

University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: Work-based Learning 3			
Code: WRKB09001	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Science		
Module Co-ordinator:	Frances McCormick		
Summary of Module			
<p>This module is designed to provide the student/apprentice (hereafter referred to as student) the opportunity to gain work experience within an organisation relevant to their programme of study.</p> <p>Learning objectives will be defined and agreed at the start of the module by the student, the Company representative and the academic mentor to ensure it is a suitable, worthwhile and productive learning experience.</p> <p>Opportunities within the work environment will be discussed in order to identify opportunities best suited to the student and which match the learning objectives of their academic programme and the needs of the respective employer.</p> <p>There will be resources made available to the student which covers topics such as report writing, reflective writing, health & safety, time management and working with others.</p> <p>All students must complete a notional 300 hours of work-related learning in addition to the assessment requirements of the module.</p> <p>This module can be completed over one trimester. Undertaking this module will develop a range of graduate attributes such as autonomous, effective communicator and ambitious.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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. At the end of this module the student will be able to:	
L1	Achieve the agreed subject specific and transferable skills and competences to SCQF (level 9) through a period of work experience to a standard that is consistent with subject areas derived from the relevant GLA framework and relevant to the programme of academic study;
L2	Critically evaluate employability development and performance as part of PDP;
L3	Apply knowledge, skills and understanding of the tasks performed; achievements and challenges and self- reflective evaluation.

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)	<p>SCQF Level 9 Demonstrate a critical understanding of a range of principles, concepts and terminology of the appropriate sector within the workplace.</p> <p>The work experience will provide opportunities to allow the student to extend and refine their subject specific knowledge in particular contexts.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9 The application of knowledge, skills and understanding in using a range of professional skills, and practices within the appropriate sector.</p>

	Depending on the nature of the work experience 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	<p>SCQF Level 9 Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identify and analyse routine professional problems and issues.</p> <p>Draw on a range of sources in transition to working in making judgements.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9 Use a range of Computing applications to support and enhance work.</p> <p>Give a form of presentation to refine their inter-personal communication skills.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9 Manage time, personnel and resources effectively, by time management and organizational skills</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where necessary.</p> <p>Participate productively in a team, as required.</p>	
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
<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, if appropriate. The student will have a direct line of communication with the academic tutor at all times via e-mail and the University's Virtual Learning Environment (VLE).</p>

<p>A tripartite agreement will be produced and approved by all parties prior to the start of the module. This will be retained by the Module Co-ordinator.</p> <p>Information relating to PDP, the workplace environment, health & safety, and what is expected of them will be made available prior to the start of the module.</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>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	300
Independent Study	92
Tutorial/Synchronous Support Activity	8
	400 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>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</p> <p>Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 3rd edition, 2015</p> <p>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</p> <p>Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 3rd edition, 2015</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	

(**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 student is working full-time in a company whilst doing this work-based module.

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	Computing
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Business & Applied Computing
Moderator	Dr James Riordan
External Examiner	A Jindal
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)

<p>There will be one category of assessment for this module which consists of a presentation (20%), a reflective journal (30%) and a final project (50%).</p>
<p>Assessment 1 The presentation can be 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.</p>
<p>Assessment 2 The reflective journal will critically evaluate employability development and performance throughout the work experience as part of the student's personal development plan (PDP).</p>
<p>Assessment 3 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.</p>
<p>(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.)</p>

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
Report of practical/ field/clinical work	✓		✓			50	0
Review/ Article/ Critique/Paper		✓	✓			30	0
Presentation		✓				20	1