

Module specification

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Module Code	AUR6A5
Module Title	Work Based Learning 3
Level	6
Credit value	20
Faculty	FACE (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
BSc Civil Engineering Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	24 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	24 hrs
Placement / work-based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	3 rd July 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

Work-based Learning 3 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, following on from Work Based Learning, at Level 5 enables students to reflect on their working practice to identify and undertake professional development commensurate with the expectations of the Joint Board of Moderators 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, undertake, and review continuous professional development, as a foundation for lifelong learning.
2	Assess problem solving skills, technical knowledge and understanding to create or adapt design solutions that are fit for purpose and critically appraise design and technical solutions to civil engineering problems and evaluate how decisions and solutions are justified.
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	Critically reflect on the need for a high level of professional and ethical conduct in engineering, 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.

Assessment

Work-based Learning 3 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 associated with expectations of the Joint Board of Moderators, contextualised to their area of practice. The portfolio will be combined with the portfolio evidence produced from Work Based Learning module at Level 5 and will in addition include a Curriculum Vitae and job description, a dynamic learning plan, Development Action

Plan and CPD (Continuing Professional Development) record, together with evidence, narrative and reflection for the remaining JBM learning outcomes linked to the Employer Managed Further Learning. 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 1 A portfolio of evidence.

Assessment 2 A Reflective Presentation

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Portfolio	75
2	4	Presentation	25

Derogations

None

Learning and Teaching Strategies

Work-based Learning 3 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. There are two aspects to the learning and teaching strategy: the taught element and the support element.

The taught element will consist of initial on-line 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

The expectations of the Professions and Industry and Organisations.

Development Action Plan.

Continuous Professional Development.

Planning-job-related skills e.g. 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. Los Angeles: Sage.

Other indicative reading

Professional Institutions Routes to Membership - Incorporated Engineer (Institution of Civil Engineers)

Professional Institutions Code of Conduct. (Institution of Civil Engineers)

JBM Guidance on providing evidence for programmes of Further Learning to an appropriate level for IEng. (Joint Board of Moderators)

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