






Module Specification

Part 1: Basic Data					
Module Title	Professional Practice Project				
Module Code	UILV7C-30-2	Level	2	Version	1
Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	Hartpury	Field	Animal and Land		
Department	Agriculture	Module Type	Project		
Contributes towards	BSc (Hons) Applied Agriculture BSc (Hons) Applied Agriculture (SW) BSc (Hons) Applied Agriculture (Livestock Production) BSc (Hons) Applied Agriculture (Livestock Production) (SW) BSc (Hons) Applied Agriculture (Crop Production) BSc (Hons) Applied Agriculture (Crop Production) (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	Professional Practice Portfolio (UILV7B-30-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2)	Module Entry requirements	None		
Last Major Approval Date	19 January 2017	Valid from	1 September 2017		
Amendment Approval Date		Revised with effect from			
Review Due By	1 September 2023				

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"> 1. Reflect on a period of extended placement experience relevant to their named programme of study and within the context of continual professional development. (A, B) 2. Demonstrate the ability to communicate clearly and professionally in a variety of formats. (A, B) 3. Take responsibility for own learning with minimal support including the development of appropriate study and employment skills. (A, B) 4. Reflect on personal experiences to date to develop a personal development plan relevant to their placement which can evidence achieved personal growth and development. (A, B) 5. Reflect on placement experiences to develop a career action plan based on perceived needs and career ambitions. (A, B)
Syllabus Outline	<p>The context of the work placement for this module must match the subject and focus of the programme specification on which the student is registered. Seeking appropriate work based learning opportunities.</p> <ul style="list-style-type: none"> • Planning appropriate work based learning opportunities. • Professional practice in an industry relevant to their study. • Critical reflection. • Personal development planning.

	<ul style="list-style-type: none"> • Goal setting. • Career planning. • Ethics within the workplace <p>The student with support of a tutor must contact employers to gain a work placement, following the process for gaining institutional approval for that placement and must obtain written agreement from the employer to confirm the offer of a specified period of work placement.</p>																														
Teaching and Learning Methods (and contact hours)	<p>Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, BEFORE starting the work placement.</p> <p>Scheduled learning includes tutorials prior to the start of the placement to address the following:</p> <ul style="list-style-type: none"> • How to find a suitable work placement. • How to apply for a work placement. • Identifying own skills relevant to placement. • Consideration of future careers. • Models of critical reflection and how to use reflection in practice. <p>Independent learning includes hours engaged with essential reading, portfolio preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual Learning Environment (VLE) This specification is supported by Moodle where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE. The VLE will be used to develop the critical reflective skills of students.</p> <p>Placement learning: Work-based learning equating to a minimum of 280 hours of approved and verified work experience is a compulsory part of this module. To support the compulsory period of work placement the work placement tutor will:</p> <ul style="list-style-type: none"> • Mentor the student throughout the process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider. • Help the student to construct a personal development plan/work objective in conjunction with the placement provider. • Monitor progress during the placement with the student and placement provider through remote engagement i.e. phone or skype. 																														
Key Information Sets Information	<p>HEFCE require Key Information Sets (KIS) to be produced at programme level for all undergraduate programmes of more than one year in length. 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" data-bbox="483 1630 1380 1982"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>15</td> <td>5</td> <td>280</td> <td>300</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	15	5	280	300																			
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	<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> <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="598 421 1270 651"> <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>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</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		75%		Practical exam assessment percentage		25%					100%
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Reading Strategy	<p>Students are expected to read a range of text books, journal articles and industry relevant publications in support of the module.</p> <p>Any core essential reading will be indicated clearly in the first week of module teaching along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack, or be referred to texts that are available electronically, etc. This guidance will be available on the relevant VLE page.</p> <p>Further and wider reading is encouraged for this module with relevant material indicated in lectures, lecture notes, seminar preparation instructions and on the relevant VLE.</p> <p>Access and skills 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 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.</p> <p>Books:</p> <p>Fanthome C. (Current Edition) <i>Work Placements: A Survival Guide for Students</i>. Basingstoke: Palgrave Macmillan.</p> <p>Gibbs, G. (Current Edition) <i>Learning by doing</i>. Oxford: Further Education Unit.</p> <p>Guirdham, M. (Current edition) <i>Interpersonal skills at work</i> Prentice Hall: London</p> <p>Moon, J.A. (Current Edition) <i>Reflection in learning and professional development: theory and practice</i>. London: Kogan Page.</p> <p>Walker, D. (Current Edition). <i>Reflection: Turning Experience into Learning</i>. London: Kogan Page.</p> <p>Websites and databases: Department for Business, Innovation and Skills: https://www.gov.uk/government/organisations/department-for-business-innovation-skills Health and Safety Executive: https://www.hse.gov.uk/</p>																				

Part 3: Assessment

Assessment Strategy	<p>The module is assessed through a portfolio of academic and personal development which will include controlled and uncontrolled elements. Students will be required to engage with a reflective e-portfolio, containing embedded case studies, developed from working within their selected organisation/s, which will demonstrate the student's ability to effectively apply theory into practice in a workplace context and to reflect on common working practices of their selected organisation/s. The extended placement allows students to set personal goals and targets with tutors and workplace providers. This provides the opportunity for students to monitor and reflect on skill attainment during their work placement.</p> <p>The period of work based learning will also provide the opportunity for students to reflect upon the practical application of knowledge gained upon their programme of study to design future facing personal development plans. 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 oral presentation and case studies.</p> <p>Throughout the module and portfolio development there will be opportunities for students to receive formative feedback to support them in their practice and reflection to allow them to reflect effectively on their performance and whether it meets industry requirements. Additional opportunities for reflection will occur within tutorials during the placement. Portfolios will be constructed throughout the course of the module and must be completed by the submission date.</p> <p>In line with the Institution'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	Portfolio of Academic and Personal Development		
% weighting between components A and B (Standard modules only)	A:	B:	
	75%	25%	
First Sit			
Component A (controlled conditions) Description of each element			Element weighting (as % of component)
1. Portfolio of Academic and Personal Development (equivalent to 5,000 words)			75%
Component B Description of each element			Element weighting (as % of component)
1. Oral Presentation (20 minutes)			25%

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element			Element weighting (as % of component)
1. Portfolio of Academic and Personal Development (equivalent to 5,000 words)			75%
Component B Description of each element			Element weighting (as % of component)

1. Oral Presentation (20 minutes)	25%
If a student is permitted a retake of the module under the Academic Regulations and Procedures, the assessment will be that indicated by the Module Specification at the time that retake commences.	