

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

|   |  |                         |  |
|---|--|-------------------------|--|
| <b>Title of Module: Sandwich Placement: Accounting</b>  |  |                         |  |
| <b>Code: ACCT00001</b>  | <b>SCQF Level:NA</b><br>Choose an item.<br><b>(Scottish Credit and Qualifications Framework)</b> | <b>Credit Points: 0</b> | <b>ECTS: 0</b><br><b>(European Credit Transfer Scheme)</b> |
| <b>School:</b>  | School of Business & Creative Industries   |                         |  |
| <b>Module Co-ordinator:</b>   | Dr Chaman Shrestha   |                         |  |
| <b>Summary of Module</b>  |  |                         |  |
| <p>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</p> <p>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.</p> <p>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.</p> |  |                         |  |

|                                       |                          |                          |                          |                          |                            |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>Module Delivery Method</b>         |                          |                          |                          |                          |                            |
| <b>Face-To-Face</b>                   | <b>Blended</b>           | <b>Fully Online</b>      | <b>HybridC</b>           | <b>Hybrid 0</b>          | <b>Work-Based Learning</b> |
| <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>See Guidance Note for details.</b> |                          |                          |                          |                          |                            |

|   |      |           |              |         |                           |  |
|---|------|-----------|--------------|---------|---------------------------|--|
| <b>Campus(es) for Module Delivery</b>   |      |           |              |         |                           |  |
| The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) |      |           |              |         |                           |  |
| Paisley:  | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: <input checked="" type="checkbox"/> |

|                          |                          |                          |                          |                          |                          |          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Add name |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

|        |                                     |        |                                     |        |                                     |
|--------|-------------------------------------|--------|-------------------------------------|--------|-------------------------------------|
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input checked="" type="checkbox"/> |
|--------|-------------------------------------|--------|-------------------------------------|--------|-------------------------------------|

**Learning Outcomes: (maximum of 5 statements)**
**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

On successful completion of this module the student will be able to:

|    |   |
|----|---|
| 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 | Click or tap here to enter text.  |
| L5 | Click or tap here to enter text.  |

**Employability Skills and Personal Development Planning (PDP) Skills**

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| <b>SCQF Headings</b>                          | During completion of this module, there will be an opportunity to achieve core skills in:   |
| Knowledge and Understanding (K and U)         | <b>SCQF Level-1</b> Choose an item.<br>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 | <b>SCQF Level</b> Choose an item.<br>Show familiarity and competence in the use of routine materials, practices and skills and of a few that are more specialised, advanced and complex.<br>Practise in a range of professional level contexts which include a degree of unpredictability;<br>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate |
| Generic Cognitive skills                      | <b>SCQF Level</b> Choose an item.<br>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts information and issues   |

|   |   |                      |
|---|---|----------------------|
|   | Identify and analyse routine professional problems and issues<br>Draw on a range of sources in making judgments   |                      |
| <b>Communication, ICT and Numeracy Skills</b>           | <p><b>SCQF Level</b> Choose an item.</p> <p>Use of a range of IT applications to support and enhance work<br/>Interpreting, using and evaluating numerical and graphical data to achieve goals targets<br/>Making formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences<br/>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).<br/>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)</p> |                      |
| <b>Autonomy, Accountability and Working with others</b> | <p><b>SCQF Level</b> Choose an item.</p> <p>Exercising autonomy and initiative in some activities at a professional level<br/>Identifying and addressing their own learning needs including being able to draw on a range of current research, development and professional materials;<br/>Work under guidance with qualified practitioners<br/>Practice in ways which take account of own and others' roles and responsibilities<br/>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.<br/>Take some responsibility for the work or others and for a range of resources</p>  |                      |
| <b>Pre-requisites:</b>                                  | Before undertaking this module the student should have undertaken the following:  |                      |
|   | <b>Module Code:</b>   | <b>Module Title:</b> |
|   | <b>Other:</b>   |                      |
| <b>Co-requisites</b>                                    | <b>Module Code:</b>   | <b>Module Title:</b> |

\*Indicates that module descriptor is not published.

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| <b>Learning and Teaching</b>  |
| <p>In order to submit for assessment students need to:</p> <p>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<br/>Receive a satisfactory assessment of work performance from your workplace supervisor(s) and academic tutor (based on two interviews and other evidence as required)<br/>Maintain a PDP portfolio and use this to submit a satisfactory learning log report reflecting on the placement experience<br/>Successfully complete a subject related project</p> |

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|--|---|
| <p>Mitigating circumstances will be taken into consideration in accordance with University regulations.</p> <p>Reassessment<br/> 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.<br/> 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.<br/> 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.<br/> 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, you 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.<br/> Reflective Report from PDP: If the reflective report is unsatisfactory, you will be given the opportunity to resubmit in line with University regulations<br/> Subject related report: If the subject related report is unsatisfactory you will be given the opportunity to resubmit in line with University regulations</p> |   |
| <p><b>Learning Activities</b><br/> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>  | <p><b>Student Learning Hours</b><br/> (Normally totalling 200 hours):<br/> (Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Work Based Learning/Placement  | 0   |
| Choose an item.  |   |
| Choose an item.  |   |
| Choose an item.  |   |
| Choose an item.  |   |
| Choose an item.  |   |
| Choose an item.  |   |
| Choose an item.  |   |
| Choose an item.  |   |
|  | Hours Total 0   |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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**

|                                       |  |
|---------------------------------------|--|
| <b>Divisional Programme Board</b>     | Accounting, Finance and Law  |
| <b>Assessment Results (Pass/Fail)</b> | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  |
| <b>School Assessment Board</b>        | BCI  |
| <b>Moderator</b>                      | Dr David Leung   |
| <b>External Examiner</b>              | Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module. |
| <b>Accreditation Details</b>          | N/A  |
| <b>Changes/Version Number</b>         | 2.06   |

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| <b>Assessment: (also refer to Assessment Outcomes Grids below)</b>   |
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| <p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p> |

**Assessment Outcome Grids (See Guidance Note)**

| <b>Component 1</b>                   |                             |                             |                             |                             |                             |  |                                 |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b> | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|                                      |                             |                             |                             |                             |                             |  |                                 |

| <b>Component 2</b>                   |                             |                             |                             |                             |                             |  |                                 |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b> | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
| Closed book exam                     |                             |                             |                             |                             |                             |  |                                 |

| <b>Component 3</b>                       |                             |                             |                             |                             |                             |  |                                 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b>     | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|  |                             |                             |                             |                             |                             |  |                                 |
| <b>Combined Total for All Components</b> |                             |                             |                             |                             |                             |  |                                 |

**Change Control:**

| <b>What</b>   | <b>When</b> | <b>Who</b> |
|---|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020  | H McLean   |
| Updated contact hours   | 14/09/21    | H McLean   |
| Updated Student Attendance and Engagement Procedure                               | 19/10/2023  | C Winter   |
| Updated UWS Equality, Diversity and Human Rights Code                             | 19/10/2023  | C Winter   |
| Guidance Note 23-24 provided  | 12/12/23    | D Taylor   |
| General housekeeping to text across sections.                                     | 12/12/23    | D Taylor   |

**Version Number: MD Template 1 (2024-25)**