




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidencing Work Based Learning 1 - Research in the workplace				
Module Code	UMCDLB-15-1	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	FBL	Field	Business Management Cross Disciplinary		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA (Hons) Leadership and Management Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
First CAP Approval Date	14 July 2016		Valid from	September 2017	
Revision CAP Approval Date			Revised with effect from		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the practical issues involved in carrying out applied research (B) 2. Discuss the value, nature, uses, and limitations of a range of research methods and data (B) 3. Identify and apply appropriate use of quantitative and qualitative methods to addressing issues relating to specific areas of study and their work (B) 4. Effectively communicate and present the results of the work based study (B) 5. Demonstrate a reflective understanding of how subject specific knowledge transfers into the workplace (A) 6. Demonstrate skills acquired through continuous professional development in the workplace (A)
Syllabus Outline	<ul style="list-style-type: none"> • Introduction to module • Understanding action research • Enacting the action research cycle • Learning in action – reflection • Researching your own organisation

	<ul style="list-style-type: none"> • Preunderstanding, role duality and access • Managing organisation politics and ethics • Framing and selecting your project • Implementing your action research project • Collecting and analysing data • Writing your project 																				
Contact Hours	<ul style="list-style-type: none"> • The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block incorporated across 2 teaching blocks. • There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development. 																				
Teaching and Learning Methods	<p>The module provides students with the opportunity to undertake a focussed exploration of a workplace issue, drawing on skills and knowledge acquired from other modules. Students choose their own topic and agree it with their employer, within certain constraints such as key contexts, subject field applicable to demonstrating degree requirements as appropriate,: sales and marketing, business finance, innovation and digital technologies, leading people, managing people, collaborative relationships, management of self, problem solving and decision making,</p> <p>The students must choose and define the topic, research relevant information, and will be encouraged to collect primary data, critically evaluate their findings in the context of the work place issue and draw relevant conclusions on the state of knowledge, with recommendations for practice and/or for further research.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																				
Key Information Sets Information	<table border="1" data-bbox="459 1570 1369 1955"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a - </p>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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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:

Written exam assessment percentage				0%
Coursework assessment percentage				100%
Practical exam assessment percentage				
				100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them in the university library. Students will be presented with opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Students will be encouraged to use the university library web pages to access subject-relevant resources and services via the library catalogue and to utilise interactive tutorials on search skills and specific electronic library resources.

Essential reading will be indicated clearly to all students at the beginning of the module, and will be specified on Blackboard.

Coghlan, D. & Brannick, T. (2014) *Doing Action Research in Your Own Organization* (4th edition). Sage Publications, London.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Indicative reading list

Cunningham, I.; Dawes, G. & Bennett, B. (2004) *The Handbook Of Work Based Learning*. Gower Publishing Company.
Durrant, A.; Rhodes, G. & Young, D. (Editors) (2011) *Getting Started with University-level Work Based Learning* (2nd edition) Middlesex University Press.
Evans, K. (2006) *Improving Workplace Learning*. London: Routledge.
Helyer, R. (2010) *The Work-Based Learning Student Handbook* (Palgrave Study Skills). Palgrave MacMillan.
McNiff, J. & Whitehead, J. (2009) *Doing & Writing Action Research*. Sage Publications.
McNiff, J. (2015) *Writing and Doing Action Research*. London: Sage Publications.
Moon, J. (2004) *A Handbook of Reflective & Experiential Learning*. Routledge Falmer.
Raelin, J.A. (2008) *Work-Based Learning: Bridging Knowledge and Action in the Workplace*. John Wiley & Sons
Silverman, D. (2010) *Qualitative Research*. Sage Publications.
Schon, D. (1991) *The Reflective Practitioner*. Aldershot: Avebury.
Streumer, J. (ed) (2006) *Work-related Learning*. New York: Springer.
Reason, P. & Bradbury-Huang, H. (Eds) (2006) *Handbook of Action Research: Concise Paperback Edition: Student Edition*. Sage Publications Ltd.
Reason and Marshhall (1987) *Research as Personal Process*. In D. Boud and V. Griffin (eds), *Appreciating Adults Learning: from the learner's perspective*. London: Kogan Page

Part 3: Assessment

Assessment Strategy	<p>Strategy: Two components:</p> <ol style="list-style-type: none"> a) Learning portfolio: reflection of the students learning journey to date, and evidence capturing and demonstrating students ability to apply theory to experience/ experience to theory, and their professional development, including progress reviews and notes of quarterly meetings between tutor, manager and student. b) Work based project: exploring a topic of interest identified in the workplace and connecting it to academic theory. <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regards to developing thinking and approaches to assessment and working with the assessment criteria.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. learning portfolio (1,000 words reflection +evidence)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based project report (2,000 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. learning portfolio (1,000 words reflection +evidence)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Work based project report (2,000words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		