

## MODULE SPECIFICATION

| Part 1: Basic data    |   |                    |                           |                   |         |
|-----------------------|---|--------------------|---------------------------|-------------------|---------|
| Module title          | Sandwich Year Work Placement  |                    |                           |                   |         |
| Module code           | UINVK6-15-2   | Level              | 2                         | Version           | 1.2     |
| Owning faculty        | Hartpury  | Field              | Animal and Land Science   |                   |         |
| Contributes towards   | BA (Hons) Equine Business Management (SW)<br>BSc (Hons) Animal Behaviour and Welfare<br>BSc (Hons) Animal Science (SW)<br>BSc (Hons) Applied Animal Science (SW)<br>BSc (Hons) Applied Animal Science with Therapy (SW)<br>BSc (Hons) Equestrian Sports Coaching<br>BSc (Hons) Equestrian Sports Science<br>BSc (Hons) Equine Science (SW)<br>BSc (Hons) Equine Science with Therapy (SW)<br>BSc (Hons) Sport and Exercise Nutrition (SW)<br>BSc (Hons) Sport and Exercise Sciences (SW)<br>BSc (Hons) Sports Conditioning and Injury Management (SW)<br>BSc (Hons) Sports Therapy<br>BSc (Hons) Sports Therapy (SW)<br>BSc (Hons) Strength and Conditioning (SW)<br>FdSc Animal Management (SW)<br>FdSc Equine Management (SW)<br>FdSc Equine Performance (SW)<br>MSci Equine Science (SW) |                    |                           |                   |         |
| UWE credit rating     | 15  | ECTS credit rating | 7.5                       | Module type       | Project |
| Pre-requisites        | 90 credits at level 1 or above  |                    | Co-requisites             | None              |         |
| Excluded combinations | None  |                    | Module entry requirements | None              |         |
| Valid from            | 01 September 2018   |                    | Valid to                  | 01 September 2020 |         |

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| <b>CVC approval date</b> | 17 February 2014<br>V1.2- 01 March 2018 |
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**Part 2: Learning and Teaching**

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| Learning outcomes | On successful completion of this module students will be able to:<br><br><ol style="list-style-type: none"><li>1 Reflect on experience and/or practice (A).</li><li>2 Identify individual goals and responsibilities (A).</li><li>3 Evidence implementation of personal goals (A).</li><li>4 Analyse personal development objectively (A).</li></ol>   |
| Syllabus outline  | The basis of this module is learning in the work place:<br><br><ol style="list-style-type: none"><li>1 Seek out, apply for and secure placement.</li><li>2 Normally complete 40 weeks of approved work experiences (one week is assumed to be a minimum of 35 hours).</li><li>3 Evidence work experience.</li><li>4 S.W.O.T analysis of self.</li><li>5 Set S.M.A.R.T targets.</li><li>6 Report on personal experience in working environment.</li></ol> |

| Contact hours                                 | <p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Independent learning including work placement</td> <td style="text-align: right;">1500</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>1500</b></td> </tr> </table>   | Lectures, guided learning, seminars etc | 0   | Self directed study     | 0                     | Independent learning including work placement | 1500 | <b>TOTAL</b> | <b>1500</b> |      |      |                                    |    |                                  |      |                                      |    |  |      |
|---|---|---|---|-------------------------|-----------------------|---|------|--------------|-------------|------|------|------------------------------------|----|----------------------------------|------|--------------------------------------|----|--|------|
| Lectures, guided learning, seminars etc       | 0   |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Self directed study                           | 0   |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Independent learning including work placement | 1500  |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| <b>TOTAL</b>                                  | <b>1500</b>   |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Teaching and learning methods                 | <p>Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. A virtual learning environment (VLE), email and phone calls will be used to keep in touch with students.</p> <p><b>Independent learning and work placement</b><br/>This will largely be time in the placement although will also include hours engaged with essential reading, assignment preparation and completion etc.</p> <p><b>Virtual learning environment (VLE)</b><br/>This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>   |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Key information sets information              | <p>Key information sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p><b>Key information set – module data</b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>1500</td> <td>0</td> <td>100</td> <td>1400</td> <td>1500</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <li>1 <i>Written exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table> | Hours to be allocated                   | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours                               | 1500 | 0            | 100         | 1400 | 1500 | Written exam assessment percentage | 0% | Coursework assessment percentage | 100% | Practical exam assessment percentage | 0% |  | 100% |
| Hours to be allocated                         | Scheduled learning and teaching study hours   | Independent study hours                 | Placement study hours                       | Allocated Hours         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| 1500  | 0   | 100                                     | 1400  | 1500                    |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Written exam assessment percentage            | 0%  |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Coursework assessment percentage              | 100%  |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
| Practical exam assessment percentage          | 0%  |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |
|   | 100%  |   |   |                         |                       |   |      |              |             |      |      |                                    |    |                                  |      |                                      |    |  |      |

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| Reading strategy        | <p><b>Essential readings</b><br/>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b><br/>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b><br/>Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p> |
| Indicative reading list | <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> <li>• Delin, A. (Current Edition) <i>Employment at every level</i>. Avon: Resource.</li> <li>• Fanthome, C. (Current Edition) <i>Work Placements: a survival guide for students</i>. Basingstoke: Palgrave MacMillan.</li> <li>• Neugebauer, J. (Current Edition) <i>Making the most of your placement</i>. California: Sage.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• Gradjobs: Work Placement (<a href="http://www.gradjobs.co.uk/work-placement">http://www.gradjobs.co.uk/work-placement</a>)</li> <li>• Prospects: Jobs and Work Experience (<a href="http://www.prospects.ac.uk">http://www.prospects.ac.uk</a>)</li> <li>• Student Employment Services (<a href="http://www.studentemploymentservices.co.uk">http://www.studentemploymentservices.co.uk</a>)</li> <li>• Employment 4 Students (<a href="http://www.e4s.co.uk">http://www.e4s.co.uk</a>)</li> </ul>              |

| <b>Part 3: Assessment</b>   |  |                          |
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| <b>Assessment Strategy</b>  | <p>The module is assessed using a reflective portfolio that will evidence the health and safety criteria, the employer/business and self-reflection. Students will be given opportunities to apply knowledge and develop their skills through the working environment developing experience of both practical and transferable skills that are only developed through experience and reflection.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to VLE.</p> |                          |
| Identify final assessment component and element   | Reflective portfolio   |                          |
| <b>% weighting between components A and B (Standard modules only)</b>   |  | <b>A:</b>                |
|   |  | <b>B:</b>                |
|   |  | 100%                     |
|   |  | 0%                       |
| <b>First Sit</b>  |  |                          |
| <b>Component A (controlled conditions)</b>  |  | <b>Element weighting</b> |
| <b>Description of each element</b>  |  |                          |
| 1   | Reflective portfolio of evidence of normally 40 weeks relevant work placement with a pre-approved work placement provider including an employer's report (2,000 words)   | 100%                     |
| <b>Resit (further attendance at taught classes is not required)</b>   |  |                          |
| <b>Component A (controlled conditions)</b>  |  | <b>Element weighting</b> |
| <b>Description of each element</b>  |  |                          |
| 1   | Reflective portfolio of evidence of normally 40 weeks relevant work placement with a pre-approved work placement provider including an employer's report (2,000 words)   | 100%                     |
| If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences. |  |                          |