

# University of the West of Scotland

## Module Descriptor

Session: 2022/23

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**Title of Module: WBL 2 - Work based Learning (40 Point)**

<b>Code: WRKB08001</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 40</b>	<b>ECTS: 20</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Adelaide Marzano		

### Summary of Module

This module is designed to provide apprentices/students (hereafter referred to as students) with an opportunity to gain experience of undertaking group project work within or for an organisation. The project must be selected and arranged by, and agreed with, the client, university and students and supported by one or more tripartite agreements. These tripartite agreements will define specific learning and practice outcomes for the students that are undertaking the group project and confirm required elements of support and commitment from all parties.

Supervision will be provided by a member of academic staff (normally the module coordinator or an appointed supervisor) and although the work may be carried out for one of the student's employers or for an external client and involve site visits, the approval and supervision of the project will normally be internal to the University.

Where required, the student's preparation for the project covers health and safety, legal and ethical issues, employability, goal setting, reflection and PDP. While undertaking the project the student will use various academic, technical, practical and transferable skills already learned through their academic programme of study.

The Graduate Attributes relevant to this module are listed below.

Graduate Attributes - Academic: critical thinker; analytical; inquiring; knowledgeable; digitally literate; problem solver; autonomous; incisive; innovative

Graduate Attributes - Personal: effective communicator; influential; motivated

Graduate Attributes - Professional: collaborative; research-minded; enterprising; ambitious; driven

- This module can be completed over one, two or three trimesters.
- All students must complete a notional 300 hours of work-based learning in addition to the assessment requirements of the module.
- Planning and personal and professional development will be charted in a personal development portfolio that will record weekly work-based activities and how the student reflects on their own personal competencies and employability. The portfolio will focus on an evaluation of and reflection on the workplace environment, the project that forms the basis of the work-based learning, and the students own personal and professional development.

### 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 Learning:	Other:
✓			✓		✓	

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓
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**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

L1. Plan, negotiate and complete a portfolio piece of work according to a project brief

L2. Demonstrate understanding and appreciation of investigative, planning, design and development techniques appropriate to a project brief

L3. Communicate and demonstrate ideas and reflect on work undertaken

**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 8.</p> <p>Working with an agreed scope of knowledge and understanding of a subject area.</p> <p>Understanding that principal theories, principles, concepts and terminology will form part of the project brief.</p> <p>Ability to make informed choices between available technologies.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Using already acquired skills and knowledge to pursue the aims and objectives of the group project.</p>

	<p>Using a number of design and development techniques to specify and deliver the project output.</p> <p>Carrying out routine lines of enquiry, development or investigation into professional level problems and issues.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Assessing the strengths and weaknesses of the techniques used.</p> <p>Critically analysing and assessing a workplace environment and reflecting on personal performance.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Communicating effectively with other team members and supervisory team</p> <p>Interpreting problems and stating solutions</p> <p>Using appropriate tools to maintain deliverables</p> <p>Preparation of project report</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Working autonomously, taking responsibility for own learning objectives agreed under supervision.</p> <p>Making effective use of supervision to overcome any learning or project related tasks.</p> <p>Working within a group to a set deadline and to produce set deliverables.</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</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>The majority of the student's learning experience will take place in or liaising with a work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their involvement with the work environment and will liaise with the academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student and workplace mentor will meet individually with the academic tutor at least once per trimester to discuss progress and resolve any work-based learning issues. The student will have a direct line of communication to the academic tutor at all times via e-mail and other electronic means.</p> <p>Where required, students will receive preparatory information and instruction relating to personal and professional development planning, the workplace environment and the selected work-based learning project.</p>	
<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>

Personal Development Plan	20
Practice Based Learning	300
Independent Study	80
	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:

A module site is available on Moodle to support students while on campus and in the workplace.

Extension Resources:

\* Hepworth, Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development - A Guide to Personal Development ... Skills. (Skills Training Course), Universe of Learning Ltd., 2011

\* Trought, F., Brilliant Employability Skills, Pearson Business, 2017

\* Kirton, B., Brilliant Workplace Skills for Students & Graduates, Pearson Business, 2011

\* Scherer, A., Brilliant Intern, Pearson Business, 2011

\* Done, J., and Mulvey, R., Brilliant Graduate Career Handbook, Pearson Business, 2016

\* Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 3rd edition, 2015

(\*\*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](#)

**Supplemental Information**

<b>Programme Board</b>	Engineering
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Engineering
<b>Moderator</b>	Stuart Tennant
<b>External Examiner</b>	P Lewis
<b>Accreditation Details</b>	
<b>Version Number</b>	1.09

**Assessment: (also refer to Assessment Outcomes Grids below)**

There will be one category of assessment for this module which consists of a group presentation (20%), an individual reflective journal (30%) and a final project report (50%).

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 student will produce a reflective journal which evaluates their employability development and performance throughout the work experience as part of their Personal Development Plan (PDP).

The student will share their personal practice with others via a presentation. The presentation can be different formats to suit the target audience e.g. individual or group presentation, individual or group demonstration or poster format. The target audience can be UWS staff or peers within the University or the Company.

The reflective report should include discussion of (i) the relation between prior learning within their chosen field and degree and how this relates to the actual work undertaken; (ii) the development and application of their work within the client environment; (iii) the relationship between the work undertaken and such as the British Computer Society code of conduct (iv) a forward proposed reflexive analyses of how the project has affected the student's views of his/her own skills and how they might be further developed (v) an independent report from the client which, although not itself assessed, should be analysed and commented upon by the student in the light of the project.

Formative assessment in the form of progress presentations will take place throughout the module, along with feedback on performance at critical points during the module.

individual reflective journal(30%)

Presentation 20%

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	50	0

#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	30	0

#### Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		✓	✓	20	0
<b>Combined Total For All Components</b>				100%	1 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.

Some organisations may require the student to obtain a satisfactory Disclosure Scotland report or submit to other forms of background check before they can become involved in the work-based learning environment.

[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)