



Module Descriptor

Title	CDAS Work Based Learning		
Session	2025/26	Status	
Code	CDAS11001	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Shaw		
Summary of Module			
<p>he Work-Based Learning (WBL) module provides students with the opportunity to gain experience of working in a relevant alcohol or drugs work place 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.</p> <p>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.</p> <p>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.</p> <p>This module will develop the following graduate attributes: Collaborative - Socially responsible - Transformational - Ethically-minded - Culturally Aware - Effective Communicator.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input checked="" type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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.
L5	

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 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 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.

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

Generic Cognitive skills	SCQF 11 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 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 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

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

Learning and Teaching	
<p>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.</p> <p>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.</p>	
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	140
Personal Development Plan	12
Independent Study	12
Tutorial / Synchronous Support Activity	36
Please select	100
Please select	

Indicative Resources

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)

(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 full-time 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 Aula, 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. The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

(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

Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	PG Social Sciences
Moderator	Aileen O'Gorman
External Examiner	Lisa Williams
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.04

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The Work-based Learning assessment 100%
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. (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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Combined total for all components	100%	hours
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Change Control

What	When	Who
Transferred to new template, no changes 25/26	Mar 25	A Shaw