

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Work-related Learning			
Code: PSYC10028	SCQF Level: 10 Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	K Manoussaki		
Summary of Module			
<p>The module will provide an opportunity to explore how work and education are intertwined from an experiential and reflective perspective. Through the students' own experience working outwith or within the University, as part of staff-student collaboration projects, they will gain personal insight as to how their academic knowledge impacts work and how working with others builds on existing knowledge. This module is mainly designed to develop partnerships with staff, providing a structured opportunity for learning through active involvement with research work, collaboration and supervision. However, the module also allows for reflection on learning based on already established employment outwith the University. Work-based learning opportunities are underpinned by formal agreements between students and staff, or where applicable, external employers. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported. The focus of the module is employability, and it is expected that through self-reflection, students will integrate academic knowledge with practice and enhance skills that will help them succeed in their chosen careers.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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	Organisation and time management: Working to deadlines, keeping appointments, managing workload.
L2	Reflection: clarifying personal values and ethical working principles and identifying personal challenges.
L3	Team working, interpersonal skills and professionalism: listening to others, understanding the complexity of working with others and finding mechanisms to navigate interpersonal conflict, taking responsibility for tasks and building resilience
L4	Self-efficacy/Self-confidence: articulating strengths, weaknesses and skills, showing assertiveness, leading discussion, acting on feedback, working with limited guidance, integrating theory and practice.
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 10 Understanding how work-related activities may add to existing psychological knowledge.

Practice: Applied Knowledge and Understanding	SCQF Level 10 Applying existing psychological knowledge to a work environment	
Generic Cognitive skills	SCQF Level 10 Time management, decision making and acting on feedback.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Working with data and/or writing diaries and reports	
Autonomy, Accountability and Working with others	SCQF Level 10 Working independently, accountability, showing assertiveness and complying with demands made by others.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC09011	Module Title: Social Psychology
	Other:	At least one other core Level 9 psychology module
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
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)
Choose an item.Independent Study	150
Choose an item.Support Activity (with staff supervisor or employer	50
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

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

<https://www.uws.ac.uk/media/6425/workbased-learning-procedure.pdf>

https://www.researchgate.net/profile/Karen-Campbell-22/publication/267240668_Work_Related_learning_in_HE_-_a_scoping_study_Work_Related_Learning_WRL_in_HE_-_a_scoping_study/links/564c97bd08ae3374e5e051ac/Work-Related-learning-in-HE-a-scoping-study-Work-Related-Learning-WRL-in-HE-a-scoping-study.pdf

https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-work-based-learning.pdf?sfvrsn=f625c181_2#:~:text=Work%2Dbased%20learning%20opportunities%20are%20designed%2C%20monitored%2C%20evaluated%20and,reviewed%20in%20partnership%20with%20employers.&text=Work%2Dbased%20learning%20consists%20of%20authentic%20structured%20opportunities%20for%20learning,meet%20an%20identified%20workplace%20need.

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	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/ PG Psychology
Moderator	A Simpson
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For

the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 – Reflective Essay (100%)

Assessment 2 – Free Text

Assessment 3 – Free Text

(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)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	X	X	X	X			

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

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)