Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Work Related Learning	**Level**:	5	**Credit Value**:	20

Module code:	AUR525	**Is this a new module?**	New	**Code of module being replaced**:	

Cost Centre:	GABE	**JACS3 code**:	H290	

Trimester(s) in which to be offered:	1/2	**With effect from:**	April 17

School:	Applied Science, Computing & Engineering	**Module Leader:**	Louise Duff

Scheduled learning and teaching hours	48 hrs
Guided independent study	152hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc Civil Engineering Studies	✓	☐

Pre-requisites

Module Aims
This module enables students to reflect on their working practice in order to identify and undertake professional development commensurate with the expectations of their relevant professional body.

Intended Learning Outcomes
Key skills for employability

KS1   Written, oral and media communication skills
KS2   Leadership, team working and networking skills
KS3   Opportunity, creativity and problem solving skills
KS4   Information technology skills and digital literacy
KS5   Information management skills
KS6   Research skills
KS7   Intercultural and sustainability skills
KS8   Career management skills
KS9   Learning to learn (managing personal and professional development, self-management)
KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically evaluate their own professional development needs and draw up a strategy, including a personal learning plan for meeting these, plan self- learning and improve performance, as a foundation for lifelong learning.	KS1	KS5
		KS8	KS9
2	Monitor, review and evidence their professional development, through their learning plan, learning programme and Professional body CPD requirements.	KS2	KS3
		KS6	KS8
3	Demonstrate the capacity for independent learning, judgement and responsibility and the ability to use and apply information from technical literature.	KS1	KS2
		KS3	KS4
		KS6	KS10
4	Locate, analyse and evaluate relevant information including environmental and sustainability aspects, health, safety, security and risk issues, intellectual property, codes of practice and industry standards and apply it to current issues, reflecting on how it contributes to effectiveness of their current practice within their field of employment.	KS1	KS3
		KS6	KS8
		KS9	
5	Understand the needs for a high level of professional and ethical conduct in engineering, together with an awareness of business, customers and user needs, including the wider commercial, economic, social and engineering context and public perception.	KS8	KS9

Transferable/key skills and other attributes
Demonstrate the capacity for independent learning Engage in reflective practice. Locate, analyse and evaluate relevant information and apply it to particular issues Individual Professional Development attributes

Derogations
None

Assessment:
This module will be assessed through the production of a portfolio of reflective reports supported by relevant evidence. Specific content of the reports will be informed by the knowledge, skills and behaviours associated with expectations of the Joint Board of Moderators, contextualised to their area of practice. The portfolio will include an initial learning plan which will identify areas for reflection.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Portfolio	100%		4000

Learning and Teaching Strategies:
There are two aspects to the learning and teaching strategy: the taught element and the support element. The taught element will consists of initial workshops which will outline the requirements of the module and explain the purpose and production of the learning plan. Throughout the year there will be a series of specialist guest lectures which will provide underpinning CPD knowledge for portfolio evidence. The support element will include a series of individual tutorials phased throughout the calendar year, together with quarterly meetings held collectively with lecturers, students and employers, either at their place of work or at the University. The purpose of these will be to provide formative feedback on evidence gathered in the workplace as well as identifying areas for further development.

Syllabus outline:
The expectations of the Professions and Industry and Organisations. Developing a Learning Plan, Individual Development planning-job-related skills eg target setting, action planning, progress monitoring, evaluation, health and safety training, responsibilities and implications, reflective practices, rescheduling, contingency planning, reviews (daily/weekly review, periodical), work logs; Portfolio Development, Portfolio structure and contents. Research in practice. Reflective Practice.

Bibliography:
Essential reading
Bolton, G.(2014) *Reflective Practice Writing and Professional Development*,(4th ed) London, Sage Publications Ltd. Knight, A.,Ruddock,L., (2008). *Advanced research methods in the Built Environment,* Chichester, Blackwell Publishing Ltd. Marshall, L & Rowland, R. (2004) *A guide to learning independently*. Milton Keynes, Open University Press. Professional Institutions Routes to Membership - Incorporated Engineer Professional Institutions Code of Conduct. JBM Guidance on providing evidence for programmes of Further Learning to an appropriate level for IEng.
Other indicative reading
www.ice.org.uk www.istructe.org.uk www.theihe.org.uk www.ciht.org.uk www.ihsti.com Other indicative reading will be made available via the VLE.