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| **A GENERAL INFORMATION***Please complete a module specification for each module included in this application for validation of provision.* |
| **1** | **Module Title** |
|  | **Advanced Learning Review and Professional Development** |
| **2** | **Module Code***(enter code or NEW)*  |
|  | NEW |
| 3 | **Module Level** |
|  | 6 |
| 4 | **Portfolio/Programme** *(the host portfolio/programme for this module)* |
|  | WBL Framework |
| 5 | **Credit Value** |
|  | 20 |
| 6 | **Module Leader** *(name and email)* |
|  |  |
| 7 | **Total Number of Learning Hours** *(normally 10 hours per credit)* |
|  | 200 |
| 8 | **Pre-Requisite** *(where applicable)* |
|  | N/A |
| 9 | **Co-Requisite** *(where applicable)* |
|  | N/A |
| 10 | **Post-Requisite** *(where applicable)* |
|  | N/A |
| 11 | **Number Attending Module** *(anticipated)* |
|  | 20+ |
| 12 | **Trimester***(please tick as many as appropriate)* |
|  |

|  |  |
| --- | --- |
| Trimester 1 – T1 | x |
| Trimester 2 – T2 | x |
| Trimester 3 – T3 | x |

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| 13 | **Module Delivery Mode***(please tick as many as appropriate)* |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Face to Face |  | Online |  | Collaborative  |  |
| Blended | x | Distance Taught |  | Placement |  |
|  | Year/Trimester Abroad |  |

 |
| 14 | **Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)* |
|  | N/A |
| 15 | **Other portfolios/programmes this module is validated to** *(please include Portfolio Name/Programme Name)* |
|  | N/A |
| **B MODULE DESIGN** |
| 16 | **Module Aims** *As a guide you should include 3 – 4 module aims. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | The aim of this module is to enable learners to reflect on their current practice, carry out a SWOT analysis of their current career position and then develop an action plan for their continued personal and professional development. |
| 17 | **Module Learning Outcomes** *As a guide you should include 3 – 4 module learning outcomes. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | *On successful completion of this module, students will be able to:*

|  |  |
| --- | --- |
|  | **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. |
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| 18 | **Module Indicative Content***Please provide up to 200 words which outline the key themes and topics to be included in this module.* |
|  | The following topics will be covered during the induction session and relevant materials will be provided through the VLE * Reflective Practice
* Career SWOT analysis
* Work-based and self-directed learning
* Management and organisation of self and negotiated learning
* Constructing, writing and referencing a learning agreement.
 |
| 19 | **Module Learning and Teaching Methods and Rationale for Selection** *Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection.* |
|  | This flexible module is based on adult learning principles. Students are self managed learners, (students work through a comprehensive pack of materials), with structured tutorial support. Students are expected to be active agents in the recognition of their current learning and the negotiation and planning of their future learning so that it is directly relevant to their personal interests and work aspirations.  |
| 20 | **Breakdown of Teaching and Learning Hours***Please refer to* [*QAA Explaining Contact Hours guidance*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx) *for further information.* |
|  |

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| --- | --- |
| **Student time associated with the module**  | **%** |
| Guided independent study including online  |  95 |
| Placement/Study abroad  |  |
| Scheduled learning and teaching activities  |  5 |
| Total | 100 |

 |
| 21 | **Ethical Issues, Risk and Inclusivity** *Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
|  | Students must act within relevant professional codes.  |
| **C MODULE ASSESSMENT** |
| 22 | **Rationale for Assessment Methods Chosen***Maximum 200 words.* |
|  | Assessment will take the form of:a 1200 -1400 words reflective analysis of their current learning and future learning needs, anda 2600 – 2800 word learning agreement  |
| 23 | **Formative Assessments for this Module** |
|  |

|  |  |
| --- | --- |
|  | **Assessment type and title (where relevant)**  |
| **FA1** | Formative assessment will be given on a learning agreement |
|  |  |
|  |  |
|  |  |

