

Handbook To Support Learning Review And Professional Development

Using Work-Based Learning At Levels 4 To 7



University of Hull,
Cottingham Road,
Hull, HU6 7RX
United Kingdom

T: +44 (0)1482 346311
E: enquiries@hull.ac.uk

 [@UniOfHull](https://twitter.com/UniOfHull)
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Introduction to the Learning Review and Professional Development Module

This module is about planning your own personal and professional development through a programme of work-based learning supported by the University of Hull. The module is designed to help you to think about your personal and professional development needs and to plan an academic programme that meets your personal objectives and is also of relevance to your employer (or other work stakeholder such as a major client if you are self-employed).

This Handbook describes fourteen Learning Tasks that you should complete in sequence in order to give yourself the best opportunity to successfully complete the Learning Review and Professional Development module. If you are undertaking Work-Based Learning as part of an apprenticeship it is likely that the Learning tasks will generate evidence of your learning and development relevant to specific apprenticeship standards.

Learning Task 1

For a general introduction to the advantages of negotiated work-based learning to workers and employers see:

'Negotiated Work-based learning: Findings from WBLQUAL, an EU funded project' <https://www.youtube.com/watch?v=HGnvr6-MiLk>

The Learning Review and Professional Development module provides the structure and support for you to plan your work-based programme of study.

Learning Task 2

For a more detailed discussion of planning a work-based learning programme at higher education level it is important that you read:

Hooker E and Helyer R (2015) Planning and Negotiating your learning, in Helyer R (Ed) (2015) The Work-Based Learning Student Handbook, pp 120-141. London: Palgrave.

Learning outcomes and assessment

To complete the module successfully your work must demonstrate the learning outcomes for the module. You can find the learning outcomes for the Learning Review and Professional Development module at academic levels 4, 5, 6 and 7 at Appendix 1 of this handbook. Your module leader will make clear which learning outcomes are applicable to your level of study.

Assessment is an integral part of the learning process and this module is assessed through the submission of coursework. Assessment is either "formative" or "summative". Formative assessment is when you receive feedback whilst you are completing the module and is intended to show you where you need to improve as well as show you what you are doing well. Summative assessment is the final formal assessment of your learning achievement against the expected learning outcomes of the module.

Assessment Requirements

Formative Assessment is given on a draft Learning Analysis and Learning Agreement.

Summative assessment for the module is based upon the final version of your Learning Analysis and Learning Agreement.

Planning your work-based programme

In a work-based programme you take the lead in negotiating a programme which is meaningful to you and your employer (or other work stakeholder if you are self-employed) and meets the academic requirements of the University. An important part of this freedom is the potential to construct a programme which meets your own general personal development needs and aspirations as well as providing professional development of direct relevance to your current work situation. The outcomes of a work-based programme are not just of significance to you and provide evidence of your academic ability they must also be of at least potential interest to your employer or other interested work-based stakeholders.

Building on what you already know and recognising what you need to learn

The starting point for the module is to undertake a review of your current knowledge and skills. It is important to stand back and take the time to carry out this task as so often our hectic working lives do not encourage us to think deeply about what we know and are able to do.

A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is widely used as a tool to plan business activities but it can also be applied to career planning. The SWOT analysis focuses on internal and external influences, and provides an opportunity to examine strengths and weaknesses for you personally and opportunities and threats externally. Normally a SWOT analysis uses a table divided into four sections. An example SWOT table is given below along with questions relevant to personal analysis under each section.



Strengths

What are you good at?
 What do other people see as your strengths/ask you for advice about?
 What personal contacts/networks do you have?
 What personal resources do you have access to?

Weaknesses

What parts of your work do you try and avoid due to lack of confidence?
 What do others think are your weaknesses?
 What negative work habits do you have?
 Are you aware of lack of knowledge/skills holding you back?

Opportunities

Is there a need in your area of work that is not being met?
 Are there changes in the internal or external work environment that you might be able to take advantage of?

Threats

What currently holds you back at work?
 Is your job/area of work about to change?
 Could any of your weaknesses lead to threats to your career development?

Below is an example of a personal SWOT analysis undertaken by Keith a newly appointed project manager in a hospital.

Strengths

What are you good at?
 Good project management knowledge and skills and interpersonal skills
 What do other people see as your strengths/ask your advice about?
 Technical advice about project management
 What personal contacts/networks do you have?
 Limited as only just appointed.
 What personal resources do you have access to?
 Some spare time

Weaknesses

What aspects of your work would you try and avoid due to lack of confidence?
 Team Leadership
 What do others think are your weaknesses?
 At my last job probably lack of leadership experience.
 What negative work habits do you have?
 I am probably not as assertive as I should be
 What aspect of your knowledge/skills do you think is holding you back?
 Leadership and assertiveness skills
 Lack of my own personal network of contacts in my company and the local industry

Opportunities

Is there a need in your area of work that no one is filling?
 There seems to be a limited number of good Team leaders in the project management office.
 Are there new changes in the internal or external work environment that you might be able to take advantage of?
 There seems to be a strong demand for project managers in my region of the country

Threats

What currently holds you back at work?
 Lack of confidence in leadership role
 Is your job/area of work about to change?
 Possible increased demand for team leaders
 Could any of your weaknesses lead to threats to your career development?
 I may be seen as not ambitious if I do not put myself forward for leadership roles

The personal SWOT analysis completed by Keith is shown in italics on the SWOT table above. Keith has a good knowledge and skill base and the time to try and develop further. As he is newly appointed Keith does not yet have a network of personal contacts and has identified this as a weakness. When considering his weaknesses Keith thinks that he needs to be more assertive and to develop team leadership skills. When considering career opportunities and threats the importance of developing in the leadership area is reinforced as he identifies opportunities in the leadership area but does not currently feel able to take advantage of them. This analysis suggests that Keith should certainly consider undertaking a negotiated or taught module in the area of leadership as part of his work-based learning programme. It would also be well worth Keith considering undertaking a major work-based project where he had the opportunity to be in a leadership role within a real life work team. Keith realizes that he needs to talk to his line manager about project leadership opportunities at work. Keith also decides that he should find out more about local professional networks for his area of work.

Learning from experience and reflection

Reflection underpins work-based learning and aims to enable you, as a learner, to become more aware of learning opportunities through experience. At higher education level the reflection you need to undertake upon your experience needs to be "critical". Critical reflection is about identifying and challenging your own assumptions and the assumptions of those you work with.

The work of Donald Schon focuses on the "reflective practitioner" and the importance of reflection when learning at work. Schon argues that technical and textbook knowledge, though important, is not sufficient to prepare individuals to be practising professionals. For this, 'knowing how' or what he calls "knowing-in-action" must also be recognised as important. By knowing-in-action he is referring to tacit and intuitive, rather than explicit knowledge, learned through doing rather than in the classroom. This 'knowing-in-action' is necessary for practitioners as work problems may be unique to that situation and may not simply be solved by the applications of general rules from the profession's theoretical knowledge base. A consequence of this process, which he terms "reflection-in-action" is that thinking can lead to a "...reshaping of what we are doing while we are doing it" (Schon 1987:26). Reflection-in-action operates as an immediate critique of how we are doing something and can enable us to a modify what we are doing.

Learning Task 3

Undertake the analysis of your personal strengths, weaknesses, opportunities and threats (SWOT analysis) as outlined above. Use the SWOT table and suggested questions to help you. Try not to limit your analysis to the questions suggested. Keep a record of your SWOT analysis and then consider what the analysis suggests you should try do for your own personal and professional development. If possible discuss your SWOT analysis with your manager or other work-based stakeholder if you are self-employed.

However, for learning to be consolidated, thought and verbalisation is required and it is necessary to reflect on the reflection-in-action. Thus after the action is completed it is important for the practitioner to stand back and think about what happened. This is "reflection on action". The ability to use reflection to analyse action both during and after the action is what Schon means by a 'reflective practitioner'. These ideas on the reflective practitioner have been very influential, for example in the training of teachers and nurses.

Learning Task 4

For further information about reflective practice and the work of Schon see

'Schon's Reflective Practice' <https://www.youtube.com/watch?v=Tzjz-l8L1lc>

Write a paragraph on what you have learnt about reflection from watching the video clip.

The Kolb experiential learning cycle

Probably the most famous model of reflection is that first published by David Kolb in 1984. Kolb proposed a model of learning that is widely used as a basis for considering how we learn from experience. This is often referred to as the experiential learning cycle (see Figure 1 below). The model consists of four learning stages in which immediate or concrete experiences provide a basis for observations and reflections. These observations and reflections are used to develop abstract concepts which in turn provide the basis for action that can be actively tested, in turn creating new experiences. For more information upon reflective practice and the work of David Kolb see:

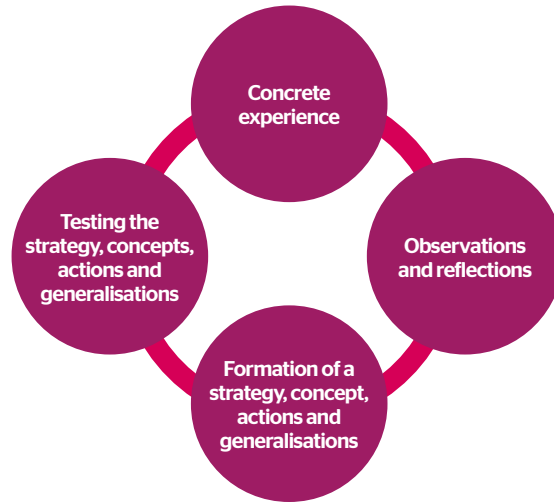
'What is experiential learning?' <https://www.youtube.com/watch?v=1ZeAdN4FB5A>

Keeping a Reflective Learning Diary

A reflective learning diary is a good tool for keeping track of your learning from experience. A learning diary should be used to note particular events or incidents in which you learnt something new from your work. For example, you may wish to use a diary to reflect on how you handled a particular problem situation or the first time you had to deal with something new at work. Getting into the habit of keeping a learning diary is an excellent way to develop your capacity to reflect upon your work experiences and can be a great help in collecting evidence of meeting apprenticeship standards.

