



Module Descriptor

Title	Work related learning 2		
Session	2024/25	Status	
Code	NURS09169	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	E. Gifford		
Summary of Module			
<p>This module will provide an opportunity for students to reflect on their work related experiences to develop leadership and self-management skills required for careers within health and social care services. The student will reflect on their ability to lead, inspire and motivate others within the workplace and identify ways in which they aim to develop their knowledge, skills and performance. Students will critically appraise their professional autonomy and provide explanation and justification for their practice and the decisions that they make.</p> <p>A key component of this module will be the development of skills for employment. This will be achieved through input from UWS Careers and Skills to enable the student to increase their confidence in searching for employment, writing an application form, personal statement and CV as well as developing interview skills.</p> <p>This module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of:</p> <p>UNIVERSAL: Critical thinker, Emotionally intelligent, Ethically-minded, culturally aware, Collaborative, socially responsible and research minded.</p> <p>WORK-READY: Knowledgeable, problem solver, digitally literate, effective communicator, influential, motivated, ambitious, potential leader, enterprising</p> <p>SUCCESSFUL: Autonomous, innovative, creative, imaginative, resilient, driven, daring and transformational</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" 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	Critically evaluate their own strengths within the workplace and identify areas for personal improvement
L2	Critically appraise their ability to lead, motivate and inspire others
L3	Evaluate the scope of their professional autonomy within health and social care services.
L4	Reflect on their own learning and skills developed for future employability within health and social care or administration services.
L5	NA

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 Demonstrate a broad knowledge and understanding of the importance of leading, motivating and inspiring people who use and provide services
Practice: Applied Knowledge and Understanding	SCQF 9 Appraise their own self-management skills including assertiveness skills within the area that they are employed or volunteer Use a range of problem solving and safe decision making skills in order to lead, motivate and inspire people who use and provide services
Generic Cognitive skills	SCQF 9

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

	Critically reflect on their own learning and skills development for future employability within health and social care services.
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Demonstrate a range of effective communication techniques, numerical and IT skills to support service provision.</p> <p>Use library data-bases to obtain evidence-based information.</p> <p>Demonstrate knowledge and understanding in the ability to interpret numerical and graphically presented data</p>
Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Act autonomously whilst acknowledging the boundaries of own practice</p> <p>Recognise own learning needs in relation to skills developed for employability within health and social care services.</p> <p>Articulate and justify processes associated with managing own practice</p> <p>Create and use opportunities to lead, inspire and motivate others</p>

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>On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)</p> <p>Asynchronous activities will be provided and designed as activities to support on campus learning events. These should be associated with learning event preparation or post learning event consolidation. Such activities will not be included within module contact time.</p> <p>A 20-credit module constitutes 200 hours of total learning and assessment time for the student, or c.13 hours per week over a 15-week term.</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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Personal Development Plan	68
Asynchronous Class Activity	30
Independent Study	66
Please select	
TOTAL	200

Indicative Resources

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

Gray I, Field R, Brown K. (2020) Effective leadership, management and supervision in health and social care. (2nd Edition) Exeter. Learning Matters Ltd.

Hafford-Letchfield T, Gallop L(2012) How to become a better manager in social work and social care: Essential skills for managing Care London, Jessica Kingsley Publishers

Pears, R & Shields, G (2019) Cite them Right. The Essential Referencing Guide. London: MacMillan International

Roberts G.W & Machon A. (2015) Appreciative Healthcare Practice: A guide to compassionate, personcentred care. Cumbria: M&K Publishing

(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:

You are expected to attend all timetabled sessions. We understand that due to illness or unforeseen circumstances you may miss the occasional session and you should inform the lecturer taking the session. If your attendance falls below 80% and you have not contacted us we will contact you to invite you to meet and discuss any support required and agree an action plan to support catching up material you have missed.

All students are expected to engage with material on AULA sites such as pre and post class support material, formative assessment and summative assessment.

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.

(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	Mental Health Nursing Midwifery Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input 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	MHMH SAB - Level 9-11
Moderator	A. Jack-Waugh
External Examiner	G. Truscott
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment Critical incident analysis (50% weighting)
Assessment 2
Summative Assessment Personal statement (50% weighting)
Assessment 3
NA
(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
Report of practical/ field/ clinical work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50%	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	

Component 3

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

Change Control

What	When	Who