



## Module Descriptor

<b>Title</b>	SHE Work Related Learning		
<b>Session</b>	2024/25	<b>Status</b>	Published
<b>Code</b>	CEWM09009	<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>	Gary Boyd		
<b>Summary of Module</b>			
<p>This module has been designed to provide students with a work related learning experience during the tenure of their degree and will normally involve at least one day a week during term two or a minimum of two weeks in term three in an employer's workplace.</p> <p>The purpose of this module is to allow the student to experience the essential aspects of appropriate full time work over a relatively short period. This opportunity allows the student to put into practice, the skills, techniques and knowledge gained during their degree program.</p> <p>The mechanism by which students are selected for a particular placement can be employer dependant; some wish to interview; others will select solely on the basis of supplied CVs while others will trust the judgement of the Placement Co-ordinator. Factors that are important in placement selection include the student's academic interests, ease of travel to and from the placement, and availability of time in relation to other lifestyle commitments.</p> <p>Prior to the Placement there will be tutorial sessions covering topics such as; health &amp; safety, learning logs (e.g. WIKI diary) and quality aspects that they will encounter while on placement. These tutorials prepare the student for the placement and the results will be available for use in the student's Moodle site (includes aspects of Personal Development Planning).</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 and enhance the UWS Graduate Attributes.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input checked="" 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 type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) Placement location	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" 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>	Production of a logbook/diary and an ePortfolio that provides critical reflection regarding the work based learning from a personal perspective.
<b>L3</b>	Construction of a report and presentation that details an awareness and understanding of organisational structures, including the impact of the work based learning undertaken with regard to value to the employer.
<b>L4</b>	NA
<b>L5</b>	NA

<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> The placement will provide opportunities to allow the student to extend and refine their subject specific knowledge in particular contexts.
<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

<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

	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 or field based placement all skills will be enhanced to varying extents, including opportunities to enhance their numeracy skills and refine their inter-personal communication skills.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Although working in a supervised capacity it is expected that there may be opportunities to exercise some autonomy and initiative.

<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>	
<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 from 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 may utilise their own organisation's training programme or devise a bespoke programme with regard to their particular sphere of operation and the learning contract will be modified to include this aspect.</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 1.68</p>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b></p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial / Synchronous Support Activity	9

Work-based Learning	70
Independent Study	121
n/a	
n/a	
n/a	
<b>TOTAL</b>	200

### Indicative Resources

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

There is a Virtual Learning Environment site to support student while on campus and in the workplace situation (assuming internet access is availability), which provides access to their ePortfolio. The VLE site will be used to help monitor, assess and communicate with students while on work based learning.

“Safety at Work”, Eighth Edition, J Channing, 2014 ISBN 978 0 415 65696 2\*

Referencing: Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press. Print and electronic copies are available from UWS Library.

**(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:**

Students are expected to attend all arranged placement days (a total of 10 working days throughout the duration of the placement), to engage with the university support activities and to submit the required assessments.

### 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. Please refer to the UWS Equality and Diversity Policy at the following link:

Completion of this module requires the student to participate in a short period with a placement provider.

The University will work with placement provider where possible to make reasonable adjustments. Some placements may require the student to obtain a satisfactory Disclosure Scotland report before they can be assigned a placement.

**(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 type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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>
<b>School Assessment Board</b>	BSH L7-11
<b>Moderator</b>	J Mclean
<b>External Examiner</b>	S Boyd
<b>Accreditation Details</b>	This module is accredited by Institution of Occupational Safety and Health (IOSH) if taken as part of the BSc (Hons) in Occupational Safety and Health programme.
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Diary/Logbook (20%)
<b>Assessment 2</b>
Final written report (50%)
<b>Assessment 3</b>
Presentation (30%)
(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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	0
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<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>
Dissertation/Project report/Thesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

<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>
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0
<b>Combined total for all components</b>						100%	0 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>