

## University of the West of Scotland

## Module Descriptor

Session: 2024-25

<b>Title of Module: WBL 4 – Industrial Project (20 point)</b>			
<b>Code: WRKB10002</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Tom Caira		
<b>Summary of Module</b>			
<p>This module is designed to provide 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.</p> <p>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.</p> <p>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.</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"> <li>• Critical Thinker</li> <li>• Analytical</li> <li>• Inquiring</li> <li>• Ethically-minded</li> <li>• Emotionally Intelligent</li> <li>• Culturally Aware</li> <li>• Research-minded</li> <li>• Collaborative</li> <li>• Socially Responsible</li> </ul>			

**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 150 hours of work-based learning in addition to the assessment requirements of the module.

This module can be completed over one or two trimesters.

**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"/>
<b>See Guidance Note for details.</b>					

**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:
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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:

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.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level <b>10</b></p> <p>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.</p> <p>Demonstrate a critical understanding of the principal theories, concepts and terminology pertaining to the area of work-based learning.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>10</b></p> <p>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.</p>

	<p>Execute a defined project of research, development or investigation and identify and achieve relevant outputs and outcomes.</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>Practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.</p>	
Generic Cognitive skills	<p>SCQF Level <b>10</b></p> <p>Critically identify, define, conceptualise and analyse complex professional problems and issues.</p> <p>Offer professional insights, interpretations and solutions to problems and issues.</p> <p>Make judgements where data/information is limited or comes from a range of sources.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>10</b></p> <p>Present or convey, formally and informally, information about specialised topics to informed audiences.</p> <p>Communicate with peers, senior colleagues and specialists on a professional level.</p> <p>Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>10</b></p> <p>Exercise autonomy and initiative in professional activities.</p> <p>Work with others to bring about change, development and/or new thinking.</p> <p>Practise in ways that show awareness of own and others' roles and responsibilities.</p> <p>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.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	

<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>
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\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p>A tripartite agreement will be produced and approved by all parties prior to the start of the module. This will be approved by the Module Co-ordinator and retained centrally.</p> <p>The majority of the student's learning experience will take place in or liaising with a work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their involvement with the work environment and will liaise with the academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student and workplace mentor will meet individually with the academic tutor at least once per trimester to discuss progress and resolve any work-based 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>Where required, students will receive preparatory information and instruction relating to personal and professional development planning, the workplace environment and the selected work-based learning project.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Practice Based Learning	150
Tutorial/Synchronous Support Activity	10
Independent Study	40
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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)

<b>Divisional Programme Board</b>	Computing
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Business & Applied Computing
<b>Moderator</b>	James Riordan
<b>External Examiner</b>	T Gaber
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.10

**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.](#)

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%).

The student will negotiate and agree learning objectives with their workplace mentor and academic tutor.

The student will produce a portfolio of evidence for the agreed objectives.

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).

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.

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.

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.

(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)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of practical work	✓	✓	✓			50	0
WBL Performance Assessment	✓	✓	✓			30	0
Presentation	✓		✓			20	1
<b>Combined Total for All Components</b>						<b>100%</b>	<b>1 hours</b>