



Skills to Succeed at University

Prepare for university and master academic skills that are essential for undergraduates studying in the UK.

If your students are completing the whole of this course online and are not participating in the teacher-led lessons based on it, then they can complete useful and engaging activities based on the content covered. You can choose for your students to complete individual tasks by themselves or encourage group work. Though you may have your own ideas about what your students can do with the course content, we've made things easy for you by suggesting some activities that you can submit to your students below. Instructions for the students can be found later in this document.

Individual student tasks taken from the course

Reflection: Students write a 500-word reflection on what they learned from the course, including anything they might do differently now as a result of their learning, and anything additional they found out from their own reading around the topic. They will submit this reflection as a written essay, podcast, or video.

Activity 1: Students write an individual reflection answering the following question.

- What skills do you need to develop for university and why?

Activity 2: Students make a guide for others about academic writing at university, and the different things that need to be considered to do well. They will submit this reflection as a written/visual guide, podcast, or video.

Research task: Students research a topic of their choosing and find three articles about it. For each, they annotate and then write an evaluation of each, applying critical thinking analysis.

Group tasks based on the course

Research task: In their groups, the students research different study skills and university support websites that they and others might find useful. (If you wish, they can be given a key aspect to focus on per group, such as critical thinking, taking part in seminars, do an undergraduate research project, making effective use of lectures, group working etc.)

The compile a list of useful resources and write a paragraph about each explaining why it might be useful. This can then be shared directly with others in their class or added to a shared online page for future use (this would need to be available after they leave school). They can also talk through their findings to others in the class.

Discussion task: Students discuss (and take notes on their discussion):

- Why and how is university study different to school study?

Collaborative task: Students work through the exercise in Step 2.15 'Developing your research skills', focussing on the research questions that could be developed about an apple. They combine their ideas and reflections.

Additional support

You can use the [How to use FutureLearn guide](#) with your students to get them started. There is also a school-facing [Guide to safeguarding and security on FutureLearn](#) if you need it.

Test

You can use the test questions listed in the student instructions below as a short assessment to enable your students to demonstrate what they have learned on the course. The assessment has 15 marks in total.

The questions have been designed to be flexible and open. The questions indicate which steps the answers can be found on. The marks available reflect the likely length and complexity of the answer expected, and how many points they are likely to make. For example, a 5-mark question might reflect a longer, more complex question, or one where they have asked to describe or explain a number of elements. Depending on the level and ability of your students, you can decide how you wish to award the marks, so they are appropriate for your class.

Each question suggests which steps the students may wish to return to answer the questions. **You can decide if you want to include this information when you share the assessment with your students.**

Student instructions

Reflection

Write a 500-word reflection of what you have learned from the course. It should include anything you might do differently now because of what you learned, and anything additional you found out in your reading around the topic. Submit this reflection to your teacher as a written essay, podcast, or video.

Activity 1

Write a reflection answering the following question:

- What skills do you need to develop for university and why?

Activity 2

Make a guide for others about academic writing at university, and the different things that need to be considered to do well. You can submit this reflection as a written/visual guide, podcast, or video.

Research task

Research a topic of your choosing and find three articles about it. For each, annotate the key aspects and then write an evaluation of each, applying critical thinking analysis. You can use the information throughout Steps 2.2-2.7 as guidance.

Group discussion

In your group, discuss:

- Why and how is university study different to school study?

Take notes of your discussion points and submit them to your teacher.

Group collaborative task

As a group, work through the exercise in Step 2.15 'Developing your research skills', focussing on the research questions that could be developed about an apple. Combine their ideas and reflections and submit to your teacher or share with your class as required.

Group research task

In your group, research different study skills and university support websites that you and others might find useful.

Based on your research, compile a list of useful resources, and write a paragraph about each explaining why it might be useful. You can then share this with others in your class.

Test

Complete the assessment questions below to demonstrate your understanding of the course. You can refer back to the course to find the answers or more detail as you need to. You should not however share your answers with other students.

Your answers should be written in full sentences and be appropriately detailed. Make sure you read the questions carefully before starting to answer. Each question shows how many marks are available – use this to guide how much detail or how many points you need to include.

[The questions also indicate where you can start to look to find the answer. You can also include information from other steps if that is relevant.]

1. What are the important aspects of linear notetaking? (4 marks) [Step 1.13]
2. What is a Students' Union and what help do they offer? (4 marks) [Step 1.18]
3. What is critical thinking? (2 marks) [Step 2.2]
4. What criteria can you use to critically analyse a source – explain why each is important. (5 marks) [Step 2.4]