

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Reflection on Practice				
Module Code	UINV6B-15-M	Level	M	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Sciences		
Department	Animal and Land	Module Type	Standard		
Contributes towards	MRes Animal Behaviour and Welfare MRes Anthrozoology MSci Animal Behaviour and Welfare				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	18 February 2016	Valid from	01 September 2016		
Revision CVC Approval Date	V1.1- 01 March 2018	Revised with effect from	V1.1- 01 September 2018		

Review Date	01 September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> Effectively apply and contextualise knowledge of their named programme of study to contribute effectively in a subject-specific workplace context (B). Critically reflect on the practical application of theory, for their named programme of study, in real world working scenarios (B). Critically reflect on the skills, knowledge, and personal attributes required for working within an organisation relevant to their named programme of study (B). Reflect on current industry practice to inform the design of media to disseminate and market the impact of a selected organisation (A).
Syllabus Outline	<p>The syllabus of this module will reflect the content of a student's named programme of study. In addition they will study:</p> <ul style="list-style-type: none"> Processes and practices of reflection Reflective writing Application of theory into practice Creating effective media for marketing

Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lectures, guided learning, seminars, etc</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">125</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars, etc	25	Independent learning	125	TOTAL	150																			
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Teaching and Learning Methods	<p>A variety of learning strategies will be used including lectures and seminars (15 hours). Students will also be expected to engage in independent learning (125 hours) including a period of work based learning throughout the module (minimum of 40 hours). This independent and work based learning will involve the preparation of assessments and further reading, as well as completion of a work placement. Teaching will be delivered via a blended learning approach, supported via the VLE.</p> <p>Scheduled learning It is anticipated that each student will receive/attend approximately 15 hours of scheduled learning activities over the course of the academic year delivered by way of: lectures, seminars and tutorials. This module will be delivered via a blended learning approach.</p> <p>Independent learning In addition to scheduled learning, there is an expectation that students will spend approximately 125 hours on their own independent learning. This will include; essential reading, case study preparation, assessment preparation and work based learning.</p> <p>Volunteer work based learning: Please note this is not a work placement module. This module requires students to engage in a minimum of 40 hours of work based learning within an organisation/s appropriate to the student's named programme of study, to enable them to reflect upon the role and working practices of the selected organisation.</p> <p>Virtual learning environment (VLE) (or equivalent) 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> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 5px;">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;"></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td colspan="4" style="padding: 5px;"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black; padding: 5px;">15</td> </tr> <tr> <td style="padding: 5px;">Hours to be allocated</td> <td style="padding: 5px;">Scheduled learning and teaching study hours</td> <td style="padding: 5px;">Independent study hours</td> <td style="padding: 5px;">Placement study hours</td> <td style="padding: 5px;">Allocated Hours</td> </tr> <tr> <td style="text-align: center; padding: 5px;">150</td> <td style="text-align: center; padding: 5px;">25</td> <td style="text-align: center; padding: 5px;">125</td> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Key Information Set - Module data										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	25	125	0	150
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	<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> <table border="1" data-bbox="596 241 1265 472"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>70%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>30%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		70%		Practical exam assessment percentage		30%					100%
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Reading Strategy	<p>Further reading Students will be encouraged to read a wide range of different materials that will promote their own development and aid in the acquisition of skills necessary to the successful completion of their studies. In addition, students will also be encouraged to engage with organisations that enhance their future career potential and are advised read about their possible career choices. Training on how to engage in reflective practice and researching potential careers will be provided within lectures, workshops and tutorials by lecturers and members of the academic team and University Learning Centre Staff. Additional resources and interactive activities will be available via the VLE and other online platforms enabling them to be accessed remotely, to support a blended learning approach.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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 and Skype tutorials 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> <p>Books:</p> <p>Bassot, B. (Current Edition) <i>The Reflective Journal</i>. London: Palgrave Macmillan.</p> <p>Burns, T. and Sinfield, S. (Current Edition) <i>Essential Study Skills: the complete guide to success at university</i>. London: SAGE.</p> <p>Cottrell, S. (Current Edition) <i>The Study Skills Handbook</i>. Basingstoke: Palgrave.</p> <p>Cottrell, S. (Current Edition) <i>Critical Thinking Skills</i>. Basingstoke: Palgrave.</p> <p>Cottrell, S. (Current Edition) <i>How to Write Better Essays</i>. Basingstoke: Palgrave.</p> <p>Tarrant, P. (Current Edition) <i>Reflective Practice and Professional Development</i>. London: SAGE.</p> <p>Thomas, G. (Current Edition) <i>How to do your Case Study</i>. London: SAGE.</p> <p>Trinder, T. (Current Edition) <i>Evidence Based Practice: A Critical Approach</i>. London: John Wiley and Sons.</p> <p>Journals:</p> <p>Reflective Practice</p>																				

Part 3: Assessment

Assessment Strategy	<p>This module aims to support students to become reflective practitioners in their selected subject area/s. It builds on the development of knowledge and understanding gained across modules within the selected programme of study to enable the application of theory into practice and reflection of their own and organisational practices in the workplace. Formative opportunities to engage in reflection in action and guidance on how to compile effective case studies will be provided with feedback from the module teaching team. Interactive VLE tasks will also be used to develop individuals' reflective skills through verbal, written and digital communication and to develop their ability to structure case studies.</p> <p>Students will be required to produce a reflective e-portfolio, containing embedded case studies developed from working within their selected organisation/s. The period of work based learning will also provide the opportunity for them to critically reflect upon the practical application of knowledge gained upon their programme of study into a real-world context to enable evaluation of working practices. Students are encouraged to gain informal formative feedback from their work colleagues and clients during their time in the organisation/s and to use this within their summative reflection and case studies.</p> <p>Digital media will be produced to allow students to critically evaluate and reflect upon the impact of the work of their selected organisation undertaken at a local, national or international level, as appropriate. Opportunities for students to practice the production and effective dissemination of digital media including webinars and to gain formative and peer feedback will occur during module delivery.</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 the VLE.</p>
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Identify final assessment component and element	Digital media presentation and defence	
% weighting between components A and B (Standard modules only)	A: 30%	B: 70%
First Sit		
Component A Description of each element	Element weighting	
1. Digital media presentation and defence (20 minutes)	100%	
Component B Description of each element	Element weighting	
1. Reflective E-portfolio of case studies	100%	

Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting
1. Digital media presentation and defence (20 minutes)	100%
Component B	Element weighting

Description of each element	
1. Reflective E-portfolio of case studies	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	