ULSTER UNIVERSITY

COLLABORATIVE PARTNERSHIPS FORUM

23 January 2019

Paper No: CPF/19/05 Agenda Item: 9

TITLE: WORK-BASED LEARNING TEMPLATE

SUMMARY:

To receive the University’s new WBL module template.

ACTION REQUIRED:

For information.

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| **MODULE TITLE** | Work-based Learning | | | | |
| **MODULE CODE** | Allocated by Module Office | | | | |
| **EFFECTIVE FROM** | September 2019 | | | | |
| **MODULE LEVEL** | 5 | | | | |
| **CREDIT POINTS** | 40 | | | | |
| **PREREQUISITE(S)** | None | | | | |
| **CO REQUISITE(S)** | None | | | | |
| **MODULE INSTANCE(S)** | **Location** | **Semester** | **Module Co-ordinator** | | **Teaching Staff** |
|  | XX | 123 | Surname, Forename | | Surname, Forename |
| **HOURS** | [Indicate notional student effort hours and their division between independent study and placement (10 hours = 1 credit point).The total hours spend on WBL should be as close to the total effort hours as possible] | | | | |
|  | Practicals/Seminars | | | 12 hrs | |
|  | Independent study (including assessment) | | | 80 hrs | |
|  | Placement | | | 308 hrs | |
| **TOTAL EFFORT HOURS** | 400 hrs | | | | |
| **ACADEMIC SUBJECT** | [This is a code from the University’s subject list (annex E). It should relate to the subject content of the module and it determines the first three letters of the module code.] | | | | |

**RATIONALE**

The purpose of this module is to provide Foundation degree students with an opportunity to gain authentic and innovative work experience, in a work-based learning environment, as part of their planned programme of study. It enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme. It involves the development of higher-level learning within both the higher education provider and the workplace.

**AIMS**

* To allow students to apply subject-specific academic knowledge and learning in practical and professional situations.
* To provide students with an opportunity to develop practical, subject-specific work experience in a relevant organisation.
* To encourage students to critically reflect upon their experience within the world of work and evaluate their own performance and learning within the planning, development, management and execution of an authentic project.
* To develop and articulate personal, professional and employability skills required for the Foundation degree graduate labour market.

**LEARNING OUTCOMES**

Successful students will be able to:

1. Solve work-based problems underpinned by subject-specific-related theory and contribute to the employer organisation.
2. Critically reflect on the planning, development, management and execution of an authentic project.
3. Critically reflect on the work-based learning experience and self-development.
4. Communicate effectively to a variety of audiences using appropriate written, verbal, and digital delivery methods.

**CONTENT**

Resources, activities and assignments with support from tutors, work colleagues and fellow students covering learning at work; critical thinking and reflective practice; project planning and implementation in the workplace; personal and professional development; and understanding the workplace context and your role within it.

While the precise nature of placement will vary considerably, students will normally gain experience in some of the following areas:

[list of work-based learning opportunities for the subject area linked to the learning outcomes]

**LEARNING AND TEACHING METHODS**

During WBL placement, each student will be supervised by an Employer Supervisor from the organisation and supported by an Academic Supervisor from the College. The supervision of students on placement is a shared responsibility between the College and Employer. Initially students will have close supervision and guidance but are progressively given more personal responsibility as the placement proceeds.

Students will be expected to engage with their placement organisation’s policies and strategic documents to familiarise themselves to their professional setting. Students are expected to be proactive in identifying their learning needs and should plan to meet these in line with the learning outcomes of this module and any organisational identified needs.

Students will be directed to read from the required and recommended reading lists and identify their own sources of additional reading.

An Academic Supervisor will normally make structured contact on a minimum of two occasions across the WBL placement, either face-to-face or using telephone/Skype/remote meeting technology.

The module is offered by blended learning.

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| **ASSESSMENT AND FEEDBACK**  Students will be assessed by one of two models.  **Model 1**  [The precise nature of the work is specified by individual course teams.]  [Students are required to produce a maximum of two pieces of academic work that demonstrate their achievement of the module learning outcomes in a subject appropriate way. Student Projects may take the form of written reports, presentations, design and digital artefacts - other alternatives may be specified.]  **Student Project (70%)**  [This should comprise]   * Student Project - short description required * Employer Assessment – short description required * Method of feedback   **Academic Supervisor Assessment (30%)**  [This should comprise]   * Placement Visitor Assessment – short description required * Method of feedback   To pass the module a student must achieve a mark of 40%.  **Model 2**  [Subject to the requirements below for both Academic and Competency Assessment, individual course teams may differ in: the nature of the set work, the number of required submissions and the scheduling of the assessment process. This model is particularly suited to WBL linked to an apprenticeship.]  **Academic Assessment:**  [Students are required to produce a maximum of two pieces of academic work that demonstrate their achievement of the module learning outcomes in a subject appropriate way. Academic work may take the form of written reports, presentations, design and digital artefacts - other alternatives may be specified.]  Academic Assessment 100%  [This should comprise]   * short description of the type of work involved * an indication of its percentage contribution * method of feedback   [The precise nature of the work is specified by individual course teams. At least one submission is at or near the end of the placement period and enables the student to reflect upon their experience.]  Assessment is carried out by subject academics using a numeric scale.  **Competency Assessment:**  Students are required to demonstrate their achievement of a range of competencies that may include generic employability skills and attributes, as well as subject specific ones. Assessment is carried out by the Academic Supervisor, typically during a visit to the placement workplace.  [The list of competencies to be assessed is specified by individual course teams.]  A successful student must normally demonstrate achievement of the specified competencies before the end of the placement period. If necessary, a student may be given more than one opportunity to demonstrate achievement of the competencies.  Competency judgements are made by the Academic Supervisor - giving due weight to employer observations - and with reference to corroborative evidence sources such as for example: student placement journal, samples of student work, observation of student at work, and discussion with student and employer.  Competency judgements are recorded as either pass or fail.  To pass the module, a student must pass both the academic and competency assessments. A successful student’s percentage mark in the module is based upon their academic assessment alone. |
| 100% Coursework |
| **READING LIST** |

[List all the required and indicative recommended reading. These should include electronic sources. Use the Harvard referencing system throughout: for books – Author, Year, *Title*, Edition, Place of Publication, Publisher]

Required

Helyer, R. 2015, *The Work-Based Learning Student Handbook (Palgrave Study Skills)* Palgrave Macmillan.

Recommended

Cavoulacos, A. & Minshew, K., 2017, *The New Rules of Work: The Modern Playbook for Navigating Your Career*, London, Orion Spring.

Cottrell, S., 2015, *Skills for Success: Personal Development and Employability*, 3rd ed., London, Palgrave.

Holmes, K., 2017, What *Employers Want: The Employability Skills Handbook*, 2nd ed., Trotman Education.

Kaputa, C., 2016, *Graduate to a Great Career: How Smart Students, New Graduates and Young Professionals can Launch BRAND YOU*, London, Nicholas Brealey Publishing.

Rook, S., 2015, *Work Experience, Placements and Internships*, London, Palgrave Macmillan.

Serdula, D., 2016, *LinkedIn Profile Optimization FD*, Hoboken, John Wiley & Sons.

Trought, F., 2017, *Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market*, 2nd ed., Prentice Hall.

<https://employability.ulster.ac.uk/>

[www.prospects.ac.uk](http://www.prospects.ac.uk)

**SUMMARY DESCRIPTION**

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| November 2018 |

This module provides Foundation degree students with an opportunity to gain authentic and innovative work experience, in a work-based learning environment, as part of their planned programme of study. It enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme. It involves the development of higher-level learning within both the higher education provider and the workplace.