



Module Descriptor

Title	Transitions to Higher Education (CS)		
Session	2025/26	Status	
Code		SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L.Lindsay		
Summary of Module			
<p>This module is underpinned by three strands – academic and professional skills, values and knowledge. The module is split into two sections. The first is focusing on the current version of ‘you’, working collaboratively we will develop the skills, values, and knowledge needed to facilitate your successful transition to higher education and becoming an academic and lifelong learner. To do this we will explore how you can make the most of your learning, setting you on the path to building graduate skills and becoming a reflective practitioner. The module also focuses on your future self and you as a future professional. We will also explore what we mean when we refer to professional practice when we explore skills, values, and knowledge through different roles in the childhood sector.</p> <p>During this module, you will be expected to work independently, collaboratively, and with guidance and formative feedback from the module tutors. You will develop an understanding and realistic expectations of what students studying at university level need to achieve, by use of, reflection, discussion, and small tasks that relate to Quality Assurance Agency (QAA) level descriptors HE 1, academic and intellectual skills, and the development of a subject-specific knowledge base. You will be supported to identify your personal strengths and weaknesses in relation to learning, that includes your skills and application of ICT. Additionally, you will be asked to utilise such things as library membership and electronic online journal articles, and to illustrate your ability to become a resourceful, resilient, and reflective learner. You will also take part in tasks to identify and develop your own learning styles.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>Critical thinker</p> <p>Collaborative</p> <p>Motivated</p> <p>Inquiring</p> <p>Digitally literate</p> <p>Problem-solver</p> <p>Creative</p> <p>Autonomous</p> <p>Driven</p> <p>The module contributes towards the following UN Sustainable Goals:</p>			

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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

Learning Outcomes	
L1	Use a range of sources to understand theory and practice.
L2	Demonstrate academic competencies and the use of referencing skills and engaging with the VLE.
L3	Make use of community engagement to strengthen personal and professional capacities and skills.
L4	Access and critically evaluate academic literature to build your research skills.
L5	Apply knowledge of reflexive and reflective praxis as a professional.

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 8 Awareness and understanding of research, and equivalent scholarly/academic processes

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

Practice: Applied Knowledge and Understanding	SCQF 8 In using a range of professional skills, techniques, practices and or materials associated with subject/discipline/sector, a few of which are advanced or complex.
Generic Cognitive skills	SCQF 8 Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in a subject/discipline/sector.
Communication, ICT and Numeracy Skills	SCQF 8 Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 8 Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.

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

Learning and Teaching	
<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>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>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.</p>	
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	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	164
Please select	

Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cottrell, S. (2019) Study Skills Handbook. 5th Edn. London: Red Globe Press.

Cottrell, S. (2023) Critical thinking skills: Effective analysis, argument and reflection. 4th edn. London: Bloomsbury academic.

Cottrell, S. and Morris, N. (2012) Study skills connected: Using technology to support your studies. Engalnd: Palgrave Macmillian.

Godfrey, J. (2022) Writing for university. London: Bloomsbury Publishing.

Williams, K. and Carroll, J. (2009) Referencing and Understanding Plagiarism. London: Palgrave Macmillan

Creame, P. and Lea, M. (2003) Writing at University: A Guide for Students. 2nd edn. Buckingham: Open University Press.

Pears, R. and Shields, G. (2022) Cite Them Right the essential referencing guide. 12th edn. London: Bloomsbury Publishing. Available at: <https://www.citethemrightonline.com/>

(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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	Education
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<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.
School Assessment Board	Early Years
Moderator	J. Ovington
External Examiner	J.S. Mopidevi
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)**Assessment 1**

Personal and Academic Development 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
Portfolio evidencing a range of academic skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	3

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
New module 25/26	Mar 25	J Ovington