**TEMPLATE FOR MODULE DESCRIPTION**

*A summary of headings is given on this page. Do not complete this page: a detailed template follows.*

**MODULE TITLE**

 **MODULE CODE**

**EFFECTIVE FROM**

**MODULE LEVEL** 3, 4, 5, or 6 for sub-degree and undergraduate modules; 7 (or 6) for postgraduate taught modules

**CREDIT POINTS**

**PREREQUISITE(S)**

**COREQUISITE(S)**

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| --- | --- | --- | --- | --- |
| **MODULE INSTANCE(S)** | **Location** | **Semester** | **Module co-ordinator** | **Teaching Staff** |
|  |  |  |  |  |

**HOURS** Indicate total notional student effort hours and division between lectures, seminars, tutorials, practicals, private study etc (10 hours = 1 credit point)

**TOTAL EFFORT HOURS** This should be the number of credit points multiplied by 10. The total of effort hours detailed above should match this figure.

**ACADEMIC SUBJECT** as required for module database: see Appendix 26

**RATIONALE** State the general purpose of the module in the context of the subject area as a whole

**AIMS**  State the educational aims of the module

**LEARNING OUTCOMES** State the knowledge, understanding, skills and abilities whose acquisition a successful student should be able to demonstrate

**CONTENT** Ensure that the content relates to the aims and intended learning outcomes of the module

**LEARNING AND TEACHING METHODS** Specify the methods to be used

**ASSESSMENT AND FEEDBACK** Specify the methods to be used with examples as appropriate

 Give the distribution of marks between

 % Coursework % Examination

**READING LIST** Divide into required and recommended reading to include -

Author, Year, *Title*, Place of Publication, Publisher

 **SUMMARY DESCRIPTION**

Up to 480 characters (for use in module database and online prospectus)

(Faculty and School are recorded in the CMS but do not appear in the PDF.)

*Module Description Template*

*This description is drawn up in a standard format. It is designed to describe the level of the module, what the student learns to do by undertaking it and how their performance is assessed. CHERP has provided resources to support module design, including writing learning outcomes, assessment information and reading lists.*

*Please complete through the screens in the Curriculum Management System. A PDF version is automatically generated in Arial font size 12. Italic text gives guidance.*

|  |  |
| --- | --- |
| **MODULE TITLE** | *Full title (maximum 65 characters) and short title if over 30 characters* |
| **MODULE CODE** | *[Select Academic Subject; code allocated automatically.]* |
| **EFFECTIVE FROM** | *Month and year in which this version of the module is first taught*  |
| **MODULE LEVEL** | *3, 4, 5, or 6 for sub-degree and undergraduate courses; or 7 or 6 for postgraduate courses. The level should be determined by reference to the level descriptors.* |
| **CREDIT POINTS** | *1 credit point per 10 hours of notional student effort.* |
| **MODULE INSTANCE(S)** | **Location** | **Semester** | **Module co-ordinator** | **Teaching Staff** |
|  |  |  |  |
| **PREREQUISITE(S)** | *This relates to a module or modules which must be completed prior to start of this module.* |
| **COREQUISITE(S)** | *This relates to a module or modules which must be taken at the same time as this module.* |
| **HOURS** | *Indicate notional student effort hours and their division between lectures, seminars, tutorials, practicals, private study, etc, selecting from the categories available (10 hours = 1 credit point).* |
| **TOTAL EFFORT HOURS** | Lectures | hrs |
| Seminars | hrs |
| Tutorials | hrs |
| Practicals | hrs |
| Independent study (including assessment) | hrs |
|  | hrs |  |
| *This should be the number of credit points multiplied by 10. The total of effort hours detailed above should match this figure.* |
| **ACADEMIC SUBJECT** | *This is a code from the University’s subject list (appendix 26). It should relate to the subject content of the module and it is not used to link the module to a school. This determines the first three letters of the module code.*  |

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| RATIONALE*Please state the general purpose of the module in the context of the subject area as a whole.* |

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| AIMS*Please state the essential aims of the module. These aims should lay the foundation for the learning outcomes, the learning and teaching methods and assessment outlined in this description. They should be framed in terms of what the teaching aims to achieve.* |