 |
| 24 | **Summative Assessment for this Module** |
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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Reflective Learning Analysis  | 30 | 1 and 3 |
| **SA2** | Learning Agreement | 70 | 2 and 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| 25 | **Module Re-assessment Method** *(if different)* |
|  | **-** |
| 26 | **Explanation for the Re-assessment Methods Chosen***Maximum 200 words.* |
|  | If the student is unsuccessful at first attempt they will be allowed one more attempt at the assessment. The student will receive feedback on the first assessment.  |
| 27 | **Summative Re-assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Reflective Learning Analysis  | 30 | 1 and 3 |
| **SA2** | Learning Agreement | 70 | 2 and 3 |
| **SA3** |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| **D MODULE RESOURCES** |
| 28 | **Indicative Reading List** *(Please refer to the University guidelines for Reading Lists.)* |
|  | **Essential** | Helyer R (2015) The Work-Based Learning Student Handbook , 2nd Edition, London: Palgrave. |
| **Recommended** | 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. |
| **Background** | Brookfield S (2005) Being a Critically Reflective Teacher, San Francisco: Jossey Bass. Gibbs G. (1992) Improving the quality of student learning. Bristol: Technical and Educational Services Ltd. Hatton N and Smith D (1995) Reflection in teacher education; Teaching and Teacher Education, Vol 11 pp 33-49.Kolb D. (2015) Experiential Learning, 2nd edition, New Jersey: Pearson.Schon, D. 1987, Educating the reflective practitioner, San Francisco: Jossey Bass.  |
| 29 | **Other Resources Required***(Please list any further resources that may be required for the successful delivery of this module.)*  |
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| **A GENERAL INFORMATION***Please complete a module specification for each module included in this application for validation of provision.* |
| **1** | **Module Title**  |
|  | **Advanced Designing Practitioner Research** |
| **2** | **Module Code***(enter code or NEW)*  |
|  | NEW |
| 3 | **Module Level** |
|  | 6 |
| 4 | **Portfolio/Programme** *(the host portfolio/programme for this module)* |
|  | WBL Framework |
| 5 | **Credit Value** |
|  | 20 |
| 6 | **Module Leader** *(name and email)* |
|  |  |
| 7 | **Total Number of Learning Hours** *(normally 10 hours per credit)* |
|  | 200 |
| 8 | **Pre-Requisite** *(where applicable)* |
|  | N/A |
| 9 | **Co-Requisite** *(where applicable)* |
|  | N/A |
| 10 | **Post-Requisite** *(where applicable)* |
|  | N/A |
| 11 | **Number Attending Module** *(anticipated)* |
|  | 20+ |
| 12 | **Trimester***(please tick as many as appropriate)* |
|  |

|  |  |
| --- | --- |
| Trimester 1 – T1 | x |
| Trimester 2 – T2 | x |
| Trimester 3 – T3 | x |

 |
| 13 | **Module Delivery Mode***(please tick as many as appropriate)* |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Face to Face |  | Online |  | Collaborative  |  |
| Blended | x | Distance Taught |  | Placement |  |
|  | Year/Trimester Abroad |  |

 |
| 14 | **Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)* |
|  | N/A |
| 15 | **Other portfolios/programmes this module is validated to** *(please include Portfolio Name/Programme Name)* |
|  | N/A |
| **B MODULE DESIGN** |
| 16 | **Module Aims** *As a guide you should include 3 – 4 module aims. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | The aim of the module is to develop advanced awareness of research and development issues in the work place; to reflect upon the position of the worker researcher and the ethical issues involved; to develop a work based research project proposal.  |
| 17 | **Module Learning Outcomes** *As a guide you should include 3 – 4 module learning outcomes. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | *On successful completion of this module, students will be able to:*

|  |  |
| --- | --- |
|  | **Module learning outcome description** |
| **LO1** | Make a reasoned selection of research approaches and data gathering techniques. |
| **LO2** | Demonstrate clear links between the aims of the research, the chosens methodology and the key work imperatives concerned with a view to making a contribution to professional practice. |
| **LO3** | Demonstrate an understanding of key ethical considerations of undertaking research as an insider in their professional area/work team/community of practice. |
| **LO4** | Develop a written research proposal which is coherently constructed and communicated to an academic audience. |
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| 18 | **Module Indicative Content***Please provide up to 200 words which outline the key themes and topics to be included in this module.* |
|  | The module covers:* Research methodology and theoretical approaches
* Qualitative and quantitative methods
* Techniques of data collection
* Ethics of workplace and work based research
* Designing, conducting and justifying work based research
 |
| 19 | **Module Learning and Teaching Methods and Rationale for Selection** *Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection.* |
|  | This flexible module is based on adult learning principles. Students will work with a key work stakeholder to identify a focus for their work-based research project. Students are expected to organise their studies (and other activity) to reflect the nature of their work based situation, its constraints, the goals tobe addressed. Students are self managed learners, (students work through a comprehensive pack of materials), with structured tutorial support.  |
| 20 | **Breakdown of Teaching and Learning Hours***Please refer to* [*QAA Explaining Contact Hours guidance*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx) *for further information.* |
|  |

