




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidencing Work Based Learning				
Module Code	UZWSPD-15-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Acute and critical care		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) Integrated Professional Development MSc Advanced Practice MSc Specialist Practice MSc Public Health MSc Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Appraise relevant knowledge and skills to support the work-based learning • Critically analyse situations which informs the development of work-based learning • Reflect on own responsibilities and management of learning identified via a personal development plan and agreed learning contract • Critically review the context of change and the outcomes of a range of solutions or actions taken in the workplace
Syllabus Outline	<p>The syllabus is dictated by the nature of the work based learning. The range of work based learning projects that can be undertaken will be linked to professional competencies articulated in professional practice modules, but more generally within the Standards for Pre-registration education from the Nursing and Midwifery Council. Students will be expected to demonstrate that the scope of their project lies within</p>

	these standards.																																			
Contact Hours	Self-directed learning																																			
Teaching and Learning Methods	<p>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.</p> <p>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.</p> <p>Student progress towards the learning outcomes will be facilitated and monitored in individual and group tutorials.</p> <p>Scheduled learning will be restricted to introductory explanatory sessions.</p> <p>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.</p> <p>Placement learning: Students will identify their learning need or interest during practice placements, and most learning will be undertaken during placement</p>																																			
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="402 1182 1315 1574"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">5</td> <td style="text-align: center;">45</td> <td style="text-align: center;">100</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 10px;">  </div> <table border="1" data-bbox="572 1608 1265 1845" style="margin-top: 20px;"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	5	45	100	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	There are no set texts because the range of subjects to be studied varies. Some reading about the generic skills required for Work Based Learning will be suggested, covering such subjects as, for example, reflective practice and portfolio building.																																			

Part 3: Assessment

Assessment Strategy	<p>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 of 2500 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</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ol style="list-style-type: none"> 1. That the negotiated learning outcomes are met 2. That the correct academic level is reached 3. That the learning, including assessment, represents 150 hours of study, nominally.
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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A work based learning report equivalent to 2500 words	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A work based learning report equivalent to 2500 words	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		