Module Descriptor

Title	WBL - Work Based Project		
Session	2025/26	**Status**	Published
Code	WRK08002	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module aims to provide students with an opportunity to gain experience in an organisational environment and to undertake project work within that environment.

The work-based learning undertaken may not necessarily be based around a specific project but rather may involve the student in the day-to-day operation of an organisation and in addressing and resolving typical business- and technology-related issues and problems. The work-based learning aspects of this module must take place in a recognised physical or virtual work environment.

Students will work with module staff and staff from the placement organisation to identify opportunities that best suit the student's interests. Each student on placement will have a workplace mentor and an academic tutor appointed and all three will work together to ensure that the placement is a suitable, worthwhile and productive learning experience for the student. Students will attend a series of lecture and tutorial sessions prior to commencing their work-based learning. These sessions will include preparatory material which covers topics such as Personal Development Planning, reflective writing, report writing, the workplace environment, health & safety, time management and working with others. Students will be required to maintain a weekly log of their achievements and of the issues and problems that they have had to address in undertaking the agreed project work, and to reflect on their overall performance on completion of the agreed project work.

This module aims to develop a number of 'I am UWS' Graduate Attributes to make those who complete this module:

Universal

- Critical Thinker
- Analytical
- Inquiring
- Ethically-minded
- Emotionally Intelligent
- Culturally Aware
- Research-minded
- Collaborative
- Socially Responsible

Work Ready

- Enterprising
- Knowledgeable
- Digitally Literate
- Problem-Solver
- Effective Communicator
- Influential
- Motivated
- Ambitious
- Potential Leader

Successful

- Autonomous
- Innovative
- Incisive
- Creative
- Imaginative
- Resilient
- Driven
- Daring
- Transformational

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	☒

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Improve employability through the development of a range of generic attributes and skills in a professionally and academically relevant context and articulate these to others.
L2	Review the organisation and operation of a business environment and reflect on personal performance and development planning therein.
L3	N/A
L4	N/A
L5	N/A

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 8** Understanding and appreciating the workplace environment and gaining limited knowledge and understanding of current issues and specialisms relating to the academic programme of study.
Practice: Applied Knowledge and Understanding	**SCQF 8** Carrying out routine lines of enquiry, development or investigation into professional level problems and issues.
Generic Cognitive skills	**SCQF 8** Critically analysing and assessing a workplace environment and reflecting on personal performance.
Communication, ICT and Numeracy Skills	**SCQF 8** Using a range of business applications to process and obtain data. Communicating with others in the work environment to convey complex information or to explain ideas and decisions.
Autonomy, Accountability and Working with Others	**SCQF 8** Managing time and resources within a defined area of work. Taking account of own and others' roles, responsibilities and contributions in evaluating and carrying out tasks.

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 receive preparatory information relating to Personal Development Planning, the work-place environment and what is expected of them via lectures and tutorials that will run for the first four weeks of the module.

The majority of the student's learning experience will take place in the work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their time in the work environment and will liaise with the academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student will receive a minimum of one visit from the academic tutor who will discuss progress with both the student and the workplace mentor and will resolve any work-related learning issues. The student will have a direct line of communication to the academic tutor at all times via e-mail and other electronic means.

A Placement Learning Partnership Agreement will be produced and approved by all parties prior to the start of the placement.

The proposed work-related learning is compliant with the University's Work Based Learning and Placement Learning Guidelines, the University's Regulatory Framework and the QAA code of practice on work-based and placement learning.

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	100
Lecture / Core Content Delivery	12
Independent Study	88
Please select	
Please select	
Please select	
TOTAL	

Indicative Resources

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

Required Resources:

Module resources on UWS Virtual Learning Environment (Aula)

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(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	James Riordan
External Examiner	T Gaber
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	2.13

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The student is required to create and maintain a weekly log of their achievements and of the issues and problems addressed in the completion of the agreed project work. The student will be supplied with a detailed specification of the requirement for this log, including the assessment criteria and a templates for the log content. The student's contribution to this component of assessment will equate to 30% of the overall module assessment. In addition, each student's workplace mentor and module tutor will provide a reflective assessment of the student's overall contribution with each of these contributing 10% to the overall module mark, thus making this component of assessment equate to 50% of the overall module mark.
Assessment 2
The student is required to produce a written report (approx. 3000 words) which discusses the work environment, the work undertaken by the student, relationships with co-workers, difficulties and challenges faced and how these were addressed, self-assessment of the student's overall performance and an indication of future plans for their career and for improving their employability/promotion prospects. 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. This component of assessment contributes 50% to the overall module mark.
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**
Learning Log. WBL Performance Assessment	☒	☒	☐	☐	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical work	☒	☒	☐	☐	☐	50	

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