

## University of the West of Scotland

## Module Descriptor

Session: 2023-24

<b>Title of Module: WBL 2 – Work Placement (20 point)</b>			
<b>Code: WRKB08002</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Tom Caira		
<b>Summary of Module</b>			
<p>This module aims to provide students with an opportunity to gain experience in an organisational environment and to undertake work within that environment. The work-based learning undertaken may not necessarily be based around a specific project but rather may involve the student in the day-to-day operation of an organisation and in addressing and resolving typical business-related issues and problems. The work-based learning aspects of this module must take place in a recognised work environment.</p> <p>Work-based learning opportunities will be reviewed and discussed with students. Students will work with module staff to identify opportunities that best suit their own interests. Some employers may wish to interview students prior to offering a placement opportunity. Each student on placement will have a workplace mentor and an academic tutor appointed and all three will work together to ensure that the placement is a suitable, worthwhile and productive learning experience for the student. Students will attend a series of lecture and tutorial sessions prior to commencing their work-based learning. These sessions will include preparatory material which covers topics such as PDP, reflective writing, report writing, the workplace environment, health &amp; safety, time management and working with others.</p> <p>This module aims to develop a number of 'I am UWS' Graduate Attributes to make those who complete this module:</p> <p>Universal</p> <ul style="list-style-type: none"> <li>• Critical Thinker</li> <li>• Analytical</li> <li>• Inquiring</li> <li>• Ethically-minded</li> <li>• Emotionally Intelligent</li> <li>• Culturally Aware</li> <li>• Research-minded</li> <li>• Collaborative</li> </ul>			

- Socially Responsible

Work Ready

- Enterprising
- Knowledgeable
- Digitally Literate
- Problem-Solver
- Effective Communicator
- Influential
- Motivated
- Ambitious
- Potential Leader

Successful

- Autonomous
- Innovative
- Incisive
- Creative
- Imaginative
- Resilient
- Driven
- Daring
- Transformational

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

Campus(es) for Module Delivery						
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

<p><b>Learning Outcomes: (maximum of 5 statements)</b>  <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b>          At the end of this module the student will be able to:</p>	
L1	Improve employability through the development of a range of generic attributes and skills in a professionally and academically relevant context and articulate these to others.
L2	Review the organisation and operation of a business environment and reflect on personal performance and development planning therein.
L3	Click or tap here to enter text.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
<p><b>Employability Skills and Personal Development Planning (PDP) Skills</b></p>	
<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)	<p>SCQF Level <b>8</b></p> <p>Understanding and appreciating the workplace environment and gaining limited knowledge and understanding of current issues and specialisms relating to the academic programme of study.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>8</b></p> <p>Carrying out routine lines of enquiry, development or investigation into professional level problems and issues.</p>
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>Critically analysing and assessing a workplace environment and reflecting on personal performance.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>Using a range of business applications to process and obtain data.          Communicating with others in the work environment to convey complex information or to explain ideas and decisions.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <p>Managing time and resources within a defined area of work.          Taking account of own and others' roles, responsibilities and contributions in evaluating and carrying out tasks.</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.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p>Students will receive preparatory information relating to PDP, the work-place environment and what is expected of them via lectures and tutorials that will run for the first four weeks of the module.</p> <p>The majority of the student's learning experience will take place in the work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their time in the work environment and will liaise with the academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student will receive a minimum of one visit from the academic tutor who will discuss progress with both the student and the workplace mentor and will resolve any work-related learning issues. The student will have a direct line of communication to the academic tutor at all times via e-mail and other electronic means.</p> <p>A placement learning partnership agreement will be produced and approved by all parties prior to the start of the placement.</p> <p>The proposed work-related learning is compliant with the University's Work Based Learning and Placement Learning Guidelines, the University's Regulatory Framework and the QAA code of practice on work-based and placement learning.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work Based Learning/Placement	100
Lecture/Core Content Delivery	16
Independent Study	84
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours 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:

Required Resources:

Module resources on UWS Virtual Learning Environment (Aula)

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 and meetings, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

### **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](#).

All students, irrespective of their age, gender, ethnic background or disability are entitled to attempt this module. In order to complete this module, students must be able to undertake a range of duties that an employer would expect a permanent member of staff to be able to undertake. All necessary, reasonable adjustments to teaching methods and assessments and the work-related learning environment will be

made to encourage the full participation of students with additional learning support requirements.

Some organisations may require the student to obtain a satisfactory Disclosure Scotland report or submit to other forms of background check before they can become involved in the work-based learning environment.

Students should note that the language of instruction is English and that they will need to have a reasonable grasp of the language in order to keep abreast of the teaching materials and in submitting assessed work.

(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>	Computing
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Business & Applied Computing
<b>Moderator</b>	James Riordan
<b>External Examiner</b>	T Gaber
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	2.12

### 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

The student is required to create and maintain a reflective journal. The student will be supplied with a detailed specification of the requirement for this assessment, including the assessment criteria and templates for the journal content. The student's contribution to this component of assessment will equate to 30% of the overall module assessment. In addition, each student's workplace mentor and module tutor will provide a reflective assessment of the student's overall contribution with each of these contributing 10% to the overall module mark, thus making this component of assessment equate to 50% of the overall module mark.

#### Assessment 2

The student is required to produce a written report (approx. 3000 words) which discusses the work environment, the work undertaken by the student, relationships with co-workers, difficulties and challenges faced and how these were addressed, self-assessment of the student's overall performance and an indication of future plans for their career and for improving their employability prospects. The student will be supplied with a detailed specification of the requirement for this assessment, including the assessment criteria and a recommended structure for the written report. This component of assessment contributes 50% to the overall module mark.

#### 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.)

**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>
Learning Log	✓	✓				30	0
WBL Performance Assessment	✓	✓				20	0

<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>
Report of practical work	✓	✓				50	0

<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>						<b>100%</b>	<b>0 hours</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 (2023-24)**