



UNIVERSITY OF
LINCOLN

Work Based Distance Learning



Our Approach

- Our programmes are designed to meet the needs of employers and the professions but more importantly **your** needs.
- Our programmes enable you to develop **your** personal and professional knowledge, skills and competences necessary for, and relevant to, your job, in order to enable you to realise your full potential.



Special Features

Four key aspects of our programmes are:

- Reflective practice
- Work based learning
- Virtual learning environment
- Peer-related learning



Support during your Studies

- Customer Excellence Consultants
- Dedicated admin team
- Library subject centre
- Learning Resources
 - Access to other Universities - Sconul
- Virtual Learning Environment
 - Induction, programme and module resources, communities of practice, additional support



Work Based Distance Learners

- Mature
- Well established at work
- Rich work experience
- WBDL places the learner at the interface between work and the university to explore work-focused issues



The Journey.....



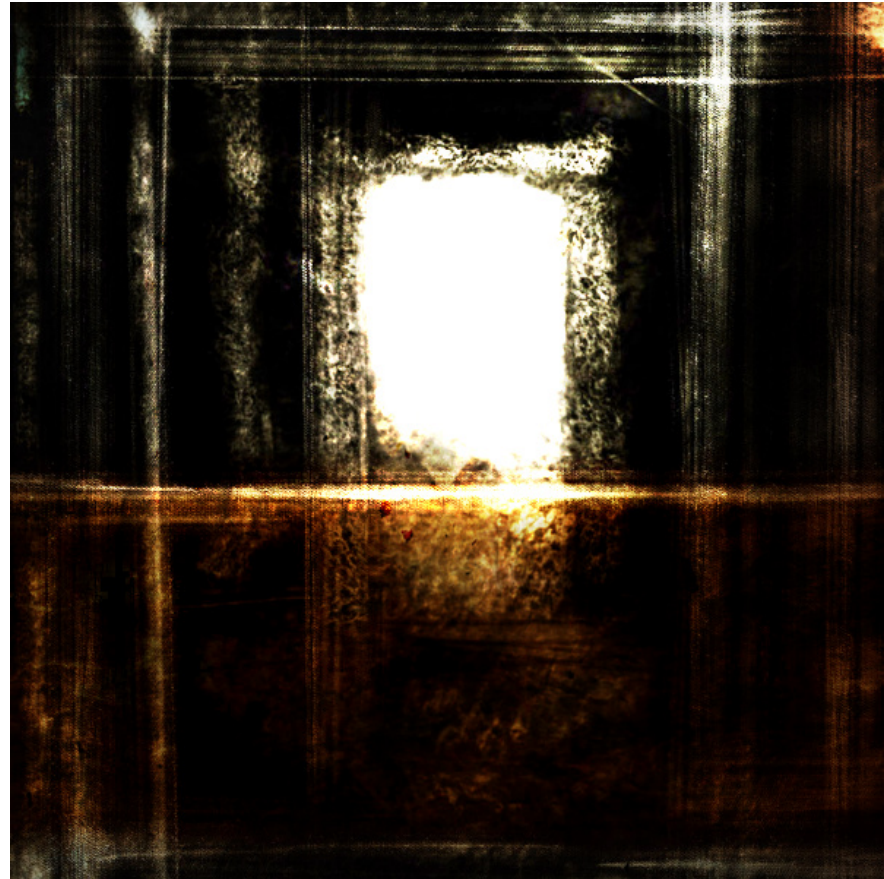
Venturing into strange places together

The student is perforce required to venture into new places, strange places, anxiety-provoking places .

This is part of the point of higher education.

If there was no anxiety, it is difficult to believe that we could be in the presence of a higher education.

[\(Barnett 2007: 147\)](#)





Intellectual uncertainty


‘Intellectual uncertainty is not necessarily or simply a negative experience, a dead-end sense of not knowing, or of indeterminacy.

It is just as well an experience of something open, generative, exhilarating, (the trembling of what remains undecidable).

I wish to suggest that ‘intellectual uncertainty’ is ..a crucial dimension of any teaching worthy of the name.’

(Royle 2003 : 52)





A Journey to Cross a Threshold where Knowledge becomes Troublesome

- Integrative
- Transformative
- Irreversible
- Re-constitutive
- Discursive
- Troublesome



Developing **Your** Academic Skills

- Research skills to learn about the world
- Critical and comparative thinking skills
- Ability to think creatively and integrate knowledge
- Coping and resiliency skills in unfamiliar and challenging situations
- Academic writing and Referencing



Your Academic Development

- Critical understanding
- Disciplinary currency
- Problem formulation
- Problem analysis and resolution
- Evaluation
- Evidence-based solutions
- Argumentation
- Deriving meaning from complexity
- Modes of enquiry
- Informed judgements
- Advanced techniques
- Independence
- Creativity
- Critical values
 - ethical
 - social
 - cultural
 - environmental
- Wider professional conduct

Learner responsibility

Learner Responsibility

- Independent, autonomous learners
- Responsibility to:
 - Understand the rules of engagement
 - Contact tutors
 - Submit drafts of work in good time,
 - Act on tutor feedback and guidance
 - Seek clarification **in advance**



Learner Attitudes

- Openness to learning & positive orientation to new opportunities, ideas, ways of thinking and 'feedback'
- Tolerance for ambiguity and unfamiliarity
- Empathy or the ability to take multiple perspectives
- Proactive approach to
 - time management and planning
 - communicating with tutors and peers

Work Based Distance Learning





Key Points

- Higher Education Programmes which are bound to UoL rules and regulations
 - Understand the ‘rules of engagement’
 - You only ‘get out’ what you ‘put in’
 - Reading and researching is necessary
 - Development of academic skills
 - Referencing/ Plagiarism
 - Understanding and application of management theories and concepts in practice