|  |  |
| --- | --- |
| **Student time associated with the module**  | **%** |
| Guided independent study including online  |  90 |
| Placement/Study abroad  |  |
| Scheduled learning and teaching activities  |  10 |
| Total | 100 |

 |
| 21 | **Ethical Issues, Risk and Inclusivity** *Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
|  | Students must maintain confidentiality and act within relevant professional codes. Ethical issues, as defined in the School Ethics document of the relevant School, will have been considered as part of programme approval. |
| **C MODULE ASSESSMENT** |
| 22 | **Rationale for Assessment Methods Chosen***Maximum 200 words.* |
|  | A research proposal of 3500 to 4000 words.  |
| 23 | **Formative Assessments for this Module** |
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|  |  |
| --- | --- |
|  | **Assessment type and title (where relevant)**  |
| **FA1** | Formative assessment will be given on a draft research proposal. |
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| 24 | **Summative Assessment for this Module** |
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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Work-Based research project proposal | 100 | 1,2,3 and 4 |
| **SA2** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| 25 | **Module Re-assessment Method** *(if different)* |
|  | **-** |
| 26 | **Explanation for the Re-assessment Methods Chosen***Maximum 200 words.* |
|  | If the student is unsuccessful at first attempt they will be allowed one more attempt at the assessment. The student will receive feedback on the first assessment.  |
| 27 | **Summative Re-assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Work-Based research project proposal | 100 | 1,2,3 and 4 |
| **SA2** |  |  |  |
| **SA3** |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| **D MODULE RESOURCES** |
| 28 | **Indicative Reading List** *(Please refer to the University guidelines for Reading Lists.)* |
|  | **Essential** | Bell J and Waters S (2014) Doing Your Research Project, 6th edition, Maidenhead: OUP.Cohen L, Manion L and Morrison K (2011) Research Methods in Education, 7th Edition; London: Routledge.Costley, C., Elliot, G.C. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage. |
| **Recommended** | Coghlan D and Brannick T (2014) Doing Action Research in your own organization, 4th edition, London: Sage.Workman B (2007) Casing the Joint: explorations by the insider researcher preparing for work based projects, Journal of Workplace Learning 19 (3), pp 146-160. Yin R (2013), Case Study Research, 5th edition, London, Sage. |
| **Background** | This will vary depending upon the focus of the project. |
| 29 | **Other Resources Required***(Please list any further resources that may be required for the successful delivery of this module.)*  |
|  | N/A |

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| **A GENERAL INFORMATION***Please complete a module specification for each module included in this application for validation of provision.* |
| **1** | **Module Title** |
|  | **20 credit Advanced Negotiated Learning** |
| **2** | **Module Code***(enter code or NEW)*  |
|  | NEW |
| 3 | **Module Level** |
|  | 6 |
| 4 | **Portfolio/Programme** *(the host portfolio/programme for this module)* |
|  | WBL Framework |
| 5 | **Credit Value** |
|  | 20 |
| 6 | **Module Leader** *(name and email)* |
|  |  |
| 7 | **Total Number of Learning Hours** *(normally 10 hours per credit)* |
|  | 200 |
| 8 | **Pre-Requisite** *(where applicable)* |
|  | N/A |
| 9 | **Co-Requisite** *(where applicable)* |
|  | N/A |
| 10 | **Post-Requisite** *(where applicable)* |
|  | N/A |
| 11 | **Number Attending Module** *(anticipated)* |
|  | 20+ |
| 12 | **Trimester***(please tick as many as appropriate)* |
|  |

|  |  |
| --- | --- |
| Trimester 1 – T1 | x |
| Trimester 2 – T2 | x |
| Trimester 3 – T3 | x |

 |
| 13 | **Module Delivery Mode***(please tick as many as appropriate)* |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Face to Face |  | Online |  | Collaborative  |  |
| Blended | x | Distance Taught |  | Placement |  |
|  | Year/Trimester Abroad |  |

 |
| 14 | **Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)* |
|  | N/A |
| 15 | **Other portfolios/programmes this module is validated to** *(please include Portfolio Name/Programme Name)* |
|  | N/A |
| **B MODULE DESIGN** |
| 16 | **Module Aims** *As a guide you should include 3 – 4 module aims. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | The aim of this module is to facilitate the conduct and reporting negotiated learning of relevance to a specific work context. |
| 17 | **Module Learning Outcomes** *As a guide you should include 3 – 4 module learning outcomes. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | *On successful completion of this module, students will be able to:*

