Module Descriptor

Title	Sandwich Placement: Computing		
Session	2025/26	**Status**	Published
Code	COMP00001	**SCQF Level**	Level 9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Derek Turner		

Summary of Module

The Sandwich Placement is designed to help students develop and integrate the generic skills and attributes essential in a professional/industrial workplace with subject/discipline related knowledge and skills. Students will achieve this through gaining experience in a relevant workplace and reflecting on this. At the end of the placement the student's performance will be assessed by the University in terms of the learning outcomes set out below.

Sandwich placements will normally occur between levels, usually after level 8 or level 9 campus-based study. In exceptional circumstances, where a placement opportunity has not been available for students after they have completed level 9, it may be possible for them to undertake a sandwich placement following completion of level 10 subject to funding being available. In these circumstances, the student would not graduate until after successful completion of the placement.

The placement will normally be governed by a tripartite learning agreement between the student, placement provider and the University which defines the learning outcomes and confirms elements of support and commitment from all parties. The agreement should be signed by each party prior to the start of the placement.

This module aims to develop a number of 'I am UWS' Graduate Attributes to make those who complete this module:

Universal

- Critical Thinker
- Analytical
- Inquiring
- Ethically-minded
- Emotionally Intelligent
- Culturally Aware
- Research-minded
- Collaborative
- Socially Responsible

Work Ready

- Enterprising

- Knowledgeable
- Digitally Literate
- Problem-Solver
- Effective Communicator
- Influential
- Motivated
- Ambitious
- Potential Leader

Successful

- Autonomous
- Innovative
- Incisive
- Creative
- Imaginative
- Resilient
- Driven
- Daring
- Transformational

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Learning Outcomes	
L1	Critically relate elements of the placement work experience to the main themes and issues of academic study of their subject discipline relevant within the workplace and be confident in articulating this to others.
L2	Analyse organisational cultures and structures with particular relevance to the current workplace and exhibit the ability to critically evaluate employee roles in an applied setting.
L3	Recognise, critically assess and be able to clearly demonstrate to others the personal development and application of essential employability skills and attributes within a real work situation.
L4	N/A
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Demonstrate the use of their knowledge, understanding and skills, in both identifying and analysing problems and issues and formulating, evaluating and applying evidence-based solutions and arguments.
Practice: Applied Knowledge and Understanding	**SCQF 9** Show familiarity and competence in the use of routine materials, practices and skills and of a few that are more specialised, advanced and complex. Practise in a range of professional level contexts which include a degree of unpredictability. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts information and issues. Identify and analyse routine professional problems and issues. Draw on a range of sources in making judgments.
Communication, ICT and Numeracy Skills	**SCQF 9** Use of a range of IT applications to support and enhance work. Interpreting, using and evaluating numerical and graphical data to achieve goals targets. Making formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences. Developing/Enhancing skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or

	qualitative data, drawing on a wide range of current sources. This will include the use of ICT as appropriate. Communication of the results of own and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject area.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative in some activities at a professional level. Identifying and addressing their own learning needs including being able to draw on a range of current research, development and professional materials. Working under guidance with qualified practitioners. Practising in ways which take account of own and others' roles and responsibilities. Applying subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making are also required. Taking some responsibility for the work or others and for a range of resources.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. A tripartite agreement will be produced and approved by all parties prior to the start of the module. This will be approved by the Module Co-ordinator and retained centrally. All of the student's learning experience will take place in a work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their involvement with the work environment and will liaise with the academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student and workplace mentor will meet individually with the academic tutor at least once per trimester to discuss progress and resolve any work-based learning issues. The student will have a direct line of communication to the academic tutor at all times via e-mail and other electronic means. Where required, students will receive preparatory information and instruction relating to personal and professional development planning, the workplace environment and the selected work-based learning project. The Sandwich placement is designed for students to gain and reflect on work experience attained during their time in the workplace. As such, academic credit for sandwich placement is not based on notional student efforts hours. Instead, students are expected to

complete at least 36 weeks (180 full working days) in relevant employment and to submit coursework for assessment as described below.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	1260
Tutorial / Synchronous Support Activity	25
Independent Study	115
Please select	
Please select	
Please select	
TOTAL	1400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

An individual online Industrial Placement Handbook/Logbook will be made available to each placement student.

Module resources on UWS Virtual Learning Environment (Aula).

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Business & Applied Computing
Moderator	James Riordan
External Examiner	V Sharma
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.12

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment will be based on pass/fail only and an overall pass in all elements of assessment must be achieved for progression as part of the Sandwich programme. Assignments will be open to external examination in accordance with university regulations. To submit for assessment, students need to: • Attend the workplace(s) in which they have been placed for a minimum total of 36 weeks (180 full working days) and have their employer(s) confirm their attendance. • Receive a satisfactory assessment of work performance from their workplace supervisor(s) and academic tutor (based on interviews and other evidence as required). • Maintain a PDP portfolio and use this to submit a satisfactory learning log report reflecting on the placement experience. • Successfully complete a subject related project. Mitigating circumstances will be taken into consideration in accordance with university regulations: • Minimum period in work: It is essential that the student completes at least 36 weeks (180 working days) in employment. If the student does not meet this minimum requirement, then they cannot pass the placement.

- Catch up: Where through no fault of their own a student has been unable to attain at least 36 weeks placement experience they will be entitled to secure the additional work experience required through a suitable additional period of work experience provided this is agreed in advance with the Programme Team.
- Retake of Placement: a repeat or alternative placement will only be considered on health or other mitigating grounds or where the placement is terminated due to no fault of the student. In such cases the student will receive counselling from the placement tutor on how best to proceed.
- Satisfactory Performance: The first review (usually at 3 months) will be used to assess the student's progress. If it is considered that the student's performance is less than expected at that stage, the student will be advised of this and of the elements of their performance that need to improve. If the student's performance is assessed as unsatisfactory at the second review (usually at 6 months), the student will be given further advice on the steps they need to take to achieve a satisfactory assessment and will be reassessed through a third review towards the end of their placement period. Reviews will normally be conducted within the workplace unless a suitable alternative method is agreed by all parties.
- Reflective Report: If the reflective report is unsatisfactory, the student will be given the opportunity to resubmit in line with university regulations.
- Subject related report: If the subject related report is unsatisfactory the student will be given the opportunity to resubmit in line with university regulations.

Assessment 2

Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report on practical work and WBL Performance Assessment	☒	☒	☒	☐	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Module Coordinator, Attendance & Engagement and EDI updated	17/03/2025	A Adamson