

WM9K6-15 Negotiated Learning

22/23

Department

WMG

Level

Taught Postgraduate Level

Module leader

Trudy Spencer

Credit value

15

Module duration

52 weeks

Assessment

Multiple

Study locations

Distance or Online Delivery Primary
University of Warwick main campus, Coventry

Description

Introductory description

This module acknowledges the importance of the work-based nature of Degree Apprenticeships and Professional Qualifications, giving learners the opportunity to embed their learning by applying key aspects of knowledge, demonstrating skills and exhibiting behaviours in their workplace, reflecting on this application and documenting it in preparation for the Apprenticeship End Point Assessment or Professional Qualification. The negotiated nature of this module allows learners to focus on specific aspects of knowledge, skills and / or behaviours they need to enhance to meet the requirements of the relevant standard or syllabus.

[Module web page](#)

Module aims

The aim of this module is to facilitate the conduct and reporting of negotiated learning relevant to a specific work context and in relation to either a Degree Apprenticeship standard or accredited Professional Qualification. The module aims to provide learners with the opportunity to undertake work-based activities and to create evidence of their competence, in preparation for the Apprenticeship End Point Assessment or Professional Qualification.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Each learner will negotiate and agree the focus of their work-based learning for this module based on the relevant Degree Apprenticeship Standard or Professional Qualification. This will be agreed in terms of aspects of Knowledge, Skills and Behaviours that the learner needs the opportunity to gain and / or demonstrate and will be recorded in their Learning Proposal at the beginning of the module. Learners will then have the opportunity to demonstrate their learning / competence against this proposal undertaking activities such as:

- Shadowing colleagues working in other roles
- Attending appropriate meetings within other departments (not normally available in the current day-job)
- Secondments
- Undertaking projects (not normally available in the current day-job)
- Opportunities to undertake appropriate external (to the company) activities –e.g. engagement with relevant Professional Bodies
- Opportunities to engage with companies in the employer's supply chain
- Temporary job-swaps

Progress will be monitored and guidance provided through monthly Communities of Practice virtual seminars or regular face to face workshops and learning will be recorded in portfolio entries in preparation for End Point or Professional Assessment.

Learning outcomes

By the end of the module, students should be able to:

- Interpret the requirements of a Degree Apprenticeship or Professional Qualification standard and creatively identify practical opportunities to apply knowledge and / or skills and behaviours in their work place.
- Critically reflect on experiences at work in the context of the Knowledge, Skills and Behaviours required by the relevant Degree Apprenticeship or Professional Qualification standard.
- Independently evaluate their chosen work-based learning approaches in relation to the relevant Degree Apprenticeship standard or Professional Qualification and record this.
- Critically evaluate peer progress; provide feedback and practical recommendations for Work-based Learning activities.
- Demonstrate work-based competence in the specific Knowledge, Skills and Behaviours negotiated in the Learning Proposal.

Indicative reading list

There are no set texts because the range of subjects to be studied varies. Some reading about the generic skills required for Work Based Learning will be suggested, covering such subjects as, for

example, reflective practice and portfolio building.

Helyer R (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), Journal of Work-Applied Management, Vol 7, Number 1 pp 15-27.

Helyer R (2015) The Work-Based Learning Student Handbook, 2nd Edition, London: Palgrave. ISBN 978-1-137-41383-3

Laycock M and Karpel M (2015) Negotiation and work-based Learning, in Helyer R (Ed) (2015) Facilitating Work Based Learning A Handbook for Tutors, pp73-93, London: Palgrave. ISBN 978-1-137-40324-7

Smith S and Smith L (2015) Social Learning: Supporting yourself and your Peers, in Helyer R (2015) The Work-Based Learning Student Handbook, 2nd Edition, London: Palgrave. ISBN 978-1-137-41383-3

Subject specific skills

Critical Reflection, Negotiation

Transferable skills

Communication, Dependability, Teamwork, Organization, Adaptability, Leadership, Technology Literacy

Study

Study time

Type	Required
Work-based learning	100 sessions of 1 hour (67%)
Other activity	5 hours (3%)
Assessment	45 hours (30%)
Total	150 hours

Private study description

No private study requirements defined for this module.

Other activity description

5 hours of pre-work

The 100 hours Work based learning is independent learning supported by Moodle pages and asynchronous tutor support

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time
Learning proposal	10%	5 hours
Learners will be required to produce a Learning proposal to define the focus of their Work based learning for this module by completing a template provided to them.		
Contribution to Communities of Practice virtual seminars / workshops	10%	20 hours
There will be in module marks awarded for an individual's contribution to the Communities of Practice virtual seminars or face to face workshops (depending on the chosen delivery mode)		
Portfolio entries	60%	5 hours
Portfolio entries (and appropriate evidence) that meet Negotiated Objectives. Portfolio entries and the associated evidence will be assessed to determine how well they meet the objectives as outlined in the Learning Proposal.		
Critical commentary and reflection on business benefit	20%	15 hours
1,000 words or Video log (5 minutes max). Students will also be required to produce a critical commentary and reflection on the business benefit of their learning in either a written format or as a Video log.		

Assessment group R

	Weighting	Study time
Portfolio Entries	70%	
Portfolio entries (and appropriate evidence) that meet Negotiated Objectives. Portfolio entries and the associated evidence will be assessed to determine how well they meet the objectives as outlined in the Learning Proposal.		
Critical commentary and reflection on business benefit	30%	
1,000 words or Video log (5 minutes max). Students will also be required to produce a critical		

Weighting

Study time

commentary and reflection on the business benefit of their learning in either a written format or as a Video log.

Feedback on assessment

Formative Assessment- Verbal feedback is provided by the facilitating tutor and the learner peer group during Community of Practice virtual seminars / face to face workshops. Further individual feedback may be provided asynchronously during the duration of the module at the learner's request. Summative Assessment- Written feedback will be provided in a report covering all aspects of assessment for the module.

Availability

Anti-requisite modules

If you take this module, you cannot also take:

- WM959-15 Negotiated Learning for Degree Apprenticeships

Courses

This module is Optional for:

- MSc Managing in Technology-Based Industries (Degree Apprenticeship)
- MSc Supply Chain and Logistics Management (Degree Apprenticeship)
- MSc Systems Engineering Technical Leadership (Degree Apprenticeship)
- Postgraduate Diploma in Engineering Business Management (Degree Apprenticeship)