University of the West of England
BRISTOL

MODULE SPECIFICATION

Code: UMOCUC-60-M **Title:** Evidencing Work-Based Learning in Professional Practice **Version**: 1

Level: M   **UWE credit rating:** 60   **ECTS credit rating:** 30

Module type: Dissertation

Owning Faculty: FBL   **Field:** Organisation Studies

Faculty Committee approval: QMAC   **Date:**

Valid from: 1 September 2009   **Discontinued from: n/a**

Contributes towards: MSc Coaching and Mentoring

Pre-requisites: none

Co-requisites: none

Excluded combinations: none

Aim of module:

This module will enable students to practice and demonstrate the skills and knowledge that they have acquired in the taught modules of this Masters degree and takes cognisance of award aims and learning outcomes. This includes the aim of developing an attitude of critical enquiry by equipping students with the evaluative and enquiry skills and knowledge to reflect critically on complex organisational activities and work-based projects, encouraging their exploration of the links between theory and professional practice.

Learning outcomes:

The module gives the student the opportunity to undertake a substantial empirical enquiry into, and evaluation of, a significant work-based project or intervention, whether in their own or another organisation(s). It will enable the student to identify both theoretical and practical issues and questions that have emerged from the preceding modules, and to develop, explore and synthesise these in a major piece of organisational enquiry. The enquiry and evaluation will be reported through the submission of a dissertation/report of 15,000 to 20,000 words which examines the application of relevant theory in the context of a complex workplace setting.

On successful completion of this module students will be able to

1. Appreciate the relationship between theory and their enquiry, the research process and professional practice.

2. Display deeper knowledge and skills in a specific subject and complex work-based context that is the topic of the dissertation/report.

3. Design an enquiry and evaluation strategy and approach that is creative and appropriate for the investigation of the dissertation/report topic.

4. Apply knowledge, critical thinking and problem solving skills and techniques to an area of professional practice that is of personal interest and organisational relevance.

5. Appreciate the ethical issues in social scientific and organisational enquiry, including those arising in relation to the negotiation of their learning contract and the dissemination and implementation of the findings from their enquiry.

6. Critically analyse complex situations and address current limits of, or contradictions in, the knowledge base and/or skills identified for work-based learning.

7. Independently evaluate their chosen methodology/tools and report on findings.

8. Produce a written document that demonstrates clarity of thinking and logical argument in reaching sound conclusions and making practical recommendations.

All of the above will be assessed

Syllabus outline:

The student's initiative will be known and supported by the organisation(s) being studied and expressed in a learning contract. The module is supported by the delivery of a series of seminars that will run over a period of time (which can range from several weeks to several months) enabling the student to explore relevant themes from their own enquiry and evaluation. Through facilitation the student will use their learning contract to explore and further enquire into their chosen topic in a way that reflects the framework of the learning outcomes. The learning contract will be agreed between the learner, host organisation(s) and academic supervisor.

Key themes:

- Introduction to organisational enquiry

- Introduction to evaluation in organisations

- Planning and undertaking a substantial enquiry into an organisational intervention or project

- The literature review

- Enquiry and evaluation philosophies and methodologies

- Issues of validity, reliability and ethics

- Enquiry and evaluation methods

- Data collection and analysis

- Self in the research process

- Using reflection and critical review as a means of learning and developing professional practice

Teaching and learning methods:

This module will enable the student to explore an aspect of their own or another workplace(s). This will address an organisational need and allow the student to integrate the learnt experience and knowledge into their workplace. The seminars will provide facilitation supporting the student in their chosen direction and developing their ability to enquire and evaluate, thereby deepening their knowledge and understanding of self and the project being explored. The learning will be self-directed and supported by a negotiated learning contract. The learning contract is a key part in the development of the student's enquiry; it is designed in agreement with the student's organisation and is included as an appendix within the completed work. It will identify the proposed plan, giving clarity on the aims and objectives for both the module and self.

Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources, including coaching and mentoring, and services,

and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Essential reading

The focus of this module is to develop interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance within these roles, therefore we have not set any essential reading but instead will offer a variety of literature and texts for students to explore and will encourage independent research and attendance at conferences, professional and network events. Current advice on reading should be made by referring to the module handbook and other more frequently updated sources.

Schein, E., H. (1987) *Process Consultation: Lessons for Managers and Consultants.* Reading MA : Addison- Wesley Publishing Company, Inc. This is a classic text.

Indicative reading

The most current reading lists and texts will be available in the Module Handbook, and will vary according to the student's chosen area of study. However, at present the following are suggested as texts which students may find useful. These texts will be made available in the university library.

Argyris, C. & Schon, D. (1992) *Theory in Practice: Increasing Professional Effectiveness.* San Francisco: Jossey Bass.

Boud, D., Cressey,P. & Docherty, P., eds (2005) *Productive Reflection at Work.* London: Routledge.

Patton, M. Q. (2002) *Qualitative Research and Evaluation Methods.* 3rd ed. London: Sage.

Reason, P. & Bradbury, H., eds (2006) *Handbook of Action Research.* Concise Paperback edition. London: Sage.

Assessment

Assessment will be by means of a single dissertation/report. This dissertation/report will involve the definition of a major enquiry into and evaluation of an organisational intervention or project, covering planning, implementation, findings and recommendations. The project will address a live organisational issue of relevance to the professional development of the learner and their organisation. Students will draw on the skills and knowledge developed on taught modules in the Masters degree and will apply appropriate models, methodologies and enquiry methods.

Percentage split

Weighting between components A and B   N/A

ATTEMPT 1
First Assessment Opportunity
Component A   Element weighting
Description of each element

1 Individual Dissertation/report: (15,000 to 20,000 words)   100%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A
Description of each element   Element weighting

1 Individual Dissertation/report: (15,000 to 20,000 words)   100%

ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required

Specification confirmed by ………………………………………………Date ……………………………
(Associate Dean/Programme Director)