# Module Specification

This form should be completed to accompany a module proposal form, or revised to accompany a module modification form by using tracked changes or underlining insertions and ~~striking through deletions~~

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | School/Institute that owns the module | | {school} | | **B** |
|  | Department (if applicable) | | {dept} | | **B** |
|  | Is the module delivered in collaboration with another organisation? | | Choose an item.  *If ‘yes’ please state the organisation’s name:* | | **B Q SF** |
|  | Is this module to be delivered by more than one School/Institute at UoB? | | Choose an item.  *If ‘yes’ state which Schools/Institutes they are and what the split will be, e.g. Mathematics 50%, Chemistry 50%:* | | **B SF** |
|  | Accrediting body (if applicable) | |  | | **Q** |
|  | Module title | | {title} | | **B Q** |
|  | Module code(s) (if known)[[1]](#footnote-1) | | {code}  {#matchedBoolean}  Equivalent modules: {#duplicate}  {.}  {/duplicate}{/matchedBoolean} | | **B** |
|  | Module level | | {level} | | **B Q** |
|  | Module credits | | {credits} | | **B Q** |
|  | Module attribute (e.g. subject or specialist minor), if relevant[[2]](#footnote-2) | |  | | **B** |
|  | Semester in which the module will run | | {semester} | | **B** |
|  | Programmes on which the module is available (please state the programme title and code) | | As a compulsory module (i.e. every student in the year should be registered on this module code):  {#attachedProgs}{#comp}{.}  {/comp}{/attachedProgs}  As an optional module (including any information regarding the basket to which it should be assigned):  {#attachedProgs}{#optional}{.}  {/optional}{/attachedProgs}  Confirmation that module registrations (or numbers attending teaching events for this module) are expected to meet or exceed the relevant College’s agreed threshold:[[3]](#footnote-3)  Choose an item. | | **B** |
|  | State the name and code of any pre-requisite modules (i.e. modules students *must* have taken in previous years to be eligible to take this module. Also describe any particular requirements for incoming exchange students, if applicable) | | {#prereqs}{.}  {/prereqs} | | **B** |
|  | State the name and code of any co-requisite modules on which students must also register in the same session | | {#coreqs}{.}  {/coreqs} | | **B** |
|  | Where will the teaching take place? | | {campus}  *If ‘other’ please state here:* | | **B Q SF** |
|  | Comment briefly on how your School/Institute/Department promotes equality of opportunity by ensuring no barriers are posed to applications, access or progression for any protected group[[4]](#footnote-4) | |  | | **Q** |
|  | Please detail any exemptions from Regulations, including approved exceptions relating to the semesterised teaching year structure | |  | | **Q** |
|  | Total student effort for the module (this should equal the total no. of hours in 18.1-12, otherwise the missing hours will be added to ‘guided independent study’). NB Every 10 credits should equate to 100 hours of student effort, which includes guided independent study. Hover over each section for a definition. | |  | | **B Q SF** |
|  | [Lecture](#Lecture) | | {lecture} | |  |
|  | [Seminar](#Seminar" \o "Generally smaller than lectures, seminars give students the opportunity to engage in discussion of a particular topic and/or to explore it in more detail than in a lecture. Includes tutor-, peer-, and student-led classes. Can take place virtually.) | | {seminar} | |  |
|  | [Tutorial](#Tutorial" \o "Tutorials can be distinguished from seminars by their stronger emphasis on the role of the tutor in giving direction or feedback. Can take place virtually.) | | {tutorial} | |  |
|  | [Project supervision](#Projectsupervision" \o "This refers to meetings that a student/group of students has with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, e.g. dissertation or extended project. Meetings can take place virtually.) | | {project} | |  |
|  | [Demonstration](#Demonstration" \o "E.g.s include the demonstration of laboratory skills, clinical skills, performance art, or fieldwork techniques. Can take place virtually.) | | {demo} | |  |
|  | [Practical classes/workshops](#Practical" \o "E.g.s include a laboratory class, recital, artefact handling/identification, language conversation, sports match etc. They might incorporate elements of teaching/guided learning. Are likely to be supervised/observed and usually take place in person. ) | | {practical} | |  |
|  | [Supervised time in a studio/workshop/lab](#Workshop" \o "E.g.s include time spent in an art/design studio, or in a rehearsal space like a workshop theatre. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or affiliates may be involved. Unlikely to take place virtually.) | | {workshop} | |  |
|  | [Fieldwork](#Fieldwork" \o "E.g.s include survey work and other forms of data collection, excavations, and explorations. Work might be unsupervised or supervised and supervision could be provided by staff or appointed representatives. Some fieldwork may take place virtually.) | | {fieldwork} | |  |
|  | [External visits](#External) | | {visits} | |  |
|  | [Work based learning/placement](#Workbased" \o "Any learning taking place via an organised work opportunity rather than in a university/college setting, e.g. managed placement or internship. Some supervision/monitoring, e.g. by a mentor in the host organisation likely. Unlikely to take place virtually.) | | {work} | |  |
|  | [Guided independent study](#Independentstudy" \o "Work students undertake outside the classroom, e.g. reading and research, preparing and writing coursework and other assignments, revision etc.) | | {independent} | |  |
|  | Study abroad | | {abroad} | |  |
|  | Module description | | | | |
|  | Recommended:   * Providing a short, clear description, indicating the broad topic area covered by the module. This creates room for flexibility, so you do not need to deliver the exact same material every year. * Ensuring that the description is attractive and accessible to prospective students, thus diminishing the need for a separate module description for marketing purposes. * Possibly noting what ‘type’ of module it is, e.g. is it a broad, introductory module or is it a more specialist module that builds on previous learning? * A module description should be approximately 150 words. | | | Not recommended:   * Inclusion of excessive detail regarding the material to be covered in the module. This creates less flexibility to update that material each year. * Outlining the full module syllabus, week-by-week. This creates less flexibility for you to vary your delivery plan each year. * Over-use of technical jargon, which makes the description less accessible to prospective students. | |
| {#description}  {.}  {/description} | | | | | **Q** |
|  | Module outcomes: each line should contain a different learning outcome (add or remove rows as necessary). All learning outcomes must be assessed by means of a summative assessment – failure to achieve all stated learning outcomes results in a student’s failure of the module. The QAA publish guidance related to ‘levelness’ in the [Frameworks for Higher Education Qualifications](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) and in their [Subject Benchmark Statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements). Schools/Institutes are also encouraged to refer to the Birmingham Graduate Attributes.  By the end of the module students should be able to: | | | | |
|  | * {-w:p outcomes}{.}{/outcomes} | | | | |
|  | Opportunities for formative assessment (i.e. assessment that does not produce a mark that contributes to the overall module mark) |  | | | **Q** |
|  | Method(s) of summative assessment and weighting, e.g. 1hr written unseen examination (50%), 1500 word essay (50%) | {#summative}{.}  {/summative} | | | **B Q** |
|  | If there is an examination, is it centrally timetabled? | {#ctExam}Yes{/ctExam}{^ctExam}No{/ctExam}  *If ‘yes’ please specify the length of the examination:*  *If ‘yes’ is this available for students to take overseas?*  Choose an item. | | | **B** |
|  | If there is an examination, select examination period | {#ctExam}{#examPeriod}{.}  {/examPeriod}{/ctExam}{^ctExam}N/A – not examined{/ctExam} | | | **B** |
|  | [Please describe any internal hurdles](#Internalhurdles)[[5]](#footnote-5) |  | | | **B Q** |
|  | Method(s) of reassessment students would be expected to undertake should they fail to pass the module at the first attempt. The reassessment method(s) must enable students to meet the module’s learning outcomes. | {#reassessment}{.}  {/reassessment} | | | **B Q** |
|  | Will students come into contact with individuals under 18? | Choose an item.  *If ‘Yes’, students will have to be subject to a Disclosure and Barring Service (DBS) check before they can commence the module. Please provide details of what arrangements are in place for this here:* | | | **Q** |
|  | Date written/revised | Click here to enter a date. | | | **Q** |
|  | Contacts | Module lead: {lead}  School/Institute administrative contact:  College administrative contact: | | | **B** |

