



Module Descriptor

Title	ASPIRE 2		
Session	2024/25	Status	Published
Code	APPD08001	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Cross-School		
Module Co-ordinator	V Boyd		
Summary of Module			
ASPIRE 2 focuses on you and your Academic, Professional and Personal Development (APPD). You will be supported to explore and evaluate you values, motivations, actions and goals through reflective thinking.			
Your learning will be contextualised by you and your ASPIRE Adviser in relation to your degree programme, your goals and motivations.			
You will have supported reflection taught sessions with your ASPIRE Adviser throughout the module. Group sessions with an ASPIRE Adviser will guide your engagement with a range of learning activities aimed to support you in making the most of your learning experience and in building a network to help you progress and succeed.			
By the end of this module, you will have produced a portfolio, which you will use to record and document your engagement with the module and your reflective journey, demonstrating your development.			
The module will:			
• Create space for you to explore and understand your professional self, your potential career opportunities and your related skills, knowledge and experience. • Give you opportunities to further understand and develop yourself and build on your existing academic, personal and professional knowledge and skills • Require and support you to develop your abilities to reflect and think critically.			

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☐	Online³ ☐	Work -Based Learning⁴ ☐
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	Work independently and effectively on activities contextualised by your learning, degree programme and ambitions for the future.
L2	Work collaboratively and supportively with peers to achieve your individual and collective goals.
L3	Select and synthesise appropriate evidence to explain and critically evaluate your development.
L4	Critically review and reflect on your engagement with the module and a range of learning experiences
L5	N/A

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 8 Develop a solid knowledge of UWS processes and services Develop a discerning understanding of UWS expectations around appropriate conduct and working with others
Practice: Applied Knowledge and Understanding	SCQF 8 Apply skills of reflection effectively to your UWS experience Take part actively in coaching and group mentoring activities Work constructively with academic feedback

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

	Apply effective goal-setting strategies
Generic Cognitive skills	SCQF 8 Reflect effectively on own ambitions and experiences Critically review own progress at UWS Critically evaluate feedback and set own goals around future practice
Communication, ICT and Numeracy Skills	SCQF 8 Explain own ambitions and targets clearly Explain the outcomes of reflection in a range of appropriate formats and outputs Communicate clearly and constructively with peers and tutors
Autonomy, Accountability and Working with Others	SCQF 8 Work respectfully with others, including student peers, UWS professionals, academic staff, and coaches/ mentors Demonstrate an effective reflexive approach to own goals and progress Apply effective goal-setting strategies and reflect critically on progress

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

Learning and Teaching	
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. ASPIRE 2 is a face-to-face module which means you will mainly engage with synchronous (live) classes, although there are some parts of this module where you will engage with asynchronous (at a time that suits you) activities. Throughout the module, you will be encouraged to work collaboratively and respectfully with a range of peers, including other students on your programme and a range of UWS staff teaching on the module. It is important all students engage fully with both the live and online learning - some of which will be led by staff while others will be led by you and your peers. In addition, you will agree with your ASPIRE Adviser a selection of development experiences linked to and informed by your own aspirations.	
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)
Lecture / Core Content Delivery	36
Independent Study	164
n/a	
n/a	

n/a	
n/a	
TOTAL	200

Indicative Resources

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

Brick, J., Wilson, N., Wong, D. and Herke, M. (2018) Academic Success: a student's guide to studying at university. Macmillan Study Skills. London: Red Globe Press.

Cottrell, S. (2017) Critical Thinking Skills: Effective Analysis, Argument and Reflection. MacMillan Study Skills. 3rd edn. London: Red Globe Press.

Hughes, G. (2020) Be Well, Learn Well: improve your wellbeing and academic performance. Macmillan Study Skills. London: Red Globe Press

Details of further resources, including online resources, will be identified in the module handbook and signposted throughout the module activities and learning events.

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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](#).

(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	APPD Team
External Examiner	J Lean
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

ePortfolio

The assessment comprises of a portfolio record of academic, professional and personal development and engagement.

Assessment 2

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 of work	☒	☒	☒	☒	☐	100	0

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%	hours

Change Control

What	When	Who