



## **Module Specification**

### **Evidencing Work Based Learning**

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

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## Part 1: Information

**Module title:** Evidencing Work Based Learning

**Module code:** UZWSPE-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

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

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Acute and Critical Care Adult Nursing

**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:** Not applicable

**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 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 these 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.

Placement learning: Students will identify their learning need or interest during practice placements, and most learning will be undertaken during placement.

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

**MO1** Critically appraise existing knowledge, research, new evidence and innovations in practice

**MO2** Critically analyse complex situations and address current limits of, or contradictions in the knowledge base and/or skills identified for work-based learning

**MO3** Critically reflect on own and/or others responsibilities and management of learning, which contributes to the goals of the organisation

**MO4** Independently evaluate chosen methodology/tools and report in findings

**MO5** Formulate ethical solutions, arguments and strategies in dialogue with peers, clients, mentors and others

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 45 hours

Placement = 100 hours

Face-to-face learning = 5 hours

Total = 150

**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 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:

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 150 hours of study, nominally.

### **Assessment tasks:**

#### **Report (First Sit)**

Description: A work based learning report equivalent to 2500 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

#### **Report (Resit)**

Description: A work based learning report equivalent to 2500 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

### **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Nursing (Adult) [Feb][FT][Glenside][3yrs] GradDip 2021-22

Nursing (Adult) [Sep][FT][Glenside][3yrs] GradDip 2021-22

Nursing (Children's) [Sep][FT][Glenside][3yrs] GradDip 2021-22

Nursing (Learning Disabilities) [Sep][FT][Glenside][3yrs] GradDip 2021-22

Nursing (Mental Health) [Sep][FT][Glenside][3yrs] GradDip 2021-22