|  |  |
| --- | --- |
|  | **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 specifc 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. |
|  |  |
|  |  |

  |
| 18 | **Module Indicative Content***Please provide up to 200 words which outline the key themes and topics to be included in this module.* |
|  | The specific content will be negotiated.The following topics will be covered during the induction session and relevant materials will be provided through the VLE * Work-based and self-directed learning
* Management and organisation of self and negotiated learning
* Constructing, writing and referencing work-based negotiated learning.
 |
| 19 | **Module Learning and Teaching Methods and Rationale for Selection** *Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection.* |
|  | This flexible module is based on adult learning principles. Students will identify a work based focus for learning that is mainly self-managed and supported by academic supervision. Students are expected to organise their studies (and other activity) to reflect the nature of their work based situation, its constraints, the goals tobe addressed and their personal interests and work aspirations. This will involve reading, negotiation and practical activities. Students are self managed learners, (students work through a comprehensive pack of materials), with structured tutorial support. |
| 20 | **Breakdown of Teaching and Learning Hours***Please refer to* [*QAA Explaining Contact Hours guidance*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx) *for further information.* |
|  |

|  |  |
| --- | --- |
| **Student time associated with the module**  | **%** |
| Guided independent study including online  |  95 |
| Placement/Study abroad  |  |
| Scheduled learning and teaching activities  |  5 |
| Total | 100 |

 |
| 21 | **Ethical Issues, Risk and Inclusivity** *Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
|  | Students must act within relevant professional codes.  |
| **C MODULE ASSESSMENT** |
| 22 | **Rationale for Assessment Methods Chosen***Maximum 200 words.* |
|  | Assessment may take the form of either:1. Report of 3500 - 4000 words, or
2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 4000 words.

The provision of the artefact and critical commentary option offers flexibility for students to compile evidence that is most suited to their work based learning study. |
| 23 | **Formative Assessments for this Module** |
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|  |  |
| --- | --- |
|  | **Assessment type and title (where relevant)**  |
| **FA1** | Formative assessment will be given on a draft report/Critical Commentary |
|  |  |
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| 24 | **Summative Assessment for this Module** |
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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Report or Work Artefact and Critical Commentary | 100 | 1,2,3, and 4 |
| **SA2** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| 25 | **Module Re-assessment Method** *(if different)* |
|  | **-** |
| 26 | **Explanation for the Re-assessment Methods Chosen***Maximum 200 words.* |
|  | If the student is unsuccessful at first attempt they will be allowed one more attempt at the assessment. The student will receive feedback on the first assessment.  |
| 27 | **Summative Re-assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Report or Work Artefact and Critical Commentary | 100 | 1,2,3, and 4 |
| **SA2** |  |  |  |
| **SA3** |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| **D MODULE RESOURCES** |
| 28 | **Indicative Reading List** *(Please refer to the University guidelines for Reading Lists.)* |
|  | **Essential** | Helyer R (2015) The Work-Based Learning Student Handbook , 2nd Edition, London: Palgrave.Laycock M and Karpel M (2015) Negotiation and work-based Learning, in Helyer R (Ed) (2015) Facilitating Work Based Learning A Handbook for Tutors, pp73-93, London: Palgrave. |
| **Recommended** | This will vary depending upon the focus of the negotiated learning. |
| **Background** | This will vary depending upon the focus of the negotiated learning. |
| 29 | **Other Resources Required***(Please list any further resources that may be required for the successful delivery of this module.)*  |
|  | This will vary depending upon the focus of the negotiated learning. |

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| **A GENERAL INFORMATION***Please complete a module specification for each module included in this application for validation of provision.* |
| **1** | **Module Title** |
|  | **40 credit Advanced Negotiated Learning** |
| **2** | **Module Code***(enter code or NEW)*  |
|  | NEW |
| 3 | **Module Level** |
|  | 6 |
| 4 | **Portfolio/Programme** *(the host portfolio/programme for this module)* |
|  | WBL Framework |
| 5 | **Credit Value** |
|  | 40 |
| 6 | **Module Leader** *(name and email)* |
|  |  |
| 7 | **Total Number of Learning Hours** *(normally 10 hours per credit)* |
|  | 400 |
| 8 | **Pre-Requisite** *(where applicable)* |
|  | N/A |
| 9 | **Co-Requisite** *(where applicable)* |
|  | N/A |
| 10 | **Post-Requisite** *(where applicable)* |
|  | N/A |
| 11 | **Number Attending Module** *(anticipated)* |
|  | 20+ |
| 12 | **Trimester***(please tick as many as appropriate)* |
|  |

