

<b>Module Code:</b>	EDS514
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<b>Module Title:</b>	Work-based Learning 2 (L5)
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<b>Level:</b>	5	<b>Credit Value:</b>	40
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<b>Cost Centre(s):</b>	GAPE	<b>JACS3 code:</b>	X200
		<b>Hecos code:</b>	100462

<b>Faculty:</b>	Social & Life Sciences	<b>Module Leader:</b>	Sue Horder
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Scheduled learning and teaching hours	30 hrs
Guided independent study	340 hrs
Placement	30 hrs
<b>Module duration (total hours)</b>	400 hrs

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

<b>Pre-requisites</b>

**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;

- focus on the skills required to support a learner with specific individual needs
- 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	Analyse professional skills appropriate to supporting a learner with specific individual needs and	KS6	KS8
		KS10	
2	Critically analyse the support given to an individual learner with specific needs	KS2	KS6
		KS7	KS8
		KS10	
3	Identify personal learning goals and analyse the support available to meet these learning goals	KS8	KS9
4	Critically reflect upon and demonstrate learning undertaken in the work place relating to supporting a learner(s) with specific needs	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: Case Study

A case study which includes a critical review and evaluation of the specific skills required to support a learner with individual specific needs.

#### 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 following the case study and support given to an individual learners with specific needs. Underpinned with academic theory, the presentation should include the roles and responsibilities of learning support; reflection of key personal/professional learning goals and; goals for future personal/professional development and the support required to meet these development needs.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration	Word count (or equivalent if appropriate)
1	1 & 2	Case Study	50%		2000
2	3 & 4	Presentation	50%	10 mins	2000

### 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:**

- Roles, responsibilities and expectations for learning support 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)

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.

**Other indicative reading**

Cheminais, R. (2010). *Special educational Needs for Newly Qualified Teachers and Teaching Assistants*. Second Edition. Abingdon: Routledge. (Available on-line through Dawson Books – WGU Resource Finder)

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)

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)