

## MODULE SPECIFICATION FORM

Module Title: <b>The Confident Learner</b>	Level: <b>3</b>	Credit Value: <b>20</b>
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Module code: <b>EDP347</b>	Cost Centre: <b>GAPE</b>	JACS2 code: <b>X370</b>
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Semester(s) in which to be offered:	<b>1,2 and/or 3</b>	With effect from: <b>September 2013</b>
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<b>Office use only:</b> To be completed by AQSU:	Date approved: <b>August 2013</b> Date revised: <b>-</b> Version no: <b>1</b>
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Existing/New: <b>New</b>	Title of module being replaced (if any): <b>None</b>
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Originating Department: <b>Education</b>	Module Leader: <b>John Luker</b>
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Module duration (total hours): <b>200</b>	Status: core/option/elective (identify programme where appropriate): <b>Core</b>
Scheduled learning & teaching hours: <b>70</b>	
Independent study hours: <b>130</b>	

Programme(s) in which to be offered:  BA (Hons) Education (including Foundation Year) BA (Hons) Education and Childhood Studies (including Foundation Year) FdA Early Childhood, Care and Education (including Foundation Year) F*dA Learning Support: Teaching and Learning (including Foundation Year) FdA Learning Support: Special Educational Needs Diploma of Higher Education in Person-Centred and Experiential Counselling and Psychotherapy	Pre-requisites per programme (between levels):  <b>None</b>
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## Intended 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;
2. Abide by appropriate styles of writing and presentation for academic assignments, in particular, conventions for citation and referencing sources, together with the need for clarity and coherence in the presentation of views;
3. Distinguish between argument and assertion and be able to comment on the strength of arguments;
4. Employ common ICT and e-based tools and resources at the level of a general user to support 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, evaluation and problem solving
- Report writing
- Communication and presentation skills
- Literature searches and reviews
- Critical thinking and writing
- Reflection
- Planning, time management and organisational skills
- Team working and working collaboratively

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 for future study and employment.

Assessment 2 is a ten-minute presentation; using ICT resources and software to demonstrate how the skills required to become a confident learner have been used to develop own next steps.

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%		2,800
2	4 & 5	Presentation	30%		1,200

## Learning and Teaching Strategies:

- formal lectures, seminars, student/group discussion and presentations, individual and group tasks;
- ICT skills building for academic study and work-based practice;
- activities to encourage reflection and evaluation including directed self- study;
- use of referencing and research techniques;
- a variety of communication methods and peer observation and feedback;

- tutor and / or work-based support.

### **Syllabus outline:**

- Academic writing at level 3 ;
- Developing an argument;
- Using personal experience and reflection to address issues of confidence and self-esteem;
- Structuring of essays, reports and other assignments;
- Developing professional portfolios;
- Managing ethical issues in work-based practice;
- Referencing;
- Conducting small-scale investigations;
- Literature search, reading and review;
- Using ICT and e-based tools and resources;
- Setting personal development targets;
- 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. (2013), *The Study Skills Handbook*. Fourth Edition. Basingstoke: Palgrave.

#### **Recommended Reading:**

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

Moore, S., Neville, C., Murphy, M. and Connolly, C. (2010), *The Ultimate Study Skills Handbook*. Maidenhead: Open University Press.

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.

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>