Module Descriptor

Title	Professional Project		
Session	2025/26	**Status**	Published
Code	PMPP11004	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Cross-School**		
Module Co-ordinator	R Flynn		

Summary of Module

This masters-level module offers you the opportunity to undertake a significant project situated within, or connected to, your professional context. The project enables you to engage with an aspect of your professional practice that you wish to address, change, innovate or study. Through this work, you will apply critical insight to challenges in your field and use sophisticated analysis and evaluation skills to demonstrate your ability to influence and contribute as a professional expert.

The module assessment involves a two-part summative submission: an ePortfolio and presentation. The ePortfolio will include a written component and supporting materials, demonstrating your ability to critically synthesise background research and literature, provide a rationale for your chosen inquiry method and present a critical commentary on your findings, recommendations and evidence of impact. You will have flexibility to embed a range of media and document types within your ePortfolio to document and narrate your research dialogue. This will also support your fifteen-minute oral presentation, where you will present your project findings to a chosen audience, using slides or other technology where appropriate.

Across the ePortfolio and presentation, you will demonstrate your ability to understand wider trends and dynamics in your professional field, synthesise and adapt knowledge, generate critical insights for practice, communicate the process and outcomes of your project with impact and show reflexivity within the ethical context of your work. As the culmination of your learning journey, the project enables you to articulate the qualities, expertise and signature practice that define you as a professional.

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)	

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	Demonstrate critical and integrated knowledge and understanding of wider trends and dynamics in your professional field.
L2	Demonstrate specialist expertise when responding to a challenge in your professional field.
L3	Synthesise and adapt knowledge to generate critical insights for practice in your professional field.
L4	Meaningfully narrate the process and outcomes of your professional project to maximise its impact with relevant audiences.
L5	Demonstrate reflexivity in the ethical context of your practice (this may include considerations of compassion, equity, justice, and respect).

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)	**SCQF 11** Demonstrate critical and integrated knowledge and understanding of wider trends and dynamics in your professional field. Demonstrate critical insight into ethical perspectives on practice. Demonstrate critical understanding of relevant and advanced research methods and methodologies.

[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

Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrate specialist expertise in your professional context. Apply relevant and specialist research projectmethodologies.
Generic Cognitive skills	**SCQF 11** Synthesise and adapt knowledge. Generate critical insights for practice.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate sophisticated appreciation of audience and purpose. Narrate project outcomes meaningfully.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate reflexivity on the ethical context of your practice. Demonstrate professional acumen in planning and executing a complex intervention in your practice area.

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

Learning and Teaching

The module's primary learning and teaching approach utilises a supervision relationship, with complimentary support activities delivered in a mixture of synchronous and asynchronous ways. Learners will work independently with support from afore mentioned resources and with an identified supervisor. You will be required to read widely on your chosen topic as well as on chosen research methodology, design, and process. You may also be involved in practice-based approaches to research and engage with applied contexts.

Learners will benefit from the structure of your module ePortfolio, which will contain suggested templates, approaches, and guidance that you can adapt to your own context. A range of academic resources will also be made available on-line via the VLE (Aula). The effort devoted to reflection, reading and research activity is recognised as significant and is reflected in the independent study hours.

You will be required to engage with tutorials and other support activities and resources throughout. In both synchronous and asynchronous formats, you will have access to presentations, readings, audio and video recordings and discussion forums.

Learners are also offered optional synchronous online sessions in the form of peer workshops throughout their studies.

A Personal Development Plan will be agreed by all learners when they commence the module, and allow for clarity on expectations and nature of learning and teaching activities involved to successfully complete 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)
Tutorial / Synchronous Support Activity	25
Asynchronous Class Activity	15
Personal Development Plan	20
Independent Study	540
n/a	
n/a	
TOTAL	600

Indicative Resources

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

Craswell, G. and Poore, M. (2011). Writing For Academic Success. London: SAGE.

Furseth, I. and E. L. Everret. (2013) Doing Your Masters Dissertation. London: SAGE.

Denscombe, M. (2010) Ground rules for social research: guidelines for good practice. 2nd ed. Maidenhead: McGraw-Hill. Denscombe, M. (2012). Research Proposals: A Practical Guide. Berkshire: Open University Press [available online]

Leedy, P.D. and Ormrod, J.E. (2015) Practical Research: Planning and Design (11th ed). Harlow: Pearson.

Potter, S. (2006) Doing postgraduate research. 2nd edn. London: SAGE.

(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:

satisfactory engagement with active learning hours, assessment, and the supervision process.

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.

The Directorate of Learning and Teaching Enhancement is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area, including the UWS Equality, Diversity and Human Rights Code and the Equality Act 2010. The programme engages deeply with issues of equality,

diversity and inclusivity across its curriculum, and provides myriad opportunities for learners to reflect on and enact equalities practices as part of their learning. The programme is globally informed, and sensitively enables students to draw intellectual connections and contrasts across cultural boundaries. The programme encourages applications from the widest possible range of social backgrounds and takes seriously the responsibility to proactively make the learning experience accessible to all. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content.

(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	**Cross-School**
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	Cross School Board
Moderator	S Hughes
External Examiner	F Lawrence
Accreditation Details	N/A
Module Appears in CPD catalogue	**Yes ☒ No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio (including written component with an indicative word count between 9,000 and 13,500 words subject to discussion with the learner's designated supervisor (75%)
Assessment 2
Presentation (15-minute presentation) (25%)
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**
Portfolio	☒	☒	☒	☐	☒	75	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☐	☒	☐	25	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who