

MODULE SPECIFICATION FORM

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| Module Title: Learning for Employability | Level: 4 | Credit Value: 20 |
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| Module code: EDC416 | Cost Centre: GAPE | JACS2 code: X370 |
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| Semester(s) in which to be offered: 1, 2 and 3 | With effect from: September 2013 |
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| Office use only: To be completed by AQSU: | Date approved: October 2013 Date revised: - Version no: 1 |
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| Existing/New: New | Title of module being replaced (if any): None |
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| Originating Academic area: Education | Module Leader: John Luker |
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| Module duration (total hours) 200 | Status: Option core/option/elective (identify programme where appropriate): |
| Scheduled learning & teaching hours 22 | |
| Independent study hours 178 | |
| Placement hours N/A | |

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| Percentage taught by Subjects other than originating Subject (please name other Subjects): | None |
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| Programme(s) in which to be offered: FdA Professional Education and Training | Pre-requisites per programme (between levels): None |
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Module Aims:

The principal aim of the module is to introduce students to disciplines, skills and reflective practice to prepare them for employment and / or study in Higher Education and specifically to improve their employability skills. The module is designed for delivery in community-based settings to meet the needs of learners who wish to enter employment and / or progress to additional learning opportunities. The aims of the course are for learners to:

- Develop an understanding of the skills required for employment
- Analyse issues relating to time management and employment planning
- Understand and apply the competencies required to prepare a personal statement of skills (CV)
- Identify and plan targets required for future employment and training goals

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Adopt appropriate strategies for accessing, reading and evaluating information in relation to seeking appropriate employment opportunities;
2. Abide by appropriate styles of writing and presentation for employment searches and interviews;
3. Understand the different services and organisations that provide support when seeking employment opportunities;
4. Employ common ICT and e-based tools and resources at the level of a general user to support job applications and work-based learning;
5. Understand the purpose and importance of reflective practice in a work-based learning context to become a confident learner and employee.

Transferable/Key Skills and other attributes:

- Analysis and synthesis
- Application and CV writing
- Communication and presentation skills
- Information searches and reviews
- Critical thinking and writing for an (employer) audience
- Reflection
- Planning, time management and organisational skills
- Team working and working collaboratively to achieve shared and individual goals

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assessment 1 is a portfolio of evidence with a summative reflective statement indicating how the learner will apply work-based learning skills in order to gain employment and further education or training.

Assessment 2 is a ten minute presentation, using ICT resources and software to demonstrate how the skills required for confident work-based learning have been used to develop own next steps towards employment and / or education.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
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| 1 | 1, 2 & 3 | Portfolio | 70% | | 1,400 |
| 2 | 4 & 5 | Presentation | 30% | | 600 |

Learning and Teaching Strategies:

- seminars, student/group discussion and presentations, individual and group tasks;
- activities to encourage reflection and evaluation including directed self- study;
- use of information sources and research techniques;
- a variety of communication methods including peer observation and feedback;
- tutor and work based support.

Syllabus outline:

- Writing at an appropriate level;
- Developing a training needs analysis;
- Using personal experience and reflection to address issues of confidence and self-esteem;
- Structuring of presentations, reports and reflective writing;
- Developing professional work-based portfolios;
- Managing ethical issues in work-based practice;
- Conducting small-scale investigations;
- Information search and review;
- Using ICT and e-based tools and resources;
- Setting personal development targets;
- Planning for employment;
- Planning for work-based learning;
- Personal statement and CV writing;
- Understanding barriers to own learning;
- Working in a team;
- Understanding how own learning and development can be supported.

Bibliography

Essential reading:

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

Cottrell, S. (2005), *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave.

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

Recommended Reading:

Barrash, R. (2002). *Better Writing*. London: Routledge.

Fairburn, G.J. and Winch, C. (2011). *Reading, Writing and Reasoning: A guide for students*. Third Edition. Maidenhead: Open University Press.

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

Mankin, D. (2009). *Human Resources Development*. Oxford: Oxford University Press.

Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010), *The Ultimate Study Skills Handbook*.

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

Roffey-Barentsen, J. and Malthouse, R. (2009), *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Sadler-Smith, E. (2006). *Learning and Development for Managers: Perspectives from research and Practice*. Oxford: Blackwell Publishing.

Warburton, N. (2007), *The Basics of Essay Writing*. London: Routledge. Wyse, D. (2007), *The Good Writing Guide for Education Students*. Second Edition. London: Sage.

Web-based sources:

<http://www.learnhigher.ac.uk/Students.html>