

<b>Module Title:</b>	Learning for Employability	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDC438	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	EDS416
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<b>Cost Centre(s):</b>	GAPE	<b>JACS3 code:</b>	
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<b>With effect from:</b>	October 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Cert Ed. (PcET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval: October 17

Date of revision: *Enter date of approval*

Version: 1

Have any derogations received Academic Board approval?

Yes  No  N/A

## Module Aims

*Guidance: Explain the purpose of studying this module. You can use this section to relate this module to any pre-requisite modules or modules at subsequent levels. (200 words maximum)*

The 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.

## Intended Learning Outcomes

*Guidance: These ILOs are assessed and can be discipline cognitive abilities and skills (including the knowledge domain in which they are exercised); psychomotor (manual) skills, values and attitudes or generic key skills. Typically, a 20 credit module would have not more than about 6 ILOs. The text of each ILO should consist of an active verb (the knowledge processing eg analyse), the content or subject of the knowledge and the context and/or level of performance. Learning outcomes should reflect the level descriptors in the QAA Quality Code Part A; Setting and maintaining threshold academic standards. Guidance on writing ILOs is on the TLC website (<https://glynfo.glyndwr.ac.uk/course/view.php?id=127> > Sharing Effective Practice)*

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Adopt appropriate strategies for accessing, reading and evaluating information in relation to seeking appropriate employment opportunities;	KS 1	KS 8
		KS 5	KS 9
		KS6	
2	Use appropriate styles of writing and presentation for employment searches and interviews;	KS 1	KS 8
		KS 2	KS 10
		KS 4	
3	Identify the different services and organisations that provide support when seeking employment opportunities;	KS 5	KS 3
		KS 6	

		KS 7	
4	Select appropriate information technologies to support job applications and work-based learning;	KS 1	KS 8
		KS 3	
		KS 5	
5	Evaluate the purpose and importance of reflective practice in a work-based learning context to become a confident learner and employee;	KS 9	KS 3
		KS 2	
		KS 7	
<b>Transferable skills and other attributes</b> <ul style="list-style-type: none"> <li>• Analysis and Synthesis</li> <li>• Application and CV writing</li> <li>• Communication and presentation skills</li> <li>• Information searches and reviews</li> <li>• Critical thinking and writing for an (employer) audience</li> <li>• Reflection</li> <li>• Planning, time management and organisational skills</li> <li>• Team working and working collaboratively to achieve shared goals and individual goals</li> </ul>			
<i>Guidance: Include any skills and attributes which may be developed, but are not necessarily assessed. See attached guidance notes for examples</i>			

### Derogations

*Guidance: Enter any derogations that apply to this module and that have been approved by Academic Board (200 words maximum).*

None

**Indicative Assessment:**

*Guidance: Please give details of indicative assessment tasks below. This would include a short description of each element, eg whether an examination is seen or unseen.*

Assessment 1 - is a portfolio of evidence that demonstrates 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. The presentation will be followed by a five minute question and answering element.

*Guidance: Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.*

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, & 3	Portfolio	70%		2800
2	4 & 5	Presentation	30%	10 mins	

**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 developmental targets;
- Planning for employment;
- 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**

*Guidance: These titles form an essential part of the course. Students are expected to draw on these titles as a core part of their learning experience and in order to complete assignments satisfactorily. No more than three or four texts should be set for each module and electronic resources should be included if appropriate.*

*Programme leaders should clearly indicate where students would be expected to purchase items for themselves. The library will, **wherever possible**, keep one copy of each in stock on restricted loan for students to consult.*

*Please ensure these are completed in the correct referencing format*

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

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

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

### **Other indicative reading**

*Guidance: These are titles which supplement or enhance core reading. Students should be encouraged to make use of the library catalogue or other databases to identify further reading.*

*Reading lists should be submitted by June to guarantee availability for September. Please contact your Learning Resource Advisor for further information.*

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>