University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: CDAS Work Based Learning			
Code: CDAS11001	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Shaw		

Summary of Module
The Work-Based Learning (WBL) module provides students with the opportunity to gain experience of working in a relevant alcohol or drugs workplace setting, or other setting appropriate to the student's programme. The Module accommodates flexibility of work and study and facilitates practice based and applied learning. The module enables students to observe the ways in which theory is applied in practice.   Students will work with client facing services, or within a research setting. The module is designed to assist students to enhance their skills in ways that facilitates career development via personal development planning (PDP). This style of experiential learning makes an important contribution to student employability and is highly valued by employers. Students are supported in identifying potential work-based learning opportunities and arrangements with agencies are confirmed by UWS. Students may use of their own workplace for the learning experience. A learning contract will be provided to guide the student's learning actives. Students will record their experiences and reflections in a learning log: this is consistent with Personal Development Planning (PDP) practice: see section 11. The learning log will form the basis of the WBL Assignment, which will be a reflective account by the student of theories applied to learning acquired in relation to knowledge attitudes and behaviour. This module will develop the following graduate attributes: - Collaborative - Socially responsible - Transformational - Ethically-minded - Culturally Aware - Effective Communicator.

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 ability to apply theory in a work-based setting.
L2	Demonstrate critical skills in reflecting on personal performance in a relevant work-based setting.
L3	Demonstrate ability to work collaboratively in a relevant work-based setting.
L4	Develop skills and take responsibility as an independent learner.

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 **11** A critical understanding of the principal theories, principles and concepts. Critical awareness of current issues in a subject/discipline.
Practice: Applied Knowledge and Understanding	SCQF Level **11**

	Use a significant range of the principal skills, techniques, practices and/or materials which are associated with a subject/discipline. Use a range of specialised skills, techniques, practices and/or materials which are at the forefront or informed by forefront developments. Demonstrate originality or creativity in the application of knowledge and practices.
Generic Cognitive skills	SCQF Level **11** Utilise concepts which are at the forefront or informed by developments at the forefront of a subject/discipline. Develop original and creative responses to problems and issues. Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	SCQF Level **11** Communicate, using oral or written methods, to a range of audiences with different levels of knowledge/expertise.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercise substantial autonomy and initiative in professional and equivalent activities. Take responsibility for own work. Practice in ways which draw on critical reflection on own and others' roles and responsibilities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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 work-based learning (WBL) module is experiential in nature. WBL opportunities in relevant settings, including student's own workplace, are negotiated with external bodies. Students learn by observation, shadowing, engagement and reflection on experiences. There will be support seminars throughout the module to support learning. Resources are available on Aula to support learning experiences. A review tutorial is held with student service setting representative and UWS tutor in order to clarify learning and enable student to focus on module assignment.

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)
Work Based Learning/Placement	140
Personal Development Plan	12
Independent Study	12
Tutorial/Synchronous Support Activity	36
	200 Hours Total

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

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The Work-based Learning module handbook can be accessed from the VLE and provides students with relevant information.

Kolb A and Kolb D 2017 Experiential Learning Theory as a Guide for Experiential Educators in Higher Education. ELTHE Vol 1 No.1 7-44

Helver, R,; (2010) The Work-Based Learning Student Handbook (Palgrave Study Skills)

Little, B. & Harvey, L. (2006) Learning Through Work Placements and Beyond (Higher Education Academy)

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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: https://www.uws.ac.uk/about-uws/policies-procedures-guidance/

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 overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	PG Social Sciences

Moderator	A O'Gorman
External Examiner	L Williams
Accreditation Details	
Changes/Version Number	2.04 1) Session 2) Update MC

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Work-based Learning Assignment: 100%
(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
Essay	X	X	X	X		100%	0

Change Control:

What	When	Who
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)