

Liverpool John Moores University

Title: NEGOTIATED WORK BASED LEARNING
Status: Definitive
Code: **7004PCCOMM** (106907)
Version Start Date: 01-08-2014

Owning School/Faculty: Centre for Public Health
Teaching School/Faculty: Centre for Public Health

Team	Leader
Sean Mackay	Y

Academic Level: FHEQ7
Credit Value: 15.00
Total Delivered Hours: 72.00
Total Learning Hours: 150
Private Study: 78

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	6.000
Tutorial	6.000
Workshop	60.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio of evidence to include negotiated assessments based on the learning agreement	100.0	

Aims

To enable healthcare staff to maximise learning opportunities and experiences relevant to their own area of work in order to facilitate career and professional development

Learning Outcomes

After completing the module the student should be able to:

- 1 Display mastery of a complex and specialised area of knowledge and skill.
- 2 Critically evaluate current research and advanced scholarship in the selected area of study.
- 3 Display a higher level of competence within a negotiated area of study with due consideration of the KSF.
- 4 Critically reflect upon their knowledge and understanding of the subject area in order to develop new skills to a higher level.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

EVIDENCE	1	2	3	4
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Outline Syllabus

Negotiation of a tripartite relationship of learning experience based on protocols, professional standards will be according to the individual needs of the student. Generic skills will include: reflection, evaluation, portfolio development, e learning

Learning Activities

The negotiation of a tri-partite agreement will be supported by formal tutorials, group work and academic counseling. Work-based learning.

References

Course Material	Book
Author	Brookfield, S
Publishing Year	1998
Title	Developing critical thinkers :challenging adults to explore alternative ways of thinking and action
Subtitle	
Edition	
Publisher	Open University Press
ISBN	

Course Material	Book
Author	Ghaye, A Ghaye, K
Publishing Year	1998
Title	Teaching and Learning through reflective practice
Subtitle	
Edition	
Publisher	David Fulton

ISBN	
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Course Material	Book
Author	Taylor, B.J.
Publishing Year	2000
Title	Reflective practice
Subtitle	
Edition	
Publisher	Open University Press
ISBN	

Course Material	Book
Author	Moon, J.A.
Publishing Year	2004
Title	A Handbook of Reflective and Experiential Learning Theory and Practice
Subtitle	
Edition	
Publisher	Routledge
ISBN	

Notes

The selected study area for this module will be identified by the student and their practice teacher / manager as part of their personal development review or it could be an individual piece of work .A tripartite agreement then facilitates the process.