1. **Title of the module**

WKBL8150 (WL815) - Learning and Development

1. **School or partner institution which will be responsible for management of the module**

Centre for Professional Practice

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring and Summer

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

PG Certificate / PG Diploma / MA/MSc in Professional Practice

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Appraise differing theories of experiential learning and reflective practice to show how these can be used within an organisational context.

8.2 Demonstrate an ability to critically assess own learning and development needs in direct relation to the context of an organisation.

8.3 Demonstrate the ability to produce an individual learning and development plan which shows an analysis of personal and professional experience within the context of current professional practice.

8.4 Critically evaluate how organisational learning and development strategies might add value in personal, organisational and multi-agency practice.

8.5 Demonstrate an ability to critically reflect upon, assess and conduct own professional practice, within a framework of professional ethical responsibility.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate ability to critically evaluate learning and development within the context of the work place/occupation/profession.

9.2 Demonstrate learning and development linked to individual performance.

9.3 Demonstrate competence in the use of ICT learning and development programmes.

9.4 To develop skills as self-directed learners and practitioners.

1. **A synopsis of the curriculum**

The aim of this module is to able students to demonstrate that they have the relevant professional experience to be able to undertake the programme and develop the academic knowledge and skills to complete their studies. It will assist students to understand the relationship between professional and academic knowledge and the importance of understanding the context in which their professional knowledge is developed. Students will be required to produce a convincing argument that shows the connection between their existing professional knowledge and the requirements of academic study, such as the ability to structure concepts when thinking and making professional judgements in their professional practice, or using experiential approaches to experience and/or act out the behaviours, knowledge and values of their own professional practice. Although the knowledge base will primarily be the students own professional experience students will be introduced to theories of experiential learning and reflective practice which will support them to understand how professional knowledge is generated and the importance of self directed study.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Boud D, Keogh R, Walker D (2005) Reflection: Turning Experience into Learning, London, Routledge

Durrant, A.; Rhodes, G. and Young, D. (Eds) (2009) Getting Started with University-level Work Based Learning. Middlesex: University Press

Kolb D (1984) Experiential Learning: Turning Experience into Learning, Englewood Cliffs, N.J,: Prentice-Hall

Keats, D. (2000) Interviewing: A Practical Guide for Students and Professionals. London: Open University Press.

Marshall, L.; Rowland, F. (1998) A guide to learning independently. London: Open University Press.

Moon J (2004) A Handbook of Reflective and Experiential Learning: Theory and Practice, London, Routledge.

Pritchard, L.; L, Roberts. (2006) The Adults Guide to Higher Education. London: McGraw Hill

Stapley L (2006) Individuals, Groups and Organizations Beneath The Surface: An Introduction, London Karmac

Senge, P, et al (2007) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation, London, Random House

Talbot, C. (2003) Studying at a Distance. London: Open University Press Ltd.

Wilkinson, D. (2000) The Researcher’s Toolkit: The Complete Guide to Practitioner Research. London: Routledge.

1. **Learning and teaching methods**

Total contact hours: 31

Private study hours: 269

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Written Assignment 3,500 – 4,500 words 70%

Oral Presentation 20 minutes 30%

To successfully complete this module, an overall pass is required

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Guided Study Package | X |  |  | X | X | X |  |  | X |
| Lectures and Seminars | X | X | X | X | X | X | X |  | X |
| Tutorials |  | X |  |  | X | X | X | X |  |
| Self Study | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Critical Review | X | X | X | X | X | X | X | X | X |
| Presentation | X |  |  | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module draws on the tutor expertise covering both transdisciplinary and international context and backgrounds. The module is supported by CPP which is located within Social Science and therefore will be able to draw on the expertise of an international Faculty, should that be required. The methods and techniques that are being delivered reflect developments in an evidence-based subject area drawn from international sources. Grasping the subject specific learning outcomes will furnish students with the ability to operate and apply the principles of research skills within a professional and workplace setting and, should it be necessary to do so, in a broader worldwide setting.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 5/12/19 | Minor | Sep 20 | 5, 13 | No |
|  |  |  |  |  |