Module Descriptor

Title	Sandwich Placement: Accounting		
Session	2026/27	**Status**	Approved
Code	ACCT00001	**SCQF Level**	LS
Credit Points	0	**ECTS (European Credit Transfer Scheme)**	0
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Chaman Shrestha		

Summary of Module

Sandwich Placement is designed to help you develop and integrate the generic skills and attributes essential in a professional/industrial workplace with subject/discipline related knowledge and skills. You will achieve this through gaining experience in a relevant workplace and reflecting on this. At the end of the placement your 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 and/or level 9 campus-based study. In exceptional circumstances, where a placement opportunity has not been available for you after you have completed level 9, it may be possible for you to undertake a sandwich placement following completion of level 10 subject to funding being available. In these circumstances, you would not graduate until after successful completion of the placement.

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

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

[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

			☐ Paisley			
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	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	
L5	

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)	**Please select SCQF Level** 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	**Please select SCQF Level** 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	**Please select SCQF Level** 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	**Please select SCQF Level** 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 Well developed 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 to the subject(s). Communication of the results of their own and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject(s)
Autonomy, Accountability and Working with Others	**Please select SCQF Level** 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; Work under guidance with qualified practitioners Practice in ways which take account of own and others' roles and responsibilities 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 is also required. Take 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. In order to submit for assessment students need to: Attend the workplace(s) in which you have been placed for a minimum total of 36 weeks (180 full working days) and have you employer(s) confirm their attendance Receive a satisfactory assessment of work performance from your workplace supervisor(s) and academic tutor (based on two 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. Reassessment

Minimum period in work: It is essential that you complete at least 36 weeks (180 working days) in employment. If you do not meet this minimum requirement then you cannot pass the placement.

Catch up: Where through no fault of their own you have been unable to attain at least 36 weeks placement experience you 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 your own. In such cases you will receive counselling from the placement tutor on how best to proceed.

Satisfactory Performance: The first interview will be used to assess your progress. If it is considered that your performance is less than expected at that stage, yout will be advised of this and of the elements of your performance that need to improve. If your performance is assessed as unsatisfactory at the second interview then you will be given further advice on the steps you need to take to achieve a satisfactory assessment and will be reassessed through a third interview at the end of the placement period. Interviews will normally be conducted within the workplace unless a suitable alternative method is agreed by all parties.

Reflective Report from PDP: If the reflective report is unsatisfactory, you will be given the opportunity to resubmit in line with University regulations

Subject related report: If the subject related report is unsatisfactory you will be given the opportunity to resubmit in line with University regulations

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	0
Please select	
Please select	
Please select	
Please select	
Please select	
TOTAL	

Indicative Resources

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

See Sandwich Placement Handbook issued by School/Programme Team

Fanthome, C (2004), Work Placements – A Survival Guide for Students, Palgrave MacMillan

Lee-Davies, L (2007), Developing work and Study Skills, Cengage

Heller, R. (1998) Communicate Clearly, London:Dorling Kindersley

Hindle, T (1998), Manage Your Time, London:Dorling Kindersley

(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 engagement policy in place for the academic year.

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.
(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	**Accounting Finance Law**
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	AFL
Moderator	TBC
External Examiner	P Mojagi
Accreditation Details	NA`
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
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**
	☐	☐	☐	☐	☐		

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%	hours

Change Control

What	**When**	**Who**