

Examples of current practice of work- related learning at GCU

School	Caledonian Business School
Module Title	Personal Development and Self-Presentation (1st year)
Teaching and Learning Strategy	<p>This module aims to enhance students' employability skills through developing a personal development plan and undertaking a group project for an external company.</p> <p>Students negotiate the parameters of the project and set appropriate project objectives, monitor progress, achieve targets and submit a final group report as part of the module assessment. They develop an awareness of career opportunities and identify specific skills required for particular roles in employment.</p>
Assessment	Coursework: 50% Reflective personal development plan 50% Group report on a client-based project

School	Caledonian Business School
Module Title	Encouraging Dynamic Global Entrepreneurs (EDGE) (3rd year)
Teaching and Learning Strategy	<p>This module exposes students to applied entrepreneurship through action learning projects with international student teams and Scottish SME's. It employs an innovative and leading edge teaching and learning strategy. The module concentrates a number of Scottish agencies and effectively reproduces a micro system of Scotland's economic development activity in which connectivity between universities, Scottish SME's, domestic students, international students and economic agencies is achieved to promote and enhance enterprise, entrepreneurship and innovation capability.</p> <p>The eight-week summer school programme is split into two parts:</p> <ul style="list-style-type: none"> • The first two weeks are spent learning about entrepreneurship, enterprise leadership, cross-cultural teamwork, consulting and economic development. • During the remaining six weeks, participants work in mixed teams, supported by industry experts, and work on consultancy projects for small and medium-sized enterprises, to help them implement strategies for growth and development.
Assessment	Assessment is achieved via a portfolio of evidence which is based on module activities and tasks including reflective accounts which may be electronically derived e.g. Pebblepad or Blackboard.

School	Caledonian Business School
Module Title	International Business Strategy (4th year)
Teaching and learning Strategy	The module focuses on the international dimensions of strategy related to the internationalisation of the firm. Students research, prepare and present the key elements of an international strategic plan for foreign companies wishing to expand their international business activities. The assignment is carried out for the directors of real-life European service companies. It involves writing a report and delivering a 30 minute group presentation to representatives from the companies. It is the students' task to recommend a realistic strategy to help Eastern European firms enter the UK market.
Assessment	Examination 50% Coursework 50%: Client-based group report and presentation

School	Caledonian Business School
Module Title	Strategic Information Management (MSc Strategic Information Management)
Teaching and learning strategy	The students on this module are provided with a realistic and challenging assignment which requires them to reflect on issues surrounding strategic information management in the NHS Ayrshire and Arran by evaluating their Information and Technology Strategy. The students adopt the role of professional consultants who are given a consultancy brief requiring them to develop a presentation to be pitched at executive level - with the NHS Ayrshire and Arran Director of Knowledge Management and e-Health as their client. They prepare a supporting narrative explaining and justifying their thinking, and their use and application of theory. They are required to give a robust defence and justification of their decisions and recommendations regarding the strategic alignment of existing technologies to the IM and T Strategy, as well as suggestions on the introduction of a range of 'newer' technologies. Bringing this 'good healthy dose of reality' to the students' coursework has been one aspect of an on-going, mutually beneficial and fruitful partnership between GCU and NHS Ayrshire & Arran.
Assessment	Open book exam: 50% Coursework: 50%: Applied consultancy project report and presentation

School	Law and Social Sciences
Module Title	Community Links Project (3rd year)
Teaching and learning strategy	This module provides the opportunity for students to apply skills and knowledge acquired through their studies in a research environment. It is offered in place of a conventional taught course. The major emphasis is placed on independent study. Based on established contacts with numerous statutory and community voluntary organisations, individual student research projects are negotiated to meet the needs of an external agency. Students are allocated to supervisors in the university as well as the organisation and spend 9-12 weeks undertaking independent, client-based research. They demonstrate knowledge and understanding of a topical social issue, reflect on the experience of working within an outside agency and draw conclusions about the role and process of social science research.
Assessment	100% coursework: regular, reflective diary and client-based final report

School	Law and Social Sciences
Module Title	The Scottish Criminal Justice Environment (2nd year Criminology students; 3rd year Law students)
Teaching and learning strategy	This module is aimed at students who are considering a career in any of the criminal justice agencies in Scotland. They will be developing their competence in using

	<p>criminological ideas in interpreting official reports and statistics as well as their practical application in the criminal justice system. In developing first-hand knowledge of how criminal justice agencies operate they gain experience in exercising some of the tools of criminological analysis. All students spend 3 days on a short placement/ shadowing scheme in an agency such as the Police Force, Crown Office and Procurator Service, a court, a prison, a criminal justice social work unit or a voluntary organisation. They are given access to managers, staff and offenders during the placement and write a reflective report about their experiences.</p>
Assessment	<p>Coursework: a research report on the development of policy and a report on the student placement in a criminal justice agency (65%) Exam (35%)</p>

