**Module Descriptor**

| Title | WBL 4 - Industrial Project (40 point) | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | Published |
| **Code** | WRKB10001 | **SCQF Level** | 10 |
| **Credit Points** | 40 | **ECTS (European Credit Transfer Scheme)** | 20 |
| **School** | Computing, Engineering and Physical Sciences | | |
| **Module Co-ordinator** | TBC | | |

**Summary of Module**

This module is designed to provide apprentices/students with an opportunity to gain experience of undertaking project work at a strategic level within or for an organisation. The work must be of strategic importance to the organisation. The project must be selected and arranged by, and agreed with, the client, university and student and supported by a tripartite agreement. The tripartite agreement will define specific learning and practice outcomes for the student 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 the student's employer or for an external client and involve site visits, the approval and supervision of the project is normally 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.

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

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 critical evaluation of and critical reflection on the workplace environment, the project that forms the basis of the work-based learning, and the students own personal and professional development.

All students must complete a notional 300 hours of work-based learning in addition to the assessment requirements of the module.

This module can be completed over one, two or three trimesters.

| Module Delivery Method | On-Campus[1] | Hybrid[2] | Online[3] | Work -Based Learning[4] |
|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☒ |

[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

| Campuses for Module Delivery | ☐ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ 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** | Critically identify, define, conceptualise and analyse complex professional problems and issues and negotiate appropriate learning objectives in conjunction with the University and, if appropriate, an external client. |
| **L2** | Execute a defined project of research, development or investigation and achieve agreed outputs and outcomes. |
| **L3** | Apply knowledge, skills and understanding of self-reflection, criticality, observation, evaluation, cooperation, autonomy and initiative to demonstrate and reflect upon own ability to develop learning, analysis, problem solving, interpersonal, social and other personal and professional skills in a workplace environment. |
| **L4** | N/A |
| **L5** | N/A |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 10**<br><br>Demonstrate a broad and integrated knowledge and understanding of the scope, main areas and boundaries of working at a strategic level in a relevant workplace environment.<br><br>Demonstrate a critical understanding of the principal theories, concepts and terminology pertaining to the area of work-based learning. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br><br>Apply knowledge, skills and understanding in using a wide range of the principal professional skills, techniques, practices and/or materials associated with the work-based learning objectives defined for the project.<br><br>Execute a defined project of research, development or investigation and identify and achieve relevant outputs and outcomes.<br><br>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.<br><br>Practise in a range of professional level contexts that include a degree of unpredictability and/or specialism. |

| Generic Cognitive skills | SCQF 10 |
|---|---|
| | Critically identify, define, conceptualise and analyse complex professional problems and issues. |
| | Offer professional insights, interpretations and solutions to problems and issues. |
| | Make judgements where date/information is limited or comes from a range of sources. |
| Communication, ICT and Numeracy Skills | SCQF 10 |
| | Present or convey, formally and informally, information about specialised topics to informed audiences. |
| | Communicate with peers, senior colleagues and specialists on a professional level. |
| | Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets. |
| Autonomy, Accountability and Working with Others | SCQF 10 |
| | Exercise autonomy and initiative in professional activities. |
| | Work with others to bring about change, development and/or new thinking. |
| | Practise in ways that show awareness of own and others' roles and responsibilities. |
| | Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices, recognising the limits of these codes and seeking guidance where appropriate. |

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

| Learning and Teaching |
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| 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. |

| Learning Activities<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours<br><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Practice-based Learning | 300 |
| Tutorial / Synchronous Support Activity | 20 |
| Independent Study | 80 |

| | |
|---|---|
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 400 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Required Resources:<br><br>Module resources on UWS Virtual Learning Environment (Aula)<br><br><br>Please ensure the list is kept short and current.  Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.<br><br>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** |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>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** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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

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| **Divisional Programme Board** | Computing |
| **Overall Assessment Results** | ☐ Pass / Fail ☒ Graded |
| **Module Eligible for Compensation** | ☐ Yes ☒ No<br><br>**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** | ☐ Yes ☐ No |
| **Changes / Version Number** | 1.12 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| There is one category of assessment for this module which consists of a presentation (20%), an individual reflective journal (30%) and a final project (50%).<br><br>The student will negotiate and agree learning objectives with their workplace mentor and academic tutor.<br><br>The student will produce a portfolio of evidence for the agreed objectives.<br><br>The student will produce a reflective journal which evaluates their employability development and performance throughout the work experience as part of their Personal Development Plan (PDP).<br><br>The student will share their personal practice with others via a presentation. The presentation can be different formats to suit the target audience e.g. presentation, demonstration, or poster format. The target audience can be UWS staff or peers within the University or the Company.<br><br>The reflective report should include discussion of such as (i) the relation between prior learning within the student's chosen programme of study and how this relates to the actual work undertaken on placement; (ii) the application of the student's work within a user, consultant and client tripartite relationship; (iii) the relationship between the work done and any professional body codes of conduct pertaining to their field of study; (iv) a forward proposed reflexive analyses of how the placement has affected the student's views of his/her own skills and how they might be further developed; (v) if provided, an independent report from the client which, although not itself assessed, should be analysed and commented upon by the student in the light of the project.<br><br>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** |
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(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 |
|---|---|---|---|---|---|---|---|
| Portfolio of practical work/WBL Performance Assessment/Presentation | ☒ | ☒ | ☒ | ☐ | ☐ | 100 | 1 |

**Component 2**

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
|  | ☐ | ☐ | ☐ | ☐ | ☐ |  |  |

**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 Update & EDI Update | 17/01/2025 | A Adamson |
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