University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Work Related Learning			
Code: MUSC09007	SCQF Level: 9	Credit Points: 20	ECTS:
School:	School of Business and Creative Industries		
Module Co-ordinator:	REBECCA WALLACE		

Summary of Module
Work-related learning primarily aims to prepare students for employability within the local and national creative industries by providing temporary work placements for students. This module is designed to give you the opportunity to undertake relevant work experience and apply and evaluate learning and teaching theory in relation to practice. The module is closely linked with employability, graduate skills, and the PDP process, as it provides the opportunity to critically analyse your skillset and how it relates to the graduate employment market. You will be encouraged to reflect on past experiences and future career plans to ensure the most appropriate and relevant work-related learning experience is obtained. You will also be expected to grow your professional network and provide evidence of contacting prospective employers.   You will develop a variety of skills throughout the module including: Building a CV/professional portfolio   Preparing cover letters   Extending your professional network   Developing employability skills   Understanding workplace formalities   Skill-sharing and collaboration   Confidence building   Realtime industry experience   Through a series of *events, seminars and workshops*, students will have the opportunity to explore their placement options, liaise with prospective employers, discuss, and network with their peers and develop their personal employability skills. Students will have the opportunity to get feedback on their work via their employer and from the module providers through a series of pre-placement meetups and workshops.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** 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:
☐	☒	☐	☐	☐	☒	BARI/ROME/ NEW COLLEGE LANARKSHIRE

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Apply relevant theory to a particular work-related learning context
L2	Evaluate the values, operational methods, and effectiveness of the work experience
L3	Apply reflection, observation, and evaluation skills
L4	Apply self-reflection and critical awareness, along with analytical, problem solving and transferable skills

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 Level **9** One or more designated areas in the field of the programme of study A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in the creative industries A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of work-related learning Knowledge of work and employability requirements relating to the creative industries
Practice: Applied Knowledge and Understanding	SCQF Level **9** The application of the principal skills, techniques, practices and/or materials associated with the creative industries Observation, understanding, interpretation and manipulation of sound, image and/or the written word Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources. Practice in a range of professional level contexts which include a degree of unpredictability Understanding of the ways in which participatory access to the central sites of public culture and communication is distributed along axes of social division such as disability, class, ethnicity, gender, nationality and sexuality
Generic Cognitive skills	SCQF Level **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 The ability to employ reasoning and logic to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses
Communication, ICT and Numeracy Skills	SCQF Level **9**

	Make formal and informal presentations on standard/mainstream topics in the creative industries to a variety of audiences
	Use a range of IT applications to support and enhance work The ability to assimilate and synthesize complex information
Autonomy, Accountability and Working with others	SCQF Level **9**
	Work in flexible, creative, and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity
	Manage time, personnel, and resources effectively, by drawing on planning and organizational skills
	An ability to react spontaneously, manage risk, and cope with the unexpected
	Work productively in a group or team
	Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach
	Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Core Content/Seminars	15

Workshops/Support Activity	30
Work Placement	35 (MINIMUM)
Independent Study	120
TOTAL	200

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Andersen, L. and Oakley, K. (2009) *Making meaning, making money: Directions for the arts and cultural industries in the creative age*. Newcastle-upon-Tyne: Cambridge Scholars Publishing. Boud, D & Solomon, N (eds) (2001) Work-*based Learning: A new Higher Education?* Milton Keynes: Open University Press McCauley, C.D. *et al.* (eds.) (2014) *Experience-driven leader development: Models, tools, best practices, and advice for on-the-job development*. San Francisco, CA: Jossey-Bass & Pfeiffer McRobbie, A. (2016) *Be creative: Making a living in the New Culture Industries*. Cambridge: Polity Press. Vidler, C. (2005) *Work-wise: Your guide to work-related learning and enterprise education*. Oxford: Heinemann. Ward, R & Richardson, H (2006). *Getting What You Want: e-Portfolios*. London: Careers Education Support Programme Woodcock, B. and Keaveney, J. (2019) *Successful applications: Work experience, internships and Jobs*. Basingstoke, Hampshire: Palgrave Macmillan. Yorke, M (2004). *Employability in higher education: what it is – and what it is not*. Learning and Teaching Support Network Generic Centre and ESECT
(**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:

This class is delivered across *4* **on campus** sessions which take the form of synchronous, on campus seminars and events where placements and future employment will be discussed, asynchronous workshops where students will have the opportunity to meet various industry practitioners to help decide on possible placements, and **off-campus** independent personal development including 35 hours of work placement which will be determined by the student and completed before May 2024. **The day of delivery is Wednesday.**

There will also be various online sessions which will help provide information on the module and assessment framework.

All sessions are distinct and follow specific elements...

You will get more out of the module if you attend all classes.

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

Divisional Programme Board	ARTS AND MEDIA

Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	ARTS AND MEDIA
Moderator	TBC
External Examiner	RAPHAEL NOWAK
Accreditation Details	JAMES
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – CRITICAL REFECTION/REPORT - 100%
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**		**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	X	X	X	X		100	30

Change Control:

What	When	Who
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

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