|  |  |
| --- | --- |
| Trimester 1 – T1 | x |
| Trimester 2 – T2 | x |
| Trimester 3 – T3 | x |

 |
| 13 | **Module Delivery Mode***(please tick as many as appropriate)* |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Face to Face |  | Online |  | Collaborative  |  |
| Blended | x | Distance Taught |  | Placement |  |
|  | Year/Trimester Abroad |  |

 |
| 14 | **Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)* |
|  | NA |
| 15 | **Other portfolios/programmes this module is validated to** *(please include Portfolio Name/Programme Name)* |
|  | NA |
| **B MODULE DESIGN** |
| 16 | **Module Aims** *As a guide you should include 3 – 4 module aims. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  |  The aim of this module is to facilitate the conduct and reporting negotiated learning of relevance to a specific work context. |
| 17 | **Module Learning Outcomes** *As a guide you should include 3 – 4 module learning outcomes. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | *On successful completion of this module, students will be able to:*

|  |  |
| --- | --- |
|  | **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 specifc 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. |
|  |  |
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  |
| 18 | **Module Indicative Content***Please provide up to 200 words which outline the key themes and topics to be included in this module.* |
|  | The specific content will be negotiated.The following topics will be covered during the induction session and relevant materials will be provided through the VLE * Work-based and self-directed learning
* Management and organisation of self and negotiated learning
* Constructing, writing and referencing work-based negotiated learning.
 |
| 19 | **Module Learning and Teaching Methods and Rationale for Selection** *Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection.* |
|  | This flexible module is based on adult learning principles. Students will identify a work based focus for learning that is mainly self-managed and supported by academic supervision. Students are expected to organise their studies (and other activity) to reflect the nature of their work based situation, its constraints, the goals tobe addressed and their personal interests and work aspirations. This will involve reading, negotiation and practical activities. Students are self managed learners, (students work through a comprehensive pack of materials), with structured tutorial support. |
| 20 | **Breakdown of Teaching and Learning Hours***Please refer to* [*QAA Explaining Contact Hours guidance*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx) *for further information.* |
|  |

|  |  |
| --- | --- |
| **Student time associated with the module**  | **%** |
| Guided independent study including online  |  95 |
| Placement/Study abroad  |  |
| Scheduled learning and teaching activities  |  5 |
| Total | 100 |

 |
| 21 | **Ethical Issues, Risk and Inclusivity** *Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
|  | Students must act within relevant professional codes.  |
| **C MODULE ASSESSMENT** |
| 22 | **Rationale for Assessment Methods Chosen***Maximum 200 words.* |
|  | Assessment may take the form of either:1. Report of 7500 - 8000 words, or
2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 8000 words.

The provision of the artefact and critical commentary option offers flexibility for students to compile evidence that is most suited to their work based learning study. |
| 23 | **Formative Assessments for this Module** |
|  |

|  |  |
| --- | --- |
|  | **Assessment type and title (where relevant)**  |
| **FA1** | Formative assessment will be given on a draft report/Critical Commentary. |
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| 24 | **Summative Assessment for this Module** |
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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Report or Artefact and Critical Commentary | 100 | 1,2,3, and 4 |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

 |
| 25 | **Module Re-assessment Method** *(if different)* |
|  |  |
| 26 | **Explanation for the Re-assessment Methods Chosen***Maximum 200 words.* |
|  | If the student is unsuccessful at first attempt they will be allowed one more attempt at the assessment. The student will receive feedback on the first assessment.  |
| 27 | **Summative Re-assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Report or Artefact and Critical Commentary | 100 | 1,2,3, and 4 |
| **SA2** |  |  |  |
| **SA3** |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| **D MODULE RESOURCES** |
| 28 | **Indicative Reading List** *(Please refer to the University guidelines for Reading Lists.)* |
|  | **Essential** | Helyer R (2015) The Work-Based Learning Student Handbook , 2nd Edition, London: Palgrave.Laycock M and Karpel M (2015) Negotiation and work-based Learning, in Helyer R (Ed) (2015) Facilitating Work Based Learning A Handbook for Tutors, pp73-93, London: Palgrave. |
| **Recommended** | This will vary depending upon the focus of the negotiated learning. |
| **Background** | This will vary depending upon the focus of the negotiated learning. |
| 29 | **Other Resources Required***(Please list any further resources that may be required for the successful delivery of this module.)*  |
|  | This will vary depending upon the focus of the negotiated learning. |

