

| Module Details |                           |
|----------------|---------------------------|
| Module Title   | The Effective Learner     |
| Module Code    | SAC3003-B                 |
| Academic Year  | 2020/1                    |
| Credits        | 20                        |
| School         | School of Social Sciences |
| Subject Area   | Sociology and Criminology |
| FHEQ Level     | RQF Level 3               |
| Pre-requisites | N/A                       |
| Co-requisites  | N/A                       |

| Contact Hours  |       |
|----------------|-------|
| Type           | Hours |
| Lectures       | 10    |
| Tutorials      | 12    |
| Directed Study | 178   |

| Availability |                                     |
|--------------|-------------------------------------|
| Occurrence   | Location / Period                   |
| BDA          | University of Bradford / Semester 1 |

| Module Aims                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| You will identify and recognise your own learning strengths and needs, reflect on these and engage in action planning to increase learning effectiveness and success. You will develop learner confidence to enable you to engage actively in the learning process. |

## Outline Syllabus

The curriculum will be firmly focused on your concerns arising from a self-audit of your study needs and will include the following elements:

Self-review/audit: what are my strengths as a learner? What skills and support do I need in order to increase my effectiveness?

What issues and concerns do I have about study in Higher Education?

Learning from feedback - how can I use feedback to improve my learning?

Personal action planning and review strategies to increase my effectiveness as a learner.

There will also be a series of keynote inputs followed by workshop activities on aspects such as:  
Participating as an active learner in the learning process

The skills of independent learning

Reading and interpreting information

Understanding teaching and learning strategies e.g. lectures, group-work, seminars, tutorials, workshops, self-directed learning.

Developing an awareness of what constitutes plagiarism and correctly reference using the Harvard System of referencing.

## Learning Outcomes

| Outcome Number | Description                                                                                                                                                                                                                              |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01             | a) demonstrate gains in knowledge and understanding of own learning needs b) demonstrate knowledge and understanding of the purposes and process of self-evaluation and identification of strategies for improved learner effectiveness. |
| 02             | a) take forward actions to achieve increased effectiveness as a learner b) reflect on own learning strengths and capabilities c) develop the skills of self-evaluation and action planning                                               |

## Learning, Teaching and Assessment Strategy

The teaching and learning strategy stems from an audit of learning needs, through tutor-supported self-evaluation. You will identify areas for improvement and these will be reflected in keynote inputs and workshops. You will select from these on the basis of identified learning needs. With tutorial support you will prepare a detailed reflective action plan building on a previously completed action plan proposal. This is expected to help you to develop the skills of planning, time management and reflection. A Study Support 'drop-in' programme complements the support offered to help you achieve the learning goals (included within the 'Directed Study' hours).

Assessment is by a group presentation of 15 minutes, and a short piece of reflective writing to identify your developmental targets and related actions.

Supplementary assessment is an individual presentation and reflective action plan.

| Mode of Assessment |              |                                                                                                    |        |           |
|--------------------|--------------|----------------------------------------------------------------------------------------------------|--------|-----------|
| Type               | Method       | Description                                                                                        | Length | Weighting |
| Summative          | Presentation | Individual poster presentation, accompanied by a descriptive summary delivered in text (500 words) | N/A    | 50%       |
| Summative          | Coursework   | Reflective Action Plan 1000 words                                                                  | N/A    | 50%       |

| Reading List                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a> |

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

---

© University of Bradford 2020

<https://bradford.ac.uk>