Module Descriptor

Title	Graduate Apprenticeship Work Based Learning Four (Wbl4)		
Session	2026/27	**Status**	Published
Code	BUSN10081	**SCQF Level**	10
Credit Points	60 Credits	**ECTS (European Credit Transfer Scheme)**	30
School	**Business and Creative Industries**		
Module Co-ordinator	E Jackson		

Summary of Module

This 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 delivery of project(s) relevant to their workplace setting and engage in critical reflection regarding the impact of this knowledge on organisational and personal performance. Building on the level 9 'Graduate Apprenticeship Work Based Learning 9' module, this module requires students to gain a conceptual understanding of business and/or project management practice and apply this to a practical setting through a variety of means including primary research. 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.

The module also helps develop many of the personal and professional attributes found at https://www.uws.ac.uk/current-students/your-graduate-attributes/

- work based learning,
- reflective practice,
- applied learning,
- applied research.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**

[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

	☐	☐	☐	☒
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, attitude, and behaviours appropriate to the workplace
L2	Demonstrate a comprehensive reflective understanding of personal professional practices and the need for continued personal development planning
L3	Demonstrate a comprehensive reflective understanding of contemporary theoretical and conceptual approaches to business and/or project management.
L4	Demonstrate the ability to complete critical primary research examining contemporary business and/or project management issues.
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 10** • Demonstrate and/or work with: • Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions (project scope and objectives (cost, time, quality, sustainability and safety), defining features (stakeholder needs) of business and/or project management. • A critical understanding of the principal theories, concepts and principles. • Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector (project risks, KPI's, procurement routes, project planning and control, leadership, best practice, and organizational culture). • Knowledge and enquiry understanding of the ways in which business and/or project management is developed, including a range of established techniques of or research methodologies.

Practice: Applied Knowledge and Understanding	**SCQF 10** • Apply knowledge, skills and understanding: • In using a wide range of the principal professional skills, techniques, practices and/or materials associated with business and/or project management. • In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of business and/or project management. • In executing a defined project of research, development, or investigation and in identifying and implementing relevant outcomes. • To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** • Critically identify, define, conceptualise, and analyse complex/professional problems and issues. • Offer professional insights, interpretations and solutions to problems and issues. • Demonstrate some originality and creativity in dealing with professional issues. • Critically review and consolidate knowledge, skills, practices and thinking in business and/or project management. • Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 10** • Use a wide range of routine skills and some advanced and specialised skills in support of established practices in business and/or project management, for example: • Present or convey, formally and informally, information about specialised topics to informed audiences. • Communicate with peers, senior colleagues, and specialists on a professional level. • Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. • Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 10** • Exercise autonomy and initiative in professional/equivalent activities at a professional level in practice or in business and/or project management. • Exercise significant 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, in a peer relationship with specialist practitioners. • Work with others to bring about change, development and/or new thinking. • Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. • Recognise the limits of these codes and seek guidance where appropriate.

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, the majority of 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. Students will be asked to maintain a detailed online presence, in line with the Graduate Apprenticeship learning, teaching and assessment strategy, which curates a range of reflections on both individual and professional practices. This Level 10 (SCQF) Work-Based Learning module represents a 40-credit capstone element within the Graduate Apprenticeship programme, designed to assess advanced competencies in both professional development and research capabilities. The module delivers a comprehensive evaluation of students' ability to synthesize academic learning with workplace practice through two distinct but interconnected assessment components. The module employs a structured delivery approach, incorporating regular academic supervision, workplace mentoring, and specialised workshops in research methodology. This blended learning environment ensures students receive comprehensive support while maintaining professional responsibilities. Quality assurance is maintained through multiple channels, including industry representative assessment, academic moderation, workplace mentor verification, and external examiner review. The module requires students to obtain formal ethics approval before conducting primary research and maintain continuous engagement with both academic supervisors and workplace mentors throughout the assessment period. Through this integrated assessment approach, the module evaluates students' capacity to function as advanced practitioners while contributing to organisational knowledge and improvement. The dual focus on academic rigour and professional application ensures graduates demonstrate the sophisticated capabilities required for senior organisational roles.

