



## Module Descriptor

<b>Title</b>	ASPIRE		
<b>Session</b>	2024/25	<b>Status</b>	Published
<b>Code</b>	APPD07001	<b>SCQF Level</b>	7
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Cross-School		
<b>Module Co-ordinator</b>	V Boyd		

### Summary of Module

ASPIRE prepares you to make the most of your experience at UWS. You will have the chance to explore your aspirations for university study and think about how your degree connects to other aspects of your personal and professional life. This module is an opportunity to gain confidence developing the skills, knowledge and personal qualities that will prepare you for life and work in the 21st century.

This module is delivered over two terms. You will begin by focusing on core Academic, Professional and Personal skills and attributes. You will also have regular taught sessions with your ASPIRE Advisor exploring your academic, personal and professional development on your specific programme and supporting you to transition into university life. You will have identified an action plan including key areas that you would like to focus on within the module and wider studies which forms as the formative assessment. Your work on the module becomes increasingly student-centred, as you increasingly direct your learning in relation to your aspirations, needs and interests.

Group taught sessions with your ASPIRE Advisor will guide your engagement with a range of learning activities aimed to support you in making the most of your learning experience and in building a network to help you progress and succeed. You will learn to use goal-setting and action-planning strategies. You will be introduced to the wide range of academic guidance, support, personal success, wellbeing, welfare, and professional planning services available to you as a UWS student.

By the end of this module, you will have produced a digital portfolio, which you will use to record and document your engagement with the module and your reflective journey, demonstrating your development.

The module will:

- Create the space for you to explore what you want to achieve while you are a UWS student.
- Give you opportunities to engage in activities that will help you to progress and succeed while you are at UWS.

- Help you to build a supportive network and become part of the UWS community.
- Promote awareness of how others at UWS can help you.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input checked="" type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Identify personal values, motivations, and ambitions
<b>L2</b>	Develop an action plan to support progression and success
<b>L3</b>	Select evidence to demonstrate progress against their action plan
<b>L4</b>	Reflect on engagement in a range of learning experiences
<b>L5</b>	Work autonomously and with others in ways that respect diversity and the value of collaboration

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Acquire knowledge of UWS processes and services Develop understanding of UWS expectations around appropriate conduct and working with others

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Apply skills of reflection to your UWS experience Take part in coaching and group mentoring activities Work constructively with academic feedback Apply goal-setting strategies
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Reflect on own ambitions and experiences Critically review own progress at UWS Evaluate feedback and set own goals around future practice
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Describe own ambitions and targets clearly Articulate the outcomes of reflection in a range of appropriate formats and outputs Communicate constructively with peers and tutors
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Work respectfully with others, including student peers, UWS professionals, academic staff, and coaches/ mentors Demonstrate reflexive approach to own goals and progress Apply goal-setting strategies and reflect on progress

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>ASPIRE is a face-to-face module which means you will mainly engage with synchronous (live) classes, although there are some parts of this module where you will engage with asynchronous (at a time that suits you) activities. Throughout the module, you will be encouraged to work collaboratively and respectfully with a range of peers, including other students on your programme and a range of UWS staff teaching on the module.</p> <p>It is important all students engage fully with both the live and online learning - some of which will be led by staff while others will be led by you and your peers. In addition, you will agree with your ASPIRE Advisor a selection of development experiences linked to and informed by your own aspirations.</p>	
<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> (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery	36
Independent Study	164
n/a	
n/a	
n/a	
n/a	
<b>TOTAL</b>	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.

Hughes, G. (2020) Be Well, Learn Well: improve your wellbeing and academic performance. Macmillan Study Skills. 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.

### 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

<b>Divisional Programme Board</b>	<b>Cross-School</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input 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.
<b>School Assessment Board</b>	Cross School Board
<b>Moderator</b>	APPD Team
<b>External Examiner</b>	J Lean
<b>Accreditation Details</b>	N/A
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

ePortfolio

The assessment comprises an e-portfolio record of engagement and learning relative to an action plan, a reflection on participation in group work and a reflective essay.

#### 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 of practical work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	0

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"/>		
<b>Combined total for all components</b>						100%	0 hours

#### Change Control

What	When	Who