Module Descriptor

Title	Work-based Intercultural Placement		
Session	2025/26	Status	PROPOSAL
Code	LANG???	SCQF Level	8
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Education and Social Sciences		
Module Co-ordinator	L Giraud		

Summary of Module

This work-based intercultural placement module is designed for both outgoing UWS students undertaking a short mobility placement in a teaching partner institution abroad, and for incoming students from UWS partner institutions enrolled on a UWS programme taking up a placement in a teaching establishment in Scotland. Students are normally required to spend a minimum of one full month or a maximum of 3 months in either a nursery, primary or secondary school via either our local educational authority or via our Global partner institutions. The duration of the work-based intercultural placement depends on our local & global partners' requirements.

During the placement, students will observe and assist experienced teachers, interact with students and staff, share their own culture and experiences and participate in cultural events and activities. Throughout the period of placement students will have one weekly online meeting with a member of UWS staff. Students will be encouraged to reflect on their experience through maintenance of a personal learning log.

The aim of this work-based intercultural placement is to help students gain/develop skills and abilities in three main areas:

Professional development: Gaining some teaching skills, learning about different educational systems and approaches, and broadening their understanding of another culture.

Personal growth: Developing intercultural competence, improving language skills, increasing independence and adaptability, and gaining a new perspective on their own culture and values.

Career advancement: Enhancing their resume, building international networks, and increasing their competitiveness in the job market.

The module will be assessed by means of a school placement appraisal, an end-of-placement reflective report and an interview in which students will critically assess the abilities gained/developed in the three areas outlined above.

On successful completion of this module students will be awarded 10 placement credit points (SCQF level 8).

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) Work-based learning	
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	Exercise some initiative in some activities in pre-school / primary or secondary contexts under guidance of qualified specialist practitioners;
L2	Gain some understanding of the principal skills, practices and materials that are associated with pedagogy at the pre-school/primary or secondary levels under guidance of qualified specialist practitioners;
L3	Apply some pedagogical approaches for preschool/primary or secondary levels under guidance of qualified specialist practitioners;
L4	Conduct oneself as a reflective and accountable participant under guidance of qualified specialist practitioners.
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 8** Acquiring some knowledge of contemporary cultural and educational issues of the country.
Practice: Applied Knowledge and Understanding	**SCQF 8** Using a selection of the principal skills, practices and materials that are associated with pedagogy at the pre-school/primary or secondary levels under guidance of qualified specialist practitioners.

[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 8 Understanding basic aspects of day-to-day processes within and outwith the work placement environment.
Communication, ICT and Numeracy Skills	SCQF 8 Communicating about own culture using simplified numerical and graphical data relevant at pre-school/primary or secondary levels
Autonomy, Accountability and Working with Others	SCQF 8 Working individually or in teams and meeting deadlines Exercising some initiative by working in a different cultural environment.

Prerequisites	Module Code	Module Title
	Other Passed all modules in first year of relevant university programme	
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.
PLEASE NOTE THE FIRST 2 TOP LINES ABOVE NEED TO BE DELETED- NOT APPLICABLE SINCE 10 CREDIT POINT MODULE
This module is designed for students to gain and reflect on work experience attained during their work placement. As such, academic credit for this module is not based on notional student effort hours. Instead, students are expected to complete at least a minimum of 4 weeks in relevant employment where they will observe and assist experienced teachers, interact with students and staff, share their own culture and experiences and participate in cultural events and activities. Student learning hours will normally be approximately 72 hours for the duration of their short intercultural placement. There will various scenarios, typically they will involve: 18 hours per week for 4 weeks or 6 hours per week for 12 weeks, dependent on our local & global partners' requirements. Throughout the period of placement students will have one weekly online meeting with a member of UWS staff or face-to-face meeting when relevant. Students will be encouraged to reflect on their learning through maintenance of a personal learning log. Students will be required to submit an end-of-placement reflective report (30%) and hold an interview in which students will critically assess the abilities gained/developed in the three areas outlined above (40%). Furthermore, there will be a school placement appraisal (30%) in the form of a digital scale grid to assess the student's intercultural placement according to the following indicators: adherence/adaptability to school rules; attitude on the work place; professional competences; attention to diversity & professional relationships.

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	72
Please select	

Please select	
Please select	
Please select	
Please select	
TOTAL	72

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
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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
(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:
In line with the Academic Engagement Procedure, students are defined as academically engaged if they attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. For this particular short workbased mobility abroad module, students are expected to engage in the appropriate training for the 4 full weeks and be in contact virtually with their lead supervisor once a week.

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.
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	Education
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	Education
Moderator	F Leon Solis
External Examiner	M Vincent
Accreditation Details	NA
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	NA

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflective report of 1000 up to 1500 words
Assessment 2
A 30/45 minutes individual interview
Assessment 3
Placement school appraisal
(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
Reflective report	☒	☒	☒	☒	☐	30	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
individual interview	☒	☒	☒	☒	☐	40	0.5

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Placement school appraisal	☒	☒	☒	☒	☐	30	
Combined total for all components						100%	0.5 hours

Change Control

What	When	Who
New Module	Mar 25	L Giraud