Module Descriptor

Title	Sandwich Placement: Education		
Session	2025/26	Status	
Code	LANG09001	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L. GIRAUD		

Summary of Module

This module is designed for students undertaking a work placement abroad during a sandwich year abroad. Students are normally required to have successfully passed the first two years at university level within their respective programme before undertaking placement abroad. Students are required to spend a full year abroad in a language assistant's post in a primary or secondary school under contract with the British Council. The number of weeks will depend on the destination country and might vary between 30 weeks and 36 weeks.

This experience enables students to become truly at ease in a foreign language and culture and this is demonstrated by their ability to work in a foreign language. By successfully completing the placement students will demonstrate that they are able to deal with unfamiliar environments and with people across cultural boundaries. This will provide a valuable addition to students' CVs in terms of employability and future career planning.

On successful completion of this module students will be awarded 20 placement credit points (SCQF level 9).

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)	

[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

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	Recognise and be able to critically assess their experience of developing and using the foreign language in a real work situation.
L2	Recognise and be able to critically assess their development of essential generic employability skills and attributes within a real work situation.
L3	Analyse elements of work experience relating to themes and issues pertinent to their academic study.
L4	
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 9** Understanding grammatical concepts of the modern foreign language approaching the C1 level of the Common European framework. Acquiring some knowledge of contemporary social and cultural issues of the relevant foreign country.
Practice: Applied Knowledge and Understanding	**SCQF 9** Using the modern foreign language skills approaching the C1 level of the Common European framework orally and in writing relevant to the workplace.
Generic Cognitive skills	**SCQF 9** Exploring and undertaking critical analysis, evaluation and /or synthesis of some aspects of contemporary social and cultural issues pertinent to the relevant foreign country.
Communication, ICT and Numeracy Skills	**SCQF 9** Communicating effectively in social and work contexts using the modern foreign language.
Autonomy, Accountability and Working with Others	**SCQF 9** Working effectively individually or in teams and meeting deadlines Exercising autonomy, flexibility and initiative by working in an unfamiliar area and culture.

Prerequisites	**Module Code**	**Module Title**
	Other	

	Passed all modules in first two years of relevant university programme	
Co-requisites	**Module Code**	**Module Title** N/A

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 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. They are also able to become more confident in their use of that language. Students will have regular online meetings with a member of UWS staff. Students are encouraged to reflect on their learning through maintenance of a learning log. Students will submit a 2,500 words reflective report on what they have learned, supported by evidence from the learning log (50%). They will also be required to have an individual interview, during which students will critically assess their personal development, application of essential employability skills and attributes within the work placement context, and relate work experience to aspects of academic study (50%). Assessment will be pass/fail only.

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	600
Please select	
Please select	
Please select	
Please select	
Please select	
TOTAL	600 hours

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

> (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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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.** In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	LANGUAGES
Moderator	F.LEON-SOLIS
External Examiner	M. VINCENT
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
REFLECTIVE REPORT 50%
Assessment 2
INDIVIDUAL INTERVIEW 50%
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**
REFLECTIVE REPORT	☒	☒	☒	☐	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
INTERVIEW	☒	☒	☒	☐	☐	50	0.5

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

Transferred to new templage, no changes for 25/26	Mar 25	L Giraud