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| **A GENERAL INFORMATION***Please complete a module specification for each module included in this application for validation of provision.* |
| **1** | **Module Title** |
|  | **20 credit Advanced WBL Project** |
| **2** | **Module Code***(enter code or NEW)*  |
|  | NEW |
| 3 | **Module Level** |
|  | 6 |
| 4 | **Portfolio/Programme** *(the host portfolio/programme for this module)* |
|  | WBL Framework |
| 5 | **Credit Value** |
|  | 20 |
| 6 | **Module Leader** *(name and email)* |
|  |  |
| 7 | **Total Number of Learning Hours** *(normally 10 hours per credit)* |
|  | 200 |
| 8 | **Pre-Requisite** *(where applicable)* |
|  | N/A |
| 9 | **Co-Requisite** *(where applicable)* |
|  | N/A |
| 10 | **Post-Requisite** *(where applicable)* |
|  | N/A |
| 11 | **Number Attending Module** *(anticipated)* |
|  | 20+ |
| 12 | **Trimester***(please tick as many as appropriate)* |
|  |

|  |  |
| --- | --- |
| Trimester 1 – T1 | x |
| Trimester 2 – T2 | x |
| Trimester 3 – T3 | x |

 |
| 13 | **Module Delivery Mode***(please tick as many as appropriate)* |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Face to Face |  | Online |  | Collaborative  |  |
| Blended | x | Distance Taught |  | Placement |  |
|  | Year/Trimester Abroad |  |

 |
| 14 | **Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)* |
|  | N/A |
| 15 | **Other portfolios/programmes this module is validated to** *(please include Portfolio Name/Programme Name)* |
|  | N/A |
| **B MODULE DESIGN** |
| 16 | **Module Aims** *As a guide you should include 3 – 4 module aims. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | The aim of this module is to facilitate the conduct and reporting of practitioner enquiry of relevance to a specific work context.The specific rationale and aims of the project are drawn up by students in the ‘learning agreement’ and the planning of the project is supported by the Advanced Designing Practitioner Research module.  |
| 17 | **Module Learning Outcomes** *As a guide you should include 3 – 4 module learning outcomes. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | *On successful completion of this module, students will be able to:*

|  |  |
| --- | --- |
|  | **Module learning outcome description** |
| **LO1** | Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence. |
| **LO2** | Demonstrate an indepth understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project. |
| **LO3** | Make a reasoned selection of data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project. |
| **LO4** | Critically reflect upon how the WBL project has been planned and put into operation. |
| LO5 | 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. |
|  |  |

  |
| 18 | **Module Indicative Content***Please provide up to 200 words which outline the key themes and topics to be included in this module.* |
|  | The specific content will vary depending upon the negotiated focus of the project.The following topics will be covered during the induction session and relevant materials will be provided through the VLE * Work-based and self-directed learning
* Management and organisation of self and work-based project
* Developing your own practitioner research skills and applying them in your work context
* Constructing, writing and referencing a work based project report or critical commentary and portfolio of work based evidence.
 |
| 19 | **Module Learning and Teaching Methods and Rationale for Selection** *Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection.* |
|  | This flexible module is based on adult learning principles. Students will identify a work based focus for learning that is mainly self-managed and supported by academic supervision. Students are expected to organise their studies (and other activity) to reflect the nature of their work based situation, its constraints, the goals tobe addressed and their personal interests and work aspirations. This will involve reading, negotiation, research and practical activities. Students are self managed learners, (students work through a comprehensive pack of materials), with structured tutorial support. |
| 20 | **Breakdown of Teaching and Learning Hours***Please refer to* [*QAA Explaining Contact Hours guidance*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx) *for further information.* |
|  |

|  |  |
| --- | --- |
| **Student time associated with the module**  | **%** |
| Guided independent study including online  |  95 |
| Placement/Study abroad  |  |
| Scheduled learning and teaching activities  |  5 |
| Total | 100 |

 |
| 21 | **Ethical Issues, Risk and Inclusivity** *Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
|  | Students must maintain confidentiality and act within relevant professional codes. Ethical issues, as defined in the School Ethics document of the relevant School, will have been considered as part of programme approval. |
| **C MODULE ASSESSMENT** |
| 22 | **Rationale for Assessment Methods Chosen***Maximum 200 words.* |
|  | Assessment may take the form of either:1. Project Report of 3500 - 4000 words, or
2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 4000 words.

