Module Descriptor

Title	Placement Learning		
Session	2025/26	Status	Published
Code	COMP09075	SCQF Level	9
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	F McCormick		

Summary of Module

The purpose of this module is to allow the student to experience the world of work on an extended basis during a 10-12 week placement. This opportunity allows the student to put in to practice the skills, techniques and knowledge gained throughout the course. Undertaking this module will develop a range of graduate attributes such as being work ready, effective communicator and problem solver.

Since this module is scheduled to run during the second trimester there can be opportunities for some students to be retained in a paid capacity. It also allows students to use this opportunity as a 'taster' to discover which aspects of vocational employment they find appealing.

The mechanism by which students are selected for a particular placement is very employer dependant; some wish to interview; others will select solely on the basis of supplied CVs while others will trust the judgement of the Placement Co-ordinator. Factors which are important are the student's interests (academically speaking) and ease of travel to and from the Placement.

Successful completion of this module will serve students well when competing for appropriate employment and in their approach to the honours project in the following year.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☒

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[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
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	Achieve computing and transferable skills/competences to SCQF (level 9) through a period of placement learning to a standard that is consistent with 'employees' of similar educational background and be relevant to the programme of academic study.
L2	Complete a reflective journal critically evaluating employability development and performance as part of PDP.
L3	Construct a comprehensive account (including a report and an oral presentation) critically analysing the work of the organisation; the tasks performed; the procedures employed and a reflective analysis on how the student's behaviour, approaches, attitudes and skills have been adapted or modified consequentially.
L4	N/A
L5	N/A

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 9** The placement will provide opportunities to allow the student to extend and refine their subject specific knowledge in particular contexts
Practice: Applied Knowledge and Understanding	**SCQF 9** Depending on the nature of the placement there will be opportunities to develop new practical skills / techniques or develop the application of specific skills / techniques to an advanced level or practice within a range of professional contexts.
Generic Cognitive skills	**SCQF 9** A critical analysis of the business of the placement employer must be provided in the final report. The student will also have the opportunity to reflect on the successes or difficulties of the placement and on the transition to working in a context that is vocationally relevant.
Communication, ICT and Numeracy Skills	**SCQF 9** Students will have increased opportunities to refine their inter-personal communication skills. The opportunities to use, display and develop these skills will vary considerably with the nature of the placement.
Autonomy, Accountability	**SCQF 9** Although working in a supervised capacity it is expected that there may be opportunities to exercise some autonomy and initiative.

and Working with Others	

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.

The majority of teaching and learning will take place off campus but will involve support and supervision from academic staff. Prior to placement, students will be provided with information on health and safety, equality and diversity, preparing a CV and report writing.

A placement learning partnership agreement will be agreed and signed by all parties.

The proposed programme 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.

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	300
Independent Study	10
Tutorial / Synchronous Support Activity	90
Please select	
Please select	
Please select	
TOTAL	400

Indicative Resources

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

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Module resources on the University's VLE to support the student on campus and in the workplace.

Trought, F., Brilliant Employability Skills, Prentice Hall, 2017

Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 3rd edition, 2015

Hepworth, A., Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development - A Guide to Personal Development Skills. (Skills Training Course), Universe of Learning Ltd., 2011

(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 School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

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.](#)

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations.

(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	Computing
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	Business & Applied Computing
Moderator	G Creechan
External Examiner	A Jindal
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
a questionnaire (30%) for the employer to complete at the end of the placement based on rating the student against set criteria.
Assessment 2
Consists of 3 assessments for the student, a presentation (10%), a reflective journal (30%) and a final report (30%). The presentation can be in different formats to suit the target audience. Eg presentation, demonstration, or poster format. The target audience can be UWS staff and peers within the University or the Company. The reflective journal will critically evaluate employability development and performance throughout the work experience as part of the student's personal development plan (PDP). The report will discuss the work environment, the work carried out by the student, relationships with co-workers and peers, achievements and challenges faced and a critical evaluation of their own work and how they perceive the whole experience to impact their current/future employability. 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. .
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**
Placement/WBL	☒	☐	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
3 assessments report, reflective journal and presentation	☐	☒	☒	☐	☐	70	0

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
Attendance and EDI Regulations	21/01/2025	L Cunningham