University of the West of Scotland

Module Descriptor

Session: 2024-2025

Title of Module:	Work Based Learning One		
Code: BUSN07053	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 40**	**ECTS: 20 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Alan 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

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☒	☐	☐	☐

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☐	Term 3	☒

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

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	Click or tap here to enter text.

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 Level **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
Practice: Applied Knowledge and Understanding	SCQF Level **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 Level **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 Level **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 Level **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.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice Based Learning	300
Independent Study	80
Personal Development Plan	20
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 400

**Indicative Resources: (eg. Core text, journals, internet access)

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

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

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.

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

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

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

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

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 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	Management, Organisations & People
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	BCI
Moderator	Alan Martin
External Examiner	Peter Robertson
Accreditation Details	None
Changes/Version Number	1.01

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 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 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.

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

(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**)

Component 1

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 of written work	x					20%	0

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
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log		x				30%	0

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
Detailed Project Report			x	x		50%	
Combined Total for All Components						**100%**	**0 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
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor