**USING THE MODULE TEMPLATE**

The layout of the module template and headings must not be changed.

## Module Code

Module codes must be unique. For example, if two 10 credit modules are modified to form one 20 credit module, neither of the existing codes can be used for the new module, or if a module is substantially revised, given a new title, or the assessment is revised it must also be given a new module code.

Module codes consist of eight characters, or nine for those that require a C or D code. If a particular module is offered in more than one language or online, the module code will include a suffix (e.g. C for modules delivered in Welsh and D for distance learning). **Module codes will be allocated by the Assistant Dean (Quality) or equivalent, or the Institute Office.** The Academic Office allocates module codes for collaborative partner modules.

## Title

In order to avoid possible errors, it is advisable to ensure that all module titles are unique e.g. do not call a module ‘Research Methods’, instead use the title ‘Research Methods in [*discipline*] X).

## Dated

Staff should use the current date when preparing a module for validation or re-validation. This date will then be amended by the Institute Office or Academic Office to the date on which the module is validated.

## Credits

The standard module size is 20-credits, though it is permissible that there may be a difference, usually in multiples of 20. The University recognises that there are programmes built around 30 credit modules. Modules worth 40 or more credits should be reserved for major student projects, such as dissertations. Microcredentials are normally 10-credit modules.

**DBS Checks**

Staff are required to indicate if a student enrolling on the module **may** require a DBS check or will definitely not require a DBS check.

**Pre-requisite modules**

Pre-requisite modules are modules that must be successfully completed before another specific module can be studied. It may be that there are no pre-requisite modules in a programme of study, in which case all modules are independent of others – though of course each level of study provides general underpinning for subsequent modules.

## Aim(s)

It is suggested that one aim is sufficient for a 20-credit module. The module aim is a statement of general intention or broad purpose of the module.

## Learning outcomes

Learning outcomes are high level statements of what a learner is expected to know, understand and / or be able to demonstrate at the end of a period of learning. Learning outcomes need to be sufficiently flexible to allow them to be achieved in different circumstances or contexts (e.g. pandemic). This will prevent having to change module descriptors frequently (e.g. when teaching staff change).

For a module of 20 credits or fewer, normally there should be 2 to 4 learning outcomes.

**Levelness**

Module learning outcomes (MLOs) must describe appropriately the level of study (how can you tell if a module is level 5, say, and not level 4 or level 6?). Levels are defined in the Credit and Qualifications Framework for Wales and QAA’s Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2014 (the FHEQ) which state the general achievement expected of holders of an award at each of the HE levels (levels 4, 5, 6, 7 or 8), available at <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14>. The qualifications descriptors provide the language and skills that should be used to describe outcomes at the appropriate level (i.e. level 6 descriptor for level 6 modules, level 4 descriptor for level 4 modules).

**Example:** A module learning outcome relating to ‘knowledge and understanding’, has a different FHEQ skill expectation for each level of study (note, replace ‘xyz’ with a subject topic derived from the subject benchmark statement):

|  |  |
| --- | --- |
| **Level** | **Upon the successful completion of this module, the student should be able to demonstrate:** |
| 4 | knowledge of the key concepts of xyz |
| 5 | knowledge and critical understanding of the well-established principles of xyz |
| 6 | a systematic understanding of xyz, including acquisition of coherent and detailed knowledge  |
| 7 | a systematic, extensive and comparative knowledge and understanding of a number of advanced and emerging issues in xyz as a whole and its links to specialist aspects. |

**Types of module learning outcome (MLO)**

Module learning outcomes seek to develop different types of skill: knowledge and understanding; cognitive/intellectual skill; practical skill; key/transferable skill. Each module might/should develop more than one type of these skills. While knowledge and understanding is an outcome in most modules, it is usual that the set of learning outcomes for a particular module do not relate to knowledge and understanding only, particularly at higher levels of study; knowledge and understanding MLOs are usually combined with cognitive, practical and/or key skill learning outcomes, where possible/relevant.

* *Knowledge and Understanding Skills*. Usually a list of subject discipline topics drawn from the subject benchmark, i.e. the ‘things’ that a graduate of the programme will know and understand. To differentiate the extent of this knowledge and understanding, the list is prefaced by a ‘lead-in’ statement that meets the FHEQ level as appropriate for the award.
* *Cognitive skills* involve intellectual/thinking skills such as conceptual and critical thinking, analysis, synthesis and evaluation of assumptions, abstract concepts and data, problem solving.
* *Practical skills* involve application of theory in practice, using models, deployment, creation of plans, to initiate and carry out projects, oral presentations, performance/skills demonstrations (e.g. sporting techniques), etc.
* *Key skills* relate to transferable skills such as time management, continuing professional development, communication, teamwork, initiative and personal responsibility, self-management, self-reflection, sensitivity to diversity in terms of people and cultures, etc.

