WM9QS-60 Industry Collaboration Project

25/26

Department
WMG
Level
Taught Postgraduate Level
Module leader
Ali Ahmad
Credit value
60
Module duration
26 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

Overview:

This project's basis lies in work-based learning (WBL) pedagogy, where academic learning is integrated and assimilated through practical experience in a professional setting. It acts as a bridge between theoretical knowledge and real-world application, allowing students to gain competencies and insights that are directly relevant to their future careers. It is designed to facilitate students' transition from in-class learning underpinned by prevalent theory and supporting empirical evidence in the literature to practical application within a business and industrial context. The ambition is to equip students with a systematic understanding of how conceptual knowledge, emerging insights in their academic discipline and an awareness of market or industrial problems could be brought to bear on a particular business problem. Hence, students will engage in a process to critically evaluate, interpret and contextualize academic knowledge to develop working models, prototypes or other representations of 'solutions' that have the potential to solve an extant work-based problem.

In undertaking this project, students working with their supervisors, will be required to develop solutions to a real-world industry problem set for them in consultation with a partner organization. They will gain a comprehensive overall experience in the research and analysis techniques

relevant to their own discipline. Their work will rely on originality in the application of knowledge, emphasizing a practical understanding of how established research and enquiry techniques are employed to generate and interpret knowledge within the discipline.

Process, Structure and Learning Approach:

The programme team will source suitably scoped projects from their external industrial contacts. These projects will represent business or technical 'problems' with good alignment with programme aims and learning outcomes, linked to a partner organization that has a manifest interest in working with and upskilling post graduate students. For example, on the MSc Innovation & Entrepreneurship (IAE), the programme team who have access to technology entrepreneurs and hi-tech new startups, will design work-based 'problems' with their startup contacts on topics taught on the IAE course such as new product development, corporate innovation, market research and business modelling. These 'problems' will represent the extant issues or challenges faced by new startups; and their solutions, if designed well, could have a meaningful impact on such startups' ability to scale or raise investment.

Especially selected project supervisors will be paired with these designed 'problems', which will be advertised to the entire programme cohort at the beginning of the projects selection cycle in the academic year. Students will able to review information on the set problem and the profile of the linked supervisor and then 'apply' with a covering note and resume. A shortlisting process will then proceed; those students who are shortlisted will be invited to an interview with the linked-supervisor who will make the final decision on which student the project and position will be offered to.

Once onboarded, the student will immediately commence work on their project by setting up a timeline to completion with their project supervisor. This timeline will laydown the specific chapter-by-chapter completion plan of their project report, including meetings with company representatives, research methodology with primary and secondary data collection requirements, ethics approval process, solution design and validation, a presentation of draft results and solution plan to the industry partner and then a final submission based on received feedback.

In this manner, students will have exposure to an environment where they can develop a practical understanding of applying critical thinking skills, market-based data collection, and primary research methodology and analysis techniques. Project supervisors will mentor and coach students along in the process and help them to correctly interpret the =feedback received from company representatives. This will enable students to critically reflect on their solution design work and further develop their programme-linked competencies.

As part of the project, students will be are expected to negotiate the specific activities and tasks that align with their overall educational ambitions, as their WMG supervisor may not have complete knowledge of their individual learning goals or skill sets. This requires students to take an active role and ownership in shaping their learning journey.

Student Responsibilities:

Although supported by a WMG supervisor, students will be expected to independently adhere to the set problem brief and their completion timeline to ensure the learning experience is meaningful and aligned with their programme's learning outcomes. Students must take ownership of their learning, demonstrating a proactive attitude and strong work ethic, as the quality of their

experience will depend largely on their personal initiative and effort. In their professional interactions with company representatives, students will be expected to showcase qualities valued by organizations such as enthusiasm, adaptability, reliability, and the ability to work autonomously.

Module aims

Integration of Theory and Practice:

To enable students to bridge the gap between academic knowledge and its real-world application by applying theoretical frameworks, research, and emerging insights to solve contemporary business or technical problems.

