

Module Specification

Part One: ABOUT THE MODULE		
1a	Module title	Work Related Learning II
1b	Subject	
1c	Location(s) module is offered	Islington College, Nepal
1d	Courses Module is available on	On-Campus
2	Module code	CC6W50NI
3	Module level and credit rating	Level 6 15
4	School	School of Computing and Digital Media
5	Teaching period	<i>Autumn Period (15 weeks)</i>
6	Mode of attendance	<i>Day</i>
7	Module pre-requisites and co-requisites	Successful completion of level 5
8	Module description and aims	
	<p>The module enables students to undertake an appropriate short period of professional activity, related to their course at level 6, with a business or community organisation and to gain credit for their achievements. The activity can be a professional training, a volunteering activity, employment activity, an activity within the School of Computing and Digital Media Virtual Business Environment (VBE), placement or business start-up activity.</p> <p>For the purpose of this module – the VBE will be also be recognised as ‘the employer’.</p> <p>It is expected student should work for 150 hours which should be recorded clearly (in a learning log for instance) in the portfolio. The 150 hours can be completed in 25 working days in a FT mode, or spread over a semester in a PT mode.</p> <p>Students should register with the module leader to be briefed on the module, undergo induction and Work Based Learning planning and to have the Work Based Learning approved, before they take up the opportunity. It is essential that students are made aware that both the “Work Based Learning agreement” and relevant “health and safety checklist” where applicable need to be approved before starting the learning activity.</p> <p>The module aims to provide students with the opportunity to:</p> <ul style="list-style-type: none"> • Gain a useful experience of the working environment and the career opportunities available on graduation. • Undertake a work-based project appropriate to their academic level. • Enhance and extend their learning experience by applying and building on their academic skills and abilities by tackling real life problems in the workplace. • Enhance professional and personal development. 	
9	Module learning outcomes	
	On completion of the module the student should be able to:	

	<ul style="list-style-type: none"> • LO1: demonstrate s/he can operate effectively as an independent learner in a supervised work environment, including the selection and application of appropriate methods and procedures to required tasks. • LO2: communicate appropriately with colleagues and superiors. • LO3: describe and evaluate the structure, major activities, and responsibilities of the organisation, and show an understanding of commercial and economic issues within the context. • LO4: demonstrate his/her analytical and advanced problem-solving skills related to the subject. • LO5: evaluate critically her/his performance and abilities and plan for their improvement. • LO6: prove an understanding of social and professional aspects in the work-related activities.
10	<p>Indicative syllabus</p> <p>There is no standard syllabus for the module, the learning outcomes will be developed in the subject-based context of the Work Based Learning. A “Learning agreement” produced and approved before the work begins, will specify the way in which the outcomes will be developed and how they will be evidenced.</p> <p>For the Virtual Business Environment, students will be working on real external client projects with agreed deliverables to the client and will be expected to work in teams that may include students from other years of their degree. There will be specific emphasis placed on professional conduct, self-management, team working and understanding of business and client requirements.</p> <p>Suitability of Work Based Learning – general guidelines</p> <p>Suitable Work Based Learning should offer students a range of learning opportunities at level 6, career aspirations and should be, wherever possible, related to their subject specialism. The Work Based Learning should enable the student to build on previous experiences and learning gained within their academic course and elsewhere. It should provide learning opportunities for enhancing all their abilities and allow for the development of the learning outcomes and attributes to level 6. Vocational subjects may identify additional outcomes related directly to their specialism.</p>
11	<p>Indicative bibliography and key on-line resources</p> <p>Core Text:</p> <p>Dorian L., Loughlin E., (2019), Stand out from the crowd: key skills for study, work and life, Red Globe Press, Macmillan International Higher Education, London, ISBN-13: 9781137608024</p> <p>Other Texts:</p> <p>Durrant A., Rhodes G., Young D., (2011), Getting Started with University-level Work Based Learning, 2nd edition, Libri Publishing, ISBN-13: 9781907471216</p> <p>Cottrell S., (2015) Skills for success: personal development and employability, 3rd edition, London, ISBN-13: 9781137426529</p>

