

Module Code:	EDS415
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Module Title:	Work-based Learning 1 (L4)
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Level:	4	Credit Value:	40
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Cost Centre(s):	GAPE	JACS3 code:	X200
		Hecos code:	100462

Faculty:	Social & Life Sciences	Module Leader:	Sue Horder
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Scheduled learning and teaching hours	36 hrs
Guided independent study	328 hrs
Placement	36 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 21/06/2018
 With effect from: 23/09/2019
 Date and details of revision:

Version no: 1
 Version no:

Module Aims

This module aims to give academic credit for learning that occurs in the workplace or in a placement setting. Current knowledge will be identified and evidenced. New learning relevant to the needs of the student and employer/placement setting will be identified along with learning opportunities and resources.

The evidence to support learning in workplace/placement setting will be different for each student and will be relevant to the individual student and their context. Students will;

- consider the skills required to work in educational settings;
- explore the roles of professionals in educational settings;
- set own personal learning goals;
- reflect on their own personal and professional experiences and practices.

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

At the end of this module, students will be able to		Key Skills	
1	Identify and evaluate the professional skills appropriate to the individual's workplace/placement setting	KS6	KS8
		KS10	
2	Explore the roles and responsibilities of professional practitioners within specific educational settings	KS2	KS6
		KS7	KS8
		KS10	
3	Identify personal learning goals and discuss how these learning goals may be achieved	KS8	KS9
4	Reflect on and demonstrate learning undertaken in the work place	KS1	KS3
		KS4	KS5
		KS9	

Transferable skills and other attributes

- Skills for work
- Independent work
- Self-management
- Independent thinking
- Reflective thinking
- Time management
- Problem solving
- Communication Skills

Derogations

None

Assessment:

Indicative Assessment Tasks:

Assessment One: Portfolio

Evidence of key skills and knowledge related to professional skills appropriate to the individual's workplace/placement setting and research associated to the roles and responsibilities of professional practitioners within the workplace/placement setting.

Assessment Two: Presentation

A 10 minute presentation together with an accompanying documentation (copy of presentation together with associated reference list), to a group of peers based on the reflections of learning undertaken in the workplace or a work-based placement in an educational setting. Underpinned with academic theory, the presentation should include the context/ organisational features of the setting; roles and responsibilities of different professional practitioners; reflection of key personal/professional learning goals and; goals for future personal/professional development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration	Word count (or equivalent if appropriate)
1	1 & 2	Portfolio	50%		1,500
2	3 & 4	Presentation	50%	10 mins	1,500

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used, including lectures and workshops, observation, group and individual tutorials, directed study tasks (may be individual or collaborative group tasks).

This module draws specifically on workplace learning or learning from placement experiences. Whilst in a workplace or on placement, students will work and learn with/alongside professionals within the setting, under the guidance of workplace mentors.

Students will engage in practical tasks, observing the practice of others, evaluating and reflecting on their experiences and practices.

Syllabus outline:

- How educational settings are organised and function;
- Roles, responsibilities and expectations within educational settings;
- Individual and professional attributes;
- The learning environment;
- Supporting learning, teaching and assessment;
- Inclusive learning;
- Safeguarding;
- From theory to practice in educational settings;
- Preparing for and reflecting on workplace/placement (personally and professionally) and setting goals for future development.

Indicative Bibliography:

Essential reading

Bassott, B. (2016). *The reflective Practice Guide. An interdisciplinary approach to critical reflection*. Abingdon: Routledge. (Available on-line through Dawson Books – WGU Resource Finder)

Raelin, J. A. (2008). *Work-Based Learning: Bridging Knowledge and Action in the Workplace*. San Francisco: Jossey-Bass. (Available on-line through Dawson Books – WGU Resource Finder)

Other indicative reading

Doel, M., Sawdon, C. and Morrison, D. (2002). *Learning, Practice and Assessment. Signposting the Portfolio*. London: Jessica Kingsley Publishers Ltd. (Available on-line through Dawson Books – WGU Resource Finder)

Hordern, J. and Simon, C.A. (2017). *Placements and Work-based Learning in Education Studies: An introduction for students (Foundations of Education Studies)*. Abingdon: Routledge.