Module Descriptor

Title	Aspire: Foundations For Success		
Session	2026/27	**Status**	
Code	APPD07001	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Cross-School**		
Module Co-ordinator	School Module Coordinator		

Summary of Module

"Aspire: Foundations for Success" helps you get the most from your university experience by building the academic, personal, and professional skills you need to succeed—at UWS and beyond.

Through interactive workshops, group projects, and guided self-reflection, you will explore your strengths, values, and aspirations. The module supports your transition into university life and helps you connect your studies with your goals for the future.

This module is part of the wider Aspire framework at UWS—a structured approach to Academic, Personal and Professional Development (APPD) that supports you at every stage of your undergraduate journey.

You will work closely with your lecturer and fellow students to develop confidence, communication, and teamwork skills, while also engaging with important themes such as digital skills, sustainability, Equality, Diversity, and Inclusion (EDI), and navigating technological and social change.

Throughout the module, you will:

- Reflect on your values, strengths, and areas for growth.
- Build your confidence in academic, personal, and professional settings.
- Collaborate with others and develop essential graduate attributes.
- Explore real-world issues shaping your future.
- Create an action plan and a reflective portfolio to track your development.

Foundations for Success is a pass/fail module, assessed through your action plan and reflective portfolio. You will reflect on your progress, develop a personal development plan, and document your learning journey.

By the end of the module, you will be equipped with the tools, confidence, and support network to make the most of your time at UWS—and prepare for future success.

The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught. You will study Foundations for Success in the same way you study other modules on your programme.

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	Identify and describe personal values, strengths, and areas for development, recognising how these shape your academic, personal, and professional growth.
L2	Engage in group work and reflect on personal contributions, recognising the role of diverse perspectives and interpersonal skills in collaboration.
L3	Recognise and reflect on learning experiences, drawing connections between academic, personal, and professional development.
L4	Recognise and explore how technological and societal changes shape academic and professional environments, developing strategies to navigate and respond to change.
L5	Apply Aspire learning to disciplinary studies, engaging with themes and approaches relevant to your subject area.

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 7** Acquire knowledge of UWS processes and services Develop understanding of UWS expectations around appropriate conduct and working with others
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply skills of reflection to your UWS experience Participate in coaching and group mentoring activities

[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

	Work constructively with feedback Apply goal-setting strategies
Generic Cognitive skills	**SCQF 7** Reflect on your ambitions and experiences Review and reflect upon your progress at UWS Evaluate feedback and set goals around future practice
Communication, ICT and Numeracy Skills	**SCQF 7** Describe your ambitions and targets clearly Articulate the outcomes of reflection in a range of appropriate formats and outputs Communicate constructively with peers and tutors
Autonomy, Accountability and Working with Others	**SCQF 7** Work respectfully with others, including student peers, UWS professional and academic staff, and external stakeholders Reflect on your goals and progress, showing awareness of how your experiences and actions influence your development Apply goal-setting strategies and reflect 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. Foundations for Success is designed to support your transition into university and help you develop key academic, personal, and professional skills. You will engage in synchronous (live) classes, with some asynchronous (online, self-paced) activities to complete in your own time. Learning is interactive, reflective, and collaborative. You will take part in workshops, group activities, and guided self-reflection, working alongside other students on your programme and engaging with staff from across the university. Throughout the module you will: • attend regular timetabled sessions, supporting your development and helping you make the most of UWS support and resources. • complete online activities to extend your learning and support your reflections. • be encouraged to work respectfully with others, contribute actively, and learn from the diverse experiences of your peers. • identify a tailored set of development activities aligned with your goals and aspirations, helping you personalise your learning experience. Active participation is essential for success in this 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)
Lecture / Core Content Delivery	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
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.

Cottrell, S. (2021) Skills for Success: personal development and employability. Bloomsbury Study Skills. 4th 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

Rook, S (2025) The Graduate Career Guidebook: how to work out what you want to do – and achieve your goals. Bloomsbury Study Skills.3rd edn. 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.

The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught. You will study Foundations for Success in the same way you are used to studying your other modules.

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	School-based Module Coordinator
External Examiner	John Lean
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflective Portfolio (100%) – Pass/Fail The assessment for this module is a digital portfolio (e-portfolio) that captures your learning, development, and engagement throughout your experience. You will complete three key activities, each designed to help you reflect on your growth and plan for your future: • Action Plan (1000 words) A structured reflection on your personal values, strengths, and development needs. You will identify academic and career goals and outline key skills you want to develop, helping you plan for success at UWS and beyond.

• Group Project Reflection (750 words) An individual reflection on your experience of working in a group. You will evaluate your contributions, collaboration, and communication skills, and reflect on how working with others has supported your development. • Personal and Professional Reflection (1250 words) A final reflective piece where you revisit your action plan, explore what you have learned throughout the module, and consider how Foundations for Success has helped shape your personal and professional journey. Your portfolio will act as a personal record of development, demonstrating your progress in core academic, personal, and professional areas. You must submit all three activities to pass the module.
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	☒	☒	☒	☒	☒	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**
Updated Module Title, Summary of Module, Learning Outcomes, Assessment	March 2025	Dr Katy Savage, Head of Learning Transformation
