



## **Module Specification**

### **Evidencing Work Based Learning - 10**

Version: 2023-24, v2.0, 19 Jul 2023

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## Part 1: Information

**Module title:** Evidencing Work Based Learning - 10

**Module code:** UZVRDC-20-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 20

**ECTS credit rating:** 10

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Module Entry Requirements: Working in a health and social care role

**Educational aims:** See Learning Outcomes

**Outline syllabus:** The syllabus is dictated by the nature of the work based learning. The range of work based learning projects that can be undertaken may be linked to professional competencies articulated in professional practice modules, for example;

the Standards for Pre-registration Education (Nursing and Midwifery Council) or the Standards of Proficiency (Health and Care Professions Council). Students will be expected to demonstrate that the scope of their project lies within the identified and relevant standards.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** There is little teaching within this module – the emphasis is very much upon student learning undertaken in practice and facilitated by an academic supervisor, and where appropriate, a workplace mentor.

Students will identify an area of learning need or interest based on their performance in practice. The methods of learning will be identified in an individually negotiated learning contract.

Student progress towards the learning outcomes will be facilitated and monitored in individual and group tutorials.

Scheduled learning will be restricted to introductory explanatory sessions.

Independent learning will form the vast majority of the educational activity in the module. This can take as many forms as there are activities at work. Students will be required to demonstrate their learning using academic literature which will also require searching and reading and critical reflection.

Professional Practice or Placement learning: Students will identify their learning need or interest during professional practice or practice placements, and most learning will be undertaken in these settings.

Contact Hours: Self-directed learning

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify and critique a range of sources of evidence, which informs the workbased learning

**MO2** Use an identified reflective model to analyse own learning from the workbased activities, which were identified via a personal development plan and agreed learning contract

**MO3** Organise and co-ordinate a work-based learning project which meets the standards of the organisation

**MO4** Assess the merits of a number of solutions to a given problem or complex situation.

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 60 hours

Placement = 134 hours

Face-to-face learning = 6 hours

Total = 200

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** The learning outcomes to be assessed summatively are negotiated between the learner, manager/mentor and the university facilitator and are incorporated into the learning contract.

The assessment strategy for individual students depends on the learning contract negotiated with the facilitator. The assessment states that it must be equivalent to a project equivalent to 4000 words because some options of assessment will not take the form of written work in the form of an orthodox essay or report. Other options include

A portfolio of evidence

A presentation with associated reflection

Production of a patient/service user information leaflet or video with associated reflection.

A paper or letter prepared for publication with associated reflection.

Clearly where there are different options for assessment there will need to be guidelines so that students and academic staff can have confidence that assessments are comparable. Assessment strategies need to meet three criteria.

That the negotiated learning outcomes are met

That the correct academic level is reached

That the learning, including assessment, represents 200 Hours of study, nominally.

### **Assessment tasks:**

#### **Project (First Sit)**

Description: Project equivalent to 4000 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

#### **Project (Resit)**

Description: Project equivalent to 4000 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