The provision of the artefact and critical commentary option offers flexibility for students to compile evidence that is most suited to their work based learning study and encourages real-life project impact. The ability to communicate concisely and persuasively in writing and orally are key skills for professional practice.  |
| 23 | **Formative Assessments for this Module** |
|  |

|  |  |
| --- | --- |
|  | **Assessment type and title (where relevant)**  |
| **FA1** | Formative assessment will be given on a draft project report/critical commentary |
|  |  |
|  |  |
|  |  |

 |
| 24 | **Summative Assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Project Report or Work Artefact and Critical Commentary | 100 | 1,2,3,4 and 5 |
| **SA2** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| 25 | **Module Re-assessment Method** *(if different)* |
|  |  |
| 26 | **Explanation for the Re-assessment Methods Chosen***Maximum 200 words.* |
|  | If the student is unsuccessful at first attempt they will be allowed one more attempt at the assessment. The student will receive feedback on the first assessment. Students who received a pass grade for the presentation will not be required to undertake a second presentation. |
| 27 | **Summative Re-assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Project Report or Work Artefact and Critical Commentary | 100 | 1,2,3,4 and 5 |
| **SA2** |  |  |  |
| **SA3** |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| **D MODULE RESOURCES** |
| 28 | **Indicative Reading List** *(Please refer to the University guidelines for Reading Lists.)* |
|  | **Essential** | Costley, C., Elliot, G.C. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage.Workman B and Nottingham P (2015) *Work-based projects*, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition. London: Palgrave, |
| **Recommended** | This will vary depending upon the focus of the project. |
| **Background** | This will vary depending upon the focus of the project. |
| 29 | **Other Resources Required***(Please list any further resources that may be required for the successful delivery of this module.)*  |
|  | This will vary depending upon the focus of the project. |

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| --- |
| **A GENERAL INFORMATION***Please complete a module specification for each module included in this application for validation of provision.* |
| **1** | **Module Title** |
|  | **40 credit Advanced WBL Project** |
| **2** | **Module Code***(enter code or NEW)*  |
|  | NEW |
| 3 | **Module Level** |
|  | 6 |
| 4 | **Portfolio/Programme** *(the host portfolio/programme for this module)* |
|  | WBL Framework |
| 5 | **Credit Value** |
|  | 40 |
| 6 | **Module Leader** *(name and email)* |
|  |  |
| 7 | **Total Number of Learning Hours** *(normally 10 hours per credit)* |
|  | 400 |
| 8 | **Pre-Requisite** *(where applicable)* |
|  | Designing Practitioner Research |
| 9 | **Co-Requisite** *(where applicable)* |
|  | N/A |
| 10 | **Post-Requisite** *(where applicable)* |
|  | N/A |
| 11 | **Number Attending Module** *(anticipated)* |
|  | 20+ |
| 12 | **Trimester***(please tick as many as appropriate)* |
|  |

|  |  |
| --- | --- |
| Trimester 1 – T1 | x |
| Trimester 2 – T2 | x |
| Trimester 3 – T3 | x |

 |
| 13 | **Module Delivery Mode***(please tick as many as appropriate)* |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Face to Face |  | Online |  | Collaborative  |  |
| Blended | x | Distance Taught |  | Placement |  |
|  | Year/Trimester Abroad |  |

 |
| 14 | **Mandatory Constraints** *(e.g. Disclosure and Barring Service Check)* |
|  | NA |
| 15 | **Other portfolios/programmes this module is validated to** *(please include Portfolio Name/Programme Name)* |
|  | NA |
| **B MODULE DESIGN** |
| 16 | **Module Aims** *As a guide you should include 3 – 4 module aims. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | The aim of this module is to facilitate the conduct and reporting of practitioner enquiry of relevance to a specific work context.The specific rationale and aims of the project are drawn up by students in the ‘learning agreement’ and the planning of the project is supported by the Advanced Designing Practitioner Research module.  |
| 17 | **Module Learning Outcomes** *As a guide you should include 3 – 4 module learning outcomes. Please see* [*A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx?RootFolder=%2FChange%2FCurriculum2016%2FC2016_Displine_Meetings%20June%2FGuide%20to%20writing%20Aims%20and%20Learning%20Outcomes&FolderCTID=0x012000ED2E58E06CB2F34283B9976F10B16E8F&View=%7bEE4B755C-269E-4110-BC1F-E3BA3F521E12%7d) *for further information.* |
|  | *On successful completion of this module, students will be able to:*

