



MODULE DESCRIPTOR

TITLE	Working in the Lifestyle Sector
SI MODULE CODE	44-5966-00L
CREDITS	20
LEVEL	5
JACS CODE	B400
SUBJECT GROUP	Food
DEPARTMENT	Service Sector Management
MODULE LEADER	Rachel Rundle

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

MODULE AIM

- Develop an **awareness of roles and responsibilities** of those working in the lifestyle sector.
- **Acquisition of key skills and development of employability** in preparation for working within the sector.
- **Experiential learning** of specific activities that relate to working in the lifestyle sector.

MODULE LEARNING OUTCOMES

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

- Undertake certain professional activities with greater confidence.
- Design an action plan to address a relevant professional issue.
- Appraise a professional experience and present this information effectively.
- Formulate a wider appreciation of a variety of lifestyle sector roles.
- Communicate effectively using established conventions in academic reporting.

INDICATIVE CONTENT

- Awareness of competencies required for professional registration with the Association for Nutrition.
- Understanding a professional CPD process (e.g. identifying goals, developing action plan, attendance at a relevant approved lifestyle sector course/conference/other events, reflection on learning).
- Appreciation of the roles and responsibilities within the lifestyle sector.
- Barriers to success in the lifestyle sector.
- Current information about the diversity of roles within the lifestyle sector.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

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

The learning and teaching strategy is designed to promote a student centred approach to the acquisition of specialist knowledge and skills; learning opportunities will be facilitated through

external guest speakers from relevant lifestyle sectors and through students own professional activities. Students will be guided through a variety of learning processes throughout the year including concrete experience, reflective observation, abstract conceptualisation and active experimentation.

Formal lectures and seminar sessions

- The principles and concepts of working in the lifestyle sector will be delivered through a mix of tutor led lectures and support seminars. Guest lecturers will provide context and share their experiences, which the students will be required to reflect on in terms of their own professional development. Students are expected to actively engage in supported open learning (detailed below).

Supported open learning

- Students are expected to participate in supported open learning throughout the module. Supported open learning includes the reading of key texts and additional paper-based materials, plus online materials where appropriate. Student will be guided to these through the online module blackboard site and expected to find resources relevant to their development objectives.

Practical activities

- Practical activities within the module will largely be centred on the students' chosen professional 'experiences'; students are expected to be proactive in facilitating these learning opportunities throughout the year. Once again support and guidance will be provided through classroom activities, plus one to one meetings with tutors and online resources.

Resources

- The module will make use of a range of materials. Typically, students will have access to: A module "booklet" containing the module outline, details of the programme of study, directed readings and assessments; ICT applications.

ASSESSMENT STRATEGY AND METHODS

Task 1 Details: PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP) consists of the following sub-tasks:

Sub-Task 1 Personal Appraisal (500 words +/- 10%) (15%)

- Students will produce a short review of their current strengths and weaknesses, in terms of their own knowledge, skills and professional practice. Students must also identify areas for development. Student should use the personal appraisal template on blackboard.
- **To be completed and handed in by Week 14** - see submission requirements below.
- Students should also hand in a copy of their personal appraisal as Appendix A with journal submission during Week 41 (see below for details).

Sub-Task 2 Reflective Learning Journal (2500 words +/- 10%) (60%)

Students will develop their learning journal throughout the year and hand in during Week 41. The learning journal should include;

- **Reflective practice diary** (30%) - to be completed throughout the year to capture students learning and development as part of the assessment process. Students will use their activity action plans, evaluation forms and on-going reflections to complete the diary.
- **Reflection on guest speakers** (15%) - students will complete reflection on guest speakers, using their experiences and reflecting on the relevance to their own development.
- **Future development plan** (15%) - students will be expected to identify areas for further development and formulate an action plan for the future. Students should use the standard template available on blackboard.

In addition, the following Appendices must be attached to the journal; marks will be deducted for each missing Appendix (-5 marks for each section missing).

- **Appendix A** - Copy of Personal Appraisal
- **Appendix B** - Time plan of activities undertaken throughout the year
- **Appendix C** - Evidence of activities
- **Appendix D** - Example of completed action plan

Additional guidance for completing each stage of the professional development portfolio will be given during the seminars with further support through one to one appointments with a member of the module team.

Templates and guidance material for each stage of the PDP will be available to download from the blackboard site; the module tutors will go through this material during the lectures and seminars.

Submission requirements

- **Sub-Task 1 Personal Appraisal** - students should submit a hard copy of their Personal Appraisal to the SHIP by 3pm on Wednesday 31st October 2012 (Week 14).
- **Sub-Task 2 Reflective Learning Journal** - students should submit their PDP Journey with Appendices attached to the SHIP by 3pm on Wednesday 1st May 2013 (Week 41).

Study Skills Support

Support provided through the taught lectures and seminars but students will be expected to take a proactive role in guiding their own learning and development in the module. Undertaking a range of professional development activities, sufficient to demonstrate good progression throughout the year, is essential. Students will be supported via one to one meetings with their module tutors and they are encouraged to access all additional support materials for this module via the Blackboard site.

