

Module specification

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Module Code	AUR498_AUR498
Module Title	Work Based Learning 1
Level	4
Credit value	10
Faculty	FACE
HECoS Code	101277
Cost Code	GABE

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BEng(Hons) Civil Engineering Degree Apprenticeship	Core
BSc(Hons) Building Surveying Degree Apprenticeship	Core
BSc(Hons) Construction Management Degree Apprenticeship	Core
BSc(Hons) Quantity Surveying Degree Apprenticeship	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	18 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	18 hrs
Placement / work based learning	0 hrs
Guided independent study	82 hrs
Module duration (total hours)	100 hrs

For office use only	
Initial approval date	3 rd July 2024
With effect from date	September 2024



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Date and details of revision	
Version number	1

Module aims

Work-based Learning 1 will facilitate the workplace as the primary source of learning, and will align, evidence and record 'off-the-job' learning with 'day to day' work activities, to maximise opportunities for students to develop and apply their knowledge, skills and behaviours towards professional competence.

This module provides students with a foundation to develop reflective skills and habits in the context of their working practices to identify and undertake professional development commensurate with the expectations of the respective accrediting bodies.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Describe the concept of 'professional practice' in the context of the built environment sector, articulating how professional organisations uphold standards of skills, knowledge, experience by implementing codes of practice.
2	Reflect on the need for a high level of professional and ethical conduct in the sector, together with an awareness of professional body codes of conduct, duty of care, corporate responsibility, customers and user needs, including the wider commercial, economic, social and engineering context and public perception.
3	Establish and maintain a Continuing Professional Development (CPD) record and Development Action Plan (DAP) to identify, participate in, and reflect upon opportunities for learning, to ensure currency with contemporary developments in professional practice.

Assessment

Work-based Learning 1 will provide sufficient opportunities for students to use their workplace and work experiences to meet assessment requirements. This process will be supported by both the employer and the University in the identification and negotiation of potential opportunities that might satisfy the Learning Outcomes associated with the assessment regime.

A 'tripartite' relationship will be developed between the student, an identified and competent student mentor on behalf of the employer organisation and the Module Tutor, in order to help signpost learning opportunities, to support the student in the generation of work-based evidence, and to work towards the satisfactory completion of the specified Learning Outcomes.

'Tripartite' Progress Review Meetings will be held in respect of each individual student at least every two months, and will be evidenced through appropriate authoritative administrative systems, and within the Portfolio that constitutes Assessment 1.

Where appropriate, the student should identify and take account of any relevant professional-body educational framework requirement that might help facilitate future professional membership, and should be encouraged to structure the Assessment 1 Portfolio accordingly.



Indicative Assessment Tasks:

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. The portfolio will form a foundation of the overall portfolio of evidence produced for the Work Based Learning modules at Levels 5 and 6.

Assessment 1 A portfolio of evidence.

Assessment 2 A Presentation

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,3	Portfolio	75
2	2	Presentation	25

Derogations

None

Learning and Teaching Strategies

Work-based Learning 2 recognises the workplace as the primary source of learning, and the Learning and Teaching Strategy will therefore be overtly workplace-centred in facilitating opportunities for the student to successfully complete the specified Learning Outcomes that are associated with this module. As with all of the work-based learning streams, there are two aspects to the learning and teaching strategy: the taught element and the support element.

The taught element will consist of initial workshops which will outline the requirements of the module and explain the purpose and production of the Development Action Plans and evidence of Continuous Professional Development.

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 on-line. The purpose of these will be to provide formative feedback on evidence gathered in the workplace, as well as identifying areas for further development.

An active and inclusive approach is used to engage students in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both on campus learning and remote learning where appropriate.

The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

Indicative Syllabus Outline

- Expectations of Professions, Industry, and Organizations
- Development Action Plans (DAP)
- Continuous Professional Development (CPD)
- Planning Job-Related Skills
- Target Setting
- Action Planning
- Progress Monitoring
- Evaluation
- Health and Safety Training
- Responsibilities and Implications
- Rescheduling and Contingency Planning
- Reviews (Daily/Weekly, Periodical)
- Work Logs
- Portfolio Development
- Portfolio Structure
- Portfolio Contents
- Research in Practice
- Reflective Practice

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Bolton, G. (2018), *Reflective Practice: Writing and Professional Development*. 5th ed. Los Angeles: Sage.

Other indicative reading

Royal Institution of Chartered Surveyors www.rics.org

Chartered Institute of Architectural Technologists www.ciat.org.uk

Chartered Institute of Building www.ciob.org.uk

Ordnance Survey www.ordnancesurvey.co.uk/

Royal Institution of Chartered Surveyors www.rics.org

Institution of Civil Engineers www.ice.org.uk

Royal Institute of British Architects www.architecture.com

Designing Buildings Wiki www.designingbuildings.co.uk

Institution of Structural Engineers (www.istructe.org.uk)

Other sources:

IHS Database www.ihsti.com