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Module Code:	EDN403
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Module Title:	Learning to Learn in Higher Education
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Level:	4	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100459

Faculty	SLS	Module Leader:	
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Scheduled learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	36 hrs
Placement / work based learning	
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA(Hons) Working with Children and Families	✓	<input type="checkbox"/>
BA (Hons) Education	✓	<input type="checkbox"/>
BA (Hons) ALN/SEND	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	03/04/2020	Version no: 1
With effect from:	01/09/2020	
Date and details of revision:		Version no:

Module Aims

This module aims to explore the essential academic study skills to succeed as a student of Higher Education. It will develop the skills of being an independent learner and completing a personal development plan. The module will also guide students through their assignments, especially when completing an assignment type for the first time. It will help students to understand the role of feedback and feedforward as a means to evaluate and improve their own work and that of others. It will also consider the ethics of working with children in an academic context and the value of being critical and analytical in academic work.

Module Learning Outcomes - at the end of this module, students will be able to

1	Recognise the importance of current skills in relation to academic study and build upon these through Personal Development Planning
2	Develop academic writing conventions including the use of supporting evidence and Harvard referencing.
3	Identify and develop independent learning skills and recognise the value and application of peer feedback and self-assessment.
4	Demonstrate an awareness of ethics in relation to academic study within the children's workforce.
5	Develop an understanding of criticality and analysis in academic work.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	IA
Organisation	IA
Leadership and team working	
Critical thinking	IA
Emotional intelligence	IA
Communication	IA

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Participants will be required to complete an assessment of up to 3000 words or equivalent.

Coursework – to undertake a series of tasks which demonstrate an understanding of the learning outcomes, this could include an online test, self-assessment, Personal Development Plan, annotated bibliography etc.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4,5	Coursework	100

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

The following provides an indicative module content:

- Personal Development Planning
- Ethics
- Academic writing skills
- Referencing and plagiarism
- Research and finding information online
- Working with feedback
- Being analytical and critical in academic work

Syllabus outline:**Indicative Bibliography:****Essential reading**

Cottrell, S. (2015), *Skills for Success, Personal Development and Employability*. London: Palgrave Macmillan

Cottrell, S. (2017), *Critical Thinking Skills*. 3rd ed. London: Palgrave Macmillan

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

Pears, R. and Shields, G. (2019), *Cite Them Right: The Essential Referencing Guide*. 11th ed. London: Red Globe Press

Other indicative reading

Aveyard, H., Sharp, P. and Woolians, M. (2011), *A Beginners Guide to Critical Thinking and Writing in Health and Social Care*. Maidenhead: Open University Press

Bolton, G. (2010), *Reflective Practice: Writing and Professional Development*. 3rd ed. London: SAGE.

Cottrell, S. (2013), *The Study Skills Handbook*. 4th ed. London: Palgrave Macmillan

Fairbairn, G. and Winch, C. (2011), *Reading, Writing and Reasoning: A guide for students*. 3rd ed. Maidenhead: Open University Press.

Hargreaves, S. and Crabb, J. (eds.) (2016), *Study Skills for Students with Dyslexia; support for specific learning difficulties*. 3rd ed. London: Sage.

Markey, K. (2019), *Online Searching: A Guide to Finding Quality Information Efficiently and Effectively*. London: Rowman & Littlefield Publishers

Oakes, S. and Martin, G. (2019), *The Student Mindset: A 30-item toolkit for anyone learning anything*. Carmarthen: Crown House Publishing Ltd.

Warburton, N. (2007), *The Basics of Essay Writing*. London: Routledge