Feedback & Feed-forward Strategy and how students can access their Feedback

Students will receive on-going formative feedback on their PDP during the interactive seminars and one to one meetings with their tutors throughout the year. This feedback is designed to support students in setting appropriate objectives for development, complete action plans and evaluations throughout the year, and reflect on their experiences throughout the year.

In addition, students will receive the following summative feedback;

PDP Sub-Task 1 Personal Appraisal - students will receive verbal feedback and a completed marking grid during a one to one meeting with their tutor during Semester 1

PDP Sub-Task 2 Reflective Learning Journal - written feedback and a completed marking grid will be emailed to the students.

In-module Task Recovery Strategy

Students who do not gain 40% in their Personal Appraisal will have the chance to re-submit this piece of work with their Reflective Learning Journey in Week 41. If students fail to achieve 40% overall at the end of the module they will be referred and have an opportunity to do the re-assessment coursework during the re-sit period.

Task 2 Details: PRESENTATION

The presentation is an individual account of your professional development journey throughout the year; it should include the range of activities that you have undertaken throughout the year and your evaluation of those activities; it should demonstrate progression; it should link your objectives with the activities that you have undertaken throughout the year.

Particular instructions to students:

The presentation format is flexible and can be discussed with the module tutors; seminar activities will support the development of your ideas. Examples of past work will be shared, for example powerpoint presentations, posters, portfolios, interactive and static displays. Further guidance on the presentation will be given during the year and additional information will be posted on Blackboard.

Submission requirements

- All students will be required to attend the presentation event timetabled for Week 39.
- If students are giving a Powerpoint presentation they will be required to submit an electronic copy of the presentation and hard copy of the slides.
- All presentations will be kept for moderation purposes and returned the students the following academic year.

Study Skills Support

Support provided through the taught lectures and seminars but students will be expected to take a proactive role in guiding their own learning and development in the module. Undertaking a range of professional development activities, sufficient to demonstrate good progression throughout the year, is essential. Students will be supported via one to one meetings with their module tutors and they are encouraged to access all additional support materials for this module via the Blackboard site.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Professional Development Portfolio	CW	75%	3000 words	N
2	Presentation	PR	25%	10mins – oral/poster	N

FEEDBACK

Students will receive feedback on their performance in the following ways

TASK 1 – PROFESSIONAL DEVELOPMENT PORTFOLIO

Students will receive on-going formative feedback on their PDP during the interactive seminars and one to one meetings with their tutors throughout the year. This feedback is designed to support students in setting appropriate objectives for development, complete action plans and evaluations throughout the year, and reflect on their experiences throughout the year.

In addition, students will receive the following summative feedback;

- **PDP Sub-Task 1 Personal Appraisal** - students will receive verbal feedback and a completed marking grid during a one to one meeting with their tutor during Semester 1.
- **PDP Sub-Task 2 Reflective Learning Journal** - written feedback and a completed marking grid will be emailed to the students.

TASK 2 – PRESENTATION

Students will receive on-going formative feedback on their presentation development during the interactive seminars and one to one meetings with their tutors throughout the year. Summative written feedback and a completed marking grid will be emailed to students.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Key Text: Students will be guided to resources throughout the module during lectures, seminars and via blackboard. As this module changes to reflect developments within the lifestyle sector all resources are topical and reflect up to date literature within the field.

Blackboard:

- The academic team responsible will ensure the Blackboard site is a key resource for student learning. In addition to lecture and seminar materials, articles and references will be posted regularly to support understanding. The Blackboard site will be the key repository for all the documents related to this module.
- The Blackboard site will also be used to post opportunities for professional development, events and resources; students should be proactive in pursuing these opportunities/resources and using them to achieve their objectives for development.

Internet sources:

The resources included below provide an indication of the wealth of information available online. Further web based resources will be posted via the blackboard site.

- Association for Nutrition - <http://www.associationfornutrition.org/>
- British Nutrition Foundation - <http://www.nutrition.org.uk/>
- Nutrition Society - <http://www.nutrition society.org/>

Other references:

- Barrie (2007) A conceptual framework for the teaching and learning of generic graduate attributes. *Studies in Higher Education*, 32 (4); 439-458.
- Brown DR, Cober R, Kane K, Levy P & Shaloo J (2006) Proactive personality and the successful job search: A field investigation with college graduates. *Journal of Applied Psychology*, 91 (3); 717-726.
- Erdogan B & Bauer T (2005) Enhancing career benefits of employee proactive personality: The role of fit with jobs and organisations. *Personnel Psychology*, 58; 859-91.
- Holdsworth C & Quinn J (2010) Student volunteering in English higher education. *Studies in Higher Education*, 35 (1); 113-127.
- Tymon A (2011) The student perspective on employability. *Studies in Higher Education*, ;1-16.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
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	Sept 2013

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	24/09/2013	05/05/2014
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
---	---

Are any staff teaching on this module non-SHU employees?	N
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?	N/A

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?	Y
--	---

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. Task 1 – sub-task 2
---	-------------------------------------

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.	