



Module Specification

Professional Work Skills

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Part 1: Information

Module title: Professional Work Skills

Module code: USSKAC-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Applied Sciences

Partner institutions: None

Field: Applied Sciences

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: 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.

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.

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.

Part 3: Teaching and learning methods

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 will include a four day residential field trip.

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 includes 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Develop a variety of basic key graduate skills and attributes relevant to gaining and sustaining employment in wildlife conservation post-graduation

MO2 Demonstrate engagement with the experience of work in wildlife conservation and reflect on development of professional skills

MO3 Describe, for the field studies considered, the range of factors which affect the environment

MO4 Record environmental data, present, analyse and interpret these data using appropriate mathematical, statistical and communication skills

MO5 Use resources that will support professional development using research, problem solving and study skills throughout their undergraduate course

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 96 hours

Placement = 100 hours

Face-to-face learning = 104 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/usskac-30-1.html) via the following link <https://uwe.rl.talis.com/modules/usskac-30-1.html>

Part 4: Assessment

Assessment strategy: Assessment 1 is a data analysis portfolio incorporating different statistical elements.

Assessment 2 is a professional skills portfolio which links to the work placement and includes a reflective review.

Assessment 3 is a Field Report which requires students to assess the different survey methods used during their study tour (1500 words).

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 tasks:

Portfolio (First Sit)

Description: Data analysis portfolio

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Portfolio (First Sit)

Description: Professional skills portfolio (Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Report (First Sit)

Description: Field report

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Portfolio (Resit)

Description: Data analysis portfolio

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Portfolio (Resit)

Description: Professional skills portfolio (Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Report (Resit)

Description: Field report

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Integrated Wildlife Conservation [Zoo] FdSc 2023-24