Prifysgol Wrecsam
Wrexham University

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: <u>Module directory</u>

Module Code	AUR5A9
Module Title	Work Based Learning 2
Level	5
Credit value	20
Faculty	Faculty of Arts, Computing & Engineering
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 Civil Engineering Studies	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	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	3rd July 2024
With effect from date	September 2024

For office use only	
Date and details of revision	
Version number	1

Module aims

Work-based Learning 2 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. Building upon the foundation laid in the Level 4 module, this module aims to expand students' reflective skills and deepen professional development in the context of their work practices within the built environment sector. Students will develop their understanding of professional practice, ethical conduct, and continuing professional development (CPD) while refining their ability to maintain a reflective portfolio supported by evidence.

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

1	Describe and critically analyse 'professional practice' within the built environment sector, including the role of professional organisations in upholding standards.
2	Reflect on your development and evaluate the importance of professional and ethical conduct in the sector, considering relevant codes of conduct and broader socio-economic contexts.
3	Develop and maintain a comprehensive Continuing Professional Development (CPD) record and Development Action Plan (DAP) to ensure ongoing relevance and currency in professional practice.
4.	Apply problem-solving and decision-making skills to address complex challenges encountered in professional practice within the built environment sector.

Assessment

Work-based Learning 2 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 continue the foundations established at Level 4 and build contribute to the overall portfolio of evidence produced for the Work Based Learning module at Level 6.

Assessment 1   A portfolio of evidence.
Assessment 2   A Presentation

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,3,4	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 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
- Reflective Practices
- 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

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