Learning Task 5: Start to keep a learning diary following the format suggested in Appendix 2. Try and make at least one entry in your learning diary each week. Carry on keeping your learning diary after you have completed this module as it will also help you in the modules to come.

Figure 1 Kolb Experiential learning cycle



Gibbs Six Steps to aid Reflection

Graham Gibbs (1992) identified six steps to aid reflective practice:

1. Description: First you describe what happened in an event or situation
2. Feelings: Then you identify your responses to the experience, for example "What did I think and feel?"
3. Evaluation: You can also identify what was good and bad about the event or situation.
4. Analysis: The 'Feelings' and 'Evaluation' steps help you to make sense of the experience.
5. Conclusions: With all this information you are now in a position to ask "What have I learned from the experience?"
6. Action plan: Finally, you can plan for the future, modifying your actions, on the basis of your reflections.

It is important to note how the six steps identified by Gibbs go beyond merely describing what happened to require analysis and evaluation leading to future planning. Also note that Gibbs requires you to identify your emotional response to the situation you are reflecting upon. The nature of thought is obviously personal, being the product of our own brain, so our own thinking tends to be subjective to some degree. Where our thinking is very subjective, for example when we feel very emotional about something, this subjectivity can become unhelpful and distort our interpretation of events. The ability to stand back and reflect upon a difficult or stressful situation is an important professional attribute.

Critical Reflection

Each of us has a different individual outlook on the world. This develops from the circumstances and influences that shape our lives. Our reflections are filtered through these beliefs, values and attitudes, so that our interpretations are likely to be shaped by our existing knowledge, values and beliefs. To try to achieve a more "objective" view we should reflect upon our own context and the possible assumptions and prejudices we bring to the reflective process. For example think about how your own experiences of formal education at School might shape your own understanding and expectations of the education of children and the role of teachers?

Learning Task 6

Reflect on your own background including secondary school, work and family and social life in order to identify experiences/ideas you have encountered which you believe have had a lasting effect upon you. Make notes on this. You will refer to this later when you construct your Learning Agreement.

Lawrence-Wilkes and Ashmore (2014) propose an integrated model of critical reflection which acknowledges a social context. In this model judgments are based on what is most reasonable, using contextualized evaluation to determine the validity of data. This requires a reflective approach that accepts and respects diverse perspectives, supported by evidence, and produces shared knowledge.

Learning Task 7

Think about the notion of evidence in respect of reflecting upon a real life event you have encountered. What evidence could you identify that would support the understanding you have of the event?

Most of us reflect superficially all the time, about what we are doing during events or experiences in our daily lives. If the event is of a stressful nature the quality of reviews can vary greatly, depending on how quickly the review follows the event. Reviews carried out shortly after the event are sometimes referred to as "hot" reviews as they are carried out "in the heat of the moment". Hot reviews are often greatly influenced by emotions and reactions to the event. Lawrence-Wilkes offers an example from her teaching experience of the deliberate scheduling of Reflective Practice so that it does not immediately follow an intense mood-altering event. This is known as a "cold" review process and is more likely to enable reflective practice that are more balanced and objective. This is not to suggest that "hot" reviews cannot be very valuable but they need to be recognized as "hot" and the role of emotions needs to be a particular focus for critical reflection.

Learning Task 8

Identify and make notes on an example of you undertaking a "hot" review of an event.



Reflective practice process

When we put Reflective Practice into effect we are actually seeking to make a change, by using subjective and objective data from experience, to plan and decide actions. Reflecting does not have to be a solitary internal activity. A valuable way of guarding against personal bias or subjectivity is to reflect with someone else who has been through the same or similar experience. Think carefully who would be a good person to talk to about the event you are reflecting upon.

Lawrence-Wilkes proposes stages for reflective practice which fit the word "REFLECT":

Remember: Look back, review.

Experience: What happened? What was important?

Focus: Who, what, where. Roles, responsibilities?

Learn: Question: why, reasons, perspectives, feelings? Refer to external checks.

Evaluate: Causes, outcomes, strengths, weaknesses, feelings - use metacognition.

Consider: Assess options, need/possibilities for change? Development needs?

Trial: Integrate new ideas, experiment, take action, make and implement change.

During this process be mindful of the requirements to:

1. Reflect at the right time. Try to reflect at appropriate times in relation to any experiences which are intense. Take into account "hot" and "cold" reflection.
2. Balance subjective and objective reflection. Be aware of when your reflection can be at its most objective and when there are inevitably going to be elements of subjective reflection.
3. Understand how and why you think in the way you do. This is very demanding and requires you to think about your own thought processes.
4. Consider your personal role and responsibilities - examine your strengths, skills and development needs.
5. Seek external clarifications. Refer to external references, advice, information, clarifications, facts, figures, etc., especially where you believe that your thinking is not factual enough, or you are not fully informed about situations.

