

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Aspiring Futures</b>			
<b>Code: LNDN10010</b>	<b>SCQF Level: 10 (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>	Giuseppe Scotto		
<b>Summary of Module</b>			
<p>The aim of this module is to enable students to explore their employability as they start to plan for their next steps after completion of their degree programme.</p> <p>The module allows students to evaluate their skills and critically review them against the labour market context that is relevant to their field of study/future career aspirations.</p> <p>Students will undertake core topics including: Career Planning, Personal Branding, and Employability. Online materials will be provided to help students prepare for workshops.</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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

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

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Critically review and manage their interpersonal skill set within their area of study/future career aspirations.
L2	Demonstrate detailed knowledge of skills, attributes and attitudes required in a changing work environment.
L3	Demonstrate a critical understanding of an essential graduate skills set
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
<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>SCQF Level <b>10</b></p> <p>Demonstrate a critical understanding of the skills required to lead and influence effectively at work.</p> <p>Demonstrate a critical understanding of what constitutes an essential graduate skill set.</p> <p>Demonstrate how individual interpersonal skill sets can be managed</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>10</b></p> <p>Utilise a range of the skills and practices associated with managing interpersonal skills.</p> <p>Execute a project on the graduate of the 21st Century skill set.</p>
Generic Cognitive skills	<p>SCQF Level <b>10</b></p> <p>Critically identify, define and conceptualise and analyse complex problems and issues across the areas of interpersonal skills, graduate skills set and leading and influencing others.</p>

	<p>Critically review and consolidate knowledge, skills and practices in relation to interpersonal and graduate skills.</p> <p>Demonstrate originality and creativity in dealing with professional level issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>10</b></p> <p>Write formally about skills in a reflective and critical way.</p> <p>Communicate with professional level peers and specialists</p> <p>Utilise a range of software to support and enhance the work presented at the skills showcase.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>10</b></p> <p>Exercise autonomy and initiative in plugging the gaps in your skills set.</p> <p>Work effectively under guidance in a peer relationship with qualified practitioners.</p> <p>Take significant responsibility for a range of resources.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*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>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	36
Independent Study	164

	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Dowson, P. (2015) Personal and Professional Development for Business Students. London: Sage.</p> <p>*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 Aula.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at a minimum of 75% of timetabled sessions, regular engagement with the VLE, and participation in all assessment.</p>	
<b>Equality and Diversity</b>	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p>	
(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>	Management, Organisations & People
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	Management, Organisations & People
<b>Moderator</b>	Peter McGuire
<b>External Examiner</b>	S Gibbs
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	

**Assessment: (also refer to Assessment Outcomes Grids below)**

Assessment 1 - Students will present a critical review of their skills, relating this to academic literature on employability, as well as the current and future labour market. This is weighted at 60%.

Assessment 2 -Students will undertake an Interview Simulation. This is weighted at 40%

(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)**

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	✓	✓	✓	60	0

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Creative output/ Audiotapes / Videotapes / Games/ Simulations	✓			40	0

<b>Combined Total for All Components</b>	<b>100%</b>	<b>0 hours</b>
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