



Module Specification

Work-Based Learning

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Part 1: Information

Module title: Work-Based Learning

Module code: UBGMF4-30-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Architecture and Environment

Partner institutions: None

Field: Geography and Environmental Management

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module builds on theories and concepts developed through directed independent study, the student's own research and from other modules on the Masters programmes.

Features: Not applicable

Educational aims: In addition to the learning outcomes, the educational experience may explore, develop and practise, but not formally assess, the following learning

outcome:

Creatively utilise work experience to support independent learning and provide a foundation for development of appropriate skills to enhance employability.

Outline syllabus: A learning agreement will be agreed between the student, a workplace supervisor and an identified academic tutor. In negotiating the learning agreement, the intended learning outcomes for the work-based learning must be identified and agreed, taking account of the learning outcomes for the module and assessment requirements. Students will be supported with preparatory tutorials to discuss their specific work experience interests and aspirations. Through facilitation the student will use their learning agreement to develop their focus of enquiry and key goals for their experiential learning.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will enable the student to draw on, enhance or develop knowledge from elsewhere in their programme of study through undertaking a modest but meaningful professional project for a host organisation. The specific focus of the student's work experience will be negotiated between the student, the academic tutor for the module and the organisation. The workplace tasks agreed must enable the student to apply relevant theories in practice and to critically reflect on their experiences of work.

In addition to the professional project, a significant proportion of the time allocated to the module should be devoted to independent learning and to the critical analysis of work issues and reflection on personal development that constitute the chosen assessment for the module. Preparatory sessions at the start of the teaching block will cover relevant theories on learning from practice and will assist the students with accessing relevant materials.

Tutorials with the module teaching team will support the student in selecting a relevant host and in determining the specific focus of their work-based learning. The

majority of the teaching and learning in this module will be self-directed, determined via the personal learning and professional development goals that are set out in the learning agreement. Other supporting approaches will include online materials and tutorials.

Students are required to undertake a minimum of 20 days of professional experience. This is complemented with a further 2 days of direct contact learning in the form of workshops and tutorials.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Compile and present evidence demonstrating completion of a period of professional experience in sustainability or environmental management.

MO2 Critically reflect on the learning and professional development benefits gained through work experience.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 101 hours

Placement = 188 hours

Face-to-face learning = 11 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubgmf4-30-m.html) via the following link <https://uwe.rl.talis.com/modules/ubgmf4-30-m.html>

Part 4: Assessment

Assessment strategy: FORMATIVE ASSESSMENT

Participative peer-led feedback during scheduled learning is a key formative assessment strategy. Discussion of summative assessment approaches will be peer-reviewed during scheduled learning. Students will be encouraged to submit plans for their summative assessments for formative feedback by tutors.

SUMMATIVE ASSESSMENT

Portfolio (3000 words). The Portfolio will comprise 1) evidence of the student's professional practice and 2) a critical reflection on the learning outcomes and professional benefits derived from the period of professional experience.

Resit Portfolio - a similar brief to that described above, which may include a summary of changes from any previously submitted portfolio.

Assessment tasks:

Portfolio (First Sit)

Description: Professional Evidence Portfolio (3000 words equivalent).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Portfolio (Resit)

Description: Professional Evidence Portfolio (3000 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Environmental Management [Frenchay] MSc 2025-26

Environmental Management [Frenchay] MSc 2025-26

Sustainable Development in Practice [Frenchay] MSc 2025-26

Sustainable Development in Practice [Frenchay] MSc 2024-25

Sustainable Development in Practice [Frenchay] MSc 2024-25

Sustainable Development in Practice [Frenchay] MSc 2025-26