University of the West of Scotland
Module Descriptor

Session: 2023/24

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Title of Module: Work Based Learning Two

Code: BUSN08064	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Elaine Jackson		

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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online	Other:
					Learning:	
			✓		✓	

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	✓

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Demonstrate skills, attitudes and behaviours appropriate to the workplace L2. Demonstrate application of appropriate theories and principles within personal and organisational practice L3. Demonstrate a deep reflective understanding of personal professional practices and the need for continued personal development planning L4. Demonstrate a detailed reflective understanding of specific workplace issues and practices

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 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 Level 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 Level 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 Level 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 Level 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

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
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** (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
	400 Hours Total

**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.

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.

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

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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

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.

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	Alan MacDonald
External Examiner	Peter Robertson
Accreditation Details	None
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
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.
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.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Review/ Article/ Critique/ Paper			✓			40	5

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 of practical work	✓	✓		✓	✓	60	5
Combined Total For All Components						100%	10 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

All students, irrespective of their age, gender, ethnic background or disability are entitled to attempt this module.

In order 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.

In accordance with the University's proposed Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.
UWS Equality and Diversity Policy
UWS Equality and Diversity Policy

UWS Equality and Diversity Policy
UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)