University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Evidencing Work Based Learning (Distance Learning)					
Module Code	UZYSJB-15-M		Level	M	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	*Yes*	
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions		
Department	Allied Health Professions		Module Type	Project		
Contributes towards	CPD module MSc Rehabilitation					
Pre-requisites	Working in a health and social care role		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	31 May 2016		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Critically appraise existing knowledge, research, new evidence, and innovations in practice (Component A). • Critically analyse complex situations and address current limits of, or contradictions in the knowledge base and/or skills identified for work-based learning (Component A). • Critically reflect on own and/or others responsibilities and management of learning, which contributes to the goals of the organisation (Component A). • Independently evaluate chosen methodology/tools and report on findings (Component A). • Formulate ethical solutions, arguments, and strategies in dialogue with peers, clients, mentors and others (Component A).
Syllabus Outline	The syllabus is dictated by the nature of the work based learning and determined by the learning contract agreed between the learner, manager, and identified academic.

	The focus of the learning contract will reflect the learner's or team's developmental needs, which is in line with specific organisational goals and clinical governance.
Contact Hours	The majority of the module is based on self-directed learning with a small number of contact hours (typically up to 4) associated with negotiating the learning contract, reviewing progress and providing tutor support throughout the module. These will be set up in accordance with the individual student's needs and appropriate contact method, e.g. telephone, email. Independent learning will form the vast majority of the educational activity in the module.
Teaching and Learning Methods	The emphasis in this module 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 tutorials. The main approach will be self-directed learning, determined via a personal development plan; utilising inquiry and problem solving activities, and supported by a negotiated learning contract. Other supporting approaches may include open and distance learning material and academic supervisor support and tutorials. Contact with the academic supervisor for discussion of module related issues and tutorials will be facilitated by e-mail, telephone conversations or through additional social media sources. **Scheduled learning** includes tutorials, project supervision. **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. Independent learning therefore includes hours engaged with essential reading, learning contract preparation, case study preparation, relevant work activities, assignment preparation and completion etc. **Placement learning:** Although there is no formal practice placement in this module, students will identify their learning need or interest during professional practice, and a large amount of the learning will be undertaken in practice settings. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	4	146	0	150	✅

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

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		100%
Practical exam assessment percentage		0%
		100%

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. The learner will be expected to identify reading material to support the focus of the study. This might include the use of the Library Search and a variety of bibliographic and full text databases and useful subject related websites. Support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.
Indicative Reading List	There is no indicative reading list for this module as appropriate reading will be negotiated between student and project supervisor and will be dependent upon the topic of study. Wherever possible, students will be directed to reading which is available in an electronic form.

Part 3: Assessment

Assessment Strategy	Students are permitted to submit a form of assessment appropriate to their learning contract which allows the best demonstration that they have met the learning outcomes of the module. The assessment must be a project equivalent to a maximum 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 information leaflet or video with associated reflection. • A paper or letter prepared for publication with associated reflection. Formative assessment occurs via academic supervisor guidance and feedback on student learning contract completion.

Identify final assessment component and element	**Component A1**	
% 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)**
1. A work based learning project equivalent to a maximum of 2500 words	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. A work based learning project equivalent to a maximum of 2500 words	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	
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.	