



Module Specification

Part 1: Basic Data					
Module Title	Academic Skills in Practice (Internship)				
Module Code	UINV8B-30-0	Level	0	Version	1
Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Sciences		
Department	Animal	Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sports Business Management BA (Hons) Sports Business Management (SW) BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW) BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) BSc (Hons) Animal Behaviour and Welfare BSc (Hons) Bioveterinary Science BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Science with Therapy (SW) BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sport and Exercise Science BSc (Hons) Sport and Exercise Science (SW) BSc (Hons) Physical Education and School Sport BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	V1 27 April 2017	Valid from	V1 01 September 2017		
Amendment Approval Date		Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Demonstrate effective communication within a job interview situation (A) 2. Manage their time and activities in ways which support academic and employment success (B). 3. Apply the principles of reflection to their experiences of working within teams and groups to achieve tasks (A, B). 4. Find and use academic literature and other data in practice (B). 5. Describe programme career opportunities available to graduates through consultation with Hartpury Innovation Careers and enterprise (B). 6. Identify desirable graduate skills and attributes from their internship, and construct a plan to acquire them (A,B)

Syllabus Outline	<p>Communication methods – types and characteristics of effective communication, adapting communication to audiences, expectations of communication within higher education (both with staff, peers, industry representatives and academic writing)</p> <p>Time and self-management – introducing techniques of time management and reviewing examples of good practice when applying these techniques to support academic and employment success.</p> <p>Reflective practice – an introduction to becoming a reflective practitioner</p> <p>Applying academic knowledge in practice – evidence-based practice within industries relevant to their programme of study, methods of knowledge transfer, their future role as an ambassador of current knowledge.</p> <p>Career opportunities – methods of searching for career opportunities, examples of career opportunities open to all graduates and those requiring subject skills that could be gained from their programme of study.</p> <p>Graduate skills and attributes – exploring literature around desirable skills and attributes, skills and attributes important to industry sectors that would be open to a graduate from their programme of study. Completing skills assessments and formulating learning plans and goals to increase future employability.</p>																									
Teaching and Learning Methods (and contact hours)	<p>The teaching methods are designed to engage students and scheduled sessions will include facilitated workshop time spent on practicing skills for assessment, future study and future employment. Students will have sessions which will be a mix of lecture, seminar and workshop activity with an emphasis on active learning in groups. Independent and group learning will be encouraged through guided reading, discussion forums and individual and group workshop preparation, assignment preparation and feedback. Students will be encouraged to develop as reflective learners.</p> <p>This module will include an internship, which is envisaged to be on-site, within part of Hartpury. During this time students will get the opportunity to put into practice the skills and knowledge that they have gained during their studies.</p>																									
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="488 1234 1377 1585"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">84</td> <td style="text-align: center;">216</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</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> <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>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	84	216	0	300
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Reading Strategy	<p>Essential reading Any essential reading will be indicated clearly, 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, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</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>Cottrell, S. (2013) <i>The Study Skills Handbook</i>. 4th ed. Basingstoke: Palgrave Field, A. and Hole G. (2003) <i>How to Design and Report Experiments</i>. London: Sage</p>																				

Part 3: Assessment	
Assessment Strategy	<p>The job interview enables a student to demonstrate verbal communication methods that would be appropriate to a formal occasion and will be used to inform their allocation of an internship opportunity. Formative opportunities, both with peers and tutors, will enable them to practice and refine these skills and support them in reflecting on their skills.</p> <p>Towards the end of the module the reflective report will draw together the learning experiences of the student and require them to include a skills assessment and future goals that will support them both in continuing their academic study and also towards future employment.</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>

Identify final assessment component and element	Reflective Report	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Job Interview (20 minutes)	100%	
Component B Description of each element	Element weighting	
1. Reflective report (2000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Job Interview (20 minutes)	100%
Component B Description of each element	Element weighting
1. Reflective report (2000 words)	100%
<p>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.</p>	