



## Module Descriptor

|  |                          |   |           |
|--|--------------------------|---|-----------|
| <b>Title</b>   | Work Related Learning 3  |   |           |
| <b>Session</b>   | 2024/25                  | <b>Status</b>                                 | Published |
| <b>Code</b>  | NURS10029                | <b>SCQF Level</b>                             | 10        |
| <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>   | H Rainey                 |   |           |
| <b>Summary of Module</b>   |                          |   |           |
| <p>This is a long thin module being delivered over Trimesters 1 and 2 with the assessments being undertaken in Trimester 2.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |                          |   |           |

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| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input checked="" type="checkbox"/> | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/>  | <b>Online<sup>3</sup></b><br><input type="checkbox"/>   | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries   | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |   |
| <b>Terms for Module Delivery</b>                  | Term 1<br><input type="checkbox"/>                                  | Term 2<br><input type="checkbox"/>   | Term 3<br><input type="checkbox"/>  |   |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2<br><input checked="" type="checkbox"/>              | Term 2 – Term 3<br><input type="checkbox"/>  | Term 3 – Term 1<br><input type="checkbox"/>   |   |

| <b>Learning Outcomes</b> |   |
|--------------------------|---|
| <b>L1</b>                | Develop effective project management skills in the context of the chosen project.   |
| <b>L2</b>                | Identify, develop and demonstrate a range of skills aligned to the UWS graduate attribute framework                                   |
| <b>L3</b>                | Critically reflect on the processes involved in project planning evidenced within the portfolio completion.                           |
| <b>L4</b>                | Articulate how the skills and experiences from the learning journey at UWS supports them in their continuing professional development |
| <b>L5</b>                |   |

| <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 10</b><br>Developing effective project management skills through the development of a project.  |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <b>SCQF 10</b><br>Appraising their own performance skills through the execution of the chosen project.<br><br>Using a range of problem solving and decision-making skills throughout the project. |
| <b>Generic Cognitive skills</b>  | <b>SCQF 10</b>  |

<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

|   |  |
|---|--|
|   | <p>Demonstrating originality and creativity in the execution of the chosen project.</p> <p>Critically reflecting on the processes involved in their own personal development, relating this to their own future practice.</p>  |
| <b>Communication, ICT and Numeracy Skills</b>           | <p><b>SCQF 10</b></p> <p>Demonstrating a range of effective communication techniques, numerical and IT skills.</p> <p>Communicating with peers, staff and specialists on a professional level.</p>   |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 10</b></p> <p>Demonstrating leadership and management responsibilities in the ongoing development of the project.</p> <p>Acting autonomously and with initiative in all activities within the module.</p> <p>Demonstrating awareness of roles and responsibilities of others when working together in the module.</p> |

| <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>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 supplementary 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> |  |
| <b>Learning Activities</b>   | <b>Student Learning Hours</b>  |
| 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   |
| Laboratory / Practical Demonstration / Workshop  | 70   |
| Personal Development Plan  | 12   |
| Asynchronous Class Activity  | 10   |
| Independent Study  | 72   |

**Indicative Resources**

**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. 12th 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)**

**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

|   |   |
|---|---|
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded   |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No<br>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>School Assessment Board</b>          | MHMH SAB - Level 9-11   |
| <b>Moderator</b>                        | R. Macrae   |
| <b>External Examiner</b>                | G. Truscott   |
| <b>Accreditation Details</b>            |   |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| <b>Changes / Version Number</b>         |   |

|   |
|---|
| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>   |
| <b>Assessment 1</b>   |
| Reflective Portfolio - 50% of overall module mark   |
| <b>Assessment 2</b>   |
| Webinar presentation - 50% of overall module mark   |
| <b>Assessment 3</b>   |
|   |
| (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.<br>(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> |
| Portfolio of written work | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50   |                                 |

|                        |                                     |                          |                          |                                     |                          |  |                                 |
|------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--|---------------------------------|
| <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> |
| Presentation           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50   |                                 |

|                        |            |            |            |            |            |  |                                 |
|------------------------|------------|------------|------------|------------|------------|--|---------------------------------|
| <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> |
|                        |            |            |            |            |            |  |                                 |

|  |                          |                          |                          |                          |                          |      |       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------|-------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |      |       |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100% | hours |

**Change Control**

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |