

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Title of Module: Work Based Learning

Code: COMP11125	SCQF Level: 11 (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:	Graeme A McRobbie		

Summary of Module

This module is designed to provide eligible students* with an opportunity to gain experience of undertaking project work at a strategic level within or for an organisation. **The project must be selected and arranged by, and agreed with, the client, university and student and supported by a tripartite agreement prior to enrolling on this module.** 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
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- 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 152 hours of work-based learning in addition to the assessment requirements of the module.
 - *Eligible students would normally be working in an Information Technology setting prior to the commencement of the module.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	✓
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓				✓		

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>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.</p> <p>L2. Execute a defined project of research, development or investigation and achieve agreed outputs and outcomes.</p> <p>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.</p>

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 Level 11.</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>

	Demonstrate a critical understanding of the principal theories, concepts and terminology pertaining to the area of work-based learning.
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</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 11.</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 11.</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 11.</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>

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.

Learning and Teaching
A tripartite agreement must 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.

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.

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	12
Work Based Learning/Placement	152
Independent Study	36
	200 Hours Total

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

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

Becker, F., Boost Your Employability, Sage Publications, 1st edition, 2020 *

Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 4th edition, 2021 *

Trought, F., Brilliant Employability Skills, Pearson Business, 2nd edition, 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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	
Assessment Results (Pass/Fail)	No
Subject Panel	Business and Applied Computing
Moderator	tbc
External Examiner	tbc
Accreditation Details	pending
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

There will be 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	50	0
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	30	0
Presentation	✓	✓	✓	20	1
Combined Total For All Components				100%	1 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)