**De Montfort University**

**Guidance notes for completion of module specification (module template)**

This guidance has been developed to assist with the completion of the University’s module specification proforma. You can contact your faculty’s Associate Professor (Quality) who can provide exemplars to assist you.

The University is subject to consumer rights legislation in relation to the accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. This guidance document relates to module content which may impact on information to applicants and students and includes advice about making such information easily accessible and transparent. Please refer to the Competition and Markets Authority guidance to HE providers on consumer rights legislation (March 2015) for more information if necessary at: <https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students>

**Basic module information**

**Module title**

For modules with titles over 40 characters, shortened versions are also required due to systems requirements. The usual long module title will still appear on formal documentation such as HEAR and certificates. Where the un-shortened module title is less than 40 characters, they will have the benefit of being displayed in full on assessment reports etc. Normally a module will have a unique title, but where several modules cover the same topic they may have the same title but be differentiated, for example, by I, II, III or A, B, C etc.

**Module code**

Your Faculty Office or programme administrator will allocate module codes. Module codes are unique identifiers consisting of four letters followed by four numbers. The letters usually reflect the discipline, for example ENGL for English, MARK for Marketing. The Faculty Office can advise of the conventions for your subject area. The first of the four numbers normally reflects the year of study of the module, for full-time undergraduate study, for example ENGL1001 would be a first year undergraduate English module. Postgraduate modules are denoted by the number 5 as the first number. The remaining three numbers make the module code unique.

For modules developed by partner institutions, if the module is developed in collaboration with a faculty, the faculty will allocate the module code as above. If the module is being developed under the validation service, the university, via Educational Partnerships, will allocate the module code.

**Credit value**

Credit value reflects the volume of study associated to the module. DMU adheres to the national standard of 10 notional study hours equating to one credit ( as outlined in the Higher Education Credit Framework for England (2008).

In the DMU undergraduate scheme the standard module size is 30 credits (year-long delivery). Other sizes, for example 15, 45 and 60 credits, are also available.

In the DMU postgraduate scheme both 15 and 30 credit modules are typically used for taught material, with a dissertation at 60 credits.

In exceptional circumstances other credit values may be utilised with the agreement of your faculty’s Associate Dean (Academic) and the Chair of the Taught Programmes Management Committee, as appropriate.

**Credit level**

For your reference the university adheres to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014) which equates to DMU years of study as follows:

FHEQ level 4 equivalent to year one of full-time undergraduate study FHEQ level 5 equivalent to year two of full-time undergraduate study FHEQ level 6 equivalent to year three of full-time undergraduate study

FHEQ level 7 equivalent to taught postgraduate study

FHEQ level 8 equivalent to doctoral study

**Owning department**

The department which the programme will belong to should be listed.

If a module is developed by a partner institution as part of validation service provision (i.e.

not in collaboration with a DMU faculty), please provide the name of the partner institution in this section.

**Semester/year-long**

Please note that undergraduate modules do not run on a semester (or term) basis unless with explicit university agreement. The standard method of delivery for undergraduate modules is year- long. The field should therefore normally be completed with ‘Y’ for year-long.

The semester values available are Semester 1 (Sept-Jan); Semester 2 (Feb-May); Semester X (June – Sept).

**Details of accreditation by Professional, Statutory or Regulatory Body (PSRB)**

If applicable please list the name(s) of any PSRBs accrediting the module, and briefly describe what graduates will receive as a result of this accreditation (e.g. exemptions from professional examinations).

**Module leader**

The name of the person who will be the module leader once the module is running should be listed. For your information, the duties of a module leader are outlined in the university’s Academic Regulations at [www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)

Please note that the person who authors the module may not necessarily be the module leader. It is the person who will manage and lead the module when it is running who should be

named in this section.

**Appraiser/s**

The name of the person or people responsible for marking the assessments on the module.

**Module pre-requisites**

A pre-requisite is a module which must be studied prior to commencing study on the module

you are developing.