**MLOs and the link with assessment**

The achievement of learning outcomes must be assessable so consideration must be given to how the module will be assessed when devising the learning outcomes. For example:

* if the assessment falls into the ‘*practical’* category, then it is likely that one or more of the learning outcomes will refer to application, skills demonstration, deployment, creation, etc.
* if the assessment is by exam, it is likely that one or more of the learning outcomes will relate to *knowledge and understanding*.
* If the assessment is by coursework it is likely that one or more of the learning outcomes will relate to *cognitive* skills e.g. to evaluate.
* If the assessment develops transferable skills it is likely that one or more of the learning outcomes will relate to *key* skills (such as time management, continuing professional development, communication, teamwork, initiative and personal responsibility, self-management, self-reflection, sensitivity to diversity in terms of people and cultures, etc.).

To take into account that an assessment task may change in certain circumstances, MLOs should be expressed at a sufficiently high level.

**Indicative Content**

This should normally consist of a brief list of bullet points, as appropriate for the module. Bullet points should be detailed enough to inform a reader who is not familiar with the module content and should therefore not be limited to a list of acronyms. At the same time, it should not be so detailed that there are unnecessary constraints on the module content.

**Study Time Allocation**

For allocation of study time in the module, the activities listed below correspond to one of the three activity type headings (defined by the Key Information Set – KIS. Activity type headings must not be changed) as indicated. Overall, the maximum expected contact time for a module would not normally exceed the following: 24 hours for a 10 credit module; 48 hours for a 20 credit module; and 72 hours for a 30 credit module.

|  |  |  |
| --- | --- | --- |
| **Scheduled learning** | **Independent learning** | **Placement learning** |
| Lecture | Guided independent study  | Work based learning  |
| Seminar |  | Internship |
| Tutorial |  | Work experience |
| Project supervision |  | Placement |
| Demonstration |  | Year/semester abroad |
| Practical classes and workshops |  |  |
| Supervised time in studio/workshop |  |  |
| Fieldwork |  |  |
| External visits |  |  |
| Required or scheduled online learning activity/asynchronous learning activities (e.g. podcasts, vidcasts, forum posts) |  |  |

More detailed information on the activities is available by request from the Academic Office.

**Assessment**

For assessment, the activities listed below correspond to one of the three activity type headings (defined by the Key Information Set – KIS. Activity headings must not be altered activity entries cannot be placed under alternative headings) as indicated:

|  |  |  |
| --- | --- | --- |
| **Written exam** | **Coursework** | **Practical** |
| Written exam that is centrally-scheduled by Registry **during official exam weeks** | Written assignment, including essay | Oral assessment and presentation |
| Written exam that is centrally-scheduled by Registry **outside of official exam weeks** | Report | Practical skills assessment |
| Written / online exam that is arranged by the Institute | Dissertation |  |
|  | Portfolio |  |
|  | Project output (other than dissertation) |  |

More detailed information on the activities is available by request from the Academic Office. This includes a list of interchangeable assessments.

Mode of assessment: indicate the nature of the assessment, for example, formal examination, essay, report, portfolio, group presentation.

Volume: indicate the volume of assessment in terms of, for example, the duration of an examination, the number of words for an essay, or the duration of a presentation (following Appendix PV4 – Assessment Equivalence Policy).

Weighting: the relative weighting of the individual component of the assessment must be specified (totalling 100% across all components). The component weighting must be expressed in whole numbers i.e. decimal points must not be used.

Avoid too many assessment components. Normally we would not expect more than two assessment components for a 20 credit module.

However, to ensure that your chosen assessment methods are inclusive and suitable for changes in circumstances please take into account that:

* multiple assessment points (e.g. two) are easier than one 100% assessment;
* bunched assessments are difficult to accommodate;
* traditional seen on campus exams are often the most difficult to administer;
* you have considered alternative assessments that accommodate students with disabilities.

**Indicative Reading List\***

* Reading list entries should be presented in a consistent style, e.g. Harvard.
* They should be as current as possible (unless a seminal work in the field).
* They must conform to the Reading List Policy: [Online Resource Lists | UWTSD Intranet](https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/support-staff/online-resource-lists)
* **Partners only**: Partners may have access to UWTSD’s electronic library (licensing requirements permitting). Partner access details are detailed on the UWTSD web pages at [Support for Staff at Partnerships | UWTSD Intranet](https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/support-staff/support-staff-partnerships)

\* Indicative Reading Lists are provided for validation purposes only. The reading list will be entered into reading list software and updated as necessary, and will be the ‘live’ version to be shared with students. The indicative reading list on the module descriptor will not need to be updated other than as part of the normal revalidation cycle.