Module Descriptor

Title	GA - Work Based Project 3		
Session	2025/26	**Status**	Published
Code	WRK09003	**SCQF Level**	9
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 to develop a solution to a given realistic problem. The module places a particular emphasis on the GA working autonomously and self-motivated.

The solution to be developed will encompass a sustainable software artifact and associated documentation and addresses professional, economic, social, environmental, moral, and ethical considerations related to the sustainable exploitation of computer technology, guided by appropriate professional, ethical, and legal practices in the workplace. Additionally, students will be encouraged to make justified decisions along the way, drawing on a range of academic and industry/workplace-based sources.

At the beginning 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. At this level, students are expected to develop a business case, involve team members, understand financial indicators, assess market viability for their solution, and analyse associated risks. This module also includes preparatory lecture sessions covering an introduction to these topics, including project initiation, project risks, financial indicators, and market analysis for products and projects. This will provide students with a solid foundation of knowledge and skills, which they will then apply and further develop through work-based learning.

While students primarily work individually on project outcomes, they will engage in teamwork within their workplace context and work with others towards more overarching deliverables. As part of the documentation process, students will assume the role of project lead for that specific project and create portfolio documentation accordingly.

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; socially responsible and research-minded

• Work Ready: enterprising; potential-leader; influential; motivated; problem-solver; digitally literate; effective communicator; and ambitious

• Successful: autonomous; innovative; driven; creative; resilient; daring, incisive 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	
L1	Develop a project plan, incorporating a robust business case that considers financial indicators, market viability, and associated risks for a given project or product
L2	Demonstrate proficiency in applying appropriate tools, resources, and techniques to develop a solution to a real-world problem, while considering professional, social, and economic implications
L3	Evidence autonomous and self-motivated work practices consistently throughout the project lifecycle, showcasing readiness for a successful career within the domain of study
L4	Demonstrate competence in utilizing enabling soft skills to effectively manage work towards the solution in a professional manner, including effective communication, teamwork, and adaptability
L5	Evaluate the effectiveness of strategies employed in developing a solution, identify areas for improvement, and discuss how lessons learned can be applied to future projects

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:**

[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

Knowledge and Understanding (K and U)	**SCQF 9** One or more designated areas in the field of the programme of study. A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work relating to the programme of study. A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of placement learning. Knowledge of work and employability requirements relating to the programme of study. 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.
Practice: Applied Knowledge and Understanding	**SCQF 9** The application of skills, techniques, practices and/or materials associated with the programme of study. 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. Practice in a range of professional level contexts which include a degree of unpredictability
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identify and analyse routine professional problems and issues. Draw on a range of sources in making judgments. 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
Communication, ICT and Numeracy Skills	**SCQF 9** Make formal and informal presentations to a variety of audiences on standard/mainstream topics relating to the programme of study. Use a range of computer software and applications to support and enhance the creation of useful work. The ability to assimilate and synthesise complex information
Autonomy, Accountability and Working with Others	**SCQF 9** Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity. Manage time, personnel and resources effectively, by drawing on planning and organizational skills. An ability to react spontaneously, manage risk, and cope with the unexpected Work productively in a group or team

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