

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Placement Experience				
Module Code	UISVK5-15-2	Level	2	Version	2.0
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sports Business Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Initial CAP Approval Date	29 May 2014		Valid From	01 September 2014 V2.0- 01 September 2018	
Revision CVC Approval Date	V1.1- 07 July 2016 V2.0- 02 May 2018		Valid to	01 September 2024	

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"> <li>1 Identify where and how to search for a suitable and industry relevant work placement of minimum 150 hours (A).</li> <li>2 Develop effective CV and placement application writing skills (A).</li> <li>3 Gain knowledge of the main business activity, structure, strengths and weaknesses of the placement organisation (A).</li> <li>4 Develop skills of working independently (under supervision) and as part of a team, thinking creatively, time management, planning and problem solving, exercising initiative when required (A).</li> <li>5 Reflect upon the practical challenges encountered in the workplace and Identify potential solutions when completing a work-based project (A).</li> <li>6 Develop skills of self-reflection and personal development planning for career success (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Preparation for the work placement, including module requirements, rules and regulations.</li> <li>2 Health and safety in the workplace.</li> <li>3 Vacancy search and selection.</li> <li>4 CV writing and professional communication.</li> <li>5 Learning through active experience.</li> <li>6 Critical thinking and writing skills.</li> <li>7 Developing your management identity – mid placement review workshop.</li> <li>8 Personal development review – post placement workshop.</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table data-bbox="395 219 1077 347"> <tr> <td>Lectures, guided learning, seminars etc</td> <td>13</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>234</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>250</b></td> </tr> </table>	Lectures, guided learning, seminars etc	13	Self directed study	3	Independent learning	234	<b>TOTAL</b>	<b>250</b>
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Teaching and Learning Methods	<p>A variety of learning strategies will be used including workshops, tutorials and self-directed learning. Students will also be expected to engage in independent learning and to complete a suitable work placement of a minimum 150 hours.</p> <p><b>Learning approach</b>  Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Participants will be allocated a tutor to guide and support them in their placement. Contact time will be divided through a combination of workshops and tutorials to complement the work based learning hours.</p> <p>Students will attend a series of initial workshops where they will be introduced to the formal requirements for the module and the roles of the placement team. Guidance will be offered on seeking a suitable placement and how to produce effective communications to potential providers. The placement application will form the first point of assessment.</p> <p>During the placement students will complete a log of their activities, contacts and learning and will attend a single scheduled mid-placement progress workshop.</p> <p>A post-placement reflective seminar will round off the formal module support and culminate in the production of a placement portfolio bringing together placement logs and a reflective evaluation within a final assessed piece.</p> <p><b>Scheduled learning</b>  May include workshops, tutorials, outside speakers.</p> <p><b>Independent learning</b>  Independent learning includes hours engaged with essential reading, assignment preparation and completion. Students will be expected to utilise the VLE to expand their knowledge and understanding of employability skills, to develop their skills of self-reflection and personal development planning which are vital to successful completion of the placement and the assessed coursework.</p> <p>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><b>Placement Learning</b>  Includes a 150 hour work placement suitable to the programme specific context.</p> <p>Prior placement approval must have been granted by the college, with all attendant paperwork completed and signed off by both the placement provider and the module's placement tutor, before any portion of the total number of placement hours is completed.</p> <p><b>Virtual learning environment (VLE) (or equivalent)</b>  This module 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 (or equivalent).</p>								

<p>Key Information Sets Information</p>	<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> <p><b><u>Key information set – module data</u></b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">250</td> <td style="text-align: center;">16</td> <td style="text-align: center;">84</td> <td style="text-align: center;">150</td> <td style="text-align: center;">250</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <ol style="list-style-type: none"> <li>1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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> <p>Total assessment of the module:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	250	16	84	150	250	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p><b><i>Essential readings</i></b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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><b><i>Further readings</i></b> Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b><i>Access and skills</i></b> 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>																		

