Module specification

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Refer to the module guidance notes for completion of each section of the specification.

Module code	AUR543
Module title	Work Based Learning 1
Level	5
Credit value	20
Faculty	FAST
Module Leader	Louise Duff
HECoS Code	100148
Cost Code	GABE

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc Civil Engineering Studies	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	30 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	**30** hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	13/4/21
With effect from date	01/09/21
Date and details of revision	
Version number	1

Module aims

This module, together with Work Based Learning 2, at Level 6 enables students to reflect on their working practice in order to identify and undertake professional development commensurate with the expectations of the Joint Board of Moderators, their relevant professional body.

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

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.
2	Demonstrate the capacity for independent learning, judgement and responsibility and the ability to use and apply information from technical literature.
3	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.
4	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.

Assessment

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 associated with expectations of the Joint Board of Moderators, contextualised to their area of practice. The portfolio will include an initial learning plan, to include a gap analysis exercise. Any 10 learning outcomes chosen from the 29 outcomes linked to the Employer Managed Further Learning will need to be undertaken and a narrative, evidence and reflection will need to be provided for each one, as part of the portfolio submission. The specific outcomes undertaken will be chosen by the student in consultation with their Employer and with reference to their existing work based experience.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3 & 4	Portfolio	100%

Derogations

None

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

Indicative 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.

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. London: Sage.

Other indicative reading

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.

Websites:

Institution of Civil Engineers

Institution of Structural Engineers

Institute of Highway Engineers

CIHT

IHSTI

Other indicative reading will be made available via the VLE.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Enterprising
Ethical

Key Attitudes
Commitment
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication