Module Definition Form (MDF)

Module code: MOD999930	**Version:** 2 **Date Amended:** 05/Sep/2024

1. Module Title
Into ARU

2a. Module Leader
Matthew Timmis

2b. School
School of Psychology, Sport and Sensory Sciences

2c. Faculty
Faculty of Science and Engineering

3a. Level
99

3b. Module Type
Transition

4a. Credits
0

4b. Study Hours
6

5. Restrictions

Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Entering third level education is exciting; but it can also be a daunting experience. At ARU, we want all students to make the most of the opportunities Higher Education provides, so they reach their potential, become lifelong learners and find fulfilling careers. However, we appreciate that the shift from secondary education, or a return to formal education is, in itself, quite a journey. This module is designed to ease that transition. You will be enrolled on it as soon as you register at ARU so you can begin to learn about university life before your course starts. Through Into ARU, you will explore a virtual land modelled around ARU values: Courage, Innovation, Community, Integrity, Responsibility, and Ambition. This innovative module is designed as a game, where students collect knowledge and various complete mini tasks. You will proceed at your own pace, though we expect all students to have completed their Into ARU exploration by week 6. Students who, for whatever reason, are unable to complete by that date, will be signposted to existing services so that we can be confident that they are supported.

6b. Outline Content

For any new student joining our University, the ARU Values are a meaningful and concise expression of our core institutional values. This induction module content therefore draws on the six ARU Values as a conceptual framework. Each value will have its own module section, which has been mapped to relevant content elements, based on feedback gathered from both students and staff.

The content is designed with the following principles in mind:

- Guidance on how to complete the module, with an overview of the ARU Values, will be provided in the module introduction.
- To avoid overloading students with information, each section will be compact, encapsulating essential information only; useful links to further resources will be provided for students' reference after the module has been completed, if they wish.

The module content will not directly overlap with any other ARU induction materials or tasks, such as the existing Academic Integrity quiz. Students already have access to specific content at faculty and course level; the module does not aim to replace this.

6c. Key Texts/Literature

The reading list to support this module is available at: https://readinglists.aru.ac.uk/

6d. Specialist Learning Resources

Access to Canvas

7. Learning Outcomes (threshold standards)		
No.	**Type**	**On successful completion of this module the student will be expected to be able to:**
1	Knowledge and Understanding	1. Investigate what it means to be an ARU student, including our commitment to each other. Become aware of how to navigate our systems. (Courage) 2. Identify core of academic skills needed for your study, and how to access learning support to maximise your time at ARU. (Innovation)
2	Knowledge and Understanding	3. Understand the importance of learning communities, building respect for every member of our community, and discover how to access pastoral or wellbeing support. (Community)
3	Intellectual, practical, affective and transferrable skills	4. Appraise the conceptual and practical interpretation of 'working with integrity' (Integrity) 5. Recognise ARU's sustainability strategy and the opportunities to contribute to this as part of our community. (Responsibility)
4	Intellectual, practical, affective and transferrable skills	6. Identify ARU's Employability support services. Engage with the Personal and Professional Development Pulse (PPDP) tool used to measure educational gain (Ambition)

8a. Module Occurrence to which this MDF Refers				
Year	**Occurrence**	**Period**	**Location**	**Mode of Delivery**
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	**Hours**	**Learning Outcomes**	**Details of Duration, frequency and other comments**
Lectures	0	NA	NA
Other teacher managed learning	0	NA	NA
Student managed learning	6	1-6	Self-directed learning
TOTAL:	6		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-6	0 (%)	Pass/Fail	100 (%)

Engage with the tasks related to ARU values: Courage, Innovation, Community, Integrity, Responsibility, and Ambition. No resits are permitted on this module. Students who fail to complete the set tasks / do not engage will be referred to existing support services.

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:
(a) achieve the qualifying mark for each element of fine graded assessment as specified above
(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]