

MODULE SPECIFICATION

1. **Title of the module**

IL4002 Self-Managed Learning (double module, level 4)

2. **School or partner institution which will be responsible for management of the module**

Pearson College London

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

4. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

This module can be run in any term: Autumn, Spring or Summer

6. **Prerequisite and co-requisite modules**

None

7. **The programmes of study to which the module contributes**

- | | |
|--|-------------------|
| ● BA (Hons) Business Management | - optional module |
| ● BA (Hons) Business Management with Entrepreneurship | - optional module |
| ● BA (Hons) Business Management with Finance | - optional module |
| ● BA (Hons) Business Management with Global Industries | - optional module |
| ● BA (Hons) Business Management with Law | - optional module |
| ● BA (Hons) Business Management with Marketing | - optional module |

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

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8.1 Demonstrate knowledge and understanding of the underlying concepts and principles associated with their topic of study;

8.2 To evaluate the knowledge and understanding of underlying concepts and principles associated with a chosen topic of study

8.3 Achieve greater personal development through developing and applying their learning through an independent course of study, recognising learning opportunities in a range of settings

8.4 Identify and evaluate potential solutions to issues identified within the context of the subject

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

On successfully completing the module students will be able to demonstrate:

- 9.1 initiative and the ability to work autonomously and independently with minimal guidance from others
- 9.2 innovation and creativity in their learning
- 9.3 personal responsibility and decision making in relation to their own learning

10. A synopsis of the curriculum

Module Aims

The self-managed module aims to allow the student to demonstrate their initiative by applying their skills and knowledge to a specialist area which is of particular interest to them. Using this module, students can design some of their own learning, incorporate learning from other sources apart from Pearson College, or incorporate work based or entrepreneurial activities. This allows students to demonstrate their autonomy in transferring and applying learning in a range of settings, in ways appropriate to unique situations. This will help to ensure that the student has the confidence to take their learning and personal development further into new areas and emerging sectors, and allows them to pursue their own unique interests.

Students will submit an essay and present on the area of interest (business related) not covered in the main syllabus, create an in depth essay on their learning. They will be assessed according to the learning outcomes of this module, regarding their self-managed learning.

Through this module students can extend the range of electives into any area that interests them, provided it contributes to the overall learning outcomes of the programme and is suitably assessed.

Students will work with the Module leader (and their mentor where relevant) to devise additional learning objectives, assessment, content and reading for the module tailored to the student's individual interests and needs.

Overview of syllabus

Since the elective offers a flexible and tailored course of study for the students, the student will need to supply documentation covering the following areas to the Module Leader to gain approval for undertaking a Self-Managed Learning Module. This will be in the form of an Assignment Proposal (Not accessed but authorised) and will include such elements as description, level, credits (related to expected learning hours), learning objectives, assessment, proposed duration and submission deadlines, and resources needed.

The Module Leader, who will review it against the academic qualifications criteria, the FHEQ level descriptors, the scope of the project, and the appropriateness of deadlines. The student and/or Module Leader will also identify a Project Mentor, who will be approved by the Module Leader. The Mentor can be:

- a member of academic staff from Pearson college, or;
- a member of academic staff another institution, or;
- an industry-based sponsor who is suitably senior to the learner, and willing to serve as their
- Mentor for the project, or
- An appropriate individual from another background

The student will review any feedback from the Module Leader and/or the Mentor, and finalise their proposal. The Module Leader will formally approve or reject the proposal based on the suitability and equitability of the learning objectives. They will also ensure that the topic is not covered in detail within the programme syllabus.

The learner will have the opportunity to meet with the Mentor as appropriate during the project. Unless assessed by another institution, the learner will also be able to submit one draft version of their assignment to the Module Leader for formative feedback before the hand in deadline.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Core study text

As appropriate for the topic

Supplementary texts

As appropriate for the topic

12. **Learning and teaching methods**

Students will receive one-to-one weekly mentoring sessions. The learner will have responsibility for their own project. A crucial part of this module is to allow the learner to develop their ability to take initiative and responsibility for their own learning. Therefore, the learning strategy used will be unique to the individual project undertaken, but during the mentoring sessions the mentor will utilise the Socratic method using probing questions to draw out the student's ideas, prompting them to consider how they will manage and take responsibility for their learning.

Scheduled Hours:	Contingent on project but approximately 10 hours of mentored sessions.
Placement Hours:	as agreed
Independent Study Hours:	290
Total Study Hours:	300

13. **Assessment methods**

13.1 Main assessment methods

- 1) Project proposal (10% of the marks)

AND

- 2) 3,000 word coursework (60% of the marks)

AND

- 3) 15 minute in term presentation (30% of the marks)

14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	9.1	9.2	9.3	
Learning/teaching method	Hours allocated								
Private Study	140	X	X	X	X	X	X	X	
<i>Lectures</i>	00								
<i>Seminars</i>	00								
<i>Mentored sessions (indicative only)</i>	10	X	X	X	X	X	X	X	
Assessment method									
<i>Proposal</i>				X		X			
<i>Essay</i>		X	X	X	X	X	X	X	
<i>Presentation</i>		X		X		X	X	X	

15. **Inclusive module design**

Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching.

Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College’s Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. **Campus(es) or centre(s) where module will be delivered**

Pearson College London

17. **Internationalisation**

Students undertaking a self-managed learning project are expected to take account of international developments in completing a literature review relevant to their chosen study and research area. Overall, they should show engagement with the latest work and research associated with their topic from a variety of contexts, and through reading related to their chosen study programme and research design. Students are encouraged to think about how local and international contexts are relevant to that programme.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution

Pearson College London

19. University School responsible for the programme

Kent Business School

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)