Normally pre-requisites are set at programme level and may vary from programme to programme. For example, on programme A module X may be a pre-requisite for studying module Y, whilst on programme B module Y has no pre-requisites. In such cases pre- requisites are not recorded on the module specification, but held at programme level.

In certain circumstances a module may be so specialist that on whichever programme it is studied a specific pre-requisite must be taken first. This should be recorded on the module specification. Where a module pre-requisite is listed, only the module code of the pre-requisite is required.

In addition there is the option to list other pre-requisite requirements, either internal to DMU or external prior learning/qualifications.

**Maximum student numbers on module**

This should only be completed if there is a specific reason, e.g. physical resources or Professional, Statutory or Regulatory Body (PSRB) requirements, to cap the student numbers on the module. Completing this field will not enforce such a cap, but is a prompt for the programme board chair to action such a cap with the Timetable Office etc.

**#DMUglobal content**

This section should be used to indicate whether the module has #DMUglobal content and whether this is assessed.

**Module description**

This section should include a concise description of the module, its aims, characteristics and outline content. It is important that this is written in an accessible style for students.

Please don’t include details which are liable to annual change, for example weekly teaching plans. This type of information can be included on the module’s Blackboard shell and in the module handbook. If the module normally incorporates a #DMUGlobal trip please keep the information generic or state ‘where available’, to ensure that the description does not require frequent updating if the trip details change.

**Learning outcomes**

The learning outcomes tell the students what they will be able to do upon completion of the module in terms of skills and knowledge acquired and applied at a specific level. The language and construction of the learning outcomes will align to the level descriptors appropriate to the level of study of the module. Please see the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014), available on the Quality Assurance Agency for Higher Education (QAA) website.

Learning outcomes are linked to module assessment tasks (assessment components). Normally one assessment task will test more than one learning outcome, and a learning outcome can be covered by more than one assessment task. The university does not expect each learning outcome to be individually ‘passed’. At the end of each learning outcome please indicate in brackets which assessment task(s) will test the student’s achievement of the learning outcome.

Module learning outcomes need to link clearly to the outcomes at programme level to demonstrate a clear congruence. They should be written in a way that allows both tutor and student to understand what is required within the module. Remember that students should not be expected to demonstrate that they have reached this level until the end of the module. This may have an impact upon the types of assessment you create and when you set their submission date. The learning outcomes are likely to be used with students directly as they will be duplicated in the module handbook so you need to ensure that they are written to be accessible to this audience.

Example of a well written learning outcome:

a) “Propose solutions to a range of project management situations across the creative industries”

*Reason: specific enough to be assessed yet wide enough to give students scope to adapt to*

*their own ideas and work.*

b) “Critically evaluate techniques for overcoming barriers to communication in individual and group situations.

*Reason: Fits directly into the FHEQ; specific requirements make it easier to assess and award marks to those students who can show they can be critical and evaluative.*

Example of a poorly written learning outcome:

a) “Establish an understanding of a chosen genre within a specific era”

*Reason: how could this be assessed in any meaningful way?*

b) “Apply creative imagination, connect with emotion, concentrate effectively and work with spontaneity”

*Reason: multiple concepts wrapped up in one LO which need to be disentangled. All concepts, as stated, are difficult to assess or the act of assessing might discourage the idea being assessed*

**Assessment Table**

For guidance on a variety of topics around assessment, please read the university’s Assessment and Feedback Policy, available on the Department of Academic Quality web pages.

Assessment tasks (assessment components) are recorded in a table. Each assessment task has a row in the table. The column headings are as follows.

**Type of assessment**

Each item of assessment must be identified as belonging to one of the following categories, as held on the student record system (QLS):

Computer Aided Design (CAD) Performance

Case Study Phase Test

CCS Portfolio

Critical Analysis Poster

Design Study Practical

Essay Presentation

Group Presentation Project

Group Work Reflective

Journal Report

Lab Report Seen Examination

Online Test Unseen Examination

Other Coursework Video

**Duration/volume**

This should be completed to indicate the duration or volume of each assessment task, for

example 2 hours for an exam, 3,000 words for an essay. There is no university-wide position on the appropriate volume of an assessment task against its weighting and credit value. If required you should seek advice on conventions from faculty colleagues, particularly those in your subject area.

