



Module Descriptor

Title	Next Steps at University		
Session	2025/26	Status	Published
Code	LLNG08002	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Cross-School		
Module Co-ordinator	G Hodge		

Summary of Module

This module serves as the core foundation and induction module for students making the transition to university. This module will help students explore learning at university, reflect on the nature and purpose of learning and consider how we learn, building on their knowledge and skills from previous study. Understanding theories of learning is a key concept and students will reflect on how knowledge is acquired, and the relationship between knowledge and understanding and the application of this in a variety of subject disciplines.

Students will evaluate their critical thinking skills, understand the relationship between knowledge and evidence, critically assessing the reliability of evidence and sources, through real world application. Exploring perception, emotion, reason and language and the relationship between personal and shared knowledge and understanding and how we use this to build balanced and reasoned arguments. Students will have an enhanced understanding of how we apply scholarly knowledge at university in tutorials and coursework assessment.

Critical reflection is a key focus of this module, students will explore theories and models of reflection and the importance of this in all aspects of university from the lecture hall to application in a practice setting. Through questioning, probing, and critique students will be confident moving forward with university studies and completing assessments with confidence.

During this module students will be introduced to research methods, exploring how to build their developing knowledge and understanding in subject disciplines through the use of evidence to justify and validate findings. Students will examine how theory evolves and how we ensure currency of thought and application and how we navigate our way through paradigm shifts in thinking in a range of subject areas and what their role is in developing new knowledge and how to articulate this in an appropriate academic manner.

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<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 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"/>	Term 2 – Term 3	<input checked="" type="checkbox"/>	Term 3 – Term 1	<input checked="" type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a developing understanding of how to apply scholarly knowledge in degree level learning.
L2	Convey complex information through presentations to a range of audiences -class colleagues, teaching staff and student tutors.
L3	Demonstrate the ability to use and evaluate academic literature, developing appropriate critical processes to produce assessed work.
L4	Construct a reflective learning log to plan and evaluate personal development in their learner journey
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 8. Develop a broad knowledge of the theories of learning will use their own learning to date to provide a general context.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Apply critical knowledge and understanding of personal development planning to produce an assessed coursework presentation. Apply a model of reflection to explore, plan and evaluate your own learner journey. Through an assessed presentation demonstrate your

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

	developing knowledge of the key tools students can access to support their studies.
Generic Cognitive skills	SCQF Level 8. Demonstrate the ability to engage in critical discussion, evaluating information and demonstrating critical thought.
Communication, ICT and Numeracy Skills	SCQF Level 8. Demonstrate the ability to use a range of forms of effective communication to a range of audiences. Communication skills will be further developed by taking part in group discussion forum presentations, showing critical understanding to their peers as part of their overall assessment, Written communication and IT skills will be further developed through preparation of an assessed report.
Autonomy, Accountability and Working with Others	Students will show an ability to exercise autonomy and manage their studies independently. In group work assessments students will demonstrate accountability when considering others' roles and responsibilities.

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)
Lecture / Core Content Delivery	36
Asynchronous Activity	26
Independent Study	100
Personal Development Plan	28
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:

All module resources are available in the Module Handbook and online via Aula on the module page. Students will not be obliged to buy their own texts as these will be made available online and there will be adequate resources available in the UWS Library.

Cottrell, S (2023) Critical Thinking Skills, 4th Edition, Bloomsbury Publishing

Pears, R & Shields, G (2022) Cite them Right: The Essential Referencing Guide, Bloomsbury Publishing

(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:

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

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

Divisional Programme Board	Cross-School
Overall Assessment Results	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
Module Eligible for Compensation	

	<div></div> <p>Return to Previous</p> <div></div> <p>Release: 8.4.0.2</p> <p>© 2024 E</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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.</p>
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 checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
<p>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.</p> <p>The Summative Assessment for this module will consist of:</p> <p>PDP Presentation 100%</p>

Assessment 2 N/A
Assessment 3 N/A
(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
Presentation	X	X	X	X	N/A	100	

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)