

<b>Module Title:</b>	E-Literacy for the Workplace	<b>Level:</b>	4	<b>Credit Value:</b>	20
----------------------	------------------------------	---------------	---	----------------------	----

<b>Module code:</b>	EDC437	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	EDC423
---------------------	--------	------------------------------	-----	---------------------------------------	--------

<b>Cost Centre(s):</b>	GAPE	<b>JACS3 code:</b>	
------------------------	------	--------------------	--

<b>With effect from:</b>	October 17
--------------------------	------------

<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sam Emmett
----------------	------------------------	-----------------------	------------

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)*

- Develop students' knowledge and understanding of the changing nature of information technology, electronic literacy and communication required for employment;
- Develop students' ability to use and apply technology based language, literacy, numeracy and communication skills confidently and appropriately across a wide range of employment and training situations and contexts.

## 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

At the end of this module, students will be able to		Key Skills	
1	Select appropriate electronic methods to retrieve, handle and present data for different audiences	KS 3	KS 6
		KS 4	
		KS 5	
2	Apply statistical methods to demonstrate understanding of the relationship between preparing and communicating digital information in the workplace;	KS 4	KS 10
		KS 8	KS 1
		KS 9	

3	Communicate information and data using appropriate digital technologies	KS 1	KS 9
		KS 4	
		KS 7	
4	Reflect on own professional development in relation to E-Literacy, communication and number skills	KS 2	KS 6
		KS 4	KS 8
		KS 5	

Transferable skills and other attributes

*Guidance: Include any skills and attributes which may be developed, but are not necessarily assessed. See attached guidance notes for examples*

- Developing thinking skills;
- Developing ICT skills;
- Developing number skills;
- Developing communication skills.

**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.*

One assessment will be undertaken:

- Students will use their E-Literacy skills to prepare and present an interactive resource to be used in the application of communications, data and number; part of the presentation will require students to reflect on their own development. Length of presentation is 20 mins with 5-10 mins Q&A.

*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	1-4	Presentation	100%	20 mins	

**Learning and Teaching Strategies:**

Lecture/seminar/workshop/discussion/distance learning/directed private study/group study, making full use of opportunities presenting and using outside online resources. Making use of outside expertise as appropriate.

**Syllabus outline:**

- E-Literacy in context, words, numbers and data;
- Accuracy and precision in E-Literacy;
- Accuracy and reliability in using digital technologies;
- Recording and presenting numeric data (spreadsheets and other graphical methods);
- Communicating digital information;
- Basic statistical methods, average, mean, median, distribution, deviation, correlation;
- The distinction between standard and non-standard English and spoken and written language;
- Use of ICT packages in retrieval, recording, calculating, handling, exporting and presenting of digital information.

## **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*

Holmes, B. & Gardner, J. (2006), *E-Learning: Concepts and practice*. London: Sage Publications.

### **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.*

Cottrell, S. (2013), *The Study Skills Handbook (4<sup>th</sup> Ed.)*. London: Palgrave Macmillan

Bassat, B. (2016), *The Reflective Practice Guide*. London: Routledge.

### **Internet resources:**

GCF LearnFree.org. Advanced Presentation Options  
<https://www.gcflearnfree.org/powerpoint2010/advanced-presentation-options/1/>

Open University. *Open Learn*.  
<http://openlearn.open.ac.uk/index.php>

Gillet, A. (2011). *Using English for Academic Purposes*.  
<http://www.uefap.com/index.htm>