



Module Descriptor

Title	WBL 3 – Work-Based Project		
Session	2025/26	Status	Published
Code	WRKB09002	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	TBC		

Summary of Module

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.

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.

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.

This module aims to develop a number of 'I am UWS' Graduate Attributes to make those who complete this module:

Universal

- 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	On-Campus ¹ <input type="checkbox"/>	Hybrid ² <input type="checkbox"/>	Online ³ <input type="checkbox"/>	Work -Based Learning ⁴ <input checked="" type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

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

Learning Outcomes	
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	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)	<p>SCQF 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	<p>SCQF 9</p> <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 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 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 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>

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

Learning and Teaching
<p>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> <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>

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice-based Learning	120
Lecture / Core Content Delivery	5
Tutorial / Synchronous Support Activity	5
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Module resources on UWS Virtual Learning Environment (Aula)</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p>

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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input type="checkbox"/> 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	James Riordan
External Examiner	V Sharma
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	2.16

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

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
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report of practical work/WBL Performance Assessment/Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	1

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Attendance and Engagement and Equality and Diversity Statements updated.	20/01/2025	A Adamson