



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Work Skills		
Module Code	USSKAC-30-1	Level	Level 4
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Applied Sciences
Department	HAS Dept of Applied Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See Learning Outcomes</p> <p><b>Outline Syllabus:</b> Skills for Study and Work            Transition to university, expectations, requirements and support. Introduction to study skills and generic graduate, skills. Proficiency and careers within the environmental sector. The evaluation of skills and planning personal development. Activities may include: academic reading; literature and information searching; scientific writing; referencing and plagiarism; presentation skills; time management; understanding and using feedback; formative assessment and feedback from staff and peers; revision techniques and exam preparation; self evaluation and reflection; planning ahead.</p> <p>Field Skills and Work Experience            Principles of fieldwork, sampling methodologies and monitoring health and safety. Investigation of a range of environmental issues in a local and regional context. Activities may include: generic work skills, field monitoring of air, soil or water quality; investigating the impacts of human activities (e.g. industry, tourism) on urban and rural environments through site visits and surveys; investigations into the factors that affect the distribution of living organisms.</p>

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### Analytical Skills

Introduction to hypothesis testing. Testing of hypotheses and making decisions, for example the use of t-tests and Chi-squared test. Appreciation of variability in scientific data and experimental uncertainty. Examining linear relationships and rates of change. Recording, presenting, analysing and interpreting scientific data using IT packages such as Excel and SPSS.

### Teaching and Learning Methods: Scheduled learning

Students can expect to receive a minimum of 104 hours taught material. This will be delivered as interactive lectures and lectorials (48 hours); workshops (24 hours); field practicals and visits (32 hours). Field visits may include a four day residential field trip depending on circumstances.

Scheduled learning includes interactive lectures, workshop and supervised fieldwork.

### Independent learning

Students are expected to spend 96 hours on independent learning tasks and preparation of assessments. There is also 100 hours' work experience to be completed in a relevant placement that would support their employability.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion of work experience placement hours.

Students will be expected to complete approximately 100 hours of relevant work experience (approximately half a day per week or one block of 3 weeks). Learning will be centred in a variety of organisations where wildlife conservation is practised. Individual student support will be provided by work-based supervisors and overseen by an academic placement tutor.

A variety of teaching and learning approaches will be employed. The module will be delivered using a mixture of whole group and small tutorial group sessions. Students will be allocated to a Study Skills Tutor group where a member of staff will facilitate personal, group and peer assisted learning of key skills. The module may if possible include a residential fieldtrip of 4 days duration where emphasis will be placed on the understanding the theory behind fieldwork and developing practical hands on skills in field techniques. Team-working skills will be promoted through group work. Expert opinion will be accessed via site visits (e.g. to industrial sites, information resources). Support material such as DVDs, relevant texts, internet and electronic resources, will be available for use both in formal and informal sessions.

Support for student learning in analytical skills will be given through weekly lectures/tutorials which will be integrated with the self-assessment tests to ensure focussed help can be given to those students who need help in the particular areas. Students will develop IT and data analysis skills through computer-based workshops. Resources for analytical skills also include direct tutorial material, and references to published material, software, internet and intranet resources. Where possible, the statistical topics are presented and tested in the context of environmental issues.

Student learning will be supported through the University's E-Learning Environment, Blackboard.

### Part 3: Assessment

The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments includes both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities.

The Controlled Conditions component of the assessment (Component A) comprises of a professional skills portfolio which links to the work placement and includes a reflective review.

The Coursework component of the assessment (component B) is made up of two elements. Element one is a Field Report which requires students to assess the different survey methods used during their field experiences

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(1500 words). Element two is a data analysis portfolio incorporating different statistical elements.

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes, problem-solving workshops, and model answers for past exam questions.

Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Quality Code on Assessment of Students and the recognition of prior learning, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

First Sit Components	Final Assessment	Element weighting	Description
Report - Component B	✓	60 %	Field report
Portfolio - Component B		40 %	Data analysis portfolio
Portfolio - Component A		0 %	Professional skills portfolio (Pass/Fail)
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component B	✓	100 %	Field and data analysis portfolio
Portfolio - Component A		0 %	Professional skills portfolio (Pass/Fail)

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Develop a variety of basic key graduate skills and attributes relevant to gaining and sustaining employment in wildlife conservation post-graduation	MO1
	Demonstrate engagement with the experience of work in wildlife conservation and reflect on development of professional skills	MO2
	Describe, for the field studies considered, the range of factors which affect the environment	MO3
	Record environmental data, present, analyse and interpret these data using appropriate mathematical, statistical and communication skills	MO4
	Use resources that will support professional development using research, problem solving and study skills throughout their undergraduate course	MO5
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	96
	<b>Total Independent Study Hours:</b>	96
	<b>Placement Study Hours:</b>	

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	Placement	100
	<b>Total Placement Study Hours:</b>	100
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	104
	<b>Total Scheduled Learning and Teaching Hours:</b>	104
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/usskac-30-1.html">https://uwe.rl.talis.com/modules/usskac-30-1.html</a></p>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Integrated Wildlife Conservation [Sep][FT][Zoo][2yrs] FdSc 2020-21