

## MODULE DESCRIPTOR

<b>TITLE</b>	Work Based Learning (Food)
<b>SI MODULE CODE</b>	44-6126-00L
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	D690
<b>SUBJECT GROUP</b>	Food and Nutrition
<b>DEPARTMENT</b>	Service Sector Management
<b>MODULE LEADER</b>	Susie Jones

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
36		164	200

### **MODULE AIM**

- provide opportunities for students to integrate work related experiences with academic study to support the transfer of learning;
- enable analysis of specific organisations and work related operations to gain a fuller understanding of the nature of work;
- encourage students to reflect on their personal and professional development, making clear connections between their academic study and their vocational experience; and
- enhance student employability.

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to

1. Reflect on the experiences you have gained during work based learning and how they have developed or enhanced your knowledge, achievements, skills and aptitudes, using concepts and frameworks related to employability.
2. Analyse specific work related contexts and show evidence of understanding the current situation and implications for future planning.
3. Critically evaluate the challenges, successes and failures you experienced during your work based learning
4. Reflect on your own personal and professional development relating to employability
5. Use information gained through reflective practice and from elsewhere to inform your future career planning to improve your career potential, drawing upon concepts and frameworks in career management theory.

## **INDICATIVE CONTENT**

Lectures, seminars, set industrial projects, paid or voluntary work within food industry.

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Lectures will introduce a framework for inquiry to support the individual work students undertake. Seminars will allow students to explore issues they are facing in their research and reflective work in more detail.

Work experience is a required element of this module.

## **ASSESSMENT TASK INFORMATION**

Assessment will be formative as well as summative, with the presentation being an important element of formative assessment that contributes to the report outcomes.

Assessment will be via an individual presentation and a report.

Students will be encouraged to contribute to the formative element of the presentation by critically commenting on each others' work.

There will be reflective and analytical elements to the final report produced by students.

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Individual Presentation	PR	40%	2000	N
2	Individual Report	CW	60%	3000	N

## **FEEDBACK**

Students will receive feedback on their performance in the following ways

Both formative and summative feedback for each assignment will be provided verbally through seminars and in written format

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Brilliant Graduate Career Handbook (2011), Judith Done & Rachel Mulvey. Pearson Education

Brilliant Workplace Skills for Students and Graduates (2012), Bill Kirton. Pearson Education

Employability skills (2007), David Hind and Stuart Moss, Business Education Publishers

Career Skills - Opening Doors into the Job Market (2004), David Littleford, John Halstead and Charles Mulrain, Palgrave Study skills

Planning your career in a week (2012), Wendy Hirsh and Charles Jackson, Teach Yourself

Brilliant Employability Skills: How to stand out from the crowd in the graduate job market (2012), Frances Trought, Pearson Education.

## SECTION 2 MODULE INFORMATION FOR STAFF ONLY

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

#### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	<b>Sept 2013</b>

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	September 2013	April 2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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#### MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

#### SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

#### FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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#### NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	