University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Sandwich Placement: Engineering			
Code: ENGG00001	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 40**	**ECTS: 20 (European Credit Transfer Scheme)**
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Andrzej Wrzesien		

Summary of Module

Workplace learning will normally occur between levels, usually 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 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 prior to 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 on both the employee and the employer.

This module will support students to develop their UWS graduate attributes, namely: Academic (critical and analytical thinking, inquiring, knowledgeable, innovation, 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; providing assistance to 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					
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:
☒	☐	☐	☐	☐	☐	Add name

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	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 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.

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** Demonstrate further knowledge and understanding of essential facts, concepts, and principles of the engineering industry. Further develop the appreciation of the wider multidisciplinary engineering context.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Show familiarity and competence in the use of routine materials, practices and skills; 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 Level **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 Level **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 nontechnical audiences, evaluating the effectiveness of the methods used	
Autonomy, Accountability and Working with others	SCQF Level **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; Work 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 is 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	
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
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 co-ordinator 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 period of workplace learning 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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	2
Work Based Learning/Placement	1440
	Hours Total 1442

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

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.
Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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: Attending scheduled classes, completing 36 weeks of placement and submitting required assessments.

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	Engineering & Physical Sciences
Assessment Results (Pass/Fail)	Yes ☒No ☐
School Assessment Board	Civil Engineering and Quality Management
Moderator	Tony Leslie
External Examiner	TBC
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
Changes/Version Number	2.08 Terminology in module descriptor updated to reflect IMechE accreditation feedback. This change is to ensure clearer links between AHEP4 Learning Outcomes and module descriptor are evident. Changes to General Details section, Module Co-ordinator now D Ryan

	2.09 Change of the Module Co-ordinator to Andrzej Wrzesien Assessment divided into 2 subcomponents.

Assessment: (also refer to Assessment Outcomes Grids below)
The module is assessed as a pass/fail. Assignments will be open to external examination in accordance with University regulations. Students must submit a detailed report (Comp. 1 totalling 5000 words) on specific topics undertaken during the 36 weeks of employment. The report must be also presented in an oral presentation. A submission of a logbook recording learning points is also required (Comp. 2)
Assessment 1 – Report (50%)
Assessment 2 – Learning Log (50%)
(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)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Project Report	✓	✓	✓	✓		50	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**

Diary/Learning log	✓	✓	✓	✓		50	0
Combined Total for All Components						**100%**	**0 hours**