



Module Descriptor

Title	Workbased Learning Abroad		
Session	2025/26	Status	
Code	LANG09002	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			
<p>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.</p> <p>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.</p> <p>On successful completion of this module, students will be awarded 20 placement credit points (SCQF level 9)</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input checked="" type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr	<input type="checkbox"/> Lanarkshire	<input type="checkbox"/> Online / Distance Learning	

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

	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" 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	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;
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.
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 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 9 Using the English language skills approaching the C1 level of the Common 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 educational issues relevant to the work experience.
Communication, ICT and Numeracy Skills	SCQF 9 Communicating effectively in social ,cultural and educational contexts using the English 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 education system and culture.

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

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>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 2,500 words 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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	100
Personal Development Plan	50
Independent Study	50
Please select	
Please select	
Please select	
TOTAL	200 hours

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bassot,B.(2016).The Reflective Journal Diary.2nd ed. London: Palgrave</p> <p>Bolton, G. & Delderfield, R. (2018). Reflective Practice: Writing and Professional Development.5th ed. Los Angeles, London, New Dehli, Singapore, Washington DC: Sage</p> <p>Ganza, M. (2017). The Book on How to Teach Abroad. Ontario: Intelligent Primate Productions</p> <p>Helyer,R. (2015). The Work-Based Learning Student Handbook. 2nd ed. London: RED GLOBE PRESS.</p>

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	<input checked="" type="checkbox"/> Pass / Fail <input 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	LANGUAGES
Moderator	F.LEON-SOLIS
External Examiner	M. VINCENT
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
REFLECTIVE REPORT 50%
Assessment 2
Oral presentation followed by an 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
ORAL PRESENTATION /INTERVIEW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	1

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

Change Control

What	When	Who
Transferred to new template	Mar 25	L Giraud