



Module Descriptor

Title	Work Related Learning 60		
Session	2025/26	Status	Published
Code	BIOL09036	SCQF Level	9
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Health and Life Sciences		
Module Co-ordinator	Gordie Mackay		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>This module will work to develop a number of the key “I am UWS” Graduate Attributes to make those who complete the module</p> <p>Culturally aware.</p> <p>Ethically-minded.</p> <p>Emotionally intelligent.</p> <p>Effective communicator.</p> <p>Autonomous</p> <p>Incisive</p> <p>Effective communicator</p> <p>Resilient</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"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input 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	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.
L2	Complete a log book or diary to a prescribed standard that will allow traceability and/or auditing of events, experiments or processes.
L3	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.
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 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.

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

Practice: Applied Knowledge and Understanding	SCQF 9 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.
Generic Cognitive skills	SCQF 9 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.
Communication, ICT and Numeracy Skills	SCQF 9 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.
Autonomy, Accountability and Working with Others	SCQF 9 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.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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>The majority of teaching and learning will take place off campus but will involve support and supervision academic staff. Prior to placement, students will be introduced to ethics, health and safety, and report writing. This will include utilising scientific databases and numerical analysis. Students will also have a number of classes in the University throughout their placement, allowing staff to monitor and assess progress as well as reinforcing some the formally taught elements.</p> <p>A learning contract will be agreed by all parties prior to start of the placement. Employers have previously utilised their own organisation's training programme or have devised a bespoke programme with regard to their particular sphere of operation and the learning contract can be modified to include this.</p> <p>All aspects of the Work Experience programme are in accordance with the University's Criteria for Securing and Approving WBPL Settings. The proposed programme is compliant with Regulation 5.8 (Work Based Learning).</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	504
Tutorial / Synchronous Support Activity	15
Independent Study	81
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Witchel, H. (2020) Writing for Biomedical Sciences Students (Macmillan Study Skills). First edition. Red Globe Press.</p> <p>Theobald, T. (2022) Develop your Presentation Skills: How to Inspire and Inform with Clarity and Confidence. London, England ; New York, New York : Kogan Page Fifth edition</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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</p>

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	Biological Sciences Health
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	Biology
Moderator	Richard Thacker
External Examiner	J Spicer
Accreditation Details	IBMS
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.10

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Workbook/ Laboratory notebook/ Diary/Training log/Learning log

Assessment 2

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
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	0

Component 2							
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"/>		

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%	0 hours

Change Control

What	When	Who
Indicative resources	July 2025	F Menzies