

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Business Professional Practice</b>			
<b>Code: LNDN1134</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 60</b>	<b>ECTS: 30 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Polly Sokolova		
<b>Summary of Module</b>			
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.			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
<b>Term 1</b>	<input checked="" type="checkbox"/>	<b>Term 2</b>	<input checked="" type="checkbox"/>	<b>Term 3</b>	<input checked="" type="checkbox"/>

<p><b>Learning Outcomes: (maximum of 5 statements)</b>  <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b>          At the end of this module the student will be able to:</p>	
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	
<p><b>Employability Skills and Personal Development Planning (PDP) Skills</b></p>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 11</b></p> <p>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..</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>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.</p>
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>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</p>
Communication, ICT and Numeracy Skills	<p>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Communicate with peers, more senior colleagues and specialists.</p>
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>Take responsibility for own work and/or significant responsibility for the work of others. Take significant responsibility for a range of resources.</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work Based Learning/Placement	280
Independent Study	320
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 600
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

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.

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:

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Management, Organisations & People
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	Management, Organisations & People
<b>Moderator</b>	Melissa Kerr
<b>External Examiner</b>	Robert Stevenson
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1

**Assessment: (also refer to Assessment Outcomes Grids below)**

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 Poster presentation (20%)

Assessment 2 Portfolio (80%)

Assessment 3 – **Free Text**

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Seen Open Book test	x					20	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio		x	x	x		80	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**