School	Engineering and Computing
Module Title	Integrated Project 1 (1st year)
Teaching and learning strategy	<p>In this module students follow a project plan within a team to carry out the development of a practical and realistic computer based engineering problem. They demonstrate technical skills as well as generic professional skills such as commercial awareness, communication and team working skills. Career profiles within the Computing/ IT industries are introduced to help students reflect upon their own career planning skills.</p>
Assessment	100% coursework: group report, individual reflective report, group project report

School	Engineering and Computing
Module Title	Integrated Studies 3 (3rd year)
Teaching and learning strategy	<p>This module may be studied by Engineering students or Business students or a combination of both. The objective is to produce a fully justified feasibility study for a product based on commercial and technical arguments using project management techniques. Multi-disciplinary teams of students work on the development of a new product. The module fosters teamwork, creativity and analytical ability. Students learn to create ideas for products or services and then evaluate them. They can draw on their subject specific knowledge from other modules but are also required to find new relevant information themselves through enquiry based learning.</p>
Assessment	100% coursework: report, presentation and individual assessment

School	Life Sciences
Module Title	Work and Psychology (2nd year)
Teaching and learning strategy	<p>This module aims to expose students to the value systems, practices and role models in work environments so that they can identify issues at work within a psychological context and explore possible solutions that are based on their knowledge of</p>

	psychological theories. It capitalises on the diverse range of experiences from the students' own employment. The module is delivered within a structured framework of student-directed learning which gives them the opportunity to learn in groups, acquire transferable skills and reflect on their own personal development. Traditional input through lectures and tutorials is minimal (8 hours in total).
Assessment	80% coursework: three written reports; 20% exam: assessed presentation

School	Built and Natural Environment
Module	Professional Orientation and Practice (1st year)
Teaching and learning strategy	This compulsory module provides the basis for all programmes in the school. It is delivered as a 'long, thin' module which runs throughout first year. Students reflect on the roles, responsibilities and legal liabilities of professionals in matters of practice. They develop an understanding of the ethics of professional practice and the wider economic and financial world. A student-centred approach to teaching and learning encourages student autonomy. They reflect on their own employability skills and acquire transferable personal and interpersonal skills.
Assessment	100% coursework: 20% Project undertaken during the induction period 40% Discipline specific project 1 40% Discipline specific project 2

School	Built and Natural Environment
Module Title	Interact Project (3rd year)
Teaching and learning strategy	<p>This module is an example of good work-related learning which takes place across disciplines and across institutions. Since its inception in 1995 between 60 and 70 teams of students from the Mackintosh School of Architecture in the Glasgow School of Art, the Department of Civil and Environmental Engineering at the University of the West Scotland, the University of Glasgow's Department of Civil Engineering and the quantity surveying section at GCU have worked together to deliver solutions on a client brief. The initiative was introduced to dissipate inter-industry prejudices and show students that the best solutions for a client's brief can be collective ones. The project is designed as a competition. Judged on the quality of the teams' presentations to an panel of independent assessors, the best team wins a prize which is sponsored by industry.</p> <p>The project was featured as an example of innovative teaching for employability in a QAA publication in 2006. For further details see http://www.enhancementthemes.ac.uk/documents/employability/Employability_Innovative_Projects_Across_Curriculum.pdf</p> <p>Engineers and quantity surveyors have a credit allocation set for <i>Interact</i> (10 credits). For architecture students It is part of the summative assessment in their full-year</p>

	studio portfolio.
Assessment	100% coursework: Reflective diary 50% Presentation and report 50%

School	Built and Natural Environment
Module Title	Vertical Project (all years)
Teaching and learning strategy	This module is an example of experiential learning. It is compulsory for all BSc (Hons) Environmental Management and Planning students in years 1-4. The objective is that students from different years work together on a real-life project that can be proposed by staff, external partners or final year students (e.g. assessing the feasibility of the Castlemilk Urban Windfarm). Teams must be comprised of students from all years who work in different roles according to their level of study (e.g. 1 st year students are 'general office staff' whereas 4 th years act as project managers). Students arrange and record their team meetings, present a project plan to their academic supervisor and present their results to a panel of academic staff, students and external partners from outside companies. Apart from an introductory meeting there is no formal teaching.
Assessment	100% coursework The assessment is based on the learning outcomes which are different for each year of study; e.g. the assessment for year 4 is a project plan (10%), log book (20%), oral presentation (20%) and a final written group report.