**Module Descriptor**

| Title | Step Up to University: Foundation Academy | | |
|---|---|---|---|
| Session | 2025/26 | Status | Published |
| Code | LLNG07026 | SCQF Level | 7 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 5 |
| School | Cross-School | | |
| Module Co-ordinator | G Hodge | | |

**Summary of Module**

This module will enable students make a successful transition from school to university. The module will allow students to develop the academic skills which underpin their studies, providing students with a sound base from which to progress their learning.

Students will be supported throughout the module to consider their next steps around post-school destination and through reflection explore their experiences of learning to date to identify appropriate learner pathways. Through a series of workshops and guidance, students will explore academic opportunities aligned to their qualifications, skills and experience and reflect on their future ambitions. In addition, students will be asked to explore the more practical elements of student life and begin preparing for the transition into university.

Students will explore theories of learning and develop essential skills required for successful academic study. Students will develop essential academic skills including reading for academic success, becoming an effective academic writer, becoming critically reflective in academic contributions, developing presentation techniques and understand how to appropriately reference academic contributions. Students will explore what it means to be an independent learner and how to successfully navigate working in groups.

Furthermore, students will develop their ability to present and evaluate information, engage in group activities and debates where they can explore how to introduce criticality to their academic work. Personal Development Planning is a key aspect of the learning on this module and students will be introduced to tools which can support their own academic development, allowing them to complete an action plan to support their studies and to begin to evaluate how they are progressing in their understanding of university life, and to develop resilience.

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☒ | Online[3] ☒ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☒ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☒ Online / Distance Learning<br>☐ Other (specify) | |
| **Terms for Module Delivery** | Term 1 ☒ | Term 2 ☐ | Term 3 ☐ | |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 ☒ | Term 2 – Term 3 ☐ | Term 3 – Term 1 ☐ | |

| Learning Outcomes | |
|---|---|
| **L1** | Develop an understanding of theories of learning, reflecting on how they may apply their knowledge and understanding to their own academic study. |
| **L2** | Develop effective academic reading and writing skills, including Harvard Referencing, and apply these to their studies. |
| **L3** | Demonstrate effective research skills and apply these when exploring post school destination and prepare a written Personal Statement which provides reflection on qualification, skills and experience to support their application to university. |
| **L4** | Understand the importance of reflection and personal development planning in higher education and be able to apply this understanding to create an individual Action Plan to progress learning. |
| **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 7**<br>Demonstrating broad knowledge of theories of learning and model effective reflective practice to their own learning to date. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 7**<br>Apply reflective techniques to formulate an Action Plan for learning. |

[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

| | Demonstrate an understanding of the essential academic skills and practices to produce a written Personal Statement to accompany their application to university. |
|---|---|
| **Generic Cognitive skills** | **SCQF 7** Demonstrate an ability to evaluate ad present relevant information pertinent to their own individual learner experiences. |
| **Communication, ICT and Numeracy Skills** | **SCQF 7** Convey complex ideas in a well-structured and coherent form. |
| **Autonomy, Accountability and Working with Others** | **SCQF 7** Work, under guidance, with others to acquire an understanding of current academic practice. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| 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. Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, individual and group tasks. Workshops and student-led seminars, group-work, role-play, presentations, problem based learning, will be used to develop student learning. Formative and summative assessments will be used including such instruments as essay and action plans. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module. |

| **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) |
|---|---|
| Lecture / Core Content Delivery | 20 |
| Work-based Learning | 10 |
| Independent Study | 130 |
| University Campus Visit | 10 |
| Personal Development Plan | 10 |
| Asynchronous Class Activity | 10 |
| Tutorial/Synchronous Support Activity | 10 |
| **TOTAL** | 200 |

| Indicative Resources |
| --- |
| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:** |
| Students are encouraged to engage in a breadth of academic reading throughout the course of their studies, including academic texts, journal papers, online resources and government documentation and policy. Students will be expected to conduct their own research to complete their assessment, this will include exploration of materials online. All module reading materials will be provided in class and on the VLE. |
| Please ensure that the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Moodle. |
| Resources should be listed in Harvard referencing style 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 |
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| **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:** |
| 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 Regulation 5.3.6. Low attendance at classes (absence for more than 2 sessions) can result in withdrawal from the module. |

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.** |
| In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages the disclosure of additional / enabling support requirements (including disability) throughout recruitment, selection and throughout the duration of this module. The School of Education strives to ensure equality and diversity in the recruitment of students to this programme, irrespective of socio-economic background, age, gender, race, disability, religious and/or sexual orientation. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. Flexibility and anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness will be incorporated within the modules. Students are actively encouraged to engage in wider university services such as Enabling Support Tutors. |
| The modules associated with the programme are appropriate for all students irrespective of ethnicity, disability, age, gender, socio-economic background, religious and sexual orientation and actively promote inclusive practice procedures. All modules have on-line Moodle presence and staff use a range of learning and teaching approaches to meet the learning students and needs, ensuring accessibility. |
| Within the programme, quality of care, inclusiveness and employability are achieved by: |
| Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and employees; |

Promotion of confidence and knowledge of their rights as a student and employee;

Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide programme and module content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

**(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

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|---|---|
| **Divisional Programme Board** | **Cross-School** |
| **Overall Assessment Results** | ☒ **Pass / Fail** ☐ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | ☐ **Yes** ☐ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **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.<br><br>The Summative Assessment for this module will consist of:<br><br>**Completion of a written portfolio – Personal Statement to accompany university application. Student are asked to explore opportunities and align their interests, qualification, skills and experience to make an academic application to university. Students will also prepare an effective Action Plan.** |
| **Assessment 2** |
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| **Assessment 3** |
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(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 |
|---|---|---|---|---|---|---|---|
| Reflective Portfolio | **X** | **X** | **X** | **X** | **N/A** | 100 | |
| | | | | | | | |

**Component 2**

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |

**Component 3**

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| What | When | Who |
|---|---|---|
| | | |
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| | | |
| | | |

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)