

University of the West of Scotland

Module Descriptor

Session: 2024-25

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| Title of Module: WBL 3 – Work-Based Project | | | |
| Code: WRKB09002 | SCQF Level: 9 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Computing, Engineering and Physical Sciences | | |
| Module Co-ordinator: | Tom Caira | | |
| Summary of Module | | | |
| <p>This module is designed to provide students with opportunities to learn from work experience projects. There are a number of different approaches that a student can choose from in this module. For example, working on a client-prepared brief and located at the offices of that client, or working within their own company for a client or company-prepared brief, or working to a private, public or voluntary agency brief located mainly out with the client's premises. The work-based project can be an individual project completed by the student, or it can be the student's contribution to a team project, provided that the student's individual contribution to the team project can be clearly distinguished and assessed.</p> <p>All students must complete a notional 80 to 120 hours work based learning in addition to the other requirements of the module. Supervision is normally by a member of academic staff and although much of the work may be for an employer or external client, the preparation and supervision of the project is normally internal to the University.</p> <p>The student's preparation for placement learning covers health and safety, legal and ethical issues, employability, goal setting, reflection and Personal Development Planning. While undertaking the work-based project, the student will use various skills already learned throughout their university work for example, technical, practical and transferable skills.</p> <p>This module aims to develop a number of 'I am UWS' Graduate Attributes to make those who complete this module:</p> <p>Universal</p> <ul style="list-style-type: none"> • Critical Thinker • Analytical • Inquiring • Ethically minded • Emotionally Intelligent • Culturally Aware | | | |

- Research-minded
- Collaborative
- Socially Responsible

Work Ready

- Enterprising
- Knowledgeable
- Digitally Literate
- Problem-Solver
- Effective Communicator
- Influential
- Motivated
- Ambitious
- Potential Leader

Successful

- Autonomous
- Innovative
- Incisive
- Creative
- Imaginative
- Resilient
- Driven
- Daring
- Transformational

Module Delivery Method

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

Term(s) for Module Delivery

(Provided viable student numbers permit).

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|--------|---|--------|---|--------|---|
| Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☒ |
|--------|---|--------|---|--------|---|

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| <p>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:</p> | |
| L1 | Negotiate appropriate learning objectives in conjunction with the University and the external client if appropriate. |
| L2 | Evaluate elements of the work experience as it relates to themes and issues of academic study relevant to the designated degree. |
| L3 | Apply skills of self-reflection, criticality, observation and evaluation to demonstrate an ability to relate knowledge and skills, as learned, to work practices, as experienced, and to reflect upon their own ability to learn, to analyse and solve problems, and to enhance interpersonal relationship and other personal and professional skills. |
| L4 | Click or tap here to enter text. |
| L5 | Click or tap here to enter text. |
| <p>Employability Skills and Personal Development Planning (PDP) Skills</p> | |
| 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 9</p> <p>One or more designated areas in the field of the programme of study.</p> <p>A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work relating to the programme of study.</p> <p>A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of placement learning.</p> <p>Knowledge of work and employability requirements relating to the programme of study.</p> <p>Awareness of the economic forces which frame the industries relating to the programme of study and the role of such industries in specific areas of contemporary economic and cultural life.</p> |
| Practice: Applied Knowledge and Understanding | SCQF Level 9 |

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| | <p>The application of skills, techniques, practices and/or materials associated with the programme of study.</p> <p>Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources.</p> <p>Practice in a range of professional level contexts which include a degree of unpredictability.</p> |
| Generic Cognitive skills | <p>SCQF Level 9</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</p> <p>Identify and analyse routine professional problems and issues.</p> <p>Draw on a range of sources in making judgments.</p> <p>The ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses.</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF Level 9</p> <p>Make formal and informal presentations to a variety of audiences on standard/mainstream topics relating to the programme of study.</p> <p>Use a range of computer software and applications to support and enhance the creation of useful work.</p> <p>The ability to assimilate and synthesise complex information.</p> |
| Autonomy, Accountability and Working with others | <p>SCQF Level 9</p> <p>Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity.</p> <p>Manage time, personnel and resources effectively, by drawing on planning and organizational skills.</p> <p>An ability to react spontaneously, manage risk, and cope with the unexpected</p> <p>Work productively in a group or team.</p> <p>Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.</p> |

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|------------------------|--|----------------------|
| 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.

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| 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. | |
| <p>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.</p> <p>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 receive a minimum of one visit from the academic tutor who will discuss progress with both the student and the workplace mentor and will resolve any work-related 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>A placement learning partnership agreement will be produced and approved by all parties prior to the start of the placement.</p> <p>The proposed work-related learning is compliant with the University's Work Based Learning and Placement Learning Guidelines, the University's Regulatory Framework and the QAA code of practice on work-based and placement learning.</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> |
| Practice Based Learning | 120 |
| Lecture/Core Content Delivery | 5 |
| Tutorial/Synchronous Support Activity | 5 |
| Independent Study | 70 |
| Choose an item. | |

| | |
|-----------------|-----------------|
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| | Hours Total 200 |

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Required Resources:

Module resources on UWS Virtual Learning Environment (Aula)

Click or tap here to enter text.

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 and meetings, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

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](#).

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 a permanent member of staff to be able to undertake. All necessary, reasonable adjustments to teaching methods and assessments and the work-related learning environment will be

made to encourage the full participation of students with additional learning support requirements.

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.

Students should note that the language of instruction is English and that they will need to have a reasonable grasp of the language in order to keep abreast of the teaching materials and in submitting assessed work.

(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 |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Business & Applied Computing |
| Moderator | James Riordan |
| External Examiner | T Gaber |
| Accreditation Details | e.g. ACCA Click or tap here to enter text. |
| Changes/Version Number | 2.15 |

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment for this module will take the form of

- A presentation of the project (25%);

- an assessment from an academic supervisor based on the student's management of, and engagement with, the set-up process for their work-based project, the production process for the timely completion of a Project Specification Document for the placement project, and the quality of the content contained therein (25%);
- a reflective report on their placement learning experience (50%).

The format and presentation of work completed and outcomes achieved will be specified and agreed by all parties in the Project Specification Document and will vary depending on the programme of study, project focus, client requirements, the manner of placement learning (at/for client, at University and for client, or, at employer's organisation), and the stage the work-based project has reached at the time of assessment. The work-based project can be an individual project completed by the student, or it can be the student's contribution to a team project, provided that the student's individual contribution to the team project can be clearly distinguished and assessed.

Formative assessment in the form of progress meetings/discussions will take place throughout the module, along with feedback on performance, should such be required or requested.

Assessment 2

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.)

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 |
| Report of practical work | ✓ | | | | | 25 | 0 |
| WBL Performance Assessment | | ✓ | ✓ | | | 50 | 0 |
| Presentation | | ✓ | ✓ | | | 25 | 1 |

| 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 |
| | | | | | | | |

| 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 |
| | | | | | | | |
| Combined Total for All Components | | | | | | 100% | 1 hours |

Change Control:

| What | When | Who |
|---|------------|----------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)