You may wish to use questions to prompt your own thinking about your personal learning. Alternatively, you may wish to give some prompt questions to someone you trust to give you honest and constructive feedback.

Think carefully about the type of questions you ask yourself. For example try and go beyond questions requiring just a "yes" or "no" answer to questions exploring "who", "what", "where" and "why". Questions about thoughts, feelings or opinions will tell you more about your unique experience of an event than asking just 'the facts' or a description of the event. Hypothetical questions can help you identify limiting assumptions. For example: "What would you do if two of your work team members were off sick at the same time?" Questions about the future encourage new ideas and action planning for the future. Questions that focus on alternatives encourage thinking about different strategies and courses of action.

Questions that help you reflect will tend to be provocative. They will make you think differently in some way. Here are some examples which you can adapt to your own circumstances:

What might happen?

What is your back-up plan?

What do you really mean by that?

What is your assessment of the situation?

What other angles/perspectives can you think of?

How do you want it to be?

How else could a person handle this?

What concerns you the most about it?

How is this working?

What are your next steps?

Learning Task 9

Think about questions which you might ask yourself or others in order to improve your reflection on your learning to date and your future learning needs. Use the work you have done in response to learning tasks 3 to 8 to write a 1200 to 1400 word reflective essay on your learning to date and your future learning needs.

Planning your own personal and professional development

An important feature of personal and professional development at higher education level is the ability to develop responsibility for your learning. The work-based learning programme gives you the opportunity to actively negotiate and plan your own programme at higher education level. The learning agreement is at the core of you taking responsibility for your learning as it requires you to develop your own work-based programme in partnership with the University and your key work-based stakeholder.

The Learning Agreement

The Learning Agreement is fundamental to the success of your programme, as it makes clear precisely what you intend to do and within what timescale. The Learning Agreement is:

- 1) a three way agreement between you, your employer (or other relevant work stakeholder) and the University. The interests of all three parties must be taken into account when you are planning your programme;
- 2) a current statement of your plan which is accurate at the time you submit it;
- 3) a record that, by virtue of signature, your employer (or other work stakeholder) and the University agree to your proposed programme; and
- 4) the product of a negotiated process between yourself, your employer (or other work stakeholder) and the University. As part of the negotiation process you may be required to change or further develop your ideas and your proposed programme.

To complete your Learning Agreement, you need to ask yourself whether the outcomes of the individual programme modules and the programme as a whole meet your needs as a work-based learner, the business/service needs of your workplace and the needs of the University as the academic awarding

body. In the case of an Apprenticeship a formal tripartite agreement will already have been signed providing a high level description of your learning programme. The Learning agreement you produce within this module will provide the detail required to build an effective and tailored programme of study generating a learning portfolio demonstrating you meet specified apprenticeship standards.

In order to reflect on the interests of each of these three partners in your proposed programme of work-based study, you should be able to answer the following questions about:

1. Yourself: What do you want to get out of the programme? What knowledge, skills, personal satisfaction, and career development are you seeking to achieve? What are the practical considerations such as the timeframe in which to study?
2. Your work situation: What do you think your employer (or other work stakeholder) and your work colleagues want to get out of your participation in a higher education work based learning programme? What are the strategic needs of your organisation, department or community of practice and how will these develop you as a worker? Or, if you are self-employed, how might the programme benefit your own business?
3. The University: What factors do you think the University are likely to take into account when considering whether to agree to your proposed outcomes? You should consider whether the aims and learning outcomes reflect the level of the qualification you are working towards. See Appendix 3 for more information about the academic requirements of work-based learning programmes.

Learning Task 10.

Write notes in answer to questions 1 to 3 above. These notes will help you construct your own Learning agreement.

Learning agreement format

The template for a Learning Agreement is given below. The format and content of the learning agreement might be adapted to meet the needs of specific employers/sponsors or funding bodies. If this is the case then a specific template will be made available to you by the University.



1. Target Award

Include under this heading the qualification (eg BA Hons, MSc) that your work-based learning programme is intended to lead to. Provide a rationale for award you want to obtain and justify the title of the award that you are proposing. If your target award is BSc or MSc see also Appendix 3. Note in an apprenticeship the target award will already have been identified.

2. Period Of Learning Agreement

Give the date your programme of study started and the expected end date of the programme. The end date will normally be the end date of your final module or the expected date of the "End Point Assessment" in the case of an apprenticeship.

3. Composition Of Proposed Programme Of Study

Use the table below to provide an outline of your programme in which you list any prior learning for which you have been awarded academic credit and all the university modules that you have decided to take in order to complete your programme. For each module list the academic credit and level and identify the start and finish date for each module. You need to ensure that your programme meets the credit point and academic level requirements for your target award and follows the University of Hull WBL Framework programme design principles given in Appendix 3.

