

Handbook To Support Negotiated Learning Modules

Using Work-Based Learning Levels 4 To 7.

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Introduction to the Negotiated Learning Modules

The negotiated learning modules enable you to plan areas of work-based study as part of a programme of work-based learning (WBL) supported by the University of Hull. The "Negotiated Learning modules" focus on your professional practice as the core of your learning activity and enable you to gain academic credit for learning achieved through work.

This Handbook describes ten Learning Tasks that you should complete in sequence in order to give yourself the best opportunity to successfully complete the Negotiated Learning module. It is important to complete learning tasks 1 to 8 as quickly as you can as they are concerned with the planning of your negotiated learning module. Most of the time for this module will be needed to complete learning task 9.

Learning outcomes and assessment

To complete the module successfully your work should demonstrate the learning outcomes for the module. You can find the learning outcomes for the Negotiated Learning Module at academic levels 4, 5, 6 and 7 at Appendix 1 of this handbook. If you are not clear which learning outcomes apply to the module you are taking you should check with your module leader.

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 of your negotiated module coursework.

Summative assessment for the module is based upon the final version of your coursework.

Planning your own personal and professional development

The WBL programme gives you the opportunity to negotiate your learning at the level of the module. The negotiated learning modules are designed to provide a structure for you to develop customised modules designed by you to contribute to your own continuing professional development (CPD). This means that you can define a module for yourself, which is focused on the development of new skills and knowledge that will benefit both you and your organisation.

A negotiated module might include a range of learning activities such as:

- Short courses organised by your employer, professional body, union or the university.
- Conference attendance.
- Work shadowing and observation.
- Visits to other organisations.
- Short secondments to other units/departments.
- Focussed reading.

These learning activities can form the basis of a "negotiated module" by linking them to appropriate learning outcomes and forms of assessment.

Learning Task 1

Read the following chapter and take notes on how you might identify and develop capabilities in your workplace.

Helyer R and Kay J (2015) Building Capabilities for your future, in Helyer R (Ed.) (2015)

Learning Task 2

Read the following article by Helyer:

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.

Make notes on the advantages Helyer identifies of being able to undertake critical reflection and what this might mean for your own professional and career development.



Planning your own personal and professional development

In your overall programme aim you identified what you would like to achieve from your WBL programme. It is equally important to be clear about what you want to achieve from each negotiated learning module that you include in your WBL programme.

A suggested template for planning a negotiated module is given below. In completing it you should think through precisely what you would like to achieve, the boundaries within which you have to work, the resources available to you and the timescale involved.

1. What do I want to learn and how does it fit within my overall WBL programme?	2. What will I need to do to achieve this learning?	3. What support or resources will I need?	4. What evidence of learning achievement will I be able to provide?	5. What is the timescale?

The following explanatory notes are numbered to correspond with the numbered columns in the template.

1. What do I want to learn and how does it fit within my overall WBL programme?

You need to identify what knowledge and skills you plan to gain from the learning activity. You should express these as “learning outcomes” (see below). You also need to explain how this learning fits into your overall programme.

2. What will I need to do to achieve this learning?

Describe the activity(ies) you will undertake in order to achieve the learning described in answer to the question in column 1. For example you might gain some of the knowledge from attending a short course offered by your company.

3. What support or resources will I need?

This might include resources provided by your employer such as access to information or people as well as resources provided by the University.

4. What evidence of learning achievement will I be able to provide?

You should identify how you will demonstrate that you have achieved the learning outcomes described in answer to the question in column 1. Often this will be a combination of work based evidence (for example a work document you have produced) plus a written commentary on that evidence making it explicit to the University assessor how the evidence addresses the learning outcomes.

5. What is the timescale?

You need to take into account the University timescale for modules and assessment as well as any workplace deadlines/priorities which may be relevant.

Professional bodies provide a range of information and templates to help their members plan their CPD.

Learning Task 3

Look at the range of examples on the following website and consider if you would want to make additions to the template given in Figure 1 above.

<https://www.cipd.co.uk/cpd/examples-templates.aspx>

Learning Outcomes

Learning outcomes are a statement of what a learner is expected to know, understand and be able to demonstrate as the result of a period of learning. Success in your assessment will be dependent on the achievement of your stated and agreed learning outcomes at the appropriate academic level. Your outcomes should be “SMART”:

- Specific:** Are your learning outcomes specific, clear and easy to understand?
- Measureable:** How will you know when the learning outcome has been achieved? What evidence is needed to confirm that you have achieved the learning outcomes?
- Achievable:** Is it within your capabilities?
- Realistic:** Is it possible for you to perform the outcomes? How sensible is the outcome in the current work context?
- Timely:** Is there a realistic deadline? Are there review dates?

