Module Descriptor

Title	Next Steps at University		
Session	2026/27	**Status**	Published
Code	LLNG08002	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education & Social Sciences**		
Module Co-ordinator	G Hodge		

Summary of Module

This module supports students in their transition to university study by introducing the principles of scholarly learning and academic enquiry. Students will explore how knowledge is developed within academic disciplines and consider the nature and purpose of learning in higher education. Building on their previous learning experiences, students will develop skills in critical thinking, evidence evaluation and academic communication.

Through discussion and applied activities, students will explore how knowledge is constructed through reason, language, emotion and perception, and how evidence is used to support balanced and reasoned arguments. Students will begin to engage with academic literature and develop confidence in using scholarly sources to inform their thinking and coursework.

A central element of the module is reflective practice. Students will examine models of reflection and use these to evaluate their own learning experiences and plan their development as university learners.

The module also introduces foundational ideas in research and academic enquiry, supporting students to understand how knowledge evolves within disciplines and how evidence is used to support new ideas. By the end of the module students will have developed the skills and confidence to engage effectively with degree-level study.

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	Demonstrate an understanding of how knowledge is developed, evaluated, and applied within academic study.
L2	Communicate complex ideas clearly to a range of audiences in an academic context.
L3	Demonstrate the ability to locate, use and evaluate academic literature, developing appropriate critical processes to produce assessed work.
L4	Apply reflective practice to evaluate and plan personal development as a university learner.

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 and understanding of how knowledge is constructed through reason, language and critique.
Practice: Applied Knowledge and Understanding	**SCQF Level 8.** Apply critical knowledge and understanding of reflective practice to develop their own reflective learning log. Students will evaluate their own learning throughout their time at university using a structured and guided approach to reflection.

[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

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.** Students will develop enhanced communication skills through engagement and participation in critical class discussions. Students will demonstrate appropriate academic enquiry and critique as part of a range of class activities as well as an assessed presentation. Written communication and IT skills will be further developed through preparation of the reflective learning log.
Autonomy, Accountability and Working with Others	**SCQF Level 8.** Students develop independent learning strategies appropriate for study in higher education. Students will work with colleagues in class to plan any group workshop activities.

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

Learning and Teaching
Next Steps at University supports you to develop confidence, reflect on your personal and academic journey, and understand how learning is developed in a higher education context. Your learning will take place through a blend of live sessions, independent tasks, and online learning activities. You will participate in: Group sessions and workshops Self-paced online materials Individual reflection and personal development planning Collaborative coursework tasks You will be supported by your course tutor, who will guide your learning, provide feedback on your work, and help you make connections between your developing knowledge and skills and your wider studies. Next Steps is designed to be delivered in the same way as other modules at university, whether that's on campus, online, or in a blended format. Your course tutor will explain how the module will run in the introductory workshop. You will find the learning materials for Next Steps at University on the VLE along with other useful materials to help you progress through this module and help you with your studies as a UWS student. The VLE will also provide important announcements and host discussion forums for your studies. The VLE is also where the assessments of this module will be submitted (see assessment information below). 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 the virtual learning environment 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.

Beesley, P.,Cooke, B.,Morris, L. and Warwick-Booth, L (2025) The Critical Thinking Toolkit: Your Guide to Success in Learning, Thinking and Writing at University. London: Sage Publications Ltd

Cottrell, S. (2017) Critical Thinking Skills: Effective Analysis, Argument and Reflection. MacMillan Study Skills. 3rd edn. London: Red Globe Press.

Cottrell, S. (2021) Skills for Success: personal development and employability. Bloomsbury Study Skills. 4th 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

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, 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 module is 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 VLE support, and staff use a range of learning and teaching approaches to meet the learning students and needs, ensuring accessibility.

Within the module, quality of care, inclusiveness and employability are achieved by:

Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to all students.

Promotion of confidence and knowledge of their rights as a students

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 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	**Division of 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	to be confirmed
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation 50%
Assessment 2
Reflective Learning Log 50%
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**	**N/A**	50%	10

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

Reflective Learning Log	X		X	X		50%	10

Change Control

What	When	Who
Changed made to the wording of learning outcomes	T2 (March 2026)	Rachael Flynn
Changes to wording (not meaning) of the Employability and Personal Development Planning section	March 2026	Gill Hodge (MC)
Indicative Resources have been updated	March 2026	Gill Hodge
Changes to assessment from one assessment to two components	March 2026	Gill Hodge and Rachael Flynn
Some wording changes to the Equality and Diversity statement		
Changes to the Learning and Teaching section	April	Gill Hodge

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)