University of the West of Scotland

Module Descriptor

Session: 2023-24

Title of Module: WORKBASED LEARNING ABROAD			
Code: LANG00001	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Giraud		

Summary of Module
This module is designed for incoming students from Europe and Overseas undertaking a voluntary work placement in a pre-school, primary or secondary school whilst studying at UWS. Students are normally required to have successfully passed the first two years at university level within their respective programme at their home institution. Students are expected to spend a minimum of 8 weeks up to 12 weeks in a voluntary teaching assistant's post in a primary or secondary school under contract with the relevant Scottish Education Authority. This 20-credit module includes 200 learning hours, *normally* including a minimum of 36 contact hours and maximum of 48 contact hours. This experience enables students to become truly at ease in the English-speaking language and culture and this is demonstrated by their ability to work in the English language. By successfully completing the placement, students will demonstrate that they are able to deal with unfamiliar environments and with a different educational system. This will provide a valuable addition to students' CVs in terms of employability and Career Planning. On successful completion of this module, students will be awarded 20 placement credit points (SCQF level 9)

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:
☐	☐	☐	☐	☐	☐	WORKBASED LEARNING

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	Recognise and be able to critically assess their experience of developing and using the English language in a real work situation and be able to articulate this to others using the English language; Click or tap here to enter text.
L2	Recognise and be able to critically assess their development of essential generic employability skills and attributes within a real work situation and be able to articulate this development to others using the English language;
L3	Analyse elements of work experience relating to themes and issues pertinent to their academic study and be able to articulate this to others using the English language.

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 **9** • Understanding grammatical concepts of the English language approaching the C1 lower level of the Common European framework (CEFR) • Acquiring some knowledge of contemporary social and educational issues of an English speaking country.
Practice: Applied Knowledge and Understanding	SCQF Level **9** • Using language skills approaching the C1 level of the Common framework orally and in writing relevant to the workplace

Generic Cognitive skills	SCQF Level **9**
	• Exploring and undertaking critical analysis, evaluation and/ or synthesis of some aspects of contemporary social and educational issues relevant to the work experience.
Communication, ICT and Numeracy Skills	SCQF Level **9**
	• Communicating effectively in social ,cultural and educational contexts using the English language;
Autonomy, Accountability and Working with others	SCQF Level **9**
	• Working effectively individually or in teams and meeting deadlines.
	• Exercising autonomy, flexibility and initiative by working in an unfamiliar education system and culture.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:** Passed successfully first 2 years of relevant university programme
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching
This module is focused on work based learning abroad. By working in a country where their chosen language is the first language, students are able to develop a greater understanding of that language and culture and get a deeper insight into a different education system. They are also able to become more confident in their use of that language in a work environment. Students are encouraged to reflect on their learning through personal development planning using a bespoke model developed by the British Council. The assessment for this module takes the form of a reflective report on what they have learned supported by evidence from their PDP portfolio as appropriate. They will also be required to do an oral presentation on a specific education aspect of interest followed by an individual interview conducted in English during which the student will critically assess their personal development and application of essential employability skills and attributes within the work placement context.

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	100
Personal Development Plan	50
Independent Study	50
	Hours Total 200 hours

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

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

Bassot,B.(2016).The Reflective Journal Diary.2nd ed. London: Palgrave

Bolton, G. & Delderfield, R. (2018). Reflective Practice: Writing and Professional Development.5th ed. Los Angeles, London, New Dehli, Singapore, Washington DC: Sage

Ganza, M. (2017). The Book on How to Teach Abroad. Ontario: Intelligent Primate Productions

Helyer,R. (2015). The Work-Based Learning Student Handbook. 2nd ed. London: RED GLOBE PRESS.

Hordern,J. & Simon, C. (2017). Placements and Work-based Learning in Education Studies. London and New York: Routledge

IMPORTANT NOTE: Please note that core background texts and academic papers relating to workbased learning abroad and teaching matters , will be posted whenever relevant via the AULA VLE platform. Students will also be encouraged to consult the UWS Campus Library where most relevant materials are also available.

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.

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	EDUCATION
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Languages
Moderator	F León-Solís
External Examiner	M.Vincent
Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Summative assessment has two components.   A reflective report of 2,500 words supported by evidence from their PDP portfolio as appropriate, worth 50%   An oral presentation on one specific educational aspect of interest followed by an individual interview, worth 50%   Assessment will be pass/fail only.
Assessment 1 Reflective report (50%)
Assessment 2 Oral presentation followed by an individual interview (50%)
(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)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Reflective report	√	√	√	50	0

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Oral presentation followed by interview	√	√	√	50	2

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)