	<p>Ruth Helyer R., (2010), The Work-Based Learning Student Handbook (Palgrave Study Skills), Palgrave Macmillan, ISBN-10: 0230229565</p> <p>Fanthome C., (2004), Work Placements: A Survival Guide for Students (Palgrave Study Guides), Palgrave Macmillan, ISBN-10: 1403934347</p> <p>Websites: University Careers Portal</p> <p>Other resources appropriate to the placement and determined by the Employer, Supervisor and Subject Tutor.</p>
12	<p>What is the balance of independent study and scheduled teaching activity within the module, the approach to blended learning and the opportunities for reflective learning/PDP?</p> <p>The module is supported by the module team who undertakes induction and debriefing sessions and provides learning support through email, telephone contact, drop-in sessions, and individual appointments. The module team assesses the student.</p> <p>1. Induction</p> <p>Induction sessions introduce students to the requirements and demands of Work Based Learning module, assists them in the diagnosis of their abilities, helps them make decisions about suitable work areas, and ensures they produce an appropriate CV for Work Based Learning applications.</p> <p>In the case of the SCDM Virtual Business Environment (VBE) – opportunities within the VBE will be advertised on a student portal inviting applications and CV's. Candidates will go through an interview process that will seek to develop interview skills through responsive feedback and recommendations. This is to encourage an appreciation of employability requirements sought by business and industry.</p> <p>2. The approval of the Work Based Learning</p> <p>When a work-based learning opportunity is gained and an on-site supervisor, client or supervisor is identified before the start of the work, the students need to email the module leader the "Learning agreement" form and relevant "health and safety checklist" if applicable. Both forms need to be approved by the module team before the learning activity starts. Each student will be assigned an academic supervisor who will look after the student throughout the process.</p> <p>The learning agreement form will identify and specify the</p> <ul style="list-style-type: none"> • Task(s) involved in the working activity; • Skills, abilities and attributes to be developed and demonstrated, together with the associated assessment criteria; • Learning opportunities for the development of the expected outcomes; • Evidence required to demonstrate attainment of the outcomes. <p>3.The Work Based Learning</p> <p>During the learning process, students need to keep a record of the activities carried out at work (in a learning log for instance), reflect on it and reference them to the agreed learning outcomes in the learning agreement.</p> <p>4. Academic visit</p> <p>Where is appropriate, the module team will visit the student once at the work place. This is to get feedback from the employer/client/supervisor on the performance of the student. It is also an opportunity for students to ask feedback from the academic supervisor.</p>

	<i>Method</i>	<i>Description</i>	<i>Learning hours</i>
	Scheduled Learning & Teaching	Induction and presentation session	7 Hours
	Guided independent study	Independent Project Work	98 Hours
	Assessment preparation/delivery		45 Hours
	Placement/study abroad		
	TOTAL LEARNING HOURS FOR THE MODULE		150 Hours
13	Description of assessment items.		
	<p>The assessment on this module is 100% coursework and double marked in accordance with the requirements of the relevant accrediting body and the university guidelines.</p> <p>Learning portfolio with evidence: The portfolio (3500 words) includes evidence of the learning activities, such as a PDP, professional training attended, certificates obtained, a record their student's work-related activity in a log or equivalent, the reflection on their personal and professional development during the learning that help them to become more self-aware and to improve their performance. The 100% portfolio-based assessment has provision to include evidence of client-based presentation skills acquired during the work activities. Examples of such evidence are final client demo, final client presentation, work handover notes, user manual and other important client presentation. Some Employers/Clients may provide a means of personal record keeping. The portfolio should keep a record of all the evidence that demonstrate how the student develops his/her PDP, employability, knowledge of the area of work, including commercial and economic context of the development, use and maintenance of the organisation's information system - to broaden her/his perspective by reference to the appropriate literature, and to enhance understanding within the wider industrial setting. The format and emphasis of each portfolio, which may vary between different cases, is drawn up in consultation with the module team who also gives guidance on its content; Assessment, by the module team, is based on the portfolio's organisation, presentation, clarity and technical content and will stress analytic and reflective skills. [LO1] [LsO2][LO3][LO4][LO5][LO6]</p> <p>Assessment can be both formative and summative: The formative process includes the regular maintenance of a structured learning log. This allows the student to plan and monitor their progress, to reflect on and learn from their experience, and to improve their performance during the learning activity. Formative assessment also includes the regular employer/client/supervisor comments and observations during the period.</p> <p>The summative process includes performance evidence obtained throughout learning (from the learning log) and is not just a snapshot at one point in time e.g., on completion of the project/task(s). The employer/client/supervisor will provide feedback on the student's performance and attendance. In the case of the VBE – the business client will provide formal feedback on the individual (or team) performance, measuring understanding of project</p>		

<p>specifications / communication and presentation of project deliverables (or agreed iterative stages of deliverable) / time-management / and documentation.</p> <p>In the case of volunteering activities - volunteering and their specific learning outcomes need to be agreed by the module team in advance. Each student will be allocated an academic supervisor. Students need to submit a learning portfolio with evidence. The portfolio needs to demonstrate volunteering activities carried out, how the agreed learning outcomes have been met by these activities, the quality of the achievements, quality of the reflection on the activities, problem solving skills and analytic skills demonstrated in the portfolio.</p>					
Description of Assessment		Assessment weighting	Qualifying Marks	Week Due	Learning Outcome/s
Coursework	Learning portfolio with evidence (3000 words)	100%	N/A	14	Learning portfolio with evidence (3000 words)

Part Two: SCHOOL USE		
1 4	Nominated External Examiner	<i>Please detail the name of the external examiner.</i>
1 5	Nominated Module Leader at time of approval	<i>Please detail the name of the London Met module leader.</i>

Part Three: OFFICIAL USE AND CODES – <i>responsibility for completion is as indicated</i>		
1 6	Original date of validation (AQD)	<i>Please enter the validation date</i>
1 7	Revision date (specify cohort) (AQD)	<i>Please note date of any modifications</i>
1 8	Module specification version number (AQD)	<i>Please input the version number</i>
1 9	SITS Mark Scheme (Student Journey)	<i>Please input the SITS mark scheme</i>
2 0	Subject Standards Board Name (Student Journey)	<i>Please input the SSB name</i>