

Professional Development Experience Level 9

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Approved

Title of Module: Professional Development Experience Level 9

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|------------------------|---|------------------------------|---|
| Code: BUSN09085 | SCQF Level: 9 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
|------------------------|---|------------------------------|---|

School: School of Business & Creative Industries

Module Co-ordinator: TBC

Summary of Module

Students undertaking this module will complete a negotiated project, relevant to their course and level of study, of their choosing which will have a significant impact upon their practical skills and their eventual employability.

The key requirement of this module is for the student to select and define an opportunity for professional development. This is potentially wide in scope and students may undertake work including, but not limited to, work experience, consultancy work, entrepreneurial activity or volunteering.

The onus is on the student to select and experience an appropriate opportunity.

Module Delivery Method

Face-To-Face

Blended

Fully Online

✓

✓

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.

Fully

Instruction that is solely delivered by web-based or internet-based

Online

technologies. This term is used to describe the previously used terms distance learning and e learning.

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

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 Learning: | Other: |
|----------|------|-----------|--------------|---------|---------------------------|--------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

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. Evidence engagement in a practical context within a relevant field of study.
 L2. Analyse the practical context drawing upon a range of theories and concepts from a relevant field of study
 L3. Reflect on practical performance and capacity in a relevant field of study
 L4. Develop practical and professional research skills in a relevant field of study

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 9. Working within an agreed scope of knowledge and understanding in a relevant area of study Understanding of principal theories and concepts from the area of study |

| | | |
|--|---|----------------------|
| Practice: Applied Knowledge and Understanding | SCQF Level 9. Gathering information related to the relevant field of study and at an appropriate level. Using already acquired skills and knowledge to meet project objectives | |
| Generic Cognitive skills | SCQF Level 9. Analysis, evaluate and / or synthesis of evidence | |
| Communication, ICT and Numeracy Skills | SCQF Level 9. Use of a range of IT applications to enhance work. Communication of results accurately and reliably in a variety of formats and settings Working autonomously, taking responsibility for own learning objectives developed under supervision. Making effective use of supervision to manage a project | |
| Autonomy, Accountability and Working with others | SCQF Level 9. Working autonomously, taking responsibility for own learning objectives developed under supervision. Making effective use of supervision to manage a project | |
| 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 UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within international business — all aligned to the overarching purpose and aims of the programme.

| | | |
|---|--------------------------|---|
| <p>Learning During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> | <p>Activities</p> | <p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Lecture/Core Content Delivery | | 12 |
| | | 12 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:

Helyer, R (2020) The Work Based Learning Student Handbook. London: Palgrave

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

(**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 Requirements

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](#)

Supplemental Information

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|---------------------------------------|------------------------------------|
| Programme Board | Management, Organisations & People |
| Assessment Results (Pass/Fail) | No |
| Subject Panel | Management, Organisation & People |

| | |
|-------------------------------|-----|
| Moderator | TBC |
| External Examiner | TBC |
| Accreditation Details | |
| Changes/Version Number | 1 |

Assessment: (also refer to Assessment Outcomes Grids below)

Poster Presentation (can be various methods to suit students) 20%

Project (can be portfolio of practical work) 80%

(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) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Presentation | ✓ | | | | 20 | 0 |
| Component 2 | | | | | | |
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Portfolio of practical work | | ✓ | ✓ | ✓ | 80 | 0 |
| Combined Total For All Components | | | | | 100% | 0 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

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)