# LEARNING OUTCOMES

*Learning Outcomes are statements of the* ***minimum*** *that a student will be able to do when the module is completed successfully.*

*Learning outcomes should:*

* *be written in the future tense;*
* *identify important learning requirements;*
* *be achievable and assessable; and*
* *use language that students can understand.*

*Further guidance is available in the University’s Assessment Handbook and from CHERP.*

*Learning outcomes should be compatible with the level descriptors (see Appendix 5). All learning outcomes should be equally achievable by disabled students, even if variations in assessment tasks are necessary to achieve their assessment. See Guidance at* [ulster.ac.uk/\_\_data/assets/pdf\_file/0007/119815/Revised-SENDO-Staff-Guidance-Booklet-2016.pdf](https://www.ulster.ac.uk/__data/assets/pdf_file/0007/119815/Revised-SENDO-Staff-Guidance-Booklet-2016.pdf)

*KIPT headings are no longer used (2017/18 onwards). Normally no more than four outcomes should be identified. A case for more should be made at the time of approval.*

Successful students will be able to:

1

2

3

4

|  |
| --- |
| CONTENT *Ensure that the content relates to the aims and intended learning outcomes of the module.* |

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| LEARNING AND TEACHING METHODS*Explain why these methods are being employed from a student perspective. Where appropriate, cross-reference the teaching methods to the intended learning outcomes.*Lectures will …Seminars will …Tutorials will …Practical exercises will …Students will be directed to read …Students will be expected to …The module is fully online/blended*Add other Learning and Teaching Methods as relevant*  |
| ASSESSMENT AND FEEDBACK*Indicate the methods to be used, selecting from the categories available, with examples as appropriate. Use ‘Details’ for specific information on the particular assessment and ‘Assessment and Feedback Strategy’ to record information which applies across the module. In modules assessed by coursework and examination, where both elements must meet the threshold standard for the module to be passed, specify this and, if appropriate, indicate if this standard must be achieved in particular coursework components. Take account of the University’s Principles of Assessment and Feedback for Learning and guidance from CHERP on curriculum design and assessment, including workload equivalence for word counts.**Normally there should be no more than two items of assessment. (An item may include more than one component, but the overall result will be a single mark.) Typically coursework will require 2000 words (or equivalent) per 10 credit points.**Where a Course/Subject Committee decides to vary the learning and teaching and assessment methods for disabled students they must ensure that the new methods enable the students to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating. (See guidance at* [ulster.ac.uk/\_\_data/assets/pdf\_file/0007/119815/Revised-SENDO-Staff-Guidance-Booklet-2016.pdf](https://www.ulster.ac.uk/__data/assets/pdf_file/0007/119815/Revised-SENDO-Staff-Guidance-Booklet-2016.pdf))***Coursework 1****:**This comprises* * *the assessment type from the drop-down list*
* *its percentage contribution*
* *a short description of the type of work involved, summary assessment criteria/marking scheme (in Details)*
* *method of feedback (in Details).*

*The emphasis should be on how this method indicates a student’s ability to achieve the specified learning outcomes. There is no requirement to identify which outcomes are assessed in which assessment.* |

*Coursework 2:* ***if applicable***

*As above*

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| **Written Examination:** *if applicable**This might comprise a short description of the examination in terms of:** *the number of questions, and duration*
* *the extent of choice within the paper*
* *the number of sections*

*whether it is open or closed book** *compulsory sections etc*
* *information on nature of generic feedback.*

*Examples:* *A 3-hour paper with between 5 and 8 questions in which there will be an element of choice.* *OR**A 2-hour paper in two sections. Section one will be compulsory. Section two will contain an element of choice.*% Coursework % Examination*The summary distribution of marks between coursework and examination is automatically recorded.***READING LIST***Guidance on good practice in effective reading lists is available from CHERP. List all the required and indicative recommended reading. These should include electronic sources. Use the Harvard referencing system throughout: for books –* Author, Year, *Title*, Edition, Place of Publication, PublisherRequiredRecommendedSUMMARY DESCRIPTION*Up to 480 characters (for use in module database and online prospectus)*

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| Academic OfficeJune 2020 |

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