Module Descriptor

Title	Developing Professional Practice		
Session	2025/26	**Status**	
Code	BUSN11126	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Business and Creative Industries**		
Module Co-ordinator	Shuai Zhang		
Summary of Module This module is designed to put theory into practice within a real world setting across and within Sectors: local, national and global. The module will enable you to develop your skills and knowledge, both specialist and transferrable, enhancing your employability. It will enable you to build networks by connecting and working with professionals in industry. Module Delivery Method Face-To Face Blended Full			

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify) TNE partners	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

[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

Learning Outcomes	
L1	Develop in conjunction with employer achievable project aim and objectives
L2	Critically analyse workplace issues within the confines of the project
L3	Critically evaluate and implement workplace solutions
L4	Undertake CPD throughout the timelines of the project
L5	

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 11** Demonstrate a broad knowledge that covers and integrates the relevant subject areas and research methodology. Show critical understanding of the specialised theories, concepts and principles in the domain. Demonstrate a critical awareness of current issues in the discipline.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding in using a significant range of the principal professional skills, techniques, practices and materials associated with the discipline. Apply skills in planning and executing a significant project of research, investigation or development, demonstrating originality and creativity, including in practices.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by leading developments in the discipline. Identify, conceptualise and define new and abstract problems and issues. Develop original and creative responses to problems and issues
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Communicate with peers, more senior colleagues and specialists
Autonomy, Accountability and Working with Others	**SCQF 11** Take responsibility for own work and/or significant responsibility for the work of others. Take significant responsibility for a range of resources.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
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. Students will work through a partnership agreement with the employer to develop a project that reflects the sector and relevant contextual factors. Tasks/Project is agreed in

consultation with an academic visiting tutor and workplace supervisor in advance. This module is primarily completed via independent study, supported by regular supervision meetings with an academic advisor.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	280
Independent Study	320
n/a	
n/a	
n/a	
Please select	
TOTAL	600

Indicative Resources

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

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Yin, R.K. (2017) Case study research and applications: Design and methods. 6th edn. Los Angeles: Sage.

Saunders, M., Lewis, P., and Thornhill A. (2012) Research Methods for Business Students. 6th ed. Harlow: Pearson Education.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the Module Handbook and on the VLE.

(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:

Engaging in the process and submissions of required forms and assessments.

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.

The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach and innovative use of technology ensures that all students can succeed, regardless of their background or circumstances. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential. The learning experience and environment is intended to be flexible and student-centred, aiming to deliver an interactive learning experience. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required, providing flexibility and access. For example, the team use AI to provide 24/7 support.
(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	**Management, Organisations People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Management, Organisations People
Moderator	Zoe Chroni
External Examiner	S Gibbs
Accreditation Details	NA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Poster presentation or artefact (20%)
Assessment 2
Portfolio (80%)
Assessment 3
(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**
	☒	☐	☐	☐	☐	20	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☒	☒	☒	☐	80	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who