

**IS4002 - Skills and Approaches for Work-Based Learning**

<b>1. Module Code</b>	IS4002	<b>2. Module Title</b>	Skills and Approaches for Work-Based Learning
<b>3. Module Level</b>	4	<b>4. Module Credit</b>	20 CC 10 ECTS
<b>5. Delivery Site(s)</b>	Delivery is not site specific. Delivery negotiated according to client needs.		
<b>6. Available to / Restrictions</b>	Usually studied in conjunction with – or subsequent to – IS4 001 (Self Review & Negotiation of Learning). Banned in combination with versions of this module at other undergraduate levels.		

**7. Expected Student Learning Activity and Contact Hours**

15-20 hours contact time delivered as individual tutorials, group workshops, phone and email discussion. Formative Assessment: tutors will offer formative feedback on drafts of the assignment.

Scheduled hours	Placement Hours	Independent Guided study
20	0	180

**8. Attendance Guidance**

Students are strongly encouraged to engage with the initial tutorial. It is expected that students will attend subsequent tutorials according to their needs and as negotiated with the tutor.

**9. Module Content**

- Personal development analysis tools e.g. Hermann, Myers - Briggs, Belbin, Rotter
- Skills of reflection and critical reflection, including critical incident analysis
- Theories and models associated with teams and team working, group dynamics, assertiveness, problem solving, feedback
- Work cultures and values, issues of autonomy
- The distinctive nature of experiential learning
- Planning for work-based learning: formulation of a negotiated experiential learning proposal.

**10. Aims**

The module provides an intellectual toolkit for work-based learners and aims to ensure that students possess the skills of planning and reflective practice applicable for negotiated experiential learning at work and for understanding the workplace as a site for learning and professional development more generally. It builds on the skills and processes delivered through Self Review and Negotiation of Learning, and introduces students to considerations of work culture and ethos. The module is intended to increase students' awareness of issues to consider when learning through work, and to prepare them to take an active part in negotiating experiential and work-based projects, together with associated learning agreements. It introduces a range of approaches, techniques and audit tools designed to enhance understanding of the self, and of others, in the workplace.

**Aims**

- To develop students' awareness of approaches to work-based learning and to appropriate tools and methodologies.
- To provide the theoretical underpinning that informs practice, and reflection on practice, in the workplace.
- To provide further opportunities for students to assess their own potential and to develop a greater understanding of themselves and others

**11. Methods of Learning and Teaching and Formative Assessment**

Tutorial support will be offered according to the needs of the student; this may include lectures, seminars and workshops.

**12. Learning Outcomes**

By the end of this module students will be able to:

1. Demonstrate an understanding of their work place context and the potential of the workplace as a catalyst for learning.
2. Develop a rationale for experiential learning at work, taking into consideration their own skills, abilities, resources and the work place context.
3. Take on the role of a reflective practitioner.
4. Identify and consider their own strengths and weaknesses using socio-psychological self-audit instruments.
5. Appreciate the potential of team working and understand the value of a relational approach to problem solving and task completion.

**13. Assessment and Reassessment Components and Weighting**

13a. Assessment

	Component	Weighting %	Learning outcome(s) assessed	KIS category
1		100%		Coursework

(Weighting 100% coursework)

EITHER

1 x 1500 word experiential learning proposal (34%) plus 1 x 2500 word reflective essay (66%)

OR

A 4000 word reflective essay addressing the usefulness and applicability of one or more of the models and theories introduced in the module in the context of your personal or professional development (100%)

13b. Reassessment

**Reassessment:** Resubmission of the failed assignment above.

#### 14. Key References

Barker, S. & Cole, R. (2007). *Brilliant Project Management*. London: Prentice Hall.

Belbin, R.M. (2010) 2nd Edit. *Management Teams: why they succeed and fail*. (2nd ed). Oxford: Elsevier Butterworth Heineman.

Brace, I. (2018). (4<sup>th</sup> ed). *Questionnaire Design*. Kogan Page.

Hargie, O. (Ed) (2006). *The Handbook of Communication Skills*. (3rd ed). London: Routledge.

Helyer, R. (Ed) (2010). *The Work-Based Learning Student Handbook*. Basingstoke: Palgrave Macmillan.

Kerzner, H. (2013). *Project management: A systems approach to planning, scheduling, and controlling*. Wiley-Blackwell.

Lock, D. (2013). *Naked project management: the bare facts*. Gower Publishing.

Mandel, S. (2000). *Effective Presentation Skills*. (3rd ed). London: Kogan Page.

Mandel, S. (2010). *Captivate and Educate Your Audience*. New York: Axzo

Maylor, H. (2003). *Project Management*. (3rd ed). London: FT- Prentice Hall.

Parker, G. (2008). *Team Players and Teamwork: New Strategies for Developing Successful Collaboration*. San Francisco, CA: Jossey Bass.

Turner, J.R. (2008). *The Handbook of Project-Based Management*. (3rd ed). Maidenhead: McGraw-Hill.

Webster, G. (2000). *Managing Projects at Work*. Farnham: Gower Publishing.

**Updated Sept 2018 RM**

#### 15. Module Leader

R. Meakin

#### 16. Module Assessment Board

Centre for Work Related Studies : Work Based and Integrative Studies Subject Assessment Board

#### 17. Approved by

Revalidation Panel for Undergraduate WBIS Programme

#### 18. Date of Approval

Sun, 30 Sep 2018

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