Module Descriptor

Title	CDAS Work Based Learning		
Session	2026/27	**Status**	
Code	CDAS 11001	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Dr April 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 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.

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. 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	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☒
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	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	
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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	140
Personal Development Plan	12
Independent Study	24
Tutorial / Synchronous Support Activity	24
Please select	
Please select	

TOTAL	200

Indicative Resources

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

Edwards, M. (2014). The impact of placements on students' self-efficacy. *Higher Education, Skills and Work-Based Learning*, *4*(3), 228-241.

Kolb, Alice Y. and Kolb, David A. (2017) *Experiential Learning & Teaching in Higher Education*: Vol. 1: No. 1, Article 7. Available at: https://nsuworks.nova.edu/elthe/vol1/iss1/7

Learning through Work Placements and Beyond. (2007). *Education & Training (London)*, *49*(1). https://doi.org/10.1108/et.2007.00449aae.002

Perrin, D., Simpson, D., Meakin, D., Rowe, L., Mirza, N., Beckett, K., ... & Henry, J. (2020). *The work-based learning student handbook*. Bloomsbury Publishing.

Further resources will be available on the module's Brightspace.

(N.B. Although reading lists should include current publications, students are advised 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, all students are required to attend all scheduled classes and participate with all delivered elements of each module as part of their engagement with their programme of study. However, it is recognised that from time-to-time students will have justifiable reasons for periods of lack of engagement. Students who are unable to attend timetabled classes for any reason should report their absence to their programme leader or personal tutor.

Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Equality Diversity and Human Rights Code Feb 2023.

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, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (students should check with their programme leader for any queries). The CDAS programme complies with UWS 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.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School).

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Supplemental Information

Divisional Programme Board	**Social Sciences**
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	PG Social Sciences
Moderator	Aileen O'Gorman
External Examiner	Fay Dennis
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1. **External Examiner updated** 2. **Online 26/27**

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	☒	☒	☒	☒	☐	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