Module Descriptor

Title	GA – Work-Based Project 1		
Session	2025/26	**Status**	Published
Code	WRKB07002	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Frances McCormick		

Summary of Module

This module is designed to facilitate the integration of theoretical knowledge gained through academic study with practical experience in the workplace environment for Graduate Apprentices (GA). It aims to aid students in making the connections between their academic studies and the demands of the industrial workplace, allowing them to gain confidence in the development of essential skills, knowledge, and personal attributes required for success as software professionals in the 21st century.

Throughout this module, students will engage in their roles within the workplace, gaining a comprehensive understanding of the organizational structure, their responsibilities, and the dynamics of working within a professional setting. Emphasis will be placed on the cultivation and identification of professionalism, accountability, and ethical conduct in their work.

Central to this module is the practical application of learned concepts and methodologies to real-world projects within the student's respective industrial environments, which will culminate in the creation of a portfolio. Students will be tasked with identifying and analysing a routine problem encountered in their workplace and demonstrate their ability to apply a diverse range of approaches and strategies to address this challenge effectively. This will include the application of project management principles such as requirement analysis, project and software development lifecycle management, reflective practice, and teamwork.

Students will be required to demonstrate their proficiency in meeting a pre-defined set of objectives under the guidance of their work-based supervisor while operating within initial constraints such as deliverables, resources, and timelines. Through this process, students will have the opportunity to showcase their problem-solving skills, creativity, and adaptability in navigating real-world challenges within the context of their workplace.

The creation of a portfolio will serve as a comprehensive record of students' learning and achievements throughout the module, showcasing their ability to apply theoretical knowledge to practical scenarios, as well as their growth and development as aspiring software professionals.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:

- Universal: critical thinker; analytical; inquiring; collaborative and culturally aware
- Work Ready: knowledgeable; problem solver; and effective communicator
- Successful: autonomous; and driven

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) Online Delivery / Distance Learning applies to delivery in the BSc (Hons) Data, AI and Software Engineering programme only	

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 awareness of their role, the general operation and structure of their workplace and understanding of technical and soft skills required for success
L2	Demonstrate awareness of a software professional's accountability, responsibility, and ethical obligations to clients, the community, and society at large.
L3	Apply a range of approaches, including project management methodologies, to address routine software development problems encountered in the workplace context
L4	Use reflective practices to evaluate personal and professional development
L5	Effectively present and communicate findings and solutions in both written and oral form

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 7** Develop a broad knowledge of the workplace environment.

[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

	Develop learning awareness and consider key aspects present in learning experiences as basis for critical evaluation of current approach to learning. Develop an active learning style to conduct deep level learning in the learning environment. Develop an understanding of personal and inter-personal skills development. Understanding of e-portfolio design.
Practice: Applied Knowledge and Understanding	**SCQF 7** Creating a learner log and implementing an online e-portfolio
Generic Cognitive skills	**SCQF 7** Present and evaluate arguments, information and ideas that are routine to a subject/discipline/sector. Use a range of approaches to address defined and/or routine problems and issues with familiar contexts.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicating knowledge effectively. Interpreting issues and stating solutions. Making effective use of tools and information
Autonomy, Accountability and Working with Others	**SCQF 7** Manage time and resources effectively. Work on own to gain concepts, identifying own learning needs. Work as part of a group as required.

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.	
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)
Tutorial / Synchronous Support Activity	12
Work-based Learning	188
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Skills Framework for the Information Age - https://sfia-online.org Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 3rd edition, 2015 Helyer et al., The Work-Based Learning Student Handbook, Bloomsbury, 2020 Kirton, B., Brilliant Workplace Skills for Students & Graduates, Prentice Hall, 2011 Trought, F., Brilliant Employability Skills, Prentice Hall, 2017
(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:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

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. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies 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	**Computing**
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	Business & Applied Computing
Moderator	Jacob Koenig
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	1.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical Portfolio as evidence for the student's work-based learning and reflection. (70%)
Assessment 2
Presentation as a summary of the accumulated portfolio (30%)
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 Practical Work	☒	☒	☒	☒	☐	70	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☒	☒	20	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	When	Who
Attendance and Engagement Procedure and Equality and Diversity	17/1/25	F.Valentine