



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidencing Work Based Learning 2: Project				
Module Code	UMCDLH-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	FBL	Field	Business Management Cross Disciplinary		
Department	BBS: Business and Management	Module Type	Project		
Contributes towards	BA (Hons) Leadership and Management Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
First CAP Approval Date	14 July 2016		Valid from	September 2017	
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> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of the practical issues involved in carrying out applied research, including a knowledge of the value, nature, uses, and limitations or a range of research methods identifying the appropriate use of quantitative and qualitative methods (A,B) 2. Differentiate the value of information from different types of study designs and sources, identifying the value of different sources of data in drawing conclusions from published literature and justifying conclusions (A,B) 3. Effectively communicate and present the results of the work based study (A,B) 4. Demonstrate a critically reflective understanding of how subject specific knowledge transfers into the workplace (A,B) 5. Demonstrate skills acquired through continuous professional development in the workplace (A,B)
Syllabus Outline	<p>Students are required to plan and complete a work place enquiry Project which is the investigation of an organisation/ business issue and which may conclude with proposals for an evidence-based solution/response and/or further research. Completion of the Project is an independent learning experience, supported by supervision sessions, action learning sets, and workshops on e.g. writing up research and online study units.</p> <p>Although the project largely involves self-directed private study supported by</p>

	<p>supervision, there will be a taught unit within the module, introducing the module and covering key themes of Work-based enquiry , Action research, purposes and methods ; Sense-making and learning in action developing critical reflection.</p>																				
<p>Contact Hours</p>	<p>This is a project module with focus on private, independent study. There will be significant online support enabling the successful completion of projects.</p> <p>On selection and agreement of topic, students will be allocated a supervisor to provide one-to one support throughout the project.</p> <p>Action learning sets may also be used to provide points of group supervision enabling peer-to-peer learning.</p> <p>There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.</p>																				
<p>Teaching and Learning Methods</p>	<p>The module provides students with the opportunity to undertake a focussed exploration of a workplace issue, drawing on skills and knowledge acquired from other modules. Students choose their own topic and agree it with their employer, within certain constraints such as key contexts, subject field applicable to demonstrating degree requirements as appropriate,: sales and marketing, business finance, innovation and digital technologies, leading people, managing people, collaborative relationships, management of self, problem solving and decision making,</p> <p>The students must choose and define the topic, research relevant information, and will be encouraged to collect primary data, critically evaluate their findings in the context of the work place issue and draw relevant conclusions on the state of knowledge, with recommendations for practice and/or for further research.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. 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.</p>																				
<p>Key Information Sets Information</p>	<table border="1" data-bbox="459 1435 1369 1821"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>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> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p>	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	36	114	0	150
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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		50%	
Practical exam assessment percentage		50%	
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them in the university library. Students will be presented with opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Students will be encouraged to use the university library web pages to access subject-relevant resources and services via the library catalogue and to utilise interactive tutorials on search skills and specific electronic library resources.

Essential reading will be indicated clearly to all students at the beginning of the module, and will be specified on Blackboard.

Coghlan, D. & Brannick, T. (2014) *Doing Action Research in Your Own Organization* (4th edition). Sage Publications, London.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Indicative reading list

Cunningham, I.; Dawes, G. & Bennett, B. (2004) *The Handbook Of Work Based Learning*. Gower Publishing Company.

Durrant, A.; Rhodes, G. & Young, D. (Editors) (2011) *Getting Started with University-level Work Based Learning* (2nd edition) Middlesex University Press.

Evans, K. (2006) *Improving Workplace Learning*. London: Routledge.

Helyer, R. (2010) *The Work-Based Learning Student Handbook* (Palgrave Study Skills). Palgrave MacMillan.

McNiff, J. & Whitehead, J. (2009) *Doing & Writing Action Research*. Sage Publications.

McNiff, J. (2015) *Writing and Doing Action Research*. London: sage

Moon, J. (2004) *A Handbook of Reflective & Experiential Learning*. Routledge Falmer.

Raelin, J.A. (2008) *Work-Based Learning: Bridging Knowledge and Action in the Workplace*. John Wiley & Sons

Silverman, D. (2010) *Qualitative Research*. Sage Publications.

Schon, D. (1991) *The Reflective Practitioner*. Aldershot: Avebury.

Streumer, J. (ed) (2006) *Work-related Learning*. New York: Springer.

Reason, P. & Bradbury-Huang, H. (Eds) (2006) *Handbook of Action Research: Concise Paperback Edition: Student Edition*. Sage Publications Ltd.

Reason and Marhshall (1987) *Research as Personal Process*. In D. Boud and V.

Griffin (eds), *Appreciating Adults Learning: from the learner's perspective*. London: Kogan Page

Part 3: Assessment

Assessment Strategy	<p>Strategy: Two elements :</p> <ol style="list-style-type: none"> a) Learning portfolio: critical reflection of the students learning journey to date, and evidence capturing and demonstrating students ability to apply theory to experience/ experience to theory, and their professional development, including progress reviews and notes of quarterly meetings between tutor, manager and student. b) Work based project presentation: exploring a topic of interest identified in the workplace and connecting it to academic theory. <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regards to developing thinking and approaches to assessment and working with the assessment criteria.</p>
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Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	n/a
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. learning portfolio, including evidence of project (1,500 words)	50%	
2. individual project presentation and panel interview (20 min incl. Q&A)	50%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. learning portfolio and reflective statement (2,000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A		
<p>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.</p>		