



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School <i>(ICE / SAC / SSHS)</i>	ICE
Academic Group	CAWBLS
Professional accreditation body <i>(if applicable)</i>	N/A
Final award <i>(e.g. BA Hons.)</i>	PG Certificate
Title of programme(s)	Postgraduate Certificate in Facilitating Work-Based Learning in Higher Education
Subsidiary award(s) <i>(if any)</i>	None
Honours type <i>(Single / Joint / Combined)</i>	N/A
Duration and mode(s) of study	Up to 1 Year Blended/Distance
Month/year of approval of programme	June 2019
Start date <i>(this version) (month and year)</i>	September 2019
Periodic review next due <i>(academic year)</i>	2024
HECoS (formerly JACS) subject code(s) <i>(Level 3)</i>	101277 (100%)
UCAS course code & route code <i>(available from Admissions)</i>	N/A
SITS codes <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	TBC
Delivery venue(s)	Leeds Trinity University and premises of approved partners

2. Aims of the programme

Rationale and general aims, including what is special about this programme <i>(from the student's and a marketing perspective)</i>
<p>This PGC is aimed at tutors with Work-based students and will show them how to develop and support Work-based learners, who are employed and learning in the workplace whilst using this learning to gain an HE award.</p> <p>They will go through the process as a student using a WBL framework would, and learn how to use analytical reflection to locate and evidence own learning and how to plan an individual coherent programme of HE level learning. By going through this process as</p>

part of the programme assessment students will gain a real insight into the methodology along with a depth of knowledge about how WBL can operate within HE.

The programme covers negotiated learning which involves planning a learning programme, but also negotiating how the assessments of the programme can be fulfilled with real work activity. Practitioner project planning (including relevant research methods) is covered as well as how to undertake WB projects, including negotiating content and focus that satisfies the needs of employer, employee and academic programme.

Programme participants will:

- Become adept in delivering WBL programmes at HE level
- Understand what a WBL student undertakes
- Reflect on their own practice and become better practitioners
- Understand how to locate and evidence learning
- Learn practitioner research methods including how to write a meaningful project proposal
- Gain an understanding of how to supervise a Work-based learning project
- Understand how to create a Learning Agreement that satisfies appropriate stakeholders
- Undertake some of the tasks that WBL students have to do – therefore learning them realistically

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc. codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*

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| K1 | a critical and coherent application of theoretical and practical insights and knowledge about principles of experiential learning, Work-based learning frameworks and methods to effectively support and guide individual, and/or groups of, Work-based learners completing WBL Higher Education programmes of study including detailed subject knowledge and reference to recent scholarly resources, using accurate scholarly conventions; |
| K2 | an in-depth knowledge and coherent application of professional codes of conduct to their work/professional practice of supporting and guiding individual, and/or groups of, Work-based learners completing WBL Higher Education programmes of study, including those that include a research (WB project) component; |
| K3 | the ability to effectively support, guide and be partly responsible for individual, and/or groups of, Work-based learners claiming Recognition of Prior Learning from any professional context; |
| I1 | a critical application of theoretical and practical insights and knowledge about |

practitioner-research approaches, methods and techniques to effectively support and guide individual, and/or groups of, Work-based learners proposing and completing a WB project in any professional context;

- I2 critical evaluation of approaches to solving problems in a disciplinary context;
- I3 effective and sustained communication of results and arguments;
- I4 understanding of the limits of their knowledge and the consequent influence on their analysis;
- I5 their ability to use reflection as an established aspect of facilitating work-based learning in any professional context, leading to significant transformative insights which have the potential to impact on the professional practice of self and often others;
- P1 the ability to write a methodologically and ethically sound practitioner research proposal on facilitating WBL, which is appropriate for an academic and work audience;
- P2 the ability to effectively support, guide and be partly responsible for individual, and/or groups of, Work-based learners planning and reviewing their personal and professional development in any professional context
- P3 the ability to effectively support, guide and be partly responsible for individual, and/or groups of, Work-based learners negotiating a Higher Education programme of study;
- P4 the ability to effectively support, guide and be partly responsible for individual, and/or groups of, Work-based learners proposing and completing WB projects in any professional context.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Team working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7	Application of information technology – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spread sheets and file management; the ability to use the internet and email effectively.
E8	Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
E9	Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.
See also the learning outcomes for subsidiary awards set out in section 4 below.	

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements <i>(including appropriate references to any PSRB, employer or legislative requirements)</i>	
<ol style="list-style-type: none"> 1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives. 2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace. 3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students. 4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate. 5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation. 6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes. 7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required. 8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported. 9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers. 	
<i>The programme has been created using the above guidance from – the UK QUALITY CODE, ADVICE AND GUIDANCE: WORK-BASED LEARNING - Publication Date: 29 Nov 2018</i>	

4. Learning outcomes for subsidiary awards – N/A

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Typically 150 to 200 words

The first module will introduce the applicability and value of Work-Based Learning Frameworks (WBLFs) and experiential learning to those aspiring to support and guide individuals and/or groups completing WBL Higher Education (HE) programmes of study.

