Module Descriptor

Title	Work Related Learning 60		
Session	2026/27	**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

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

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)	

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	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
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 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. 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. 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).

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)
Tutorial / Synchronous Support Activity	15
Work-based Learning	504
Independent Study	81
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Witchel, H. (2020) Writing for Biomedical Sciences Students (Macmillan Study Skills). First edition. Red Globe Press. 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
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **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. 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	**Biological Sciences Health**
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	Biology
Moderator	Richard Thacker
External Examiner	J Spicer
Accreditation Details	IBMS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

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	☒	☒	☒	☐	☐	100	0

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Indicative resources	July 2025	F Menzies