Module Descriptor

Title	Work Based Learning Three		
Session	2025/26	**Status**	Existing
Code	BUSN09077	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	Gary Gillon		

Summary of Module

The Work Based Learning (WBL) three module is designed to give students the opportunity to integrate the academic knowledge gained through this level of study into a practical Work-Based setting through the development of a strategic project(s) relevant to their workplace setting and engage in transformative reflection regarding the impact of this knowledge on organisational and personal performance. The WBL3 module requires students to gain a deeper understanding of strategic issues within the workplace. Learning objectives will be defined and agreed at the start of the module by the student, the student work-based mentor and Link Tutor to ensure it is a suitable, worthwhile, and productive experience.

Opportunities within the work environment will be discussed to identify opportunities best suited to the student and which match the learning objectives of their academic programme and the needs of the respective employer.

Supervision for this module will be provided by an appointed academic link tutor, who will offer guidance and support throughout the student's learning journey. Students will be expected to draw upon and apply a range of academic, technical, practical, and transferable skills acquired during their programme of study. In addition to the dedicated support from the link tutor, the module will incorporate structured core content delivery designed to enhance and complement the student's engagement with the WBL3 module. This integrated approach ensures a robust framework for learning, enabling students to achieve the module's learning outcomes effectively while fostering both independent and supported development.

There will be resources made available to the student which covers topics such as report writing, referencing, reflective writing and working with others via the VLE platform.

Students will record their experiences and reflections in a personal development log: this is consistent with Personal Development Planning (PDP) practice. The learning log will form an integral part of the module assignment for the module, which will be a reflective account by the student of theories applied to learning acquired in relation to knowledge attitudes and behaviour.

This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the skills, qualities and abilities which will prepare them for success both out with university and beyond their period of study at UWS.

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)	

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	☐

Learning Outcomes	
L1	Demonstrate high level skills, attitudes, and behaviours appropriate to the workplace
L2	Demonstrate a critical understanding of relevant theories and principles within personal and strategic organisational practice
L3	Demonstrate a deep reflective understanding of personal professional practices and the need for continued personal development planning
L4	Demonstrate a detailed reflective understanding of strategic and managerial issues impacting upon the workplace
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 9** • An understanding of the scope and defining features of business and management, and an integrated knowledge of its main areas and boundaries. • A critical understanding of a range of the principles, principal theories, concepts and terminology of business and management • Knowledge of one or more specialisms that is informed by forefront developments.

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: • In using a range of the principal professional skills, techniques, practices and/materials associated with business and management. • In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. • In practising routine methods of enquiry and/or research. • To practise in a range of professional level contexts that include a degree of unpredictability
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in business and management. • Identify and analyse routine professional problems and issues. • Draw on a range of sources in making judgements
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in business and management, for example: • Present or convey, formally and informally, information on standard/mainstream topics in business and management to a range of audiences. • Use a range of ICT applications to support and enhance work. • Interpret, use and evaluate numerical and graphical data to achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level in practice or in business and management. • Exercise managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, with specialist practitioners. • Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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. This is a work-based learning module. Accordingly, most of the learning and teaching is delivered 'in situ' with students undertaking specific projects and tasks within the workplace

which enable the application of theoretical principles and concepts from across their learning as well as encouraging reflection on both personal and professional practices.

Information relating to PDP, and what is expected of them will be made available prior to the start of the module. The module handbook and other detailed materials will be made available to students which will set out the requirements and expectations of the module.

The student's workplace mentor will monitor the student throughout their involvement with the work environment and will liaise with the student's Link Tutor to ensure that the student is undertaken a worthwhile WBL project. The student and workplace mentor will meet individually with the Link Tutor at least once per academic term to discuss progress and resolve any work-based learning issues.

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	286
Personal Development Plan	60
Independent Study	40
Lecture / Core Content Delivery	14
Please select	
Please select	
TOTAL	400

Indicative Resources

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

Bourne, L (2015) Making Projects Work: Effective Stakeholder and Communication Management, CRC Press, Taylor and Francis Group.

Lynch, R. (2024) Strategic Management. 10th edn. Sage.

Needle, D. (2023) Business in Context: An introduction to business and its environment. 8th ed. Hampshire: Cengage Learning EMEA.

Pears, R. and Shields, G. (2022) Cite Them Right: The essential referencing guide. 12th edn. London. Bloomsbury.

Saunders, M., Lewis, P., and Thornhill, A. (2023) Research methods for business students. 9th ed. Pearson education.

(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:
UWS is committed to fostering a supportive and engaging learning environment that actively promotes student success. The WBL3 module is designed to offer a high degree of student-led flexibility, allowing learners to take ownership of their academic progress. Academic engagement on the WBL3 module is demonstrated through regular communication with the assigned UWS Link Tutor and consistent interaction with the VLE. Active participation in these aspects is essential for successfully meeting the module's learning outcomes. Students who do not engage regularly with the module content and VLE resources may find it challenging to meet the assessment requirements. In instances where a lack of engagement is observed, UWS Link Tutors will proactively reach out to students to monitor the progress of their WBL projects and provide appropriate support.

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. All students, irrespective of their age, gender, ethnic background, or disability are entitled to attempt this module. To complete this module, students must be able to undertake a range of duties that an employer would expect them to undertake. All necessary, reasonable adjustments to teaching methods and assessments and the workplace environment will be made to encourage the full participation of disabled students.
(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	**Marketing, Innovation, Tourism Events**
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 (MITE)
Moderator	Elaine Jackson
External Examiner	David Moore
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
WBL3 Strategic Portfolio and Personal Reflection (worth 100% of overall mark)

The assessment on the WBL three module will consist of an individual Strategic WBL portfolio incorporating a personal reflection portfolio (100%).

The student will negotiate and agree learning objectives with their workplace mentor and academic tutor.

The student will produce a portfolio of evidence for the agreed objectives.

The strategic WBL3 portfolio will discuss the activities undertaking by the student, relationships with stakeholders, challenges faced, and a critical evaluation of their own work and how they perceive the whole experience to impact their employer.

As part of this assessment students will also reflect on their own personal development as part of their WBL3 project. The reflection portfolio will critically evaluate both the students' academic and employability development (and performance) throughout the whole academic term as part of the student's personal development plan (PDP) and may include the following aspects: academic performance and skills gained as part of their GA degree, the work environment, activities planned and undertaken by the student, relationships with stakeholders and challenges faced from both an academic and workplace perspective.

The student will be expected to demonstrate a good level of self-awareness when discussing the outcomes of each reflection, explaining what worked well and how this impacted the workplace, to evidence a growth mindset.

The student will be supplied with a detailed specification of the requirement for this assessment, including the assessment criteria and a recommended structure for the written report.

Assessment 2

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
Portfolio of written work	☒	☒	☒	☒	☒	100	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

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