**Assessment weighting %**

The percentage each assessment task contributes to the overall module assessment (equaling

100%) should be entered here.

***Final assessment Y/N***

For funding purposes it is important to know what the final module assessment is, in

chronological terms. If the module contains an end-of-session exam that would normally be marked as the final assessment. Please mark Y (yes) or N (no) against each assessment task. **Only one assessment task can be identified as the final assessment.**

**Minimum threshold mark %**

This column is normally only completed for exceptional reasons usually associated with the

module being part of a professionally-accredited programme.

In order to pass the module a student must achieve an aggregate mark of 40% or above in an undergraduate module and 50% or above in a postgraduate module, and where a minimum threshold mark is given, a student must in addition achieve or exceed that mark in that particular assessment task as well. This can lead to students who have a pass mark at module level nevertheless failing the module because of their performance in the task which has a minimum threshold mark set against it. If a minimum threshold mark is set against a particular assessment task it must be clearly explained to students. In the undergraduate scheme minimum threshold marks should only be set in discussion with the faculty’s Associate Dean (Academic), and where there is a strong rationale, usually related to professional accreditation.

For postgraduate modules minimum threshold marks can be set at the discretion of the programme board which owns the module.

The minimum threshold mark can be of any value, including 40% or 50%. If a threshold is required against an assessment task, please also mark the following column, *Essential component* as Y (yes) and enter a value in the minimum threshold column if not 40% or 50%.

**Essential component Y/N**

This follows the same logic as the minimum threshold mark, above. Setting an assessment task as essential means that to pass the module a student must gain an at least an aggregate module mark of 40% in an undergraduate module or 50% in a postgraduate module and have achieved at least the minimum threshold percentage in the individual task(s) marked as essential. As above, this must be clearly explained to students.

In the undergraduate scheme essential components should only be set in discussion with the faculty’s Associate Dean (Academic), and where there is a strong rationale, usually related to professional accreditation.

For postgraduate modules essential components can be set at the discretion of the programme board which owns the module.

**Please note: Essential components**

If essential is ticked and the minimum threshold is left blank, the threshold will default to 40%, or 50% for postgraduate modules. If the threshold is not 40% or 50% please put the relevant percentage figure in the minimum threshold column.

Please remember that the use of essential components may result in students who have an overall module pass mark failing the module. If used, their use is not optional and must be applied across the whole programme cohort. Their use is normally limited to meeting PSRB requirements.

**Anonymously marked Y/N**

The university requires all assessments to be anonymously marked where possible to do so. There are obvious exceptions to this, such as performances, presentations and the creation of artifacts, which are agreed at faculty level and monitored by the university. Please indicate for each assessment task whether it will be anonymously marked or not. If an assessment task can’t be anonymously marked, please use the correct exemption code to indicate the reason. Approval will need to be requested with support from the Associate Professor (Quality) for any exemptions.

**Please Note: Using Zero rated ‘Pass/Fail’ components in the Assessment Table**

Some modules which combine academic study with clinical or other practice work may

make use of a zero rated ‘pass/fail’ component. Using such a component means that work being assessed does not count towards the overall academic result of the module (hence it is

zero rated) but must be passed for the module to be passed. An example of this might be a

Nursing module where an element of clinical practice is being assessed alongside the academic elements of the module.

**Assessment notes**

Any relevant notes on the assessment regime described in the assessment table can be entered here, for example, brief additional details about the assessment tasks and their relationship to the module’s learning outcomes. If any of the assessment tasks have been designated as must-pass or have had a minimum threshold mark set against them, a brief rationale should be provided in this section.

**Reassessment**

This section should be used to define what a student will need to do if they need to be reassessed in the module, for example re-take the failed assessment task(s) or substitute an essay to cover practical work which cannot be replicated during the reassessment period. It is important that accurate information on any reassessment differences be captured in the template and in any other assessment information provided to students.