Tom plans his negotiated learning

Tom is a local government manager and has decided that his aim is to develop his own management skills in order to introduce a change in working practices within his team.

Tom describes his aim as:

“ **to develop my change management skills and understanding of the implementation of change in order to change working practices within the team I have responsibility for.** ”

To achieve this aim Tom identifies that he will need to gain change management knowledge and skills and greater understanding of how teams work. Tom is working towards a WBL Hons degree so he needs to take into account the generic description of learning outcomes for the Level 6 negotiated learning module. After discussion with his university supervisor it is agreed that this is a substantial body of work and can constitute a 20 credit point module.

Taking into account the overall module aim and the level and size of the module Tom uses the SMART criteria to help him develop the following learning outcomes:

1. The ability to identify, analyse and evaluate professional and academic literature relating to change management.
2. The ability to identify, analyse and evaluate professional and academic literature relating to work teams.
3. The ability to draw upon change and team literature to inform the development of an action plan to introduce change into a team within a local government department. The Action plan should be substantially completed for Work-Place circulation by Mid-November.

In order to ensure that he can do this in a timely manner Tom takes his mid November work deadline and works backwards to produce an action plan with key dates so he can monitor progress towards the deadline date.

Use of Resources

When thinking about the negotiated module you need to identify the human and material resources that you will need to draw upon in order to achieve your learning outcomes. For example the resources might include:

- your immediate manager;
- visits to other departments with key learning outcomes in mind;
- discussions with strategic people who can help you to see the wider picture;
- attendance at conferences;
- visits to other similar organisations in order to benchmark or gain a fresh perspective;
- job shadowing opportunities to learn about the roles of other team members;
- attendance on training events that are internal or external to your work organisation.

Learning Task 4

Read the following chapter on social learning and make notes on any ideas that may be relevant to supporting your negotiated module.

Smith S and Smith L (2015) Social Learning: Supporting yourself and your peers, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 184-204. London: Palgrave

The Evidence of Learning Achievement

The evidence of the achievement of the learning outcomes of your negotiated work based learning module can take a variety of forms. Some examples of evidence include work based products such as:

- a report;
- updated guidelines, policies or procedures;
- a financial analysis;
- a project proposal or report;
- a business plan;
- development of a policy;
- a training needs assessment;
- designing a training programme;
- Writing a strategy document.

You can be creative when devising how you will evidence your learning achievement but you should also be selective about which pieces of evidence you use. You are seeking to demonstrate the quality of your learning rather than the amount of activity that you have undertaken.

The evidence you submit for assessment must be:

- Valid Evidence must be directly related to the learning outcome(s) you are working on.
- Authentic It must be clear that any evidence submitted is produced by you or relates specifically to you/work you have undertaken.
- Current Evidence should primarily be drawn from the period of activity covered by the negotiated module and be dated if possible.
- Sufficient You must submit enough evidence to cover the range of the learning outcomes of the module.

You must also be ethical in your use of evidence. You should always seek to protect any person or organisation named in your evidence by keeping them anonymous, unless you get written permission to use the names of individuals or organisations. If you intend to include confidential material as evidence you must ensure consent for the use of material is obtained from all people involved and be sensitive to the implications of your use of evidence.

Learning Task 5

Read the following chapter and consider how you can best evidence the achievement of the learning outcomes for your negotiated learning module.

Graham S and Rhodes G (2015) Making the most of your assessment opportunities, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 227-252. London: Palgrave.



Example use of the Template within a 20 credit point at Level 6 negotiated learning module.

Figure 2. Tom uses the template to develop his negotiated learning module

What do I want to learn and how does it fit within my overall WBL programme?	What will I need to do to achieve this learning?	What support or resources will I need?	What evidence of learning achievement will I be able to provide?	What is the timescale?
The ability to identify, analyse and evaluate professional and academic literature relating to change management theory and skills.	Undertake a literature search and write a literature review	Access to online academic literature Advice and access to any relevant literature held by my employer	A 1500 word literature review	One semester
The ability to identify, analyse and evaluate professional and academic literature relating to work teams.	Undertake a literature search and write a literature review Attend in company training on team leadership	Access to online academic literature Line manager agreement to attend team leadership training	A 1500 word literature review	One semester – note need to check the timing of the leadership training falls within a semester
The ability to draw upon change and team literature to inform the development of an action plan to introduce change into a team within a local government department.	Consult with my line manager about the desired change and the rate of change Draft plan for approval	Line manager support. University supervisor to comment on draft action plan	A 1000 word action plan.	One semester

Note Tom is drawing upon his workplace as well as the university to support his learning. All activity is due to be completed within the same semester. Each learning outcome is evidenced and the culmination is an action plan of direct relevance to work. Note that the module description gives the indicative word count for 20 credits as 4000 words.

