






## Module Specification

Part 1: Basic Data					
Module Title	Industry Reflection on Agricultural Practice				
Module Code	UILV7D-30-3	Level	3	Version	1
Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	Hartpury	Field	Animal and Land		
Department	Agriculture	Module Type	Standard		
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) BSc (Hons) Applied Agriculture (International) BSc (Hons) Applied Agriculture (International) (SW)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		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"> <li>1. Critically reflect on personal experiences, practice and skill development during the placement. (A)</li> <li>2. Negotiate performance goals designed to strategically enhance a business offer through the completion of an agreed project. (A)</li> <li>3. Evaluate and apply appropriate business analysis methodologies to appraise the robustness of a named business. (A)</li> <li>4. Critically analyse the operational management and culture of an agricultural business and make recommendations for future development. (A)</li> <li>5. Critically review the impact of decision making on a named business. (A)</li> <li>6. Construct a professional executive summary from a report. (A)</li> </ol>
Syllabus Outline	<p>The basis of this module is to capture how students have learnt and developed interpersonal and vocational skill and attributes whilst working in industry.</p> <ul style="list-style-type: none"> <li>• Sourcing a suitable placement: career mapping, personal reflection, personal SWOT analysis, SMART target and goal setting.</li> <li>• Business culture.</li> <li>• Operational management; HR, logistics, finance and physical resources.</li> <li>• Skill mapping processes.</li> <li>• Personal development.</li> </ul>

	<ul style="list-style-type: none"> <li>• Report and critical reflective writing.</li> <li>• Self-promotion.</li> <li>• Overview of the business structure.</li> <li>• Business aims and objectives.</li> <li>• Analysis of financial and performance data.</li> <li>• Strategic planning.</li> <li>• Contemporary and future issues, application of research into practice.</li> </ul> <p>Students will also conduct an in depth analysis of an aspect of agricultural business. This will take the form of a mutually agreed project between student and the provider they undertake their work placement within. The content will vary dependant on the project selected but may focus on:</p> <ul style="list-style-type: none"> <li>• Business growth</li> <li>• Human resource management</li> <li>• Added value</li> <li>• Optimising productivity</li> </ul>																									
Teaching and Learning Methods (and contact hours)	<p>The focus of this module is to develop students' autonomy in a business context through practice of interpersonal and vocational skills gained by working as a team member in a business relevant to their future career direction. Students will be supported during this period through individual tutorials with a link tutor, either in person or via skype / telephone which will allow students to receive formative feedback on their performance and reflection. Students will also have contact time with a mentor in their chosen placement and receive formative feedback on their development from their mentor and work colleagues. Academic support for the module will be provided through interactive tasks on the VLE, students are also encouraged to seek guidance from their placement provider and tutor to support project completion.</p> <p><b>Virtual Learning Environment (VLE)</b> 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 also be used to facilitate group tutorials.</p> <p><b>Placement learning:</b> Students will be required to carry out a Hartpury approved placement to complete the module.</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="483 1375 1380 1731"> <thead> <tr> <th colspan="6">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> <td>30</td> <td></td> </tr> <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>430</td> <td>10</td> <td>0</td> <td>420</td> <td>430</td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	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		430	10	0	420	430	
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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="598 237 1270 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>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</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		100%		Practical exam assessment percentage		0%					100%
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<p>Reading Strategy</p>	<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 <b>core</b> 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><b>Further</b> 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><b>Access and skills</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 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>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>The module is assessed through a reflective portfolio of evidence which will include both controlled and uncontrolled elements of assessment. This module aims to support students to become reflective practitioners in their selected subject area. It builds on the development of knowledge and understanding gained across modules within the applied agriculture programme of study to enable the application of theory into practice and reflection of their own and organisational practices in the workplace. This will culminate in completion of a project agreed with the workplace provider and tutor which will benefit both the student and the business.</p> <p>Formative opportunities to engage in reflection in action and guidance on project management will occur at identified milestones. This will be provided by tutors and through informal formative feedback from their mentor, work colleagues and clients during their time in the organisation/s.</p> <p>Students will be required to produce a portfolio recording progress on the identified project. Reflection on personal development as well as the outcomes of the project should be included within the portfolio. Students should draw on knowledge and skills attained throughout their course of study to help them complete their portfolio.</p> <p>The period of work based learning will also provide the opportunity for students to critically reflect upon the practical application of knowledge and research gained upon their programme of study into a real-world context to enable evaluation of working practices.</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	<b>Reflective Portfolio of Evidence</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>N/A</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Reflective Portfolio of Evidence (equivalent to 6,000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Reflective Portfolio of Evidence (equivalent to 6,000 words)	100%	
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.		