Development of Professional Competence:

To equip students with the competencies, skills, and insights directly relevant to their future careers, including critical thinking, problem-solving, innovation, and entrepreneurial mindset, through hands-on engagement with a partner organization.

Originality in Knowledge Application:

To foster originality in the application of academic knowledge, encouraging students to develop innovative solutions, working models, or prototypes that address real-world industry problems in a meaningful and impactful way.

Critical Reflection and Research Mastery:

To cultivate students' ability to critically evaluate, interpret, and contextualize academic knowledge within a professional context while enhancing their proficiency in research methodologies, primary data collection, and analysis techniques.

Self-Directed Learning and Professional Growth:

To promote student autonomy and ownership of the learning process, encouraging students to actively shape their learning journey by negotiating project activities that align with their educational goals and professional aspirations.

Collaborative Problem Solving with Industry:

To provide students with practical experience in collaborating with industry professionals and stakeholders, enabling them to gain constructive feedback and refine their solutions based on real-world market or organizational needs.

Professional Readiness and Employability:

To prepare students for the workforce by cultivating essential professional qualities such as adaptability, reliability, enthusiasm, and independent work ethic, ensuring they are well-positioned for future roles within their chosen fields.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

In this project, students will be supported by a dedicated supervisor and will receive instruction on how to complete an industry facing project. This project represents 60 CATS worth of student effort. Learning Resources (available on this project-type's Moodle page):

1. Relevant texts on work-based learning, industry problem-solving, and research methodology.
2. Case Studies: Examples of successful industry projects and their impact on partner organizations.
3. Links to Online Databases: Access to industry reports, academic journals, and market analysis tools.

Learning outcomes

By the end of the module, students should be able to:

- Formulate practical objectives derived from the industry problem, ensuring alignment with the project scope, available time, and resources for effective execution within the professional setting
- Select and justify research and analytical methods tailored to solving specific work-based challenges, ensuring they meet real-world organizational needs
- Critically evaluate academic literature and empirical evidence, synthesizing insights to inform the development of practical solutions and produce a contextual review relevant to the industry problem
- Design and execute an investigation that adheres to ethical and professional standards, utilizing theoretical frameworks and industry feedback to effectively address the identified problem
- Present findings with clarity, critically assessing the impact and validity of the solution, while reflecting on its potential benefit to the partner organization and its contribution to personal professional and academic growth
- Demonstrate a well developed ability to critically reflect on the development of programme-linked competencies as project is completed and presented to company partner

Indicative reading list

Specific reading list for the module

Research element

The Industry Collaboration Project is an opportunity for students to conduct highly specific research to guide solution design for a company partner based in a programme-linked and defined business problem.

Interdisciplinary

Student projects such as this Industry Collaboration Project inherently offer a multi-disciplinary learning experience for students by providing exposure to real-world scenarios. In professional settings, work-based projects often require a blend of skills and knowledge from different disciplines. For instance, data analysis might intersect with marketing, project management may

involve elements of economics, and technology solutions often incorporate principles from engineering and innovation. As students engage with company professionals on developing specific solutions to set business problems, they may be a strong need to integrate perspectives from other disciplines such as social sciences, law, or the health sciences. Such a multi-disciplinary approach would enable students to develop a holistic skill set, honing not only their specialised knowledge but also their ability to navigate complex, interdisciplinary challenges, reflecting the interconnected nature of the modern workplace.

International

This project offers students a chance to engage with diverse business practices within an international context. It will require them to navigate different industrial, market and regulatory contexts when developing solutions that are innovative, contextualized and sustainable on an international scale. Students will also develop industry contacts, some of which might be global.

Subject specific skills

This project aims to build Warwick's 12 Core Skills as students undertake an investigation based in and drawing from their academic discipline, with its relevance and usefulness geared towards a particular company partner in the form of a practical solution to a defined problem. Considering the project's structure, learning outcomes, and assessment products, students will develop the following subject-specific skills:

The need for industry-specific problem solving will develop 'Problem Solving', 'Critical Thinking', and 'Organisational Awareness' to address and resolve real-world industry challenges effectively.

