

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Graduate Apprenticeship Work Based Learning Four (WBL4)			
Code: BUSN10058	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 80	ECTS: 40 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Elaine Jackson		
Summary of Module			
<p>This 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 critical reflection regarding the impact of this knowledge on organisational and personal performance. Building on the level 9 'Graduate Apprenticeship Work Based Learning 9' module, this module requires students to gain a conceptual understanding of business and/or project management practice and apply this to a practical setting through a variety of means including primary research. 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 module also helps develop many of the personal and professional attributes found at https://www.uws.ac.uk/current-students/your-graduate-attributes/</p> <ul style="list-style-type: none"> • work based learning, • reflective practice, • applied learning, • applied research. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

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

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	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.

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)	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • Demonstrate and/or work with: • Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions (project scope and objectives (cost, time, quality, sustainability and safety), defining features (stakeholder needs) of business and/or project management. • A critical understanding of the principal theories, concepts and principles. • Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector (project risks, KPI's, procurement routes, project planning and control, leadership, best practice, and organizational culture).

	<ul style="list-style-type: none"> • Knowledge and enquiry understanding of the ways in which business and/or project management is developed, including a range of established techniques of or research methodologies.
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • Apply knowledge, skills and understanding: <ul style="list-style-type: none"> • In using a wide range of the principal professional skills, techniques, practices and/or materials associated with business and/or project management. • In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of business and/or project management. • In executing a defined project of research, development, or investigation and in identifying and implementing relevant outcomes. • To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.
Generic Cognitive skills	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • Critically identify, define, conceptualise, and analyse complex/professional problems and issues. • Offer professional insights, interpretations and solutions to problems and issues. • Demonstrate some originality and creativity in dealing with professional issues. • Critically review and consolidate knowledge, skills, practices and thinking in business and/or project management. • Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • Use a wide range of routine skills and some advanced and specialised skills in support of established practices in business and/or project management, for example: • Present or convey, formally and informally, information about specialised topics to informed audiences. • Communicate with peers, senior colleagues, and specialists on a professional level. • Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. • Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p>

	<ul style="list-style-type: none"> • Exercise autonomy and initiative in professional/equivalent activities at a professional level in practice or in business and/or project management. • Exercise significant managerial responsibility for the work of others and for a range of resources. • Practise in ways that show awareness of own and others' roles and responsibilities. • Work, under guidance, in a peer relationship with specialist practitioners. • Work with others to bring about change, development and/or new thinking. • Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. • Recognise the limits of these codes and seek guidance where appropriate. 				
Pre-requisites:	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td>Only accessible to students undertaking a Graduate Apprenticeship programme of study.</td> </tr> </table>	Module Code:	Module Title:	Other:	Only accessible to students undertaking a Graduate Apprenticeship programme of study.
	Module Code:	Module Title:			
Other:	Only accessible to students undertaking a Graduate Apprenticeship programme of study.				
Co-requisites	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:	Module Title:		
Module Code:	Module Title:				

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>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 3 key points in the academic session including a piece of detailed primary research.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	735

Personal Development Plan	65
Tutorial/Synchronous Support Activity	15
	815 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Saunders, M., Lewis, P., and Thornhill, A. (2019) Research methods for business students. 8th ed. Pearson education. Library Link</p> <p>Bryman, A. and Bell, E. (2015) Business Research Methods. 4th ed. Oxford: Oxford University Press. Library Link.</p> <p>Cresswell, J.W. and Cresswell, J.D. (2018) Research Design. 5th ed. London: Sage Publications Ltd.</p> <p>Dudovskiy, J. (2018) An Ultimate Guide for Writing A Dissertation in Business Studies: A step-by-step assistance. Online: Research-Methodology.net.</p> <p>Gray, D. E. (2017) 'Doing research in the business world'. SAGE.</p> <p>Lomas, R. (2011) Mastering your business dissertation: conceiving, research and writing for a masters degree. 7th ed. Oxon: Routledge.</p> <p>Pears, R. and Shields, Graham. (2019) Cite Them Right: The essential referencing guide. 11th edn. London. Red Globe Press.</p> <p>Saunders, M. and Lewis, M. Doing Research in Business and Management. (2012) Harlow: Pearson Education Limited.</p> <p>Stoner, J.A.F. and Freeman, R.E. (1992) Management. 5th ed. London: Prentice-Hall International Limited.</p> <p>Wilson, J. (2014) 'Essentials of business research: A guide to doing your research project'. Sage.</p> <p>Graham, N. (2015) Project Management for Dummies, 2nd ed., Wiley.</p> <p>Haniff, A. and Salama, M. (2016) Project Management, Goodfellow Publishers Ltd.</p> <p>Heldman, K. (2018) Project Management JumpStart, 4th ed., Sybex.</p> <p>Meredith, J. and Mantel, S. (2015) Project Management: A Managerial Approach, 9th ed., Wiley.</p> <p>APM Body of Knowledge (2019), 7th ed., Association for Project Management.</p>	

International Journal of Project Management, Elsevier

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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 contact 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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Gary Gillon
External Examiner	Peter Robertson
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)

The first component for assessment on the WBL4 module will consist of a WBL proposal (25%).

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 proposal will introduce an identified business issue that will be developed into a viable project for their independent research (dissertation), where the student will provide a detailed background and rationale for undertaking the project.

The report will discuss the work environment, activities planned and undertaken by the student, relationships with stakeholders, challenges faced, and a comprehensive literature review that will provide the necessary background knowledge on their subject matter. 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 Four module.

The second component for assessment on the WBL4 module will consist of a portfolio of work to include justification of methodology and data analysis techniques demonstrated via a Microsoft SWAY presentation (25%).

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 SWAY presentation will critically evaluate and analyse employability development and performance throughout the work experience as part of the student's personal development plan (PDP) across their four years of study, evidencing engagement in personal, professional, and academic development planning to date and for future application. This final portfolio of work will culminate in a tangible piece of evidence that can be presented to employers.

The presentation will discuss the work environment, activities undertaken by the student, relationships with stakeholders, challenges faced, and a critical evaluation and analysis 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 creative report.

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

The third component for assessment on the WBL4 module will consist of an independent research project (Capstone Dissertation) (50%).

The student will negotiate and agree learning objectives with their workplace mentor and academic tutor. The student will produce a body of work for the agreed objectives.

The Capstone Dissertation will serve as an opportunity for the student to bring together the skills that they have developed during your studies to produce a dissertation that demonstrates knowledge, independent research and analytical skills, and the ability to appraise existing research in the field of business.

The student will critically reflect on their topic, create a question that will guide the research design and write up the findings, analysis, conclusions, and recommendations, guided by a review of existing literature relating to the area of the research. Any topic selected for the dissertation will require the approval of your dissertation supervisor before you begin your research.

The student will be directed by research paradigms, and use research tools such as quantitative and qualitative methods, data collection and analysis methods, ethical considerations, sampling, etc. Fully supported referencing will be required using the Harvard format (as set out in the UWS regulations of referencing).

In this assessment, there is a strong emphasis on students adopting and applying a practical approach to research using real life cases and case organisations.

A minimum overall 40% is required to achieve a pass on the WBL four 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
	✓		✓			25	4.5

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
	✓		✓			25	4.5

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
		✓		✓		50	6
Combined Total for All Components						100%	15 hours

Version Number: MD Template 1 (2023-24)