Date (start and planned finish)	Module Or Additional credit awarded for learning from experience	Credit value	Credit level
Total Credits by Level	Credits by Level required for Target Award		

For each area of prior learning and each module provide a short description and explain how it contributes to your overall programme. For each negotiated/project module consider what support you would need from the university and also from your employer/work related sponsor. Think about the learning and development structures that may already be in place in your organisation or professional area and how you might draw upon them. For example you might be using a work-based learning programme to address a development need identified by your employer as part of their appraisal process and the employer may be able to create learning opportunities within the organisation (eg internal courses, mentoring, job shadowing). You are required to show awareness of any relevant work or professional codes of practice when describing your work-based project activity.

4. Major Outcomes Of The Proposed Programme

Identify the major outcomes of the programme for you and your employer or work related sponsor. When considering your personal outcomes think of knowledge and skills you plan to gain and how these are intended to contribute to your personal and career development. When considering the outcomes for the employer or other work related sponsor think about how the programme and your development fits with business objectives, challenges and opportunities.

5. Stakeholder signatures

1. The Learner as proposer of the programme.
2. The Employer/other work stakeholder as supporter of the programme.
3. The University as academic awarding body.

Example of a Learning Agreement leading to an Honours Degree

The following example explores how John, a data base manager and stock controller in a regional headquarters of a major retail company, goes about completing his learning agreement. The example is intended to highlight key issues in using the learning agreement format it is not intended as an ideal or model answer as each learning agreement will be unique.

1. Target Award

John wants to build upon his Certificate of Higher Education which is worth 120 academic credits at Level 4. The credits for his earlier relevant qualification mean that he is already one third of the way to meeting the requirements of an Honours degree (see Appendix 3) so the Level of award will be Hons Degree. If the accredited prior learning and the future project work was mainly (50% or more) in the science/mathematics area John could plan to achieve a BSc (Bachelor of Science) but this is not the case so the appropriate degree is BA (Bachelor of Arts). John then needs to propose a title for his BA Award. Under the University of Hull WBL Framework all titles begin with the words "Professional Practice" as the programme is about extending your understanding and ability in professional practice. When proposing a title you must choose one that clearly identifies the area of professional practice that is central to your programme. When considering the proposed title of your programme you must take into account any accredited prior learning as well as future programme modules as they all contribute to the academic credit required to achieve your target award. Taking into account the composition of her programme John decides to propose "Professional Practice in Retail and Distribution Management" as the title of the BA Hons award he wishes to obtain.

So in answer to the first part of the Learning Agreement John would:

1. Identify his Target Award as "BA Hons Professional Practice in Retail and Distribution Management".
2. Provide the reasons why he had chosen this award. He would certainly need to show how it built upon the level and amount of credit he had received for his Certificate of Higher Education and to explain how the title was representative of the programme he proposed.

2. Period of Learning Agreement

What is required in this section is a start date and an expected end date. In this section John simply has to state when he began his Work-Based Learning programme with the University of Hull and when he expects it to be completed. Note the start date is the start of the first module and the expected completion date is the formal end date of the final module in the programme or the expected date of the End Point Assessment in the case of an Apprenticeship.

3. Composition of Proposed Programme of Study

In this section John has to use the programme outline table to list the prior learning for which he has been awarded academic credit and provide a list of all the university modules that he has decided to take in order to complete his programme. For each module John provides the date, title, the academic credit and level and identify the start and finish date for each module. In the example of the programme outline for John which follows a number rather than actual dates have been used to show the sequence of the modules which make up the programme. When you complete your own programme outline you must insert the actual dates for each module.



John plans his route to an Honours Degree

Because John has a Certificate of Higher Education in a relevant area which he has achieved within the last 5 years and which is known from the outset carries 120 credits at level 4 he registers for the Level 5 Learning Review and Professional Development (LRPD) module. John successfully negotiates a programme of study which incorporates all of his accredited learning and 20 credit points from the LRPD module to count towards the 360 credit points required for an Honours Degree.

John's programme plan

Semester	Module	Credit value	Credit level
1	Learning Review and Professional Development	20	5
	Additional credit awarded for relevant certificated learning	120	4
1	Taught subject module	20	5
2	Negotiated Learning modules 2 modules at 20 credits each	40	5
3	Negotiated Learning modules 2 modules at 20 credits each	40	5
4	Designing Practitioner Research	20	6
4	Negotiated Learning module2	20	6
5	Work Based Project 1	40	6
6	Work Based Project 2	40	6
360 credits of which	120 @ L4 120 @ L5 120 @ L6		

The next step is for John to write about each module in order to clearly identify what it is and to explain how it contributes to his overall programme. John has spoken to his manager about the work-based programme and they have identified that it is important that he uses the programme as an opportunity to increase his knowledge and understanding of Supply Chain Management. John proposes to do this by using two negotiated learning modules. His employer is keen that he use the programme to help the company improve their regional distribution so this has become the focus for two work-based projects. For each negotiated and project module John will provide a short description of the focus of the module and where relevant show how it is building upon the knowledge and skills gained from his Certificate of Higher Education. John also needs to identify any

The agreed programme includes the Designing Practitioner Research module and two negotiated learning modules designed to increase his knowledge of supply chain management. He will then go on to take two 40 credit work based project modules (researching and making recommendations to improve practice in his organisation) at level 6 to achieve the credit points he needs for his degree, BA (Hons) Professional Practice in Retail Management.

