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	**Education & Social Sciences**		
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 ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ 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 learning and progression routes to further study, and reflect on how these align to their own educational experiences and aspirations.
L2	Apply knowledge of academic study skills and progression pathways to produce a Personal Statement and a connected Action Plan for future learning.
L3	Reflect on their qualifications, skills, and experiences to identify strengths, areas for development.
L4	Communicate and show understanding of reflection and personal development planning in higher education and be able to apply this to create an individual Action Plan to progress learning.
L5	Demonstrate increasing independence in planning and managing their learning, and engage constructively with peers and feedback to support their development.

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** 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** 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
In line with current learning and teaching principles, this 20-credit module comprises 200 hours of student learning, including between 36 and 48 hours of scheduled contact time, with the remainder allocated to independent and guided study. Learning and teaching approaches are designed to support students in their transition to higher education through a blend of structured input and active participation. Delivery will make use of the virtual learning environment (VLE), interactive teaching tools, and a range of synchronous and asynchronous activities. Synchronous activities refer to live, timetabled sessions where students and tutors engage at the same time, such as workshops and discussions. Asynchronous activities allow students to engage with materials, tasks, and discussions in their own time, supporting flexibility and independent learning. Students will take part in workshops, tutor- and student-led discussions, group work, presentations, and problem-based learning. These approaches are intended to develop core academic skills, encourage collaboration, and build confidence in communicating ideas. A strong emphasis is placed on formative learning, with regular opportunities for feedback to support students' development. Formative tasks are designed to scaffold the summative assessment, comprising of a Personal Statement and an Action Plan. These assessments enable students to demonstrate their developing skills, reflect on their experiences, and articulate realistic and achievable next steps in their academic journey. Further detail on the specific learning and teaching methods, and how these are structured across the module, will be provided in supporting materials. This will ensure clarity around expectations for participation in timetabled sessions, independent study, and engagement with different learning activities throughout 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
Independent Study	130
University Campus Visit	10
Personal Development Plan	20
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, and online resources Students will be expected to work more independently to complete their assessment. This will include exploration of academic literature as well as online resources. All module reading materials will be provided in class and on the VLE.

Resources should be listed in Harvard referencing style and in alphabetical order.

Cottrell, S (2023) Critical Thinking Skills, Effective Analysis and Reflection. 4th Edition, Bloomsbury Publishing

Cottrell, S. (2021) Skills for Success: personal development and employability. Bloomsbury

Study Skills. 4th edn. London: Red Globe Press.

(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 , students are academically engaged if they are regularly attending and participating in timetabled classes and engaging with asynchronous online learning activities, course-related learning resources, and complete assessments in line with UWS Assessment Policy.

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	**Psychology and Social Work**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Psychology and Social Work
Moderator	J Hopkin
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Personal Statement to accompany university application (80%).
Assessment 2: Action Plan (20%)

(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**
Personal Statement		x	x		x	80%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Action Plan	x	x	x	x	x	20%	

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**
Learning Outcomes 1-5	T2	RF
Learning activities and potentially student learning hours	T2	RF
Indicative resources	T2	GH
Attendance and engagement	T2	GH/RF
Assessment changes - move from one assessment (a combined portfolio of elements) to two 'separated out' assessments with different weighting	T2	RF/GH
Assessment changes - linked to LOs	T2	RF/GH

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)