

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	The Confident Learner	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDS405	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	N/A
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<b>Cost Centre(s):</b>	GAPE	<b>JACS3 code:</b>	X370	<b>Hecos code:</b>	100462
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<b>With effect from:</b>	June 17
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<b>Faculty:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
FdA Learning Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Only to be offered as a stand-alone module	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval: June 18

Reason for change: To include FD Learning Support from Sep 19  
December 18

Version: 2

Have any derogations received SQC approval?

Yes  No  N/A

If new module, remove previous module spec from directory?

Yes  No

**Module Aims**

- To prepare students for studying at level 4 in HE
- To build confidence in researching and locating sources of information
- To support academic writing conventions at level 4
- To support learners preparing and planning their study

**Intended Learning Outcomes**

## 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	Locate, evaluate and use information from a variety of sources	KS3	KS4
		KS5	KS6
		KS9	KS10
2	Demonstrate the need for clarity and coherence in the presentation of views	KS1	KS2
		KS3	KS7
		KS8	
3	Adopt appropriate styles of academic writing and presentation at HE level	KS1	KS4
		KS5	
4	Give a presentation using conventions for citing and referencing sources	KS1	KS4
		KS5	KS6
		KS9	KS10

## Transferable skills and other attributes

- Analysis, evaluation and problem solving
- Communication and presentation skills
- Literature searches

- Critical thinking and writing
- Reflection
- Planning, time management and organisational skills
- Team working and working collaboratively

### Derogations

None

### Assessment:

#### Assessment One (Coursework 50%):

Students will write 2 x 500 word pieces on a subject of their choosing informed by information from a variety of sources. They will demonstrate their ability to evaluate the information in relation to their chosen topic ensuring there is clarity and coherence in the presentation of views and the work is referenced correctly.

**Assessment Two (Presentation 50%):** Students will undertake a 10 minute presentation using ICT resources that outlines how the skills required to become a confident learner have been used to develop their own next steps into study.

*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	Coursework	50%		1,000
2	3 & 4	Presentation	50%	10 mins	1,000

### Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include:

- 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;

### Syllabus outline:

- Academic writing at level 4;
- Developing an argument;
- Using personal experience and reflection to address issues of confidence and self-esteem; Structuring of essays, reports and other assignments;
- Referencing;
- Literature search, reading and review;
- Using ICT and e-based tools and resources;
- Setting personal development targets;

- Organising and planning own study;
- 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.

Goodwin, J (2009) *Planning your essay*. Basingstoke: Palgrave MacMillan

Copus, J (2009) *Brilliant Writing Tips for Students*. Basingstoke: Palgrave MacMillan

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

Cottrell, S. (2013), *The Study Skills Handbook*. Fourth Edition. Basingstoke: Palgrave.

### **Other indicative 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.