John plans to take 3 years to complete his Honours degree as a part-time student.

specific support he requires from his employer and the University. In discussion with his manager John is made aware of an in-company training programme in supply chain management which he wants to incorporate as part of his negotiated learning in this area. They identify that part of the support John will need for his work-based projects is access to company data and to interview key personnel. John builds this into his programme plan when he describes the project module. John is also aware of company policy relating to confidentiality of data and the potential commercial sensitivity of his project areas. As he will be conducting research in his own organisation he will also have to consider as part of the practitioner enquiry module how he will take this into account when exercising a duty of care to those fellow workers who participate in his research.

4. Major Outcomes of The Proposed Programme

In this section John has to identify the major outcomes of the programme for himself and his employer. John identifies significant increase in personal knowledge and confidence as potential personal outcomes. He is particularly influenced by his negotiated learning and project modules. He uses the work-based learning level descriptors (see Appendix 4) as a guide to describe how he hopes his ability to analyse and evaluate work situations will improve.

When considering the outcomes for the employer John identifies how he will have developed as a more effective employee and also explains the potential benefit for the company of the two work based projects he plans to undertake. John is able to specifically relate his project areas to the business objectives, challenges and opportunities of his region.

Shivani's programme plan

Semester	Module	Credit value	Credit level
1	Learning Review and Professional Development	20	7
	Additional credit awarded for learning from experience	40	7
2	Postgraduate taught module	20	7
3	Negotiated Learning	20	7
4	Designing Practitioner Research	20	7
5	Work Based Project Project	60	7
180 credits of which	1180@ L7		

B. Shivani plans her route to a Masters Degree

Shivani has a first degree in journalism and has some ten years experience as a journalist. She takes the 'Learning Review and Professional Development' module and compiles a portfolio of her work based learning to date. She submits her portfolio and is awarded 40 credit points at Level 7.

5. Stakeholder Signatures

In this section John signs as the learner proposing the programme. The main decision is to determine who to ask to sign on behalf of the employer. The employer signatory has to have the authority to approve the programme on behalf of the employer including access to any employer resources identified in the programme. In this case John asks his immediate line manager who agrees as he has the necessary authority and budget responsibility and can clearly see the potential benefit to the company of the proposed programme.

The University signature will be added after the Learning Agreement has been formally submitted and shows that the University has considered the proposed programme and approved it.

Shivani plans a Masters Degree programme to include a taught module at the University. In the following semester she studies a further taught module and a negotiated learning module. She takes the 'Designing Practitioner Research module to equip her to undertake a major masters project.

She concludes her programme by doing her 'Work-Based Learning Project' and is awarded an MA Professional Practice in Journalism.

Learning Task 11

Use the learning agreement format given above to produce your own draft Learning Agreement. Use the example of John and the notes you produced in learning task 6 to help you. A Learning Agreement must be in the region of 2600-2800 words.

Learning Task 13

Review your draft Reflective essay (see Learning Task 9) and your draft Learning Agreement and then send them to your University adviser for feedback.

Learning Task 12

Discuss your draft learning agreement with the person you have identified as most likely to be the employer/work stakeholder signatory and revise your learning agreement in the light of their feedback.

Learning Task 14

Revise your Reflective Essay and Learning Agreement in the light of feedback from your University adviser.

Submitting your Reflective Essay and Learning Agreement to the University for assessment and formal approval

When you have revised your Reflective essay and Learning agreement and checked them for accuracy and that they are within the given word count then you should formally submit it to the University. The Reflective essay and the Learning agreement will be assessed against the learning outcomes of the module to determine whether you have passed the module. Your Learning Agreement will also be subject to scrutiny by the University of Hull WBL Framework Programme Approval Panel to determine whether it meets the University requirements for a programme leading to the Target Award you have proposed. The criteria used by the Programme Approval Panel are attached as Appendix 5. It is possible that the Panel might approve your programme subject to you meeting one or more conditions.

Bibliography references & resources

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Background references:

Gibbs G. (1992) Improving the quality of student learning. Bristol: Technical and Educational Services Ltd.

Helyer R (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), Journal of Work-Applied Management, Vol 7, Number 1 pp 15-27.

Lawrence-Wilkes L and Ashmore L (2014) The Reflective Practitioner in Professional Education, New York: Palgrave Pivot.

Schon D (1983) The reflective practitioner. San Francisco: Jossey Bass.