Where a student has failed a module but has pass marks in one or more individual assessment tasks (components), these pass marks should stand and only the failed task(s) should be reassessed.

**Expected methods of delivery**

Please describe, in language accessible to students and other stakeholders, how the module will be delivered (for example by distance learning, work-based learning, lectures, seminars, lab sessions etc.). Please describe the learning and teaching approach which will be taken to support students to achieve the learning outcomes, referring not just how the module will be taught, but how the students will learn.

From 2016/17 onwards there is a requirement to include hours per learning and teaching activity, per module and overall assessment hours, to equate to the credit value of the module. These should be included in the expected methods of delivery section in the following format – example is for a 15 credit module so should equate to 150 notional learning hours:

Student hours per module:  
Lecture 15 hours  
Seminar 30 hours  
Practical 40 hours  
Self-directed study 45 hours  
Assessment 20 hours

There is a university glossary of learning and teaching activities which can be included on the templates. This is approved and monitored via the University Learning and Teaching Committee and is provided as an appendix to this guidance to assist in completing this section.

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**What happens to the module specification after completion?**

Initially your completed module specification will be approved by the owning programme management board (PMB) or equivalent faculty committee before being considered at the faculty’s Development and Review Committee (DARC) or equivalent faculty committee. Your module will be approved as part of a new programme validation, if applicable, or approved via the curriculum modification process if it is to be added to existing provision.

Assuming successful validation/approval the module will be entered onto the Academic Database (ADS) ready for the commencement of its first session of use. This is the definitive version of the module specification and supersedes any paper or electronic version held by individual members of staff. ADS maintains a version history of the module as ongoing modifications are made. From 2018 onwards the specification will be entered onto the SAP student record system.

**Note on learning resources**

Learning resources are agreed between the Programme Management Board (PMB) or equivalent faculty committee and Library and Learning Services. For validation purposes an indicative list of learning resources will need to be provided for the module. This indicative list should include any mandatory texts and if necessary reference which edition.

**Note on validation service**

For support and guidance on completion of module specifications by partner institutions for validation service provision, please contact the Educational Partnerships division of the Department of Academic Quality.

**Appendix: University learning and teaching glossary**

**Introduction**

The purpose of this document is to align understanding of teaching and learning practises in a collegiate manner without stifling creative practice of academics. To also inform and manage student expectations and learning experience. This list of learning and teaching methodologies has been constructed through collaboration with Heads of Quality (now Associate Professors (Quality)), Heads of Study (now Associate Deans (Academic)), Department of Academic Quality and DSU and in reference to the QAA (2011) publication **‘Explaining Contact Hours Guidance for Institutions Providing Public Information about H.E. in the UK’**. It is proposed that the glossary will be annually reviewed through Faculty Learning and Teaching Committees for revisions and endorsed through the University Committee of Learning and Teaching.

The learning approaches have been divided into three key areas;

**a. Academic Led** – Usually face to face delivery but can also virtual as with distance leaning

**b. Non Academic Led** – The learning that occurs outside the campus but is a key element of the students’ experience, placements for example

**c. Self Directed** – Student centred learning that is what is expected to be completed in addition to **a.** and **b.**

These three categories will be used on module specifications for 2016 – 2017 going forward along with the indication of learning hours for the student on that module as indicated by the QAA (2006). The notional learning hours associated with qualifications, programmes and individual units of study are based on a broad agreement across institutions that students can expect to spend 10 hours learning on average in order to gain one academic credit unit (QAA (2006) *Academic credit in higher education in England*, available at: [www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/AcademicCredit.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/AcademicCredit.pdf)); therefore a 15 credit module equates to 150 hours of learning and a 30 credit module would be 300 hours. **Academic Led**, **Non Academic Led** and **Self Directed** learning hours should be appropriately identified to guide student learning opportunities in each DMU module equivalent to these hours (See Appendix One).

