Module Descriptor

Title	WBL2 - Work based Learning (40 Point)		
Session	2026/27	**Status**	Published
Code	WRKB08001	**SCQF Level**	8
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	S Qureshi		

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 work-based learning, and the student's own personal and professional development.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.
L4	N/A
L5	N/A

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

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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. 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. 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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Work-based Learning	376
n/a	0
n/a	0
n/a	0
TOTAL	400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

* 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)

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:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. Students will scan their attendance via the scanners each time they are on-campus and will login to the VLE several times per week. Students who are unable to attend a timetabled session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their studies.

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.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and

manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations.
(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	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Engineering
Moderator	Stuart Tennant
External Examiner	A Robinson
Accreditation Details	This module is accredited by Joint Board of Moderators as part of GA-BEng (Hons) Civil Engineering.
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.11 Module descriptor updated to 2025-26 template. 'Attendance and Engagement' and 'Equaliy and Diversity' statements updated. Learning activiies, module delivery methods, and sequence of assessment components according to the terms updated.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Review Paper (30%) – Term 1
Assessment 2
Written Report (50%) – Term 2
Assessment 3
Presentation (20%) – Term 2
(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Review Paper	☒	☒	☒	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Report	☒	☒	☒	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☐	☐	20	0
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Module descriptor reviewed prior AY 2025/2026 in line with ILR recommendations. Module descriptor updated to 2025-26 template. 'Attendance and Engagement' and 'Equaliy and Diversity' statements updated in line with ILR recommendations. Learning activiies, module delivery methods, and sequence of assessment components according to the terms updated.	21/03/2025	Sheheryar Qureshi