Module Descriptor

Title	Work Based Learning One		
Session	2026/27	**Status**	Approved
Code	BUSN07053	**SCQF Level**	7
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	A MacDonald		

Summary of Module

The Work Based Learning (WBL) One module is designed to give students the opportunity to integrate the academic knowledge gained and theory studied in T1 to provide an underpinning context for this area. This will then develop and extend the level of study into a practical work-based setting through the delivery of project(s) relevant to their workplace setting and engage in reflection regarding the impact of this knowledge on organisational and personal performance.

Supervision will be provided by a member of academic staff (appointed link tutor) with the student required to use various academic, technical, practical and transferable skills already learned through their academic programme of study.

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

This module is developed in accordance with the UWS learning principles 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.

Work Based Learning

Reflective Practice

Applied Learning

All students must complete a notional 300 hours of work-based learning in addition to the assessment requirements of the module.

Students will record their experiences and reflections in a learning log: this is consistent with Personal Development Planning (PDP) practice. The learning log will form the basis of the WBL Assignment, which will be a reflective account by the student of theories applied to learning acquired in relation to knowledge attitudes and behaviour.

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	Identify workplace issues and practices that are specific to your context
L2	Outline a planned approach to tackling workplace issues in either a business or project management context
L3	Apply appropriate academic theories to your approach and activities
L4	Demonstrate reflection on your own professional practice and personal development
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 7** Demonstrate and/or work with: An overall appreciation of the body of knowledge surrounding business and management. Knowledge that is embedded in the main theories, concepts and principles of business and management. An awareness of the dynamic nature of knowledge and understanding. An understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this

[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 7** Apply knowledge, skills and understanding: In practical contexts. In using some of the basic and routine professional skills, techniques, practices and/or materials associated with business and management. To practise these in both routine and non-routine contexts.
Generic Cognitive skills	**SCQF 7** Present and evaluate arguments, information and ideas that are routine to business and management. Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a wide range of routine skills and some advanced skills associated with business and management for example: Convey complex ideas in well-structured and coherent form. Use a range of forms of communication effectively in both familiar and unfamiliar contexts. Select and use standard ICT applications to process and obtain a variety of information and data. Use a range of numerical and graphical skills in combination. Use numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise some initiative and independence in carrying out defined activities at a professional level in practice or in a subject/discipline/sector. Accept supervision in less familiar areas of work. Exercise some managerial or supervisory responsibility for the work of others within a defined and supervised structure. Manage limited resources within defined areas of work. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. Work, under guidance, with others to acquire an understanding of current professional practice.

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)
Practice-based Learning	286
Independent Study	60
Personal Development Plan	40
Tutorial / Synchronous Support Activity	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:

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APM Body of Knowledge (2019) Association of Project Management. 7th Ed. IBIS House.

Done, J., and Mulvey, R. (2016) Brilliant Graduate Career Handbook. 3rd edn. Harlow: Pearson.

Kirton, B. (2011) Brilliant Workplace Skills for Students & Graduates. Harlow: Pearson.

Helyer, R. (2019) The Work- Based Learning Student Handbook. 2nd edn. London. Red Globe Press.

Hinde, D. (2017). PRINCE2 study guide. 2nd edn. Wiley and Sons Ltd

Meredith, J., Shafer, S., and Mantel, S. (2021) Project Management, a Strategic Managerial Approach. 11th Ed.u Wiley

Needle, D. (2019) Business in Context: An introduction to business and its environment. 7th ed. Hampshire: Cengage Learning EMEA.

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

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

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery and made available via the VLE platform.

Students will also have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources.

(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 AULA learning platform. Students will also be required to keep in regular contract with their appointed Link Tutor. 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	Marketing, Innovation, Tourism & Events
Moderator	A Martin
External Examiner	Sandra Romenska
Accreditation Details	None

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
There will be three categories of assessment for this module the first consists of a Project Proposal (20%) The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a relevant Project Proposal that reflects a key area from their day to day work for the agreed objectives. The Project Proposal will discuss the work environment, activities undertaking by the student, relationships with stakeholders, challenges faced and planned timescales for the project. 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 Project Proposal. A minimum overall 40% is required to achieve a pass on the WBL One module.
Assessment 2
Assessment 2 There will be three categories of assessment for this module the second will be a Reflective Journal with a real world emphasis on Personal Development Planning(PDP) (30%) The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a Reflective journal of work for the agreed objectives. The reflective journal will critically evaluate employability development and performance throughout the work experience as part of the student's personal development plan (PDP). The Reflective journal will include a fully developed PDP, challenges faced, and a critical evaluation of their own work and how they perceive the whole experience to impact their employer. 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 Reflective Journal. A minimum overall 40% is required to achieve a pass on the WBL One module.
Assessment 3
There will be three categories of assessment for this module with the 3rd a final detailed Project Report (50%). The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a detailed Project Report for the agreed objectives. The detailed Project Report will discuss the work environment, activities undertaken by the student, underpinning evidence, relationships with stakeholders, challenges faced, outcome of the planned project developed from proposal stage, timescales and impact of any changes addressed and project delivery. 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 final detailed written report.
(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**
Project Proposal	☒	☐	☐	☐	☐	20%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective Journal	☐	☒	☐	☐	☐	30%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Project Report	☐	☐	☒	☒	☐	50%	
Combined total for all components						100%	hours

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