When checking the module description Tom realizes that the evidence of learning achievement he has originally identified (ie the two literature reviews and the action plan are unlikely to give him the opportunity

to demonstrate that he has met all the learning outcomes for the module (see Figure 3 below). Tom can see how he might cover learning outcomes 1, and 2 in the literature review and action plan but decides he will readjust what he intends to submit for assessment to include a critical commentary on the construction of the action plan in order to cover learning outcomes 3 and combine the two literature reviews. Tom drafts this and gets positive feedback from his academic adviser. The revised plan for the negotiated module is shown in figure 4.

Figure 3. Learning outcomes for the 20 credit negotiated learning module

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate an understanding of a specific work context, including ethical principles/ professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

Figure 4. Tom revises the template to ensure his evidence will address all the module learning outcomes

What do I want to learn and how does it fit within my overall WBL programme?	What will I need to do to achieve this learning?	What support or resources will I need?	What evidence of learning achievement will I be able to provide?	What is the timescale?
The ability to identify, analyse, synthesise and evaluate professional and academic literature relating to leadership of change and team working (Learning Outcome 1)	Undertake a literature search and write a literature review Attend in company training on team leadership	Access to online academic literature Advice and access to any relevant literature held by my employer Line manager agreement to attend team leadership training	A 2000 word literature review	Within one semester
The ability to draw upon change and team literature to inform the development of an action plan to introduce change into a team within a local government department. (Learning outcome 1 and 2)	Consult with my line manager about the desired change and the rate of change Draft plan for approval	Line manager support. University adviser to comment on draft action plan	A 1000 word action plan.	Within one semester
Demonstrate achievement of Learning outcomes 3 and 4	Keep ongoing notes in respect of each of the learning outcomes	University adviser to comment on draft action plan	A 1000 word critical commentary on the design, implementation and outcome of the negotiated learning module.	Within one semester

Learning Task 6

Review the notes you have made in response to Learning Tasks 1 to 5 and then complete a draft of the template for you negotiated learning module. Discuss your plan with the work stakeholder of your learning agreement if possible and revise in the light of their feedback.

Learning Task 9

Prepare a full draft of the evidence you intend to submit to show you have achieved the learning outcomes for the negotiated learning module and send the draft to your academic adviser for feedback.

Learning Task 7

Refer to the general learning outcomes for the module as given in Appendix 1 and check that the outcomes and assessment you have proposed map onto the general learning outcomes. Send your draft to your academic adviser for feedback. Ask particularly for feedback on the appropriateness of the module size (number of credits) and the module level.

Learning Task 10

Prepare a full draft of the evidence you intend to submit to show you have achieved the learning outcomes for the negotiated learning module and send the draft to your academic adviser for feedback.

Learning Task 8

Revise your template in the light of the feedback you have received and put it into operation.

References & resources

References

Graham S and Rhodes G (2015) Making the most of your assessment opportunities, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 227-252. London: Palgrave.

Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition. London: Palgrave.

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.

Smith S and Smith L (2015) Social Learning: Supporting yourself and your peers, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 184-204. London: Palgrave.

On-line Resources**Example CPD templates:**

<https://www.cipd.co.uk/cpd/examples-templates.aspx>



Appendix 1

Learning outcomes for Negotiated Learning Modules at Levels 4 to 7

Level 4

20 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify and analyse sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Review how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is appropriate for a professional and /or academic communication. Evidence sources of information by referencing sources using a consistent style.

40 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify and analyse a range of sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Review how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is appropriate for a professional and /or academic communication. Evidence sources of information by referencing sources using a consistent style.

Level 5

20 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse and synthesise sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is concise and appropriate for a professional and / or academic communication. Evidence sources of information and demonstrate origins of ideas by referencing sources using a consistent style.

40 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse and synthesise a range of sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate an understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is concise and appropriate for a professional and / or academic communication. Evidence sources of information and demonstrate origins of ideas by referencing sources using a consistent style.

Level 6

20 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate an understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.

40 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and evaluate a wide range of sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate an indepth understanding of a specific work context, including ethical principles/ professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

Level 7

20 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate a critical understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

30 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate a critical understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

40 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and critically evaluate a wide range of sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate an indepth and critical understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence a range of sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

60 credits

Module learning outcome description	
LO1	Demonstrate the ability to identify, analyse, synthesise and critically evaluate a wide range of sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
LO2	Demonstrate an indepth and critical understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
LO3	Critically reflect upon how the WBL project has been planned and put into operation.
LO4	Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence a wide range of sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

