words/grammar/) (BBC Skillswise)

[www.how-to-study.com/](http://www.how-to-study.com/) (Study skills)

[www.bera.ac.uk](http://www.bera.ac.uk) (Revised Ethical Guidelines for Educational research)