



## Module Descriptor

<b>Title</b>	Work Related Learning 60		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	BIOL09036	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	John McLean		

### Summary of Module

This module has been delivered in previous courses and the successes are well documented elsewhere. Without some form of vocational experience students find that entry into the job market is at best problematical. The purpose of this module is to allow the student to experience the work of work on an extended basis. This opportunity allows the student to put in to practice, often within a rigidly controlled Quality Assurance environment, the skills, techniques and knowledge gained throughout the course. Since this module is scheduled to run during the second semester there can be opportunities for some students to be retained in a paid capacity to provide summer cover.

It also allows students to use this opportunity to discover which aspects of vocational employment they find appealing. Students who successfully complete this module are better prepared for their honours project in the following year.

Successful completion of this module will serve students well when competing for appropriate employment and in their approach to the honours project in the following year.

Upon progression to L10, students who opt to take this module will be required to take BIOL10017 Integrative Human Physiology in place of BIOL10002 Public Health Microbiology.

This module will work to develop a number of the key "I am UWS" Graduate Attributes to make those who complete the module

Culturally aware.

Ethically-minded.

Emotionally intelligent.

Effective communicator.

Autonomous

Incisive

Effective communicator

Resilient

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Achieve a set of core skills/competences through a period of work based learning to a standard that is consistent with ‘employees’ of similar educational background (SCQF level 9) and be relevant to the programme of academic study.
<b>L2</b>	Complete a log book or diary to a prescribed standard that will allow traceability and/or auditing of events, experiments or processes.
<b>L3</b>	Construct a comprehensive account (including a report and an oral presentation) detailing the work of the organisation; the tasks performed; the procedures employed and a reflective analysis on how the student’s behaviour, approaches, attitudes and skills have been adapted or modified consequentially.
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Construct a comprehensive account (including a report and an oral presentation) detailing the work of the organisation; the tasks performed; the procedures employed and a reflective analysis on how the student’s behaviour, approaches, attitudes and skills have been adapted or modified consequentially.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Depending on the nature of the placement there will be opportunities to develop new practical skills / techniques or develop the application of specific skills / techniques to an advanced level or practice within a range of professional contexts.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> A critical analysis of the 'business' of the placement employer must be provided in the final report. The student will also have the opportunity to reflect on the successes or difficulties of the placement and on the transition to working in a context that is vocationally relevant.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> The opportunities to use, display and develop these skills will vary considerably with the nature of the placement. In a laboratory based placement all skills will be enhanced to varying extents, while students placed in a 'clinical' situation may have fewer opportunities to enhance their numeracy skills but will have increased opportunities to refine their inter-personal communication skills.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> The opportunities to use, display and develop these skills will vary considerably with the nature of the placement. In a laboratory based placement all skills will be enhanced to varying extents, while students placed in a 'clinical' situation may have fewer opportunities to enhance their numeracy skills but will have increased opportunities to refine their inter-personal communication skills.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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	504
Tutorial / Synchronous Support Activity	15
Independent Study	81
Please select	
Please select	
Please select	

**TOTAL**

600

**Indicative Resources**

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

On line guides to scientific writing

<http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWgeneral.html>

<http://classweb.gmu.edu/biologyresources/writingguide/ScientificPaper.htm>

Successful Scientific Writing: a Step by Step Guide for Biomedical Scientists (2000) 2nd Ed., Mathews, Bowen, Mathews; CUP, ISBN 0-521-78962-1

**(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:**

For the purposes of this module, academic engagement equates to the following:

Project/WRL based modules module tutorials and supervisor meetings/tutorials, completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module requires you to attend the placement provider 420 hours which normally equates to 5 working day/week for 12 weeks.

**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](#).

**(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**

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<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.
<b>School Assessment Board</b>	Biological Sciences and Health
<b>Moderator</b>	Richard Thacker

<b>External Examiner</b>	
<b>Accreditation Details</b>	This module is part of the BSc (Hons) Biomedical Science programme; accredited by Institute of Biomedical Science (IBMS).
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.10

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Workbook/ Laboratory notebook/ Diary/Training log/Learning log
<b>Assessment 2</b>
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Workbook/ Laboratory notebook/ Diary/Training log/Learning log	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	600

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	600 hours

**Change Control**

What	When	Who