



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidencing Work Based Learning 5 Extended Learning Portfolio				
Module Code	UMCDLT-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	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically reflect on their learning throughout the completion of their degree programme, drawing on evidence from their studies as appropriate (A1,2) • Evidence reflective capacity in accepting accountability for determining and achieving group and/ or personal outcomes (A1,2) • Demonstrate a systematic understanding of their ability to transfer and apply critical diagnostic and creative skills (A1,2) • Demonstrate the ability to exercise significant critically reflective judgement in a range of situations (A1,2) • Demonstrate behaviours developed and skills acquired through continuous professional development in the workplace (A1,2) • Demonstrate the planning and implementation of a synoptic work based project (A1,2)
Syllabus Outline	<p>Students are required to complete a Learning Portfolio documenting and critically reflecting on their learning journey throughout the duration of their programme of study. This document will include a range of materials developed over the period of the students' study which provides evidence of the students' ability to demonstrate leadership and management concepts.</p> <p>The portfolio will evidence of applications of knowledge/ skills/ competencies and professional behaviours which may be presented in the form of reports, minutes, reflection, demonstrations, presentations, feedback from managers and peers.</p> <p>Although the portfolio development largely involves self-directed private study supported, there will be support sessions as appropriate, which may cover topics such</p>

	<p>as:</p> <ul style="list-style-type: none"> Development of learning portfolios Critical thinking and writing Reflection and reflexivity Evidencing work based learning <p>Supervisory sessions will support students in the development of their learning portfolio.</p> <p>There will be online support from both library and technologist</p> <p>Students will be required to use software which supports the development of electronic portfolio's (such as pebblepad)</p>
Contact Hours	<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>
Teaching and Learning Methods	<p>Students are required to develop an extended Learning portfolio which evidences 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.</p> <p>Students will be allocated a supervisor to provide one-to one support throughout the development of the learning portfolio. Action learning sets may also be used to provide points of group supervision enabling peer-to-peer learning.</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>

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:

Total assessment of the module:	
Written exam assessment percentage	
Coursework assessment percentage	80%
Practical exam assessment percentage	20%
	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.

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.

Avolio, Bruce J.; Avey, James B.; Quisenberry, David (August 2010). "Estimating return on leadership development investment" (PDF). *The Leadership Quarterly* 21 (4): 633–644.

Bolton, Gillie (2010) *Reflective practice: writing and professional development* (3rd ed.). Los Angeles: Sage Publications.

Boud, David; Keogh, Rosemary; Walker, David (1985). *Reflection, turning experience into learning*. London; New York: Kogan Page;

Cochran-Smith, Marilyn; Lytle, Susan L. (January 1999). "Relationships of knowledge and practice: teacher learning in communities". *Review of Research in Education* 24 (1): 249–305.

Johnson, R.S., Mims-Cox, J.S. and Doyle-Nichols, A. (2016) *Developing Portfolios in Education – A Guide to Reflection, Inquiry and Assessment*. London: Sage Publications Inc.

Schön, Donald A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.

Seldin, P. (Current Edition) *The Teaching Portfolio - A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Boston, MA: Anker Publishing.

Turesky, Elizabeth Fisher; Gallagher, Dennis (June 2011). "Know thyself: coaching for leadership using Kolb's experiential learning theory" (PDF). *The Coaching Psychologist* 7 (1): 5–14.

Zubizarreta, J. (Current Edition) *The Learning Portfolio: Reflective Practice for Improving Student Learning*. London: John Wiley and Sons Ltd.

Daudelin M W (1996) *Learning from Experience Through Reflection*, *Organizational Dynamics*, 36-48

Fook, J. & Gardner, F. (2007) *Practising critical reflection: a resource handbook* Open University Press. Available online.

Knights, D. (2006) 'Authority at Work: Reflections and Recollections' *Organization Studies*, 27(5): 699-720

McMillan, K. & Weyers, J. (2013) *How to improve your Critical Thinking & Reflective Skills*. Pearson.

Moon J. (2004) *Handbook of reflective and experiential learning: theory and practice*. Moon, J. (2006) *Learning journals : a handbook for reflective practice and professional development* Abingdon, Oxon : Routledge

Reynolds, M. Vince, R. (2004) *Critical Management Education and Action-Based Learning: Synergies and Contradictions*. *Academy of Management Learning & Education*, 3, 4: 442-456

Part 3: Assessment	
Assessment Strategy	<p>Strategy:</p> <p>Two components:</p> <ol style="list-style-type: none"> a) Learning portfolio: arrange of materials and documents generated over the period of the programme which provide evidence of the student's ability to apply management concepts, and professional behaviours. This is a holistic 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) Panel interview: discussion regarding specific aspects of the portfolio work. <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>

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

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Extended learning portfolio (7000words)	80%
2. Panel interview (30 mins incl. Q&A)	20%
Component B Description of each element	Element weighting (as % of component)
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. Extended learning portfolio including amendment review(7000words)	80%
2. Panel interview (30 mins incl. Q&A)	20%
Component B Description of each element	Element weighting (as % of component)
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>	