



Module Specification

Thriving at University

Version: 2025-26, v3.0, Approved

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	5

Part 1: Information

Module title: Thriving at University

Module code: UTTGYW-15-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module at the start of the academic year, will be an opportunity for students to develop autonomy and self-awareness about themselves as they enter university. They will also have a chance to explore assessment at this level, supporting their understanding of what it means to be a Higher Education student and scaffolding their future engagement and success.

Features: Not applicable

Educational aims: Scaffold students' understanding of the features of university and how they can engage and succeed.

Provide opportunities for students to examine their own social and educational journey from a range of perspectives.

Support students to understand key theoretical concepts, and to make links to their own experiences.

Outline syllabus: The module may cover the following topics:

Understanding features, requirements & processes of HE.

Assessment at university.

Learning theories.

Self as learner, learner identity.

Self as HE student – social and educational journey & impact.

Development of communication skills.

Identifying, locating & using academic texts.

Reflective thinking & writing.

Collaborative learning.

Building resilience.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning involves input from university tutors and includes lectures, seminars, tutorials, workshops and online engagement. Independent learning includes essential and extended reading, preparation for seminars, and assignment preparation and completion.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate an understanding of key theories of personal and learner development.

MO2 The students will be able to identify how theory intersects within the context of higher education and facilitate success.

MO3 Critically reflect on and communicate how theories of personal development inform their own understanding of their transition to university.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgyw-15-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgyw-15-1.html>

Part 4: Assessment

Assessment strategy: There is one assessment for this module which is at the end of the academic year and takes the form of a professional conversation.

This module is immersive in the first few weeks of semester 1. It then wraps around the next module, which is Child Development and Learning, to support them to prepare for the assessment for this second module.

Students then have module contact at strategic times throughout their first year to support them to reflect on their development as a higher education learner. Students will be supported to capture these reflections throughout the year. These captured reflections will then form the backdrop to their professional conversation (which happens at the end of the year). Students will be able to choose what format they use to capture their reflections. These will not form part of the assessment outcome, but students will be able to refer to them during the professional conversation if they wish to.

Assessment tasks:

Presentation (First Sit)

Description: Professional Conversation (15 minutes approx per student)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Professional Conversation (15 minutes approx per student)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Education with Qualified Teacher Status [Frenchay] BA (Hons) 2025-26