MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Evidencing Work Based Learning 4 Synoptic Project					
Module Code	UMCDLS-30-3		Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes	
Owning Faculty	FBL		Field	Business and 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	On successful completion of this module students will be able to: 1. Identify issues relevant to employing organisation context and conduct an action research enquiry, formulating reasoned solutions and make practical recommendations (A1,2) 2. Work critically with theory in practice to demonstrate the application of knowledge and skill, utilising specialised skills across an area of study to create knowledge through practice (A1, 2) 3. Systematically apply the principles of project management and demonstrate the approach to planning and completion of the project and demonstrate ability to make efficient use of resources available (A1,2) 4. Demonstrate the management of self the application of professional behaviours reflect on own organisational role and associated personal and employability development needs (A1,2) 5. Demonstrate the ability to communicate information, ideas, problems and solutions using good written presentation skills. (A1,2)
Syllabus Outline	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, attendance at workshops on e.g. writing up research and online study units. Although the project largely involves self-directed private study supported by

	supervision, there will be a taught unit within the module, covering key themes of Work-based enquiry , Action research, purposes and methods ; Sense-making and critical reflection. The workshops and skills sessions will include: 1: Introduction to the Unit: project documents and write-up 2: Planning 3: Structuring 4: Writing 5: Editing and reviewing
Contact Hours	Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week for 3 weeks of each semester. This will consist of: - A three hour facilitated enquiry/problem-based learning workshop or skills development/group supervision/surgery workshops with tutor feedback and support - online work books supporting the development of work based enquiry project which can be accessed remotely from campus. Once the proposal (Learning contract) has been received all students will be allocated a supervisor with expertise relevant to their chosen topic. The role of the supervisor is to provide one-to one on going advice throughout the project. Extensive use will be made of Blackboard, and students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. • 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.
Teaching and Learning Methods	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, 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.
Key Information Sets Information	**Key Information Set - Module data** _Number of credits for this module_ 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	40	260	0	300	✅

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: <table><tr><td>Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td>Written exam assessment percentage</td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td>80%</td></tr><tr><td>Practical exam assessment percentage</td><td>20%</td></tr><tr><td></td><td>100%</td></tr></table>
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 ed). 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 Clarke, C., Broussine, M., Watts, L., 2015, Researching With Feeling: the emotional aspects of social and organizational research, Abingdon: Routledge Cunningham, I.; Dawes, G. & Bennett, B. (2004) *The Handbook Of Work Based Learning*. Gower Publishing Company. Evans, K. (2006) *Improving Workplace Learning*. London: Routledge. Helyer, R. (2010) *The Work-Based Learning Student Handbook* (Palgrave Study Skills). Palgrave MacMillan. McNiff, J. (2015) *Doing & Writing Action Research*. Sage Publications. 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 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 Reason, P. & Bradbury-Huang, H. (Eds) (2006) *Handbook of Action Research: Concise Paperback Edition: Student Edition. Sage Publications Ltd.* Schon, D. (1991) *The Reflective Practitioner*. Aldershot: Avebury. Silverman, D. (2010) Qualitative Research. Sage Publications. Streumer, J. (ed) (2006) *Work-related Learning*. New York: Springer.

Part 3: Assessment	
Assessment Strategy	Component A comprises an 10,000 word enquiry project (A1) exploring a workplace issue, supported by a presentation and panel interview (A2)

Identify final assessment component and element	**Component A**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Synoptic work based project including project planning (9,000 words)	80%
2. Presentation and Panel interview (30 mins incl. Q&A)	20%
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. Resubmission of work based project inc project planning (10,000 words)	80%
2. Presentation and panel interview	20%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. n/a	

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.