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| **Name of Learning & Teaching Approach** | **a. Academic Led: Descriptor of Learning and Teaching Method** | **Previously recorded on the student timetabled as ……** |
| **1. Tutorial** | A **Tutorial** is a small class of one, or only a few students, in which a lecturer, or other member of staff gives individual attention to the students usually in relation to assessment support. This interaction can occur virtually (email or Skype) or face to face. | * Supervision * Small group session * Personal Tutorial |
| **2. Seminar** | **Seminars** provide an opportunity to explore topics by discussion. A **seminar** is generally understood to be a smaller group meeting than a lecture, in which students and academics actively discuss information on a chosen topic. | * Lecture/Seminar * Personal Tutor Group Session |
| **3. Lecture / Large Group Teaching** | A **Lecture** can range from a very formal to an informal learning opportunity where information, concepts or principles are delivered by a lecturer to usually a large group of students. This can also be via virtual delivery. Formal **Lectures** are often conveyed in a highly structured manner with minimal student contribution. Whereas informal **Lectures** often involve a two way interactive exchange between student group and lecturer. Both approaches introduce and disseminate new information and knowledge which is later reinforced with other learning. | * Lecture/Workshop * Lecture/Seminar * Lecture/Screening * Lecture/Practical |
| **4. Fieldtrip** | A **Fieldtrip** is a supervised opportunity for students to spend time outside the University. This can be from a single one off event to a residential opportunity. | * Employer Engagement * Visits * Placement   See **DMU Learning and Teaching Glossary** term five. |
| **5. Workshop** | **Workshop** involves a group of students who engage in intensive discussion and activity on a particular subject or project, this maybe of a practical nature or based on shared theoretical concepts. | * BLS * IPE * Dis-engagement / De-escalation Training * Basic Life Support * Moving and Handling * Evaluation * Vaccinations |

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| **Name of Learning & Teaching Approach** | **a. Academic Led: Descriptor of Learning and Teaching Method** | **Previously recorded on the student timetabled as ……** |
| **6. Practical** | A scheduled teaching session usually located in laboratory environment on campus; where using equipment such as computers, clinical or scientific equipment is intrinsic to the student experience. | * Practical Lab * Clinical Skills Lab * Computer Lab / Tutorial * Computer Lab / Workshop * Unstaffed Computer Lab |
| **7. Studio** | **Studio** teaching is a process of learning-by-doing, in which students develop the skills required to produce designs, gain an understanding of the application of technical knowledge to design situations, and explore how theory and action inform each other. **Studio** teaching is characterised by project-based work on complex and open-ended problems, typically involving the rapid iteration of design solutions with frequent formal and informal critique, involving interaction with peers as well as staff. The major goal of studio teaching is to guide students through the design process, while simultaneously teaching them about design. |  |

|  |  |
| --- | --- |
| **Name of Learning & Teaching Approach** | **b. Non Academic Led: A Placement** is an experience that is intended to give the student insight into a practical element of the award they are studying. In some courses the placement element is facilitated through the University and is a mandatory assessment component. |

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| **Name of Learning & Teaching Approach** | **c. Self-Directed Learning** views learners as responsible owners and managers of their own learning process. **Self-Directed Learning** integrates self-management (management of the context, including the social setting, resources, and actions) with self-monitoring, the process whereby the student monitors, evaluates and regulate their own learning strategies. Any of the learning activities listed under **‘Academic Led’** can also be included under **Self-Directed Learning**; it would be identified as ‘unstaffed’. |
| * On Line Learning – This can be prescribed or suggested actions usually using BlackBoard. For example, it can be online quizzes or pre-sessional preparation | |
| * Reading – Core materials indicative to the module syllabus | |
| * Collaborative Activities – Blogs, Wikis or face to face group work | |
| * Reflection – A structured or unstructured learning opportunity for student development and progression | |
| * Revision – Using materials uploaded onto BlackBoard or other resources indicated by module staff | |
| * Consolidation – Learning activities to be completed after the main learning event whether this is a tutorial or seminar | |
| * Postgraduate Researcher Training - A combination of tutor-led delivery *and* interactive discussion and activity-based delivery. This may be of a practical nature or based on sharing theoretical concepts or processes. Training can be either generic or Faculty-specific. | |