Module Descriptor

Title	Work Based Learning Two		
Session	2026/27	**Status**	Approved
Code	BUSN08064	**SCQF Level**	8
Credit Points	40 Credits	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	Alan Martin		

Summary of Module

The Work Based Learning (WBL) Two 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 meaningful reflection regarding the impact of this knowledge on organisational and personal performance.

Building on the level 7 'Graduate Apprenticeship Work Based Learning (WBL) One' module, this module requires students to gain a deeper understanding of managerial issues within the workplace.

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:

- Work Based Learning
- Reflective Practice
- Applied Learning

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

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	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** Demonstrate and/or work with: • A knowledge of the project scope and objectives (cost, time, quality, sustainability and safety), defining features (stakeholder needs), and the main areas of business and/or project management. • Specialist knowledge in some areas (project risks, KPI's, procurement routes, project planning and control, leadership, best practice and organizational culture). • A discerning understanding of a defined range of core theories, project organization types, concepts, principles and terminology. • Awareness and understanding of some major current issues and specialisms. • Awareness and understanding of research and equivalent scholarly/academic processes.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge, skills and understanding: • In using a range of professional skills, techniques, practices and/or materials associated within business and/or project management, a few of which are advanced and/or complex, in a work-based setting and appropriately reporting on such.

	• In carrying out routine lines of enquiry, development or investigation into professional level problems and issues in the workplace. • To adapt routine practices within accepted standards in a work-based scenario.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings within business and/or project management • Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a wide range of routine skills and some advanced and specialised skills associated within business and/or project management, for example: • Convey complex information to a range of audiences and for a range of purposes. • Use a range of standard ICT applications to process and obtain data. • Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in some activities at a professional level in practice or in business and/or project management. • Exercise managerial responsibility for the work of others within a defined structure. • Manage resources within defined areas of work. • Take the lead on planning in familiar or defined contexts. • Practice in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. • Work, under guidance, with others to acquire an understanding of current professional practice. • Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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 will be assessed at 2 key points in the academic session.

Information relating to PDP, and what is expected of them will be made available prior to the start of the module. The module handbook and other detailed materials will be made available to students which will set out the requirements and expectations of the module.

The student's workplace mentor will monitor the student throughout their involvement with the work environment and will liaise with the student's Link Tutor to ensure that the student is undertaken a worthwhile WBL project. The student and workplace mentor will meet individually with the Link Tutor at least once per academic term to discuss progress and resolve any work-based learning issues.

The student will have a direct line of communication to their Link Tutor at all times via e-mail and the University's Virtual Learning Environment (VLE).

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	286
Independent Study	60
Tutorial / Synchronous Support Activity	12
Personal Development Plan	40
Please select	
Please select	
TOTAL	400

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	A MacDonald

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 component for assessment on the WBL module will consist of a WBL reflective journal and logbook comprising of a minimum of four individual reflections and accompanying logbook entries (40%). The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a portfolio of evidence for the agreed objectives. The reflective journal and logbook entries will be in relation to a viable project that has been identified as a key business issue. The student will provide a detailed background and rationale for undertaking the project, along with projected short, medium and long-term timeline objectives, to set the scene for their personal, professional and academic developmental reflections being assessed. The reflective journal will critically evaluate employability development and performance throughout the work experience as part of the student's personal development plan (PDP), and may include the following aspects: the work environment, activities planned and undertaken by the student, relationships with stakeholders, challenges faced. The student will be expected to demonstrate a good level of self-awareness when discussing the outcomes of each reflection, explaining what did/did not work well and how this impacted the workplace, to evidence a growth mindset. 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. A minimum overall 40% is required to achieve a pass on the WBL Two module.
Assessment 2
The second component for assessment on the WBL module will consist of a WBL portfolio (60%). The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a portfolio of evidence for the agreed objectives. The final e-portfolio will serve as an opportunity for the student to detail the close out of the project. The e-portfolio will discuss the conclusion of the project, activities undertaking by the student, relationships with stakeholders, 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 written report. A minimum overall 40% is required to achieve a pass on the WBL Two module.
Assessment 3
N/A
(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**
Reflective Journal and Logbook	☐	☐	☒	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☐	☒	☒	60	

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

Change Control

What	**When**	**Who**