Schon, D (1987). Educating the reflective practitioner. San Francisco: Jossey Bass.

On-line Resources**Negotiated Work-Based Learning**

<https://www.youtube.com/watch?v=HGnvr6-MiLk>

Kolb and Experiential Learning

<https://www.youtube.com/watch?v=1ZeAdN4FB5A>

Schon and Reflective practice

<https://www.youtube.com/watch?v=Tzjz-l8L1lc>



Learning outcomes at Level 4

Module learning outcome description	
LO1	Demonstrate an awareness of reflection practice and how to apply it to undertake a review of their learning (including learning from experience)
LO2	Demonstrate analysis in the context of the planning and justification of a programme of work which not only meets their own personal and professional development needs but also considers the needs of academic and work stakeholders..
LO3	Demonstrate the ability to write a review and programme plan which is relevant to their work as well as an academic audience. Evidence sources of information by referencing sources using a consistent style.

Learning Outcomes at Level 5

Module learning outcome description	
LO1	Demonstrate an awareness of reflective practice and how to apply it to undertake a review of their learning (including learning from experience)
LO2	Demonstrate analysis and synthesis in the context of the planning and justification of a programme of work which not only meets their own personal and professional development needs but also addresses the needs of academic and work stakeholders..
LO3	Demonstrate the ability to write a review and programme plan which is relevant to their work as well as an academic audience. Evidence sources of information and demonstrate origins of ideas by referencing sources using a consistent style.

Learning outcomes at Level 6

Module learning outcome description	
LO1	Demonstrate an understanding of reflective practice and how to apply it to undertake a reflective review of their learning (including learning from experience)
LO2	Demonstrate analysis, synthesis and evaluation in the context of the planning and justification of a programme of work which not only meets their own personal and professional development needs but also addresses the needs of academic and work stakeholders..
LO3	Demonstrate the ability to write a clear and concise review and programme plan which is relevant to their work as well as an academic audience. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

Learning outcomes at Level 7

Module learning outcome description	
LO1	Demonstrate an understanding of critical reflective practice and how to apply it to undertake a reflective review of their learning (including learning from experience)
LO2	Demonstrate high level analysis, synthesis and evaluation in the context of the planning and justification of a programme of work which not only meets their own personal and professional development needs but also addresses the needs of academic and work stakeholders..
LO3	Demonstrate the ability to write a clear and persuasive review and programme plan which is relevant to their work as well as an academic audience. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

1. Name
2. Date
3. Describe the nature of the event leading to learning; include who/what was involved:
4. Questions raised/decisions taken:
5. Outcomes of decisions/actions taken:
6. Key learning points:
7. How will you handle similar situations differently in future?

Credit and Level value of main awards available within the University of Hull WBL Framework

Award	Level 7 At least...	Level 6 (or above) At least...	Level 5 (or above) At least...	Level 4 (or above) At least...	Total
University Certificate	-	-	-	60	60
Certificate of H.E.	-	-	-	120	120
University Diploma	-	-	60	-	60
Diploma H.E.	-	-	120	120	240
Foundation Degree	-	-	120	120	240
Advanced Diploma	-	60	-	-	60
Degree	-	60	120	120	300
Honours Degree	-	100-120	120-140	120	360
Postgraduate Certificate	60	-	-	-	60
Postgraduate Diploma	120	-	-	-	120
Master's Degree	180	-	-	-	180

Principles of Work-Based Learning programme design

The following principles apply to all programmes of study approved within the University of Hull validated WBL Framework.

1. WBL Framework programmes that lead to WBL awards can be comprised of Negotiated Learning modules and/or Work-Based Project modules alone (in addition to the Learning Review and Professional Development (LRPD) module).
2. WBL Framework programmes that lead to WBL awards must reflect the relevant WBL Framework level descriptor (see Appendix 1) and the appropriate QAA Qualification descriptors. This will be described in a WBL Framework Programme Agreement document (known as a Learning Agreement for individual work-based learners).
3. Negotiated modules are used as 'shell' modules that contain work/practice specific content;
4. Programmes that lead to major awards (Masters, Bachelors Degrees) must include a major Work-Based Project or Negotiated Learning module. For a Masters award the programme must include a 40 or 60 credit project and for Honours Degree the programme must include at least one Work-Based Project or Negotiated Learning module of 40 credits.
5. WBL modules from 'types' 1 and 2 have specified outcomes for assessment that are not negotiated. However, the way that these modules are delivered can be tailored for specific work/practice and/or sector/organisation/cohort purposes.
6. WBL Framework programmes may contain combinations of Work-Based Project modules, negotiated modules and non-negotiated Work-Based Learning Framework modules.
7. WBL Framework programmes include no more than one module from each of 'types' 1 and 2 (for example one Learning Review and Professional Development and one Designing Practitioner research module would be normal in an Honours Degree whereas two Learning Review and Professional Development modules in the same programme would require special justification).
8. WBL Framework programmes may contain subject-specific modules from other validated programmes where these comprise no more than 50% of the programme.

