University of the West of Scotland

Module Descriptor

Session: 2023-24

Title of Module: Personal Development Practice								
Code: LNDN06006			SCQF Leve (Scottish (and Qualificati Frameworl	Credit ons	Credit Points: 20		(Euro	pean Transfer
School:		;	School of E	Busine	ss & Cr	eative In	dustries	
Module C	o-ordinato	r:	Peter McG	uire				
Summary	of Module	•						
and under	ile will deve graduate le le will deve	vel.					t is like to st	udy at pre
Module D	elivery Me	thod						
Face-To Face	- Bler	nded	Fully Online	Hyb	oridC	Hybrid 0	id Work-Based Learning	
\boxtimes				[]
See Guida	ance Note	for detai	ls.					
Campus(e	es) for Mod	lule Deli	very					
							s / or by ermit) (tick a	s
Paisley:	Ayr:	Dumfrie	es: Lanarkshire: L		Londor).	ance/Online ning:	Other:
					\boxtimes	□ Add na		Add name
Term(s) fo	or Module	Delivery						
(Provided viable student numbers permit).								

Term 1 ⊠	Term 2	\boxtimes	Term 3	\boxtimes
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l l							
These should ta appropriate leve	mes: (maximum of 5 statements) ke cognisance of the SCQF level descriptors and be at the lift for the module. module the student will be able to:						
L1 Develop th	he skills required to prepare for future careers						
L2 Review know	owledge of self, own practical abilities and task management skills						
L3 Analyse pe	ersonal strengths and identify areas for development						
L4 Click or tap	o here to enter text.						
L5 Click or tap	o here to enter text.						
Employability SI	kills 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 Level 6 SCQF Level 6. Understanding the basic skills required to develop personally and for future careers.						
Practice: Applied Knowledge and Understanding	SCQF Level 6 SCQF Level 6. Applying learning in a range of coursework assessments, and demonstrate understanding through process of interaction in classroom-based tutorials.						
Generic Cognitive skills	SCQF Level 6 SCQF Level 6. Presenting and self-reflection						
Communication, ICT and Numeracy Skills	SCQF Level 6 SCQF Level 6. Using a range of communication methods and information technology						
Autonomy, Accountability and Working with others	SCQF Level 6 SCQF Level 6. Independent study; carrying out basic independent research and information gathering						
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

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.

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	40		
Asynchronous Class Activity	20		
Independent Study	140		
Choose an item.			
	Hours Total 200		

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

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

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

Cottrell, Stella (2003) The Study Skills Handbook, Basingstoke: Palgrave MacMillan

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via VLE Platform

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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 <u>Student Attendance and Engagement Procedure</u>: 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:

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS regulations.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <u>UWS Equality</u>, <u>Diversity and Human Rights Code</u>.

Please ensure any specific requirements are detailed in this section. Module Coordinators should consider the accessibility of their module for groups with protected characteristics.

(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	Management Organisations & People
Assessment Results (Pass/Fail)	Yes □No ⊠
School Assessment Board	Management Organisations & People
Moderator	TEG RTUs
External Examiner	K Strong
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc.) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 – PDP Portfolio 40%

Assessment 2 - SWOT Analysis 30%

Assessment 3 – Case Study 30%

- (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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)		Learning Outcome (3)	Outcome	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
PDP Portfolio		х				40	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Outcome	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Swot Analysis			Х			30	

Component 3	Component 3							
Assessment Type (Footnote B.)	Learning Outcom e (1)	•	Learning Outcome (3)	Outcome	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Case Study	х					30		
	Combined Total for All Components						0 hours	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)