Module Descriptor

Title	Sandwich Placement: Engineering		
Session	2025/26	**Status**	Published
Code	ENGG00001	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20 (European Credit Transfer Scheme)
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	A Wrzesien		

Summary of Module

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

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

The student will reflect on his/her experience during the workplace learning, relating this to the management structures in place and assessing their own role within that structure. They will reflect on the learning opportunities in the workplace and how these impact both the employee and the employer.

This module will support students in developing their UWS graduate attributes, namely: Academic (critical and analytical thinking, inquiring, knowledgeable, innovative, and problem-solving); Personal (effective communicator, creative, imaginative); Professional (Collaborative, research-minded, and socially responsible).

During the period of workplace learning the student must be employed on appropriate design or engineering works under qualified supervision. The working situation should provide the student with the opportunity to relate the academic content of the programme to the profession, to observe how engineering works are organised and administered, and to accept a degree of responsibility commensurate with his/her knowledge, experience and maturity.

Each student must find employment, but academic staff will assist in the following ways: ensuring that students are made aware of available employment; assisting students seeking employment; encouraging employers to provide employment; providing advice in preparing a CV; providing advice on applying for and attending interviews for employment. If a student completes a workplace learning period of at least 36 weeks and complies with the assessment requirements, the student is eligible for the 'sandwich award' title.

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	☐

Learning Outcomes	
L1	Demonstrate the capacity to critically reflect on the nature of workplace learning from a personal perspective and be confident in articulating this to others.
L2	Critically relate elements of the work experience to the main themes and issues of the academic study of their subject discipline relevant within the workplace.
L3	Demonstrate an awareness and understanding of organisational cultures and structures with particular relevance to the current workplace and exhibit the ability to critically evaluate employee roles in an applied setting.
L4	Outline the importance of working relationships, interpersonal skills, personal development and application of essential employability skills and attributes within a real work situation.
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** Further develop the appreciation of the wider multidisciplinary engineering context.
Practice: Applied Knowledge and Understanding	**SCQF 9** SCQF Level 9 Show familiarity and competence in the use of routine materials, practices and skills;

[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

	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. Select and critically evaluate technical literature and other sources of information to solve complex problems; Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights.
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts information and issues; Identify and analyse routine engineering 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 and targets; Making formal and informal presentations on standard/mainstream topics in the subject/discipline; Developed skills for the gathering, evaluation, analysis and presentation of information, ideas, and concepts, drawing on a wide range of current sources. This will include the use of ICT as appropriate to the subject. Communication of the results of their own and other work accurately and reliably using the main specialist concepts, constructs and techniques of the subject(s). Communicate effectively on complex engineering matters with technical and non-technical audiences, evaluating the effectiveness of the methods used
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 professional materials; Working under guidance with qualified engineers;

	Work in ways which take account of own and others' roles and responsibilities; Function effectively as an individual, and as a member or leader of a team. Evaluate effectiveness of own and team performance; Application of their 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; Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits and importance of supporting equality, diversity and inclusion. Plan and record self-learning and development as the foundation for lifelong learning/CPD.

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. Before the start of the period of workplace learning the student attends 2 hours of seminars to prepare for the employment experience and learn about the requirements of the module. The student is normally visited twice by members of staff in the 36 weeks of employment. The visiting member of staff also meets with the industrial mentor. Where the location of the workplace makes these visits impractical alternative methods of contact will be adopted e.g. video conferencing. A logbook plus one or more detailed reports (totalling 5000 words) on specific topics undertaken during the 36 weeks of employment must be completed by the student and submitted for assessment by the School of Engineering & Computing staff. The reports from the industrial mentor and the visiting academic staff member are submitted to the coordinator of the School of Engineering & Computing Sandwich Placement: Engineering module. A student will be required to give an oral presentation, based on their detailed report, at the beginning of the following Trimester. The Sandwich Placement: Engineering module is designed for students to gain and reflect on work experience attained during their time in the workplace. As such, Academic credit for the

period of workplace learning is not based on notional student effort 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)
Lecture / Core Content Delivery	2
Practice-based Learning	1440
n/a	0
n/a	0
n/a	0
n/a	0
TOTAL	1442 Hours

Indicative Resources

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

Dependent on the workplace learning that is being undertaken.

Lecture and support material, employment opportunities, forms and Logbook templates are made available on VLE.

(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. Students will scan their attendance via the attendance scanners each time they are on-campus. Students will have attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled learning session, due to illness or other circumstance, should notify their Programme Leader. Across the School, an 80% attendance threshold is set. Students, who fall below this, will be referred to the Student Success Team to see how they can be best supported in their 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, materials 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	**Engineering Physical Sciences**
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	Civil Engineering and Quality Management
Moderator	T Leslie
External Examiner	Y Chen
Accreditation Details	This module is accredited by Joint Board of Moderators as part of BEng (Hons) Civil Engineering. This module is accredited by IMechE as part of BEng (Hons) Mechanical Engineering. This module is accredited by IChemE as part of BEng (Hons) Chemical Engineering
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.10

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Coursework (Comprised of a Report (50%) and Learning Log (50%))
Assessment 2
N/A
Assessment 3
N/A
(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**
Coursework	☒	☒	☒	☒	☐	100	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐	0	0
Combined total for all components						100%	2 hours

Change Control

What	When	Who
V. 2.09. Change of the Module Co-ordinator to Andrzej Wrzesien. Assessment divided into 2 subcomponents.	17/04/2024	A Wrzesien
V. 2.10 Updated Equality and Diversity; Attendance and Engagement Requirments; External Examiner changed to Yuting Chen; Timetabled contact hours added to Learning Log to account for two workplace visits; Corequisite module removed.	20/03/2025	A Wrzesien