|  |  |
| --- | --- |
|  | **Module learning outcome description** |
| **LO1** | Demonstrate the ability to identify, analyse, synthesise and evaluate a range of sources of knowledge and evidence. |
| **LO2** | Demonstrate an indepth understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project. |
| **LO3** | Make a reasoned selection of approaches to the research methodology, data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project. |
| **LO4** | Critically reflect upon how the WBL project has been planned and put into operation. |
| LO5 | Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence a substantial range of sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style. |
|  |  |

  |
| 18 | **Module Indicative Content***Please provide up to 200 words which outline the key themes and topics to be included in this module.* |
|  | The specific content will vary depending upon the negotiated focus of the project.The following topics will be covered during the induction session and relevant materials will be provided through the VLE * Work-based and self-directed learning
* Management and organisation of self and work-based project
* Developing your own practitioner research skills and applying them in your work context
* Constructing, writing and referencing a work based project report or critical commentary and portfolio of work based evidence.
 |
| 19 | **Module Learning and Teaching Methods and Rationale for Selection** *Please provide up to 200 words which outline the teaching and learning methods and your rationale for their selection.* |
|  | This flexible module is based on adult learning principles. Students will identify a work based focus for learning that is mainly self-managed and supported by academic supervision. Students are expected to organise their studies (and other activity) to reflect the nature of their work based situation, its constraints, the goals tobe addressed and their personal interests and work aspirations. This will involve reading, negotiation, research and practical activities. Students are self managed learners, (students work through a comprehensive pack of materials), with structured tutorial support. |
| 20 | **Breakdown of Teaching and Learning Hours***Please refer to* [*QAA Explaining Contact Hours guidance*](https://share.hull.ac.uk/Change/Curriculum2016/SitePages/AcaHandbookP1.aspx) *for further information.* |
|  |

|  |  |
| --- | --- |
| **Student time associated with the module**  | **%** |
| Guided independent study including online  |  95 |
| Placement/Study abroad  |  |
| Scheduled learning and teaching activities  |  5 |
| Total | 100 |

 |
| 21 | **Ethical Issues, Risk and Inclusivity** *Universities research and develop modules which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
|  | Students must maintain confidentiality and act within relevant professional codes. Ethical issues, as defined in the School Ethics document of the relevant School, will have been considered as part of the research proposal developed in the prerequisite module. |
| **C MODULE ASSESSMENT** |
| 22 | **Rationale for Assessment Methods Chosen***Maximum 200 words.* |
|  | Assessment may take the form of either:1. Project Report of 6500 - 7000 words and Project presentation/questioning, or
2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 7000 words plus presentation/questioning.

The provision of the artefact and critical commentary option offers flexibility for students to compile evidence that is most suited to their work based learning study and encourages real-life project impact. The ability to communicate concisely and persuasively in writing and orally are key skills for professional practice.  |
| 23 | **Formative Assessments for this Module** |
|  |

|  |  |
| --- | --- |
|  | **Assessment type and title (where relevant)**  |
| **FA1** | Formative assessment will be given on a draft project report/critical commentary |
|  |  |
|  |  |
|  |  |

 |
| 24 | **Summative Assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Project Report or Work Artefact and Critical Commentary | 80 | 1,2,3,4 and 5 |
| **SA2** | Presentation and questioning | 20 | 4 and 5 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| 25 | **Module Re-assessment Method** *(if different)* |
|  |  |
| 26 | **Explanation for the Re-assessment Methods Chosen***Maximum 200 words.* |
|  | If the student is unsuccessful at first attempt they will be allowed one more attempt at the assessment. The student will receive feedback on the first assessment. Students who received a pass grade for the presentation will not be required to undertake a second presentation. |
| 27 | **Summative Re-assessment for this Module** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment type and title (where relevant)** | **%**  | **Module LOs addressed** |
| **SA1** | Project Report or Work Artefact and Critical Commentary | 80 | 1,2,3,4 and 5 |
| **SA2** | Presentation and questioning | 20 | 4 and 5 |
| **SA3** |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |
| **D MODULE RESOURCES** |
| 28 | **Indicative Reading List** *(Please refer to the University guidelines for Reading Lists.)* |
|  | **Essential** | Costley, C., Elliot, G.C. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage.Workman B and Nottingham P (2015) *Work-based projects*, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition. London: Palgrave, |
| **Recommended** | This will vary depending upon the focus of the project. |
| **Background** | This will vary depending upon the focus of the project. |
| 29 | **Other Resources Required***(Please list any further resources that may be required for the successful delivery of this module.)*  |
|  | This will vary depending upon the focus of the project. |