Module Specification

Evidencing Work Based Learning

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Contents

Module Specification 1

Part 1: Information 2

Part 2: Description 2

Part 3: Teaching and learning methods 3

Part 4: Assessment 5

Part 5: Contributes towards 6

Part 1: Information

Module title: Evidencing Work Based Learning

Module code: UZYRYD-40-M

Level: Level 7

For implementation from: 2026-27

UWE credit rating: 40

ECTS credit rating: 20

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The Evidencing Work-Based Learning (EWBL) module represents a contemporary, highly flexible approach to professional development. Designed for self-motivated practitioners who are inquisitive about their day-to-day practice, this module shifts the traditional educational dynamic: instead of being passively taught a fixed curriculum, students identify what they need to learn to address a distinct, real-world challenge within their own workplace. It is an ideal framework for professionals

who wish to cultivate creativity, innovation, and critical thinking while managing their own academic and professional growth.

Features: Not applicable

Educational aims: This module aims to enable students to undertake a structured project linked directly to their professional practice or workplace. Using a flexible approach, learning can be undertaken individually, as part of a collaborative workplace group, or through an action learning set.

To ensure clarity in project design, the module explicitly aims to draw a line between local quality improvement and primary academic research. While traditional research aims to discover new, universally applicable knowledge for the wider scientific community, EWBL projects focus on evaluation and improvement frameworks.

Because the module centres on tangible service and quality improvements, it also aims to directly benefit the employing organisation.

Outline syllabus:
The syllabus is dictated by the nature of the work based learning. The range of work based learning projects that can be undertaken may be linked to professional competencies articulated in professional practice modules, for example; the Standards for Pre-registration Education (Nursing and Midwifery Council) or the Standards of Proficiency (Health and Care Professions Council). Students will be expected to demonstrate that the scope of their project lies within the identified and relevant standards.

Part 3: Teaching and learning methods

Teaching and learning methods:
There is little teaching within this module – the emphasis 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 and group tutorials.

Scheduled learning will be restricted to introductory explanatory sessions.

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.

Professional Practice or Placement learning: Students will identify their learning need or interest during professional practice or practice placements, and most learning will be undertaken in these settings.

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

MO1 Critically appraise existing knowledge, research, practice innovations, and contemporary evidence to justify and design a targeted work-based learning initiative aimed at professional or organisational change.

MO2 Critically analyse complex operational environments, navigating uncertainty, contradictions, or limitations in the current professional knowledge base to select appropriate work-based learning and change management frameworks.

MO3 Critically reflect on personal leadership, professional responsibilities, and the management of work-based learning, evaluating how these actions directly drive organisational goals and cultural improvement.

MO4 Systematically deploy and independently evaluate chosen work-based learning methodologies, translating project outcomes into robust, evidence-based practice improvement.

MO5 Formulate ethically sound strategies, arguments, and collaborative solutions through structured dialogue with peers, service users, and organisational stakeholders to defend the integrity and evaluation of the work-based learning approach.

Hours to be allocated: 400

Contact hours:

Independent study/self-guided study = 380 hours

Staff-guided learning = 20 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: The assessment strategy for individual students depends on the learning contract negotiated with the facilitator. The assessment states that it must be equivalent to a project of 8000 words (maximum) 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/service user information leaflet or video with associated reflection.
A paper or letter prepared for publication with associated reflection.

Clearly where there are different options for assessment there will need to be guidelines so that students and academic staff can have confidence that assessments are comparable. Assessment strategies need to meet three criteria:

That the negotiated learning outcomes are met.
That the correct academic level is reached.

That the learning, including assessment, represents 400 hours of study, nominally.

Formative assessment opportunities:
Students will be supported throughout the process by an academic supervisor, enabling continuous formative feedback throughout the module.

Assessment tasks:

Portfolio (First Sit)
Description: Work Based Learning Project to the equivalent of 8000 words (maximum)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio (Resit)
Description: Work Based Learning Project to the equivalent of 8000 words (maximum)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Advanced Practice [Glenside] MSc 2024-25

Clinical Practice MSc 2024-25

Advanced Practice [Glenside] MSc 2024-25