

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Work Based Learning Three</b>			
<b>Code: BUSN09077</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 40</b>	<b>ECTS: 20 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Gary Gillon		
<b>Summary of Module</b>			
<p>The Work Based Learning (WBL) three 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 development of a strategic project(s) relevant to their workplace setting and engage in transformative reflection regarding the impact of this knowledge on organisational and personal performance. Building on the WBL2 module, this module requires students to gain a deeper understanding of strategic issues within the workplace. Learning objectives will be defined and agreed at the start of the module by the student, the student work-based mentor and Link Tutor to ensure it is a suitable, worthwhile, and productive experience.</p> <p>Opportunities within the work environment will be discussed to identify opportunities best suited to the student and which match the learning objectives of their academic programme and the needs of the respective employer.</p> <p>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.</p> <p>There will be resources made available to the student which covers topics such as report writing, referencing, reflective writing and working with others.</p> <p>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.</p> <p>The Graduate Attributes relevant to this module are found at:  <a href="https://www.uws.ac.uk/current-students/your-graduate-attributes/">https://www.uws.ac.uk/current-students/your-graduate-attributes/</a></p> <p>All students must complete a notional 300 hours of work-based learning in addition to the assessment requirements of the module.</p> <p>Students will record their experiences and reflections in a learning log: this is consistent with Personal Development Planning (PDP) practice. The learning log will</p>			

form the basis of the first assignment for the module, which will be a reflective account by the student of theories applied to learning acquired in relation to knowledge attitudes and behaviour.

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

<b>Learning Outcomes: (maximum of 5 statements)</b> 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	Demonstrate high level skills, attitudes, and behaviours appropriate to the workplace
L2	Demonstrate a critical understanding of relevant theories and principles within personal and strategic 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 strategic and managerial issues impacting upon the workplace.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level <b>9</b></p> <ul style="list-style-type: none"> <li>• An understanding of the scope and defining features of business and management, and an integrated knowledge of its main areas and boundaries.</li> <li>• A critical understanding of a range of the principles, principal theories, concepts and terminology of business and management</li> <li>• Knowledge of one or more specialisms that is informed by forefront developments.</li> </ul>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>9</b></p> <p>Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In using a range of the principal professional skills, techniques, practices and/materials associated with business and management.</li> <li>• In using a few skills, techniques, practices and/or materials that are specialised and/or advanced.</li> <li>• In practising routine methods of enquiry and/or research.</li> <li>• To practise in a range of professional level contexts that include a degree of unpredictability</li> </ul>
Generic Cognitive skills	<p>SCQF Level <b>9</b></p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in business and management.</p> <ul style="list-style-type: none"> <li>• Identify and analyse routine professional problems and issues.</li> <li>• Draw on a range of sources in making judgements.</li> </ul>
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>9</b></p> <p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in business and management, for example:</p> <ul style="list-style-type: none"> <li>• Present or convey, formally and informally, information on standard/mainstream topics in business and management to a range of audiences.</li> <li>• Use a range of ICT applications to support and enhance work.</li> <li>• Interpret, use and evaluate numerical and graphical data to achieve goals/targets</li> </ul>

Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercise autonomy and initiative in some activities at a professional level in practice or in business and management.</p> <ul style="list-style-type: none"> <li>• Exercise managerial responsibility for the work of others and for a range of resources.</li> <li>• Practise in ways that show awareness of own and others' roles and responsibilities.</li> <li>• Work, under guidance, with specialist practitioners.</li> <li>• Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.</li> </ul>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> BUSN08064	<b>Module Title: Work Based Learning Two</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>
<p><b>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.</b></p> <p>This is a work-based learning module. Accordingly, most of the 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.</p> <p>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.</p> <p>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.</p>

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).	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	300
Personal Development Plan	60
Independent Study	40
	400 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bourne, L (2015) Making Projects Work: Effective Stakeholder and Communication Management, CRC Press, Taylor and Francis Group.</p> <p>Lynch, R. (2021) Strategic Management. 9<sup>th</sup> edn. Sage.</p> <p>Needle, D. (2023) Business in Context: An introduction to business and its environment. 8th ed. Hampshire: Cengage Learning EMEA.</p> <p>Pears, R. and Shields, G. (2022) Cite Them Right: The essential referencing guide. 12th edn. London. Bloomsbury.</p> <p>Saunders, M., Lewis, P., and Thornhill, A. (2023) Research methods for business students. 9th ed. Pearson education.</p> <p>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.</p> <p>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.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
In line with the <a href="#">Student Attendance and Engagement Procedure</a> : 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:

Students should regularly engage with their appointed UWS Link Tutor and refer to the AULA VLE platform on a regular basis.

### 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..

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

<b>Divisional Programme Board</b>	Management, Organisations & People
<b>Assessment Results (Pass/Fail)</b>	No
<b>School Assessment Board</b>	Management, Organisations & People
<b>Moderator</b>	Elaine Jackson
<b>External Examiner</b>	Peter Robertson
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	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**

The first component for assessment on the WBL three module will consist of a Reflection Portfolio (40%).

The reflection portfolio will critically evaluate both the students academic and employability development (and performance) throughout the whole academic term as part of the student’s personal development plan (PDP) and may include the following aspects: academic performance and skills gained as part of their GA degree, the work environment, activities planned and undertaken by the student, relationships with stakeholders and challenges faced from both an academic and workplace perspective.

The student will be expected to demonstrate a good level of self-awareness when discussing the outcomes of each reflection, explaining what worked well and how this impacted the workplace, to evidence a growth mindset.

The student will be supplied with a detailed specification of the requirements for this assessment, including the assessment and a recommended structure.

### **Assessment 2**

Strategic WBL3 Portfolio (worth 60% of overall mark)

The second component for assessment on the WBL three module will consist of a Strategic 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 strategic WBL3 portfolio will discuss the activities undertaken 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 Three 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
Review/ Article/Critique/Paper				✓		40	6

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 written work	✓	✓	✓		✓	60	6
<b>Combined Total for All Components</b>						<b>100%</b>	<b>12 hours</b>

### 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

**Version Number: MD Template 1 (2023-24)**