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	438

Independent Study	80
Tutorial / Synchronous Support Activity	22
Personal Development Plan	60
Please select	
Please select	
TOTAL	600

Indicative Resources

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

Saunders, M., Lewis, P., and Thornhill, A. (2019) Research methods for business students. 8th ed. Pearson education. Library Link

Bryman, A. and Bell, E. (2015) Business Research Methods. 4th ed. Oxford: Oxford University Press. Library Link.

Cresswell, J.W. and Cresswell, J.D. (2018) Research Design.5th ed. London: Sage Publications Ltd.

Dudovskiy, J. (2018) An Ultimate Guide for Writing A Dissertation in Business Studies: A step-by-step assistance. Online: Research-Methodology.net.

Gray, D. E. (2017) 'Doing research in the business world'. SAGE.

Lomas, R. (2011) Mastering your business dissertation: conceiving, research and writing for a masters degree. 7th ed. Oxon: Routledge.

Pears, R. and Shields, Graham. (2019) Cite Them Right: The essential referencing guide. 11th edn. London. Red Globe Press.

Saunders, M. and Lewis, M. Doing Research in Business and Management. (2012) Harlow: Pearson Education Limited.

Stoner, J.A.F. and Freeman, R.E. (1992) Management. 5th ed. London: Prentice-Hall International Limited.

Wilson, J. (2014) 'Essentials of business research: A guide to doing your research project'. Sage.

Graham, N. (2015) Project Management for Dummies, 2nd ed., Wiley.

Haniff, A. and Salama, M. (2016) Project Management, Goodfellow Publishers Ltd.

Heldman, K. (2018) Project Management JumpStart, 4th ed., Sybex.

Meredith, J. and Mantel, S. (2015) Project Management: A Managerial Approach, 9th ed., Wiley.

APM Body of Knowledge (2019), 7th ed., Association for Project Management.

International Journal of Project Management, Elsevier

(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:** Engagement with materials and discussions on the learning platform. Students will also be required to keep in regular contract with their appointed Link Tutor.

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

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	Marketing, Innovation, Tourism & Events
Moderator	G Gillon
External Examiner	David Moore
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The first assessment mechanism comprises a Professional Development Symposium, weighted at 30% of the total module grade. This assessment evaluates students' competence in creating and presenting an A1 academic poster during Scottish Apprenticeship Week. Students must demonstrate their ability to articulate their professional journey through a structured 10-minute presentation, followed by a 5-minute question-and-answer session with industry representatives and academic staff. The assessment examines students' capacity for critical reflection, professional communication, and the ability to synthesize theoretical understanding with practical experience. A minimum overall 40% is required to achieve a pass on the WBL Four module.
Assessment 2

The second component, weighted at 70%, consists of a comprehensive research dissertation (8,000-9,000 words) that assesses students' ability to investigate and address significant workplace challenges. This assessment evaluates competence in research methodology, data analysis, and the development of evidence-based recommendations for organisational improvement.

The dissertation requires students to demonstrate sophisticated critical analysis and the practical application of theoretical frameworks within their professional context.

The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a body of work for the agreed objectives.

The student will critically reflect on their topic, create a question that will guide the research design and write up the findings, analysis, conclusions, and recommendations, guided by a review of existing literature relating to the area of the research. Any topic selected for the dissertation will require the approval of your dissertation supervisor before you begin your research.

The student will be directed by research paradigms, and use research tools such as quantitative and qualitative methods, data collection and analysis methods, ethical considerations, sampling, etc. Fully supported referencing will be required using the Harvard format (as set out in the UWS regulations of referencing).

In this assessment, there is a strong emphasis on students adopting and applying a practical approach to research using real life cases and case organisations.

A minimum overall 40% is required to achieve a pass on the WBL Four module.

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
Symposium	☒	☒	☒	☐	☐	30	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation	☒	☐	☒	☒	☐	70	

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