

MODULE SPECIFICATION FORM

Module Title: Applied Project	Level: 5	Credit Value: 40
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Module code: ANM511	Cost Centre: GAAN	JACS3 code: D490
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Trimester(s) in which to be offered: 2	With effect from: November 2014
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Office use only: To be completed by AQSU:	Date approved: August 2013 Date revised: November 2014 Version no: 2
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic Department: Biology and Environment	Module Leader: R Lewis
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Module duration (total hours): 400	Status: core/option/elective Core (identify programme where appropriate):
Scheduled learning & teaching hours: 50	
Independent study hours: 250	
Placement hours: 100	

Programme(s) in which to be offered: FdSc Animal Studies BSc (Hons) Equine Science and Welfare Management FdSc Rural Business BSc (Hons) Wildlife and Plant Biology	Pre-requisites per programme (between levels): None
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Module Aims:

This Module aims to:

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 ESGC and their ability to apply these in the workplace

Expected Learning Outcomes:

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

- 1 Critically assess a given issue within the organisation.
- 2 Make recommendations for improvement which draws on relevant theory and practice
- 3 Critically reflect on the development of key transferable skills within a workplace setting.
- 4 Evaluate the ethical consequences of human activities to optimise community and environmental sustainability.
- 5 Analyse issues of sustainability and environmental impact within the workplace.

Transferable/Key Skills and other attributes:

- Communication (oral and written).
- Self-management and teamwork.
- Demonstrate self reliance when working independently communicate succinctly and eloquently in written, oral and presentational formats, utilise self-reflection, evaluation and appraisal.
- Reflection, learning to learn, research skills.
- Critical analysis of information.
- Cognitive skills of analysis and application.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

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 journal: 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. This may be in the form of a written diary, blog or video diary.

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 (eg, if exam or presentation)	Word count (or equivalent if appropriate)
1	1,2	Report	50%		2000
2	3,4	Reflective Practice	30%		1200
3	4, 5	Presentation	20%	20 Minutes	800 words 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 a suitable 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 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 200 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:

- The economic effects on a business of a potential change of business practice and solutions.
- The implications of CAP and RDPs on the running of a business
- Changes in legislation and implications to business practices
- The implication of introducing an innovative change of practice to the running of a rural business.

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:

Recommended 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.

Walliman, N. (2011), *Research Methods: The Basics*. Abingdon: Routledge.

Reports:

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