



Module Descriptor

Title	Aiming Higher		
Session	2025/26	Status	Published
Code	LLNG06001	SCQF Level	6
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Cross School Board		
Module Co-ordinator	G Hodge		

Summary of Module

This module will enable students to plan their senior phase of secondary education and to explore opportunities for future learning and work. Learners will be supported through classroom -based workshops to evaluate their current strengths in their educational journey and how they can build on these to create a plan for learning which involves setting goals.

Learners will gain an understanding of what learning looks like in a further and higher education setting, as well as opportunities for graduate apprenticeship work and study.

Students will be introduced to the process of personal development planning and how they can apply their developing knowledge to create a personal plan, consolidating learning which takes place in school, in the local community and how to develop their experience more strategically as they begin to plan their future post-school.

Students will be encouraged to evaluate where they are now, where they wish to go and how they will get there. At the end of the course, students will prepare a poster presentation to identify key actions and goals for post school study.

Module Delivery Method	On-Campus¹	Hybrid² In Schools and online	Online³	Work -Based Learning⁴
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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

Campuses for Module Delivery	This module is developed to be delivered in schools		<input checked="" type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>				

Learning Outcomes	
L1	Demonstrate awareness of learning opportunities relevant to students starting their senior secondary phase of learning. Students will explore future opportunities aligned to their identified strengths and future goals
L2	Students will demonstrate developing awareness of theories and principles of personal development planning and be to use a range of tools to structure their learning as they progress in senior secondary school.
L3	Students will evaluate their experiences and skills in line with future learning opportunities to identify any gaps in education and skills development. Learners will explore action planning and be supported to create a poster presentation of their individual personal development plan.
L4	N/A
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 Level 6 Developing an understanding of theories of personal development planning. Students will be able to develop their skills in reflection to identify their own strengths and experience to understand where they are now and where they wish to be in the future. They will begin to identify goals for their future learner journey.
Practice: Applied Knowledge and Understanding	SCQF Level 6 Develop research skills to gain a clearer understanding of the opportunities for learner development in further and higher education and how they align to their career ambitions. Consider a range of personal development planning tools to create an action plan for the future which allows them to consolidate skills and experiences.
Generic Cognitive skills	SCQF Level 6 Evaluate key learning experiences within school and wider community experiences to demonstrate how education and experience aligns with future learning and career objectives.

Communication, ICT and Numeracy Skills	SCQF Level 6 Create a poster presentation identifying key actions for future aligned with identified goals.
Autonomy, Accountability and Working with Others	SCQF Level 6 Learners are supported to identify opportunities for future learning and work. Students will be supported to be more autonomous in their reflection on future aspirations and goal setting creating a plan of action which brings together learning in secondary school but also learning which takes place more widely in a variety of settings.

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.	
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)
Classroom Workshops	16
Poster presentations	10
Online research activity	28
Independent learning	46
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cottrell, S (2019) The Study Skills Handbook, 11th Edition

(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.

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. UWS Equality and Diversity Policy](#)

(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	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	J Hopkin
External Examiner	J Disley
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Formative Assessment opportunities will take place during class workshops, working in groups to present information and participating in short writing tasks. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress.

The Summative Assessment for this module will consist of:

Completion of PDP Portfolio

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
Poster presentation	X	X	X	N/A	N/A	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPRES)