 MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. The title of the module
   IFWBL Work-based Learning

2. The Department which will be responsible for management of the module
   *ifsSchool of Finance/Kent Business School*

3. The Start Date of the Module
   May 2007, revised October 2011

4. The cohort of students (onwards) to which the module will be applicable.
   A compulsory module at FHEQ Level 5 within year 2 of the Foundation Degree in Banking Practice and Management and an option module within the Professional Diploma in Banking Practice and Management, formerly validated as the Foundation Degree and Diploma in Higher Education in Financial Markets and Management from 2011/12

5. The number of students expected to take the module
   30 per annum

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
   None

7. The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
   FHEQ Level 5 (Intermediate [I])

8. The number of credits which the module represents
   30 credits

9. Which term(s) the module is to be taught in (or other teaching pattern)
   Distance Learning

10. Prerequisite and co-requisite modules
   One core module

11. The programmes of study to which the module contributes
    Foundation Degree in Banking Practice and Management
    Professional Diploma in Banking Practice and Management

12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
    This module is intended to provide students opportunities to learn new subject-specific and generic skills and develop them through an iterative process of use and reflection. On completion of this module, students will be assessed on the extent and effectiveness of their ability to:

        a) Address the specific issues of managing change, managing risk and managing complexity
b) Apply, in a practical manner to the work environment, knowledge and understanding gained through formal study

c) Use tools and techniques in practical workplace situations and draw conclusions on the appropriateness and effectiveness of these tools and techniques

d) Trial generic concepts and theories in real-life situations and reflect on how successfully they can be applied in practice

e) Reflect, through their journal, how their studies relate to the workplace and link to their workplace objectives, performance reviews and ongoing personal development plan

These intended module learning outcomes contribute to the following programme learning outcomes: A1-A13, together with the generic programme skills set out in section B-D of the programme specification.

13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

On completion of this module students will be able to demonstrate achievement of the following generic learning outcomes:

a) Ability to learn through reflection on practice and experience
b) Ability to analyse problems, identify appropriate solutions and make decisions
c) Ability to work and study independently and utilize resources effectively
d) Ability to communicate effectively in a manner appropriate to the context and audience
e) Ability to work effectively, both as an individual and in groups and teams, with due regard for business/management issues, people, cultures, etc.

These intended generic learning outcomes contribute to the generic programme skills set out in section B-D of the programme specification.

14. A synopsis of the curriculum

Work-based learning is a compulsory module within the Foundation Degree programme. Its purpose is to provide an integrated approach to study, where students are given the opportunity to reflect upon their academic learning and gain relevant practical experience by applying this learning in their workplace. Students should have studied at least one core module prior to embarking upon their work-based learning. In order to maximise the benefits of work-based learning, students are encouraged to undertake this module concurrently with, rather than at the end of, their academic studies at this level.

In addition to providing opportunities for enhancing their technical subject-specific knowledge and skills, a further feature of the module is the provision of opportunities for students to develop a broad set of intellectual, practical and transferable skills to assist career progression and add value to their organisations by way of enhanced performance.

For this module, students will be assessed both in the workplace and on the basis of their personal reflective journal. Since, for this module, it is important that both the learning and its assessment have direct relevance to the work environment as well as a sound educational basis, they will need to link with the student’s agreed workplace objectives. This will in turn allow the student’s workplace assessment to link to their regular performance reviews carried out with their line managers, thus avoiding additional unnecessary bureaucracy.

15. Indicative Reading List

Students will be provided with appropriate learning materials. Guidance as to the use of these materials and how to build on these materials will also be provided in accordance with the principles set out in the Learning and Teaching Strategy. Further reading relating to the themes of change, risk and complexity is included in the guidelines issued to all students.
16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

A: Modes of study

Distance learning.

**Distance learners**
Distance learners will be allocated to a subject tutor for this module to support them through their study session and an *ifs* Higher Education Student Advisor.

B: Learning hours

For a module of study worth 30 credits the total expected study hours are 300 (ie ten hours per credit). Distance learners will have regular contact with their appointed *ifs* distance learning tutor and *ifs* Higher Education Student Advisor.

C: Learning materials and learning outcomes

Each module has learning materials; activities and resources designed and developed to support students in achieving the learning outcomes. Learning materials and reading links are provided in a folder at registration and each student will have access to the MyifsiLE learning environment containing learning activities and discussion forums and the *ifs* KnowledgeBank learning resources (an electronic library service). Text and journal readings are provided online and tailored to student assignments where appropriate.

17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

The assessment for this module is based on a student's performance against the subject-specific and generic skills learning outcomes set out in sections 12 and 13 of this specification. Sources of evidence will be employer observations and the student’s own reflective personal journal.

The pass mark for this module is 40% and passes are graded (pass, merit, distinction) in accordance with Kent’s Credit Framework.

18. Implications for learning resources, including staff, library, IT and space

KBS will be required to provide a member of staff to liaise with the *ifs School of Finance* and to take the role of the Chair of the Board of Examiners.

19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

If the module is part of a programme in an Associate College, please complete the following:

20. Associate College:

21. University Department (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme:
SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY DEPARTMENT

Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

................................................................. .................................................................
Director of Learning and Teaching Date

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Print Name

Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and, where the module is proposed by Departmental staff, will be responsible for its resourcing"

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Head of Department Date

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Print Name

SECTION 3: MODULE IS PART OF A PROGRAMME IN AN ASSOCIATE COLLEGE

(Where the module is proposed by an Associate College)

Statement by the Nominated Officer of the College: "I confirm that the College has approved the introduction of the module and will be responsible for its resourcing"

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Nominated Responsible Officer of the Associate College Date

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Print Name

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Post

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Associate College