Designation of a programme as Arts or Science

For Foundation, Bachelors and Masters Degree programmes, the University WBL Validation Approval process is used to determine whether awards are arts or science based. Approval decisions are reflected in approved programme award titles to determine which of the following are appropriate:

- Foundation Degree Arts (FdA)
- Foundation Degree Science (FdSc)
- Bachelor Degree Arts (BA)
- Bachelor Degree Science (BSc)
- Masters Degree Arts (MA)
- Masters Degree Science (MSc)



The following level descriptors are informed by the SEEC Credit Level Descriptors for Higher Education (SEEC, 2010). The SEEC descriptors attempted to more clearly reference the use of credit in relation to work-based learning and accreditation. The descriptors are also informed by practice at other UK higher education institutions which use a framework approach to WBL.

Level	K1 Identification and application of knowledge to work
4	Identification and application of knowledge demonstrates an understanding of the context of own work/practice.
5	Identification and application of knowledge demonstrates a broad understanding of its current limitations in a range of work/practice contexts.
6	Identification and application of knowledge demonstrates a critical understanding of the inter-relationship between theory and work/practice.
7	Identification and application of knowledge, demonstrates systematic and critical understanding of theory at the forefront of professional practice.
Level	K2 Understanding and application of ethical principles to work/practice
4	Understanding of underlying ethical concepts demonstrates an awareness of how they relate to own work/practice.
5	Understanding of established ethical concepts and principles demonstrates knowledge of the broader contexts of own work/practice.
6	Understanding of key ethical principles demonstrates a coherent and in-depth knowledge of how they apply to the work/practice of self and others.
7	Critical understanding of ethical principles demonstrates a systematic knowledge and coherent application of professional codes of conduct to the work/practice of self and others.
Level	I1 Analysis and evaluation of work-based information and concepts
4	Analysis of information and/or ideas contributes to the development of an informed evaluation of own work/practice.
5	Analysis of a range of established information and/or theoretical perspectives contributes to the development of evidence-based evaluation of own work/practice.
6	Analysis and synthesis of a range of information, including some advanced theoretical perspectives, informs judgements and contributes to a critical evaluation of own work/ practice.
7	Systematic analysis and synthesis of a range of information and advanced theoretical perspectives informs the development and critical evaluation of innovative work/practice.
Level	I2 Reflection on work-based practice and learning
4	Reflection is informed by the work/practice of others and contributes to the recognition of own work-based learning.
5	Reflection is informed by engagement with other practitioners and provides insights that enhance own work-based learning.
6	Reflection is becoming an established aspect of own practice, is informed by critical engagement with a community of practice and contributes to the coherent development of own work/practice.
7	Reflection is an established aspect of own practice and leads to significant transformative insights which have the potential to impact on the work/practice of self and often others.

Level	P1 Work-based inquiry, action planning and problem solving
4	Inquiry methods are selected and applied to own work/practice leading to appropriate action planning and/or problem solving.
5	Inquiry methods are selected and applied to a range of work/practice contexts and lead to effective action planning and/or problem solving of potential significance to self and others.
6	Methods of inquiry, action planning and/or problem solving are critically evaluated and - applied to enhance the work/practice of self and/or others.
7	Methods of inquiry , action planning and/or problem solving are systematically and critically evaluated and applied to the work/practice of self and/or others in complex contexts.
Level	P2 Communication
4	Ideas and information are communicated appropriately for identified work/practice and/or academic audiences.
5	Ideas and information are effectively organised and communicated for a range of work/practice and/or academic audiences.
6	Ideas and information are coherently constructed and communicated for a range of work/ practice and/or academic audiences.
7	Ideas and information are systematically managed and persuasively communicated for professional work/practice and/or academic audiences.
Level	P3 Leadership and responsibility for self-directed learning
4	The ability to take partial responsibility for own learning is demonstrated in the context of own work/practice.
5	The ability to take responsibility for the quality of own learning is demonstrated in a range of individual and/or group work/practice contexts.
6	The ability to take lead responsibility for the management of individual and/or group learning is demonstrated in individual and/or group work/practice contexts.
7	The ability to lead and be accountable for individual and/or group learning demonstrates critical reflection and analysis of personal motivations.

Appendix 5

Criteria used by the University of Hull WBL Framework Programme Approval Panel

The Panel will consider the programmes of individual students put forward in learning agreements taking into account:

1. The extent to which the proposed programme of study is coherent and consistent with the principles of Work-Based Learning Framework Programme design and construction.
2. The extent to which the proposed award title appropriately represents the proposed programme.

3. The extent to which negotiated module and work-based learning project modules proposed reflects the relevant Work- Based Learning Framework level descriptors and module learning outcomes.
4. Any ethical and/or health and safety consideration raised by the proposed programme.

The outcome of Panel decisions in respect of individual student learning agreements can include; approval, approval with conditions and/or recommendations, non-approval.