The industry and market research requirement will develop 'Information Literacy' for gathering data, 'Critical Thinking' for analysis, and 'Digital Literacy' for employing research tools.

The requirement to apply theoretical knowledge to real-world business problems necessitates 'Critical Thinking' to adapt theories, 'Problem Solving' to implement solutions, and 'Organisational Awareness' to ensure relevance.

When students engage in solution design and prototyping, this will employ 'Problem Solving' for developing solutions, 'Digital Literacy' for creating prototypes, and 'Professionalism' for maintaining high standards.

Ethical and professional decision-making, an essential learning element, will develop 'Ethical Values', 'Professionalism', and 'Organisational Awareness' to ensure ethical and professional standards are upheld.

The need for reflection will develop 'Self Awareness' to assess personal development, 'Critical Thinking' to evaluate experiences, and 'Professionalism' to ensure constructive reflection.

Finally, as students engage with company partners and work with their supervisors, they will develop 'Information Literacy' for trend analysis, 'Critical Thinking' to assess impact, and 'Intercultural Awareness' to understand wider implications.

Transferable skills

The project is an opportunity for students to develop and practice the Warwick Core Skills. These transferable skills include communication, ethical values, digital literacy, information literacy, problem solving, professionalism, and self-awareness. In addition, owing to the hands-on nature of this work-based learning experience, students are expected to develop the following additional transferable skills:

1. Initiative and creativity
2. Insight into the functioning of another organisation
3. Adaptation
4. Commitment and perseverance
5. Independence
6. Handling supervisors' comments and development skills
7. Time management

Study

Study time

Type	Required
Project supervision	30 sessions of 1 hour (5%)
Private study	370 hours (62%)
Assessment	200 hours (33%)
Total	600 hours

Private study description

Students will manage with independent learning by keeping themselves updated on their role requirement, engaging with the work assigned to a very high standard, working with their WMG supervisor on any challenges faced and preparing for their assessments.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
Background Research, Context Setting & Problem Definition	30%	60 hours	No

Conduct a critical analysis of the problem set by the company by reviewing relevant literature, industry reports, and market data. Understand the company's environment, including its market position and challenges, and define the specific problem the project will address. For further detail, consult this Project's Moodle page and seek guidance from your supervisor.

Reassessment component is the same

Assessment component			
Critical Reflection on the Development of Programme-Linked Competencies	20%	40 hours	No

Develop a clear understanding the complete range of the enrolled MSc programme's linked technical / professional / managerial competencies. Students will critically discuss and reflect on how their learning experience helped in the development of their competencies with clear examples. For further detail, consult this Project's Moodle page and seek guidance from your supervisor.

Reassessment component is the same

Assessment component			
Solution Design, Validation & Implementation	40%	80 hours	No

Develop and validate a practical solution to the company’s problem, ensuring it’s effective and feasible. Create a plan for implementation, including testing, feedback, and strategies for integration within the company. For further detail, consult this Project's Moodle page and seek guidance from your supervisor.

Reassessment component is the same

	Weighting	Study time	Eligible for self-certification
Assessment component			
Present Outcomes of Your Project Report	10%	20 hours	No

Prepare and present the outcomes of your main project report's findings to the company partner and WMG supervisor. Only your WMG supervisor will be involved in formal assessment. For further detail, consult this Project's Moodle page and seek guidance from your supervisor.

Reassessment component			
Present Outcomes of Your Project Report			No

A 5-minute edited video of you presenting the outcomes from your company project. Consider your audience, ensure that you speak clearly, cite all your sources and adopt an easy-to-follow structure. For further detail, consult this Project's Moodle page and seek guidance from your supervisor.

Feedback on assessment

Students will receive written feedback and feed-forward on their submissions.

Availability

Anti-requisite modules

If you take this module, you cannot also take:

- WM9J7-60 MSc Project for Innovation and Entrepreneurship

There is currently no information about the courses for which this module is core or optional.