It specifically addresses the following elements of Work-based learning and teaching:

- What WBLFs are and how they work in HE;
- What experiential learning is and the role of analytical reflection in learning from experience;
- What Recognition of Prior Learning (RPL) is and how to support learners who are claiming RPL;
- What negotiated learning is and how to support learners negotiating an HE programme of study;
- What individualised learning plans are and how to support these with learning contracts and agreements;
- How to create the above in such a way as to be academically coherent whilst satisfying all key stakeholders and fulfilling individuals' personal and professional development plans.

The second module helps students to acquire the necessary skills and knowledge to support and guide individuals and/or groups completing WBL Higher Education (HE) programmes of study that include a research (WB project) component. The module will also help students to develop and apply research and project skills, in professional contexts, whilst becoming critical practitioner-researchers themselves.

It specifically addresses the following elements of Work-based learning and teaching:

- What WB projects are and how they are used in professional contexts to advance knowledge;
- Approaches, methods and techniques used for practitioner research;
- How to support Work-based learners proposing, negotiating and planning WB projects;
- How to support learners completing their WB projects;
- How to support learners in sharing their WB projects results and learning from their inquiry;
- How to propose a small scale WB project on facilitating WBL in HE.

6. Structure

Postgraduate Certificate in Facilitating Work-Based Learning

Duration: 1 year part-time

Total credit rating: 60 (30 ECTS)

Level 7 – with effect from September 2019

Core: Students are required to take:

ICE7063	Negotiating Work-Based Learning in HE	-	30 credits	Sem. 1 or 2
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ICE7073	Practitioner Enquiry in Work-Based Learning in HE	-	30 Credits	Sem. 1 or 2
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Students will normally study the modules in this order – although ICE7063 is not a pre-requisite for ICE7073

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme has been created using relevant principles from the current LTU LTA strategy and framework.

A blended and learner-centred approach will be taken, the students are themselves training work-based learners and work-based learning positions a learner's own work/practice as the subject of study and as such is concerned with the development and application of knowledge, understanding and skills that emerge from the context of this work/practice.

The workplace is explicitly recognised as a site of knowledge production. WBL comes from learning activities based upon authentic practice and focused upon developing the practitioner's ability to solve the real problems of their work context. Because of the nature of WBL, the tutor often acts as a facilitator and critical friend, rather than a subject expert. As WBL is situated and constructed at work; it therefore generally has an impact that goes beyond the learner and their academic facilitator.

Reflection is key to the learning process, as it is the means through which an individual learner identifies themselves as a 'work-based learner' in relation to their own work context. This learning process includes the development and enhancement of a range of analytical and evaluative cognitive skills with which to reflect on the learner's work. Reflection on a learner's own practice and work context also has the potential to generate knowledge (Kolb 2008) that is applied in relation to this work/practice.

The emphasis on work-based practice and work-based projects is also specifically designed to bring critical and creative thinking to real world problems in the form of work/practice-based inquiry, methodologically rigorous and ethically sound. The emphasis throughout the programme is on the use of a variety of assessment methods designed to support the development of the learners' knowledge and understanding. Learners will use their own work place as a resource for the forms of written assignments. This provides an opportunity to compare theory and practice in an applied context relevant to their area of expertise. Assessment is based on the work context and is likely to include real life work "products. Projects are proposed which require the students to reflect upon their position as a researcher/practitioner and the ethical issues involved in order to mitigate risk to individual participants, the work organisation/professional context and themselves. Part of this is demonstrating a critical understanding of relevant ethical principles and a systematic knowledge and coherent application of professional codes of conduct to the work/practice of self and others.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme												Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	I1	I2	I3	I4	I5	P1	P2	P3	P4	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Critical application of theory</i>	<i>Demonstrate prof. knowledge</i>	<i>RPL capability</i>	<i>Apply research approaches</i>	<i>Disciplinary problem solving</i>	<i>Communication</i>	<i>Limits of knowledge</i>	<i>Use reflection in a</i>	<i>Write methods/ ethically</i>	<i>Support student PPPD</i>	<i>Negotiate HE programme pain</i>	<i>Support WB Projects</i>	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
ICE 7063 Negotiating Work-Based Learning in HE																					
ICE 7073 Practitioner enquiry in Work-Based Learning in HE																					

8. Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above).

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

Students need to be employed

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Guidelines and Procedure for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Postgraduate Degrees

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

N/A

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.