<p>Indicative Reading List</p>	<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> <ul style="list-style-type: none"> <li>• Armstrong, M., (Current Edition) <i>Managing Activities</i>. London: Institute of Personnel and Development.</li> <li>• Buchanan, D. &amp; Huczynski, H. (Current Edition) <i>Organisational Behaviour: an Introductory Text</i>. Harlow: FT Prentice Hall.</li> <li>• Clark. (Current Edition) <i>How to give effective business briefings: effective techniques for relaying information to and obtaining feedback from employees</i>. London: Kogan Page.</li> <li>• Cottrell S (Current Edition) <i>Skills for success: the Personal Development Planning Handbook</i>. London: Palgrave Macmillan.</li> <li>• Covey. S, (Current Edition) <i>The seven habits of highly successful people</i>. London: Simon &amp; Schuster.</li> <li>• Eales-White, R., (Current Edition) <i>The effective leader</i>. London: Kogan Page.</li> <li>• Fanthome C, (Current Edition) <i>Work Placements – A survival guide for students</i>. London: Palgrave Macmillan.</li> <li>• Guirdham, M. (Current Edition) <i>Interpersonal Skills at Work</i>. London: Prentice Hall.</li> <li>• Kirton W, (Current Edition) <i>Brilliant Workplace skills for Students and Graduates</i>. London: Prentice Hall.</li> <li>• Pardey,D., (Current Edition) <i>Leading teams</i>. Lichfield, London: Institute of Leadership and Management.</li> <li>• Pedler, M, (Current Edition). <i>A manager’s guide to self-development</i>. Maidenhead: McGraw-Hill Publishing Company.</li> <li>• Slack, T. (Current Edition) <i>Understanding sport organisations: the application of organisation theory</i>. Leeds: Human Kinetics.</li> <li>• Scherer A., (Current Edition) <i>Brilliant Intern</i>. Harlow: Pearson Education.</li> <li>• Taylor, R. &amp; Humphrey,J. (Current Edition) <i>Fast Track to the Top: 10 Skills for Career Success</i>. London: Kogan Page.</li> </ul> <p>Websites and databases:</p> <ul style="list-style-type: none"> <li>• Graduate careers website <a href="http://www.prospects.ac.uk">http://www.prospects.ac.uk</a>.</li> <li>• Graduate careers website <a href="http://www.targetjobs.co.uk">http://www.targetjobs.co.uk</a>.</li> <li>• Palgrave publishers companion website on career skills <a href="http://www.palgrave.com/careerskills/students.htm">http://www.palgrave.com/careerskills/students.htm</a>.</li> <li>• Graduate careers website <a href="http://www.insidecareers.co.uk">http://www.insidecareers.co.uk</a>.</li> </ul> <p><i>The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.</i></p>
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### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The overarching assessment strategy for this module is to encourage each individual student to plan, assess and evaluate the value of the work placement opportunity.</p> <p>The assessment will be a portfolio including, but not limited to:</p> <ul style="list-style-type: none"> <li>– A work placement log, detailing student’s activities, skills acquired contacts made and experiential learning gained.</li> <li>– A self-evaluation report, where the student reflects on their experience within the placement, evaluates how well they have performed their various tasks, assesses the development of the skills and abilities required for the placement, identifies their strengths and weaknesses and indicates how they might further improve their performance.</li> <li>– The portfolio must provide evidence via a signed record of a minimum 150 hours’ work placement and contain the placement approval certificate.</li> <li>– More detail will be included within the assessment brief.</li> </ul> <p>Formative feedback will be provided throughout the module via initial class discussions, placement tutor support, the mid placement workshop and end of module reflective workshop.</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 VLE.</p>
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Identify final assessment component and element	Portfolio
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<b>% weighting between components A</b>	<b>A:</b>	<b>B:</b>
	100%	0%

#### First Sit

Component A Description of each element	Element weighting
1 Portfolio (equivalent to 3000 words)	100%

#### Resit (further attendance at taught classes is not required)

Component A Description of each element	Element weighting
1 Portfolio (equivalent to 3000 words)	100%

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.