

## University of the West of Scotland

## Module Descriptor

Session: 2024/2025

<b>Title of Module: Professional and Academic Development 1</b>			
<b>Code: BUSN07052</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Alice Nguyen		
<b>Summary of Module</b>			
<p>The aim of this module is to enable students to explore their academic and professional practice within the context of their programme of study.</p> <p>The module gives students the opportunity to undertake Personal Development Planning.</p> <p>Students will follow a syllabus of activities that help them identify their skills and abilities, and consider how these fit with the requirements of their programme of study and future career path.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

<p><b>Learning Outcomes: (maximum of 5 statements)</b>  <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b>          At the end of this module the student will be able to:</p>					
L1	Understand the importance of academic skills and integrity within your programme of study.				
L2	Explain the role of professional practice within industries linked to your programme of study.				
L3	Demonstrate the skills required for Personal Development Planning.				
L4	Click or tap here to enter text.				
L5	Click or tap here to enter text.				
<p><b>Employability Skills and Personal Development Planning (PDP) Skills</b></p>					
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:				
Knowledge and Understanding (K and U)	<p><b>SCQF Level 7</b></p> <p>Developing awareness and understanding of personal development planning.</p>				
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 7</b></p> <p>Explaining and demonstrating professional practice in your field.</p>				
Generic Cognitive skills	<p><b>SCQF Level 7</b></p> <p>Presenting justification and evidence for decisions.</p>				
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 7</b></p> <p>Providing information to different audiences in a range of formats.</p>				
Autonomy, Accountability and Working with others	<p><b>SCQF Level 7</b></p> <p>Working individually and collaboratively as appropriate.</p>				
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
	<b>Module Code:</b>	<b>Module Title:</b>			
<b>Other:</b>					

<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>
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\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Personal Development Plan	12
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Cottrell, S. (2019) *The Study Skills Handbook*. 5th ed. London: Red Globe Press

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the Module Handbook and on the VLE.

Click or tap here to enter text.

(\*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 Learning and Teaching section outlines the total hours required for learning activities. As per the guidelines regarding the Lecture/Core content delivery, students are required to attend and actively participate in 1.5 hours of online lectures each week for ten weeks. They also need to attend 2 hours of on-campus tutorials each week for ten weeks. Additionally, students are expected to attend a 1-hour online support session.

### **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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators 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**

<b>Divisional Programme Board</b>	<b>MOP</b>
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	London School Assessment Boards
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	NA
<b>Changes/Version Number</b>	1.01 Updated names: module moderator, external examiner.

**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 Academic integrity output

Assessment 2 Personal Development Plan

(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 (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓					20	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work			✓	✓		80	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**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)

