

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Applied Practice	<b>Level:</b>	5	<b>Credit Value:</b>	40
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<b>Module code:</b>	ANM514	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	
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<b>Cost Centre(s):</b>	GAAN	<b>JACS3 code:</b>	F750
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<b>With effect from:</b>	September 18
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Richard Lewis
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Scheduled learning and teaching hours	50 hrs
Guided independent study	200 hrs
Placement	150 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
FdSc Animal Studies	✓	<input type="checkbox"/>
BSc (Hons) Wildlife and Plant Biology	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval: June 17

APSC approval of modification: *Enter date of approval* Version: 1

**Module Aims**

1. Give students, through practice-based enquiry, the opportunity to further their own professional and academic development.
2. Develop critical thinking and problem-solving skills within an applied context.
3. Provide a forum for students to share their learning experiences with their peers.
4. To develop students awareness of the underlying concepts and principles of ESDGC and their ability to apply these in the workplace

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically assess a given issue within the organisation.	KS1	KS2
		KS3	KS4
		KS5	KS6
2	Make recommendations for improvement which draw on relevant theory and practice.	KS1	KS3
		KS4	KS5
		KS6	
3	Critically reflect on the development of key transferable skills within a workplace setting.	KS1	KS3
		KS4	KS5
		KS6	
4	Evaluate the ethical consequences of human activities to optimise community and environmental sustainability.	KS1	KS3
		KS4	KS5
		KS6	KS7
5		KS1	KS3

Analyse issues of sustainability and environmental impact within the workplace.	KS4	KS5
	KS6	KS7

Transferable skills and other attributes

Teamwork, co-operation, questioning, and critical analysis of information and comment, self-evaluation and reflection. Professional reflective practices. Self-reliance, independent working.

**Derogations**

N/A

**Assessment:**

Assessment 1. Report:

The student will act as a consultant to investigate a current issue within the placement and relevant to the employer. The issue will be decided in conjunction with the employer and the module leader. They will research and critically assess issues within the organisation and make recommendations for development which draws on practical experience.

Assessment 2. Reflective Practice:

Students will produce a reflective journal during work experience in which they will critically reflect on the development of key transferable skills within the workplace setting.

Assessment 3. Presentation:

The student will produce a 20 minute presentation via a suitable medium to show how they have identified the ethical and sustainable consequences of their recommendations.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Report	50		2000
2	3	Reflective Practice	30		1200
3	4,5	Presentation	20	20 mins	800 word equivalent

**Learning and Teaching Strategies:**

There will be a range of learning forums that will include: lectures, seminars and tutorials. Use will be made of case study material, with site visits and guest speakers used to set the scene for the workplace enquiry study. The module will include a significant amount of off-campus work within an animal organisation (work experience). This approach will allow students to learn from ongoing, meaningful and active involvement in a specific work environment. Regular action sets, small-group tutorials and site visits will be used to support the learning experience.

All placements will be subject to a Health and Safety Audit and approval prior to student attendance. This will be carried out by University staff.

Regular action planning, individual's tutorials and site visits will form the primary modes of delivery for the second part of this module which is centred on the student placement. This will allow students to learn from ongoing, meaningful and active involvement in a specific work environment. The work experience will enable students to develop personal and interpersonal skills and to explore work aptitude and opportunities.

Students will normally complete a minimum of 150 hours work-based learning. Witness statements will be completed by the host organisation to assist the module leader in assessing student progress on placement. The placement may be in the form of paid employment or voluntary work.

If a student identifies a potential risk to themselves, a member of the public or where relevant an animal during placement, they may be removed from the placement whilst a health and safety investigation is undertaken in keeping with the QAA Code of Practice.

Examples of the workplace enquiry investigation could include:

- how the organisation balances the welfare needs of the animals whilst considering commercial implications e.g. housing, transportation, feeding, exercise, companionship
- the implementation of holistic training approaches
- evaluation of a change to working practices e.g. different training method
- approaches to improve the interface between animals and humans

**Syllabus outline:**

- The role of the consultant.
- Preparation of a consultant's report
- Professional practice – what is it and how do they do it?
- The process of problem-solving.
- Project and time management.
- Working in teams. Managing conflict.
- Developing and maintaining professional relationships.
- Presenting a persuasive case that is realistic, practical and encompasses good business practice.
- Giving feedback, constructively and objectively, to the key stakeholders.
- Use of theory to inform practice / recommendations.
- Theory and application of ESDGC

**Bibliography:**

**Essential reading**

Belbin, R. M. (2010). *Team roles at work*. 2nd ed. Oxford: Butterworth-Heinemann.

Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd ed. Basingstoke: Palgrave Study Guides.

Tuckman, B.W. (1965). Developmental sequences in small groups. *Psychological Bulletin*, 63, 384-399.

**Other indicative reading**

Defra Rural statement: <http://www.defra.gov.uk/publications/files/pb13814-rural-statement.pdf>

DEFRA publications <http://www.defra.gov.uk/publications/files/standards-of-zoo-practice.pdf>

The exact nature of the reading will be dependent upon the workplace enquiry topic