



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Work Based Learning				
Module Code	UMODL5-15-2	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	Business and Law	Field	Organisation Studies		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	FdA Business with Management				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	1 June 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

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"> • Demonstrate an ability to apply and reflect upon the relationship between academia and work based activity (Comp A & B) • Analyse reflectively their role and abilities within the work place (Comp A & B) • Accurately demonstrate self-development through the assessment of their employability skill set (Comp A & B) • Develop an action plan for skill development against a future job role. (Comp A) • Develop a graduate employability profile, (Comp A)
Syllabus Outline	<ul style="list-style-type: none"> • You in the workplace and the importance of work based learning • Introduction to personal development plans • Skills analysis and self- assessments- Belbin, Social and Emotional Intelligence, Learning Styles etc. • Reflective practice and writing in the workplace- reflective models such as Kolb, Gibbs etc. • Interview, CV and Social Media profile development • Careers Interview.
Contact Hours	The module will be taught semesterised and completed within 15 weeks. There will

be a 1 hour lecture- led session with a 2 hours of tutorial/ personal development per week.

Activity	Hours
Scheduled contact	45
Self-direct study	15
Placement Study Hours	90
Total study time	150

Teaching and Learning Methods

Work based learning is a compulsory module within the Foundation Degree programme. Its purpose is to provide an integrated approach to study, where students are given the opportunity to reflect upon their academic learning and gain relevant experience by applying this learning in their workplace.

The taught element of this *work-based learning module* will comprise of workshops which will be designed to help integrate experiences and observations from the work place to enable a greater understanding of work based practice. The workshops will concentrate on the application, evaluation and discussion of key theoretical and analytical models in a management and organisational context utilising the experiences and observations made by students in their respective places of work. This will be achieved primarily through individual and group exercises and presentations.


The module will draw upon knowledge and understanding and skills developed across the common framework modules and pathway module at level 1 with the principle aim of building the student's ability to comprehend business situations and problems within the context of their own place of work. The module is structured to lead students through the process of applying theoretical concepts and models to the real business environment to develop their analytical and problem solving skills in a 'messy' business context.

The work placement should cover a minimum of **90 hours** which reflects the credit weighting of the module and will give the learner sufficient experience in their chosen environment to enable the learner to complete a workplace diary.

Development of business skills is embedded within this module and there is an emphasis to develop a range of transferable business skills through work related assignments that students can apply both in the work environment and for further study. Students will develop the skills and confidence to communicate findings in both written and verbal medium to a variety of users.

Assessment of the module will revolve around the work related assignments and includes a written research report, presentation and work-based learning diary.

Key Information Sets Information

<u>Key Information Set - Module data</u>				
<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	45	15	90	150
				

The table below indicates as a percentage the total assessment of the module which

	<p>constitutes a -</p> <p>Workplace essay with portfolio Work based research project presentation</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="561 501 1257 734"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%					100%
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			100%																		
<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the university. These include a range of electronic journals and a wide range of resources available through websites and information gateways. Many of the resources can be accessed remotely.</p> <p>Students will be directed and expected to undertake essential reading throughout the module.</p> <p>Bradbury, H., Frost, S., Kilminster, S. and Zukas, M. (2009) <i>Beyond Reflective Practice- New Approaches to Lifelong Learning</i>. Oxen: Routledge.</p> <p>Cottrell, S. (2013) <i>The Study Skills Handbook</i>. 4rd Ed. Basingstoke: Palgrave Macmillan.</p> <p>Heyler, R. (2015) <i>The Work Based Learning Student Handbook</i>. 2nd Ed. London: Palgrave Macmillan</p>																				
<p>Indicative Reading List</p>	<p>Further Reading:</p> <p>Dochy, F., Gijbels, D., Segers, M. and Van den Bossche (2011) <i>Theories of Learning for The Workplace: Building Blocks for Training and Professional Development Programmes</i>. London: Routledge.</p> <p>Gray, D, Hay, D., Cundell, S. and O'Neill, J. (2004) <i>Learning Through the Workplace: A Guide to Work-Based Learning</i>. Cheltenham: Nelson Thornes Ltd.</p> <p>Illeris, K. (2011) <i>The Fundamentals of Workplace Learning: Understand How People Learn in Working Life</i>. London: Routledge.</p> <p>Malloch, M., Cairns, L., Evans, K. and O'Connor, B. (2013) <i>Sage Handbook of Workplace Learning</i>. London: Sage Publications.</p> <p>Merriam, S. and Bierema, L. (2013) <i>Adult Learning: Linking in Theory and Practice</i>. San Francisco: John Wiley and Sons.</p> <p>Raelin, J. (2008) <i>Work Based Learning: Bridging Knowledge and Action in The Workplace</i>. San Francisco: A Wiley Company.</p> <p>Rowden, R. (2006) <i>Workplace Learning: Principles and Practice- The Professional Practices in Adult Education and Lifelong Learning</i>. London: Kreiger Publishing Company</p>																				

Part 3: Assessment

Assessment Strategy	<p>Component A: Work Based Portfolio</p> <p>The work based portfolio will include:</p> <ul style="list-style-type: none"> - a work placement diary which will identify key happenings and tasks that have occurred within the workplace - a personal development plan - mid-year review of skill set with action plan - final review of skill set with action plan - updated Graduate Profile <p>Component B: Reflective Essay</p> <p>Students will produce a 1500 word reflective essay which will demonstrate that they can reflect on their work-based learning and identify the additional skills they have developed in their job role. The reflective essay will demonstrate self-strong awareness where conclusions and recommendations for future development will be explored.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Work Based Portfolio	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Essay (1500 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Work Based Portfolio	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Essay (1500 words)	100%	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.