UWE University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Land Based Professional Development				
Module Code	UILVLW-30-2		Level	2	Version	1
Owning Faculty	Hartpury College		Field	Animal and Land Science	
Contributes towards	FdSc Agriculture FdSc Wildlife Conservation and Countryside Management				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

CAP Approval Date	27 January 2014

Part 2: Learning and Teaching	
Learning outcomes	On successful completion of this module students will be able to: 1　Recognise how countryside/agricultural management practice is underpinned by scientific knowledge (B). 2　Reflect on experiences in the work placement, and plan and implement personal objectives and relevance of an industry placement (A, B). 3　Secure and maintain suitable and relevant professional employment (A, B). 4　Demonstrate further understanding of the practical and professional skills needed within the contemporary countryside/agricultural management industry (A, B). 5　Work and communicate effectively with staff, partner staff and any volunteers (A, B). 6　Appreciate the need to comply with strict Health and Safety guidelines within the high risk environment of a practical rural business (A, B).
Syllabus Outline	1　Apply knowledge gained throughout the programme to agricultural/conservation practice. 2　Styles, modes and methods of professional communication in the land-based industries. 3　Key interpersonal skills influencing effectiveness of working with other people in a commercial rural organisation: motivation of self and others, showing initiative in new or unexpected situations, reliability, taking responsibility, perseverance under difficult working conditions, personal presentation and punctuality, conflict management and problem-solving, academic skills. 4　Health and safety and risk assessment in the land-based work place, including recognition of risk factors associated with agricultural equipment, operations and animals in a land and agriculture setting.

	The student with support of a tutor must contact employers to gain a work placement, and must obtain written agreement from the employer to confirm the offer of a specified period of work placement. 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. • How to find a suitable work placement. • How to apply for a work placement. • Identifying own skills relevant to placement. • Consideration of future careers.
Contact Hours	Indicative delivery modes: Lectures, guided learning, seminars etc 33 Self directed study 3 Independent learning in the workplace 314 **TOTAL HOURS** **350**
Teaching and Learning Methods	*Scheduled learning* May include lectures, seminars, tutorials, project supervision, fieldwork; work based learning *Independent learning* May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. *Placement learning* Work-based learning equating to 250 hours of approved and verified work experience (the maximum claimable work against the total of 250 hours is 48 hours per week) is a compulsory part of this module. Overseas work experience is feasible, but this must be discussed and approved well in advance. To support the compulsory period of work placement the work placement tutor will: • Mentor the student through the whole process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider. • Help the student construct a personal development plan/work objectives in conjunction with the placement provider. • Monitor progress throughout the placement with the student and placement provider. *Virtual learning environment (VLE)* 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.

Key Information Sets Information	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.

Key information set – module data

Number of credits for this module				30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
350	36	64	250	350

The table below indicates as a percentage the total assessment of the module which constitutes a:

1   *Written exam:* Unseen written exam, open book written exam, in-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *Practical exam:* Oral assessment and/or presentation, practical skills assessment, practical exam.

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:

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

Reading Strategy	***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. ***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. ***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.

Indicative Reading List	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.
	• Bright, J. and Earl, J. (Current Edition) *Brilliant CV: what employers want to see and how to say it.* Harlow: Pearson Prentice Hall.
	• Craig, G.M. (Current Edition) *Agriculture and rural land use information in the UK.* Wetherby: British Library.
	• Guirdham, M. (Current Edition) *Interpersonal skills at work.* London: Prentice Hall.
	Websites and databases:
	• Department for Business, Innovation and Skills: www.bis.gov.uk.
	• Department for Environment, Food and Rural Affairs: www.defra.gov.uk.

Part 3: Assessment	
Assessment Strategy	The assessment strategy for this module is via the successful completion of an approved professional work placement including adequate performance and attendance. In addition students will be assessed on a written business appraisal and oral presentation.
	Competencies:
	Students will produce a reflective portfolio demonstrating competencies most appropriate to the industry in which the work experience was completed and most relevant to their programme. The relevant National Occupational Standards for Environmental Conservation (current edition) and/or Agricultural Crop Production and Livestock Production (current edition) will be utilised as a framework (United Kingdom Commission for Employment and Skills, current edition). Students will be required to select a number of those most relevant to their placement, present evidence of how they are met and justify their selection, demonstrating consideration of why they are relevant and how they are implemented in the workplace.
	To maintain consistency for all students on this module, competency assessment will be based around a standardised framework which will incorporate:
	1 Carrying out practical tasks typically required on the specific work placement with a particular focus on an area appropriate to the student's course, to the relevant National Occupational Standards;
	2 Preparing a simple management plan for an area of land, activity or animal managed by the placement provider;
	3 Analysing and evaluating the implementation of National Occupational Standards into the business and wider industry.
	In undertaking the tasks involved in the placement, the student's competency will be assessed using a range of quality indicators as follows:
	1 Ability to perform duties to National Occupational Standards;
	2 Quality of work;
	3 Quantity and timeliness of work;
	4 Attendance and punctuality;
	5 Attitude to health and safety, including personal protective equipment, analysis of risk and implementation of risk assessments;
	6 Working and co-operation with others;
	7 Verbal communication skills with a range of audiences;
	8 Appearance and dressing appropriately for the task;
	9 Tidiness and attention to detail in work;
	10 Initiative and creativity;
	11 Response to instructions and advice;
	12 Ability to work alone, without supervision and providing supervision to others;

13	Ability to learn new skills and systems;
14 Ability to communicate with a wide range of people.

Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revisions sessions. Summative feedback can be gained on assignment scripts, at the end of oral presentations and on the VLE.

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. |

Identify final assessment component and element	Portfolio of evidence.	

% weighting between components A and B (Standard modules only)	**A:**	**B**:
	Pass/fail	100%

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Portfolio of evidence (after completing 250 hours of work in an approved work placement)	Pass/Fail

Component B **Description of each element**	**Element weighting**
1 Business Appraisal (2,000 words)	60%
2 Oral Presentation (20 minutes)	40%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Portfolio of evidence (after completing 250 hours of work in an approved work placement)	Pass/Fail

Component B **Description of each element**	**Element weighting**
1 Business Appraisal (2,000 words)	60%
2 Oral Presentation (20 minutes)	40%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.