1. If the modification relates to all instances of a module, please include all locations and all semesters affected in sections 11 and 15 respectively. [↑](#footnote-ref-1)
2. To be completed if this module contributes to a specialist minor, i.e. a sub-area of the overall subject area that appears in brackets after the degree title, e.g. BA History (British History) [↑](#footnote-ref-2)
3. College of Arts and Law: 10 for all modules; College of Engineering and Physical Sciences: 10 for undergraduate modules, 5 for postgraduate modules; College of Life and Environmental Sciences: 10 for all modules; College of Medical and Dental Sciences: 10 for all modules; College of Social Sciences: 15 for all modules. [↑](#footnote-ref-3)
4. As a University we are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds and those with protected characteristics according to the Equality Act 2010. All programmes and modules should therefore seek to promote equality of opportunity through ensuring they pose no barriers to applications, access or progression for any student who meets the admissions criteria. Further guidance can be obtained from [Student Services](https://intranet.birmingham.ac.uk/student/equality-and-diversity/Index.aspx). [↑](#footnote-ref-4)
5. 5.5.3 of the [Code of Practice on Taught Programme and Module Assessment and Feedback (PDF - 517KB)](https://intranet.birmingham.ac.uk/as/registry/legislation/documents/public/cohort-legislation-2021-22/cop-taught-prog-assessment-21-22.pdf) states that ‘Where there is more than one assessment contributing to the module mark, principal academic units may specify that particular assessments must be passed in order to pass the module (known as 'internal hurdles'). The weighting of each assessment, or the requirement to pass a particular assessment, must be clearly stated as a percentage of the module mark in the approved module descriptions’. [↑](#footnote-ref-5)