University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Evidencing Work Based Learning					
Module Code	UZSRUB-15-2		Level	2	Version	1.1
Owning Faculty	Health and Applied Sciences		Field	Sociology and Criminology		
Contributes towards	Programmes within the Faculty of Health and Applied Sciences with the agreement of the programme manager					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites			Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	01/09/2016		Valid to	01/09/2020		

CAP Approval Date	31/05/2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Identify and critique a range of sources of evidence, which informs the work-based learning (Component A) • Use an identified reflective model to analyse own learning from the work-based activities, which were identified via a personal development plan and agreed learning contract (Component A) • Organise and co-ordinate a work-based learning project which meets the standards of the organisation (Component A) • Assess the merits of a number of solutions to a given problem or complex situation (Component A)
Syllabus Outline	The syllabus is dictated by the nature of the work based learning, and the learning contract which has been agreed between the learner, manager and identified academic. The focus of the learning contract will reflect the learners or teams developmental needs, which are in line with specific organisational goals and governance.
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. 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.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this 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** *Number of credits for this module* 15 Hours to be allocated: 150 — Scheduled learning and teaching study hours: 5 — Independent study hours: 45 — Placement study hours: 100 — Allocated Hours: 150 ✓ 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.

Part 3: 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 equivalent to 3000 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 • 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. 1. That the negotiated learning outcomes are met 2. That the correct academic level is reached 3. That the learning, including assessment, represents 150 hours of study, nominally.

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Project likely to be equivalent to 3000 words	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Project likely to be equivalent to 3000 words	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.