University of the West of England
**BRISTOL**

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1:  Basic Data | | | | | | |
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| Module Title | Evidencing Work Based Learning | | | | | |
| Module Code | USPK7P-30-M | | Level | M | Version | 1 |
| Owning Faculty | Health and Applied Sciences | | Field | Psychology | | |
| Contributes towards | Programmes within the Faculty of Health and Applied Sciences with the agreement of the programme manager | | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Project | |
| Pre-requisites | | | Co-requisites | | | |
| Excluded Combinations | | | Module Entry requirements | | | |
| Valid From | September 2014 | | Valid to | September 2020 | | |

| CAP Approval Date | 21st May 2014 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• Critically appraise existing knowledge, research, new evidence and innovations in practice<br>• Critically analyse complex situations and address current limits of, or contradictions in the knowledge base and/or skills identified for work-based learning<br>• Critically reflect on own and/or others responsibilities and management of learning, which contributes to the goals of the organisation<br>• Independently evaluate chosen methodology/tools and report in findings<br>• Formulate ethical solutions, arguments and strategies in dialogue with peers, clients, mentors and others |
| Syllabus Outline | 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 |

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| | project lies within the identified and relevant standards. |
| Contact Hours | Self-directed learning |
| 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.<br><br>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.<br><br>Student progress towards the learning outcomes will be facilitated and monitored in individual and group tutorials.<br><br>Scheduled learning will be restricted to introductory explanatory sessions.<br><br>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.<br><br>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. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE.  KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

**Key Information Set - Module data**

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| 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 | 10 | 90 | 200 | 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 | | 0% |
| Coursework assessment percentage | | 100% |
| Practical exam assessment percentage | | 0% |
| | | 100% |

| Reading Strategy | There are no set texts because the range of subjects to be studied varies. Some reading about the generic skills required for Work Based Learning will be suggested, covering such subjects as, for example, reflective practice and portfolio building. |
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| Part 3:  Assessment |
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| 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 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<br><br>• A portfolio of evidence<br><br>• A presentation with associated reflection<br><br>• Production of a patient/service user   information leaflet or video with associated reflection.<br><br>• A paper or letter prepared for publication with associated reflection.<br><br>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.<br><br>1.  That the negotiated learning outcomes are met<br><br>2.  That the correct academic level is reached<br><br>3.  That the learning, including assessment, represents 300 hours of study, nominally. |
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| Identify final assessment component and element | | |
|---|---|---|
| **% weighting between components A and B** (Standard modules only) | **A:** | **B**: |
| | | |

**First Sit**

| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting (as % of component)** |
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| 1.  Work based learning project to the equivalent of 8,000 words | |

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