**Module Descriptor**

| Title | Making Experience Count | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | Published |
| **Code** | LLNG07011 | **SCQF Level** | 7 |
| **Credit Points** | 10 | **ECTS (European Credit Transfer Scheme)** | 5 |
| **School** | **Cross-School** | | |
| **Module Co-ordinator** | G Hodge | | |

**Summary of Module**

**This module will enable learners to prepare a claim for Recognition of Prior Learning. Students are supported through a series of workshops and one to one supervision to reflect on experience which they have gained, usually in a workplace setting and consider this in the context of a relevant subject discipline aligned to UWS subject disciplines.**

**Students will be assigned a relevant subject supervisor, usually the Programme Leader or designate to explore more deeply opportunities to progress learning in an academic context, building on their learning in another context. A series of learning statements will be developed to allow learners to structure their claim for experiential learning with the intention of enrolling on a specific undergraduate degree programme, often with accelerated entry.**

**The learning outcomes are designed to recognise the work involved for learners to understand reflective practice and identify learning which has taken place in a workplace or equivalent setting and would award 10 credits at Level 7 to reward the process attached to the preparation of a claim for prior experiential learning.**

**On completion of this module, the learner would be encouraged to submit their claim for prior experiential learning where additional credits could be added to the learner transcript, as per UWS RPL Policy and Practice.**

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

[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<br>☒ Dumfries | | ☒ Lanarkshire<br>☐ London X<br>☒ Paisley | | ☒ Online / Distance Learning<br>☐ 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** | Demonstrate an awareness of the evolving nature of knowledge and understanding with reference to their own prior learning. Students will demonstrate understanding of theories of reflection to allow them to prepare statements of learning aligned to a discrete degree pathway. |
| **L2** | Demonstrate understanding of how to apply key principles of reflective practice, ensuring learning from a professional workplace setting (or equivalent) is underpinned with relevant theoretical approaches. |
| **L3** | Evaluate learning in a  professional practice setting to consider strengths and skills and how these will continue to develop in line with future study in a relevant degree pathway. |
| **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 7**<br>Developing a deeper understanding of theories, concepts and principles underpinning reflection.<br>Evaluate knowledge and understanding of current professional practices and how to use this learning in an educational context. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 7**<br>Reflect and demonstrate application of a range of theories as well as knowledge of policy, legislation and frameworks which underpin professional practice. |
| **Generic Cognitive skills** | **SCQF 7**<br>Analyse, evaluate key learning experiences from the workplace and demonstrate how experience aligns with appropriate theory, policy, legislation and frameworks relevant to a discrete undergraduate degree pathway. |

| Communication, ICT and Numeracy Skills | **SCQF 7**<br><br>Convey complex ideas in a well-structured and coherent form. |
|---|---|
| **Autonomy, Accountability and Working with Others** | **SCQF 7**<br><br>Learners are supported by subject specialist in the development and preparation of a portfolio of evidence to prepare a claim for experiential learning.<br><br>Students are expected to prepare the portfolio more independently than in a traditional classroom setting. Accounts of workplace experience should demonstrate leadership of elements of their workload relevant to the statements of learning and aligned to specific undergraduate degree programme. |

| Prerequisites | Module Code | Module Title |
|---|---|---|
|  | **Other** |  |
| **Co-requisites** | **Module Code** | **Module Title** |

| Learning and Teaching |
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| 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.<br><br>Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, individual and group tasks. Workshops and student-led seminars, group-work, role-play, presentations, problem based learning, will be used to develop student learning. Formative and summative assessments will be used including such instruments as essay and action plans.<br><br>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module. |

| Learning Activities<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours<br><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Professional discussion | **10** |
| Tutorial/Synchronous Support Activity | **10** |
| Practice Based Learning | **50** |
| Independent learning | **30** |
|  |  |
|  |  |
|  |  |
| **TOTAL** | 100 |

| Indicative Resources |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:** |
| **Cottrell, S (2023) Critical Thinking Skills, Effective Analysis and Reflection. 4th Edition, Bloomsbury Publishing**<br><br>**Pears, R & Shields, G. (2022) Cite them Right: The Essential Referencing Guide, Bloomsbury Publishing**<br><br>Students are encouraged to engage in a breadth of academic reading throughout the course of their studies, including academic texts, journal papers, online resources and government documentation and policy. Students will be expected to conduct their own research to complete their assessment, this will include exploration of materials online. All module reading materials will be provided in class and on the VLE.<br><br>Please ensure that the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Moodle.<br><br>Resources should be listed in Harvard referencing style 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 |
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| **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.** |

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. UWS Equality and Diversity Policy** |
| **(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**

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| **Divisional Programme Board** | **Cross-School** |
| **Overall Assessment Results** | ☒ **Pass / Fail** ☐ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br><br>**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** | Cross School Board |

| Moderator | J Hopkin |
|---|---|
| **External Examiner** | J Disley |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ Yes ☐ No |
| **Changes / Version Number** | |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| Formative Assessment opportunities will take place during class workshops, working in groups to present information and participating in short writing tasks. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress. <br><br> The Summative Assessment for this module will consist of: <br><br> **Completion of a portfolio.** |
| **Assessment 2** |
| |
| **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. <br><br> (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 |
|---|---|---|---|---|---|---|---|
| Reflective Portfolio | **X** | **X** | **X** | **N/A** | **N/A** | 100 | |
| | | | | | | | |

**Component 2**

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |

**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 |
|---|---|---|
| | | |
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Footnotes

A. Referred to within Assessment Section above. 1.      More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)