## COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Code:</th>
<th>F78IB</th>
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<tbody>
<tr>
<td>Full Course Title:</td>
<td>Industrial Training Placement B</td>
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<tr>
<td>SCQF Level:</td>
<td>8</td>
</tr>
<tr>
<td>SCAF Credits:</td>
<td>60</td>
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<tr>
<td>Available as Elective:</td>
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### DELIVERY LEVEL

<table>
<thead>
<tr>
<th>Undergraduate:</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Postgraduate Taught:</td>
<td>No</td>
</tr>
<tr>
<td>Postgraduate Research:</td>
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### COURSE AIMS

- To encourage students to apply learning gained through their academic studies at the University to the workplace.
- To enable students to gain work experience which will increase their employability and professional career readiness.

### LEARNING OUTCOMES – SUBJECT MASTERY

- Knowledge and understanding.
  - Relate theory in your discipline to practice and practical application.
  - Show a limited knowledge and understanding of some major current issues in the industry in which you are working.
  - Show knowledge and understanding of the business environment of the industry in which you are working.
- Practice: applied knowledge and understanding.
  - Use a range of routine skills, techniques, practices and/or materials associated with the actuarial discipline, a few of which are advanced or complex.
  - Carry out routine lines of enquiry, development or investigation into professional-level problems and issues.
  - Understand the commercial aspect of the company in which you are working.

### LEARNING OUTCOMES – PERSONAL ABILITIES

- Generic cognitive skills.
  - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of the actuarial discipline.
  - Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues.
  - Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues.
- Communication, and Information and Communication Technologies (ICT).
  - Convey complex information to a range of audiences and for a range of purposes.
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- Use a variety of forms of ICT effectively in the workplace.
- Autonomy, accountability and working with others.
  - Exercise autonomy and initiative in some activities at a professional level.
  - Manage resources within defined areas of work.
  - Take the lead on planning in familiar or defined contexts.
  - Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.
- Work in support of current professional practice, under guidance.

SYLLABUS

The student completes at least 20 weeks of work placement. While the specific syllabus will depend on the work placement, the Placement Provider (i.e. employer) must detail the anticipated tasks/duties of the student before the placement can be approved by the School. The tasks/duties must include activities which allow the student to meet the learning outcomes, in order for the placement to be approved by the School. The School must check the health and safety arrangement with the employer before the placement can be approved.

The student is allocated a Work-Based Supervisor while on placement. Normally, the Work-Based Supervisor is the student's line manager and monitors the student's daily work.

A Visiting Tutor, an academic member of staff, is allocated to the student by the University. The Visiting Tutor monitors the opportunities for the student to meet the learning outcomes. This is done primarily through reading the progress reports submitted regularly by the student and by visiting the student once during the placement period (on a ``site visit").

In each progress report, the student describes how they have demonstrated one or two of the learning outcomes in the previous 4 weeks. The student is required to have shown at least one learning outcome from each of the five categories of learning outcomes (Knowledge and Understanding, Practice: applied knowledge and understanding, etc.) in their progress reports by the end of the placement. Thus the progress reports allow the Visiting Tutor to see if the student has been able to meet at least some of the learning outcomes at regular times during the placement.
The main purpose of the site visit is to ensure that the student has been given and will continue to be given the opportunity to reach all of the required learning outcomes. If not, the Visiting Tutor agrees with the student and their Work-Based Supervisor a revised training plan for the remainder of the placement.

Additionally, during the site visit the Visiting Tutor checks with the student that their assignment is progressing satisfactorily, and offers help and guidance to the student if required. The Visiting Tutor will be accessible to offer advice and support outside of the site visit.

The assignment is on a topic agreed upon by the Visiting Tutor and Work-Based Supervisor, in conjunction with the student. The Visiting Tutor must ensure that the topic will allow the student to demonstrate their learning over the placement period.

The presentation is done by the student in the Semester 1 following the end of their placement. The student presents their experience of the placement. The preparation of the placement allows the student to reflect upon their placement experience. The presentation itself allows the student to demonstrate their communication skills.

A more detailed description of the processes for approving and monitoring work placements are in the Department of Actuarial Mathematics and Statistics' Guide to the Diploma in Industrial Training.

Prerequisites: The student has secured a work placement or work placements approved by the School. The total work placement duration must be at least 40 weeks.
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Synoptic course only applies to F712-ACD

### COURSE RELATIONSHIPS

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<th>Course Code</th>
<th>Level</th>
<th>Title</th>
<th>School</th>
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### LOCATION AND ASSESSMENT METHODS

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