

Session: 2023/24

Last modified: May 24

Status: Published

**Title of Module: Work Related Learning 3**

<b>Code: NURS10029</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Helen Rainey		

**Summary of Module**

This is a long thin module being delivered over Trimesters 1 and 2 with the assessments being undertaken in Trimester 2.

This module will allow students to work on an individual or group-led student project relevant to their programme of study enabling them to autonomously manage the development of the project.

This will allow students to develop and demonstrate a range of employability skills aligned to the UWS graduate attributes framework. Given the students are required to self-manage their projects this provides them with the opportunity to enhance their leadership and project management skill set. This will allow the students to enhance their communication, resilience, and team working skills through peer support.

This module requires a considerable amount of commitment, planning, time management, independent study and critical reflection. This module will be supported by the module team and colleagues from the careers team.

As a result, the module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'- inquiring, emotionally intelligent, ethically-minded, culturally aware, collaborative and socially responsible; 'WORK-READY'-knowledgeable, problem solver, effective communicator, influential, potential leader and enterprising; AND 'SUCCESSFUL'- autonomous, incisive, creative, imaginative, resilient and driven.

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
Term 1	✓	Term 2		Term 3	

<b>Learning Outcomes: (maximum of 5 statements)</b>	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Develop effective project management skills in the context of the chosen project.</p> <p>L2. Identify, develop and demonstrate a range of skills aligned to the UWS graduate attribute framework</p> <p>L3. Critically reflect on the processes involved in project planning evidenced within the portfolio completion.</p> <p>L4. Articulate how the skills and experiences from the learning journey at UWS supports them in their continuing professional development</p>	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Developing effective project management skills through the development of a project.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Appraising their own performance skills through the execution of the chosen project.  Using a range of problem solving and decision-making skills throughout the project.
Generic Cognitive skills	SCQF Level 10. Demonstrating originality and creativity in the execution of the chosen project.  Critically reflecting on the processes involved in their own personal development, relating this to their own future practice.

Communication, ICT and Numeracy Skills	SCQF Level 10. Demonstrating a range of effective communication techniques, numerical and IT skills.  Communicating with peers, staff and specialists on a professional level.	
Autonomy, Accountability and Working with others	SCQF Level 10. Demonstrating leadership and management responsibilities in the ongoing development of the project.  Acting autonomously and with initiative in all activities within the module.  Demonstrating awareness of roles and responsibilities of others when working together in the module.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module will be delivered alongside colleagues in careers and employability and uses a hybrid approach to learning using synchronous and asynchronous activities. As the module is delivered over 2 terms there will be timetabled sessions on alternate weeks. The module will consist mainly of short lectures and tutorials along with dedicated time for preparing and planning for your chosen project. As with the other work-related learning modules in the programme you will be working in facilitated groups. In these groups you will work together and support each other on your chosen projects and to support each other throughout your time on the module. There will be synchronous activities, and these will be done either via MS Teams or on-campus for consolidation and networking sessions. The learning experience will be as active as possible and there will be regular synchronous support sessions available</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	70
Personal Development Plan	12
Independent Study	72
Asynchronous Class Activity	10
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes.

Field R and Brown K. (2019) Effective leadership, management and supervision in health and social care. Exeter: Learning Matters Ltd.

Lock, D (2014) The Essentials of Project Management. (4th ed). Farnham: Gower.

Pears, R & Shields, G. (2022) Cite them Right. The Essential Referencing Guide. 12<sup>th</sup> ed. London: MacMillan International.

Stirk S and Sanderson H (2012) Creating Person-Centred Organisations. Strategies, and Tools for Managing Change in Health and Social Care. London: Jessica Kingsley Publishers.

(\*\*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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

### Supplemental Information

<b>Programme Board</b>	Mental Health, Midwifery & Health
<b>Assessment (Pass/Fail) Results</b>	No
<b>Subject Panel</b>	MHMH SAB - Level 9-11
<b>Moderator</b>	Rhoda Macrae
<b>External Examiner</b>	G. Truscott
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.07 There have been minor amendments within the descriptor to reflect the module content, Curriculum Framework and following feedback from the Institutional Led Review

### Assessment: (also refer to Assessment Outcomes Grids below)

Component 1  
Reflective Portfolio - 50% of overall module mark

Component 2  
Webinar presentation or written essay - 50% of overall module mark

(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 Handbook.)

## Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work		✓	✓		50	0
<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	✓			✓	50	0
<b>Combined Total For All Components</b>					100%	0 hours

### Footnotes

- A. Referred to within Assessment Section above  
 B. Identified in the Learning Outcome Section above

### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

## Equality and Diversity

Within the module equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module.

Through the hybrid approach taken within the module ensures that the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation process within the module. This is supported by the option of assessment approaches in component 2. It is recognised that as this is one of the final assessments in the Honours year of study that students can select either a webinar presentation or written essay to ensure that the module plays to individual student's strengths.

All students are encouraged to ensure disclosure disability and any specific individual needs is taken cognisance by the module team. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module

### [UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)