Module Descriptor

Title	GA - Work Based Project 2		
Session	2025/26	**Status**	Published
Code	WRK08003	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Rebecca Redden		

Summary of Module

This module enables Graduate Apprentice (GA) students to demonstrate learned aspects of their programme of study that they have acquired in the first two years to develop an appropriate solution to a given problem.

The emphasis of this module is for students to demonstrate involvement in developing, extending, or maintaining a software product within the context of a project. Throughout this process, students will utilize skills and techniques appropriate to their level of study.

As part of this project, and the subsequent documentation students are also supposed to showcase proficiency and learning in the following areas:

- Implementation of thorough testing procedures to ensure the functionality, reliability, and performance of the software product.
- Adherence to software engineering best practices, including the use of suitable lifecycles and the creation of a project plan to effectively manage the software development process.
- Definition of deliverables and requirements for the software product and demonstrating the ability to meet these requirements within specified constraints.
- Comprehensive documentation of code to facilitate understanding, maintenance, and future development of the software product.
- Identification and application of current professional and ethical codes relevant to software development practices.

As part of this module, students will work with module staff and staff from the placement organisation to identify project opportunities that best suit the student which will be documented in a project specification. While students will predominantly work individually on the project outcomes, they may engage in teamwork within their workplace context. As part of the documentation process, students will assume the role of project lead and create portfolio documentation accordingly.

Students will attend a series of lecture sessions before commencing their work-based learning. These sessions will include preparatory material which covers specific topics such as IT project management and planning fundamentals including life cycles, work breakdown structure, work packages, software quality and improvement concepts as well as generic topics such as Personal Development Planning, reflective writing, report writing, the workplace environment, health & safety, time management and working with others.

Next to creating a portfolio documenting the software artefact matching the outline specifications, project planning, management and quality concerns as well as a reflection on learning experiences and activities throughout the software development process, documenting challenges, successes, and areas for improvement, students will be required to maintain a weekly log of their achievements and of the issues and problems that they have had to address in undertaking the agreed project work and to reflect on their overall performance on completion of the agreed project work.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:

- Universal: critical thinker; analytical; inquiring; culturally aware; ethically-minded; and research-minded
- Work Ready: enterprising; potential-leader; influential; motivated; problem-solver; digitally literate; effective communicator; and ambitious
- Successful: autonomous; innovative; driven; creative; resilient; and transformational

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) Online Delivery / Distance Learning applies to delivery in the BSc (Hons) Data, AI and Software Engineering programme only	

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

[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

L1	Demonstrate development, extension, or maintenance of a software product within the context of a project through the use of suitable resources, tools and techniques (including testing procedures, documentation, version control)
L2	Appy suitable project management and planning techniques to approach and manage software problem to completion including the application of a life cycle, breaking down work and addressing software quality concerns
L3	Critically reflect on their progress, achievements, and encountered issues, not only in relation to their own work but also in relation to that of other team members, to identify opportunities for personal and professional growth.
L4	Explain the ethical codes and professional practices in relation to their work and specific projects within their industrial setting.
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** Understanding and appreciating the workplace environment and gaining limited knowledge and understanding of current issues and specialisms relating to the academic programme of study
Practice: Applied Knowledge and Understanding	**SCQF 8** Carrying out routine lines of enquiry, development or investigation into professional level problems and issues
Generic Cognitive skills	**SCQF 8** Critically analysing and assessing a problem and reflecting on personal performance
Communication, ICT and Numeracy Skills	**SCQF 8** Using a range of applications to process and obtain data. Communicating with others in the work environment to convey complex information or to explain ideas and decisions
Autonomy, Accountability and Working with Others	**SCQF 8** Managing time and resources within a defined area of work. Taking account of own and others' roles, responsibilities and contributions in evaluating and carrying out tasks.

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 the work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their time in the work environment and will liaise with the

academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student will have a minimum of one meeting with the academic tutor who will discuss progress with both the student and the workplace mentor and will resolve any work-related learning issues, if appropriate. The student will have a direct line of communication with the academic tutor at all times via e-mail and the University's Virtual Learning Environment (VLE).

A tripartite agreement will be produced and approved by all parties prior to the start of the module. This will be retained by the Module Co-ordinator and shared with the programme leader.

Information relating to Personal Development Planning (PDP), the workplace environment, health & safety, and what is expected of them will be made available prior to the start of the module.

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
Work-based Learning	188
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

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

Helyer et al., The Work-Based Learning Student Handbook, Bloomsbury, 2020

Kallman E. A., Grillo J. P. Ethical Decision Making and Information Technology: An Introduction with Cases. 3rd Edition. McGraw-Hill. 1999

Kirton, B., Brilliant Workplace Skills for Students & Graduates, Prentice Hall, 2011

Schwalbe, K. (2018). Information Technology Project Management. Cengage Learning, Inc.

Trought, F., Brilliant Employability Skills, Prentice Hall, 2017

(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. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your 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	**Computing**
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	Business & Applied Computing
Moderator	Jacob Koenig
External Examiner	A Jindal
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	1.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Practical Portfolio as evidence for the student's work on the software artifact, work-based learning and reflection. (70%)
Assessment 2
Presentation as a summary of the accumulated portfolio. (30%)
Assessment 3
(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**
Practical Portfolio	☒	☒	☒	☒	☐	70	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☐	30	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	**When**	**Who**
Attendance and Engagement Procedure and Equality and Diversity	17/1/25	F.Valentine