

**IS4011 - Negotiated Experiential Learning Module (single)**

<b>1. Module Code</b>	IS4011	<b>2. Module Title</b>	Negotiated Experiential Learning Module (single)						
<b>3. Module Level</b>	4	<b>4. Module Credit</b>	20 CC 10 ECTS						
<b>5. Delivery Site(s)</b>	Delivery not site specific, to be negotiated according to client needs.								
<b>6. Available to / Restrictions</b>	This work-based / experiential learning module is normally negotiated as part of an overall programme of study. It supports the development of work-based solutions to 'real-world' problems and will offer practitioners the opportunity to build on previously accredited activity (e.g. in the form of professional development activities, taught work-related modules or prior learning). Learners are debarred from undertaking experiential learning modules which are substantially similar to, and repeat learning already achieved within, other modules.								
<b>7. Expected Student Learning Activity and Contact Hours</b>									
Tutor contact will occur during the planning of the learning and the negotiation of the experiential learning agreement. Subsequently, the tutor will provide advice, expert support and feedback where appropriate. Both face to face and online tutoring modes will be used.									
<table border="1"> <thead> <tr> <th>Scheduled hours</th> <th>Placement Hours</th> <th>Independent Guided study</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>0</td> <td>192</td> </tr> </tbody> </table>				Scheduled hours	Placement Hours	Independent Guided study	8	0	192
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8	0	192							
<b>8. Attendance Guidance</b>									
Normally, students would be expected to attend an initial tutorial to plan the NELM and complete the Negotiate Experiential Learning Agreement. There is no subsequent formal attendance requirement for this module although it is expected that students will attend previously negotiated tutorials and maintain on-line contact throughout the module.									
<b>9. Module Content</b>									
Details of the content including the subject area, the rationale and specific aims of the study are specified in the Negotiated Experiential Learning Agreement									
<b>10. Aims</b>									
<p>This module is designed to enhance the student's workplace practice and provides a framework for the approval and accreditation of experiential learning activities undertaken in the context of the workplace. These may take the form of discrete, identifiable projects or may be specific areas of learning that involve engagement with a wide range of work activities. For the individual practitioner, the module offers an accreditation mechanism for CPD activities; from an organisational perspective it may provide the opportunity for an employee/volunteer to engage in innovative and strategic developments for the organisation as part of his/her work role and in so doing, enhance the work of the organisation. Prior to approval, the Negotiated Experiential Learning Agreement will require the signatures of the student, the employer or professional body (where applicable) and the University of Chester sponsoring Department, confirming that the module has been negotiated and agreed upon.</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To enable students to recognise the potential of the workplace as a site of learning and to utilise the working environment effectively for this purpose.</li> <li>• To provide an opportunity for the achievement and accreditation of experiential learning in the work context.</li> <li>• To provide a mechanism that enables Higher Education to work in partnership with external organisations to facilitate accredited learning opportunities at work, meeting specific needs efficiently and economically.</li> <li>• To facilitate innovative and strategic development within the workplace for the benefit of the employing organisation and employee.</li> <li>• To enable students to enhance their workplace capability through applying - and reflecting on - the knowledge and skills gained through more theoretical study in the context of practical situations.</li> <li>• To engender in students a sympathetic understanding of the characteristics and methods of operation of the reflective practitioner.</li> </ul>									
<b>11. Methods of Learning and Teaching and Formative Assessment</b>									
Work based, experiential learning with tutor support, dedicated online resources and workplace mentor support where appropriate.									
Formative assessment will occur through discussion and feedback on :-									
<ul style="list-style-type: none"> <li>• the proposed Negotiated Experiential Learning Agreement (NELA)</li> <li>• draft material submitted throughout the course of the module.</li> </ul>									
<b>12. Learning Outcomes</b>									
By the end of this module the student will be able to:									
<ol style="list-style-type: none"> <li>1. demonstrate basic knowledge, skills and understanding resulting from planning and undertaking experiential learning at work.</li> </ol>									

2. describe the processes undertaken and reflect on practice in order to identify key learning achievements.
3. identify and apply key concepts and theories required for experiential learning as negotiated within the module.
4. demonstrate their effectiveness as practitioners in a reasoned, accurate and appropriate manner.
5. reflect accurately and rationally on their own personal development, future plans and learning needs.

Learning outcomes specific to the experiential learning concerned will be negotiated with the University supervisor (and employing organisation where applicable) and specified in the Negotiated Experiential Learning Agreement.

### 13. Assessment and Reassessment Components and Weighting

#### 13a. Assessment

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

The specific assessment methods to be deployed are identified in the Negotiated Experiential Learning Agreement.

Assessment will typically take the form of a portfolio of a notional 3,000 words (weighting: 100% coursework), the content and form negotiable between tutor and student.

On negotiation, oral assessment (e.g. a presentation, dialogue assessment, role play, etc) may be used and counted towards the word allowance, as may appropriate artefacts resulting from experiential learning (such as reports written for the workplace).

(Any proposals for assessment that fall outside those stated above will be subject to authorisation by the WBIS Programme Team)

#### 13b. Reassessment

Resubmission of the negotiated assignment.

### 14. Key References

Relevant additional reading (if required) can be specified in the Negotiated Experiential Learning Agreement

#### General Reading

Bassot, B. (2015). *The reflective practice guide: An interdisciplinary approach to critical reflection*. London, United Kingdom: Routledge.

Bolton, G. (2014) *Reflective practice: writing and professional development*. (4th Ed.) London, United Kingdom: Sage

Cottrell, S. (2013). *The study skills handbook* (4th ed.). Basingstoke, United Kingdom: Palgrave Macmillan.

Cottrell, S. (2015). *Skills for success: Personal development and employability* (3rd ed.). Basingstoke, United Kingdom: Palgrave Macmillan.

Durrant, A., Rhodes, G. & Young, D. (2011) *Getting started with university-level work based learning* (2nd Ed.). London, United Kingdom: University of Middlesex

Horine, G. (2017) 4<sup>th</sup> ed. *Project Management: absolute beginner's guide*. Pearson. London.

Hooker, E. & Helyer, R. (2015). Planning and negotiating your learning. In R. Helyer (Ed.) *The work based learning student handbook* (2nd ed., pp 127-155). Basingstoke, United Kingdom: Palgrave Macmillan.

Moon, J. (2004) *A handbook of reflective and experiential learning: theory and practice*. London: Routledge Falmer

Turner, J. R. (2016;). *Gower handbook of project management* (5th ed.). Farnham: Gower

Workman, B. & Nottingham, P. (2015) Work based projects: what they are and how to do them. In R. Helyer (Ed.) *The work based learning student handbook* (2nd ed., pp 127-155). Basingstoke, United Kingdom: Palgrave Macmillan.

Wysocki, R. (2019). *Effective project management: traditional, agile, extreme, hybrid*. Wiley. London

(Updated by DJM 2020)

### 15. Module Leader

WBIS Tutors

### 16. Module Assessment Board

Centre for Work Related Studies: Work Based and Integrative Studies Subject Assessment Board
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<b>17. Approved by</b>
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Revalidation Panel for Undergraduate WBIS Programme
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<b>18. Date of Approval</b>
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Mon, 06 Apr 2020
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