Module Specification Template:

Guidance on completion and making changes

Each module must be presented for approval in the standardised format of a Module Specification.

This standard information forms the basis for more detailed Module Outlines given to students at the beginning of each module. Additional information in module outlines includes for example, schedules of planned teaching activities, module team contact details, specific assessment details, guidance and assessment criteria, up-to-date reading and resource lists. [Guidance for writing Module Outlines](http://www.worc.ac.uk/aqu/documents/ModuleOutlineGuidance.docx) can be found on the AQU webpages.

The information on the Module Specification is used for setting up the student record, populating the module directory and providing data, specifically in relation to learning and teaching methods and assessment methods, for the key information sets that are published for each course.

Those sections of the module specification marked with an asterisk (\*) must have formal approval and notification to AQU and Registry Services. The Module Specification should be kept updated, with any approved changes recorded at the end of the specification. Module Specifications should always be updated prior to any periodic or external review.

This document provides detailed guidance on the content of the Module Specification.

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| **MODULE SPECIFICATION** |
| **Module Code and title\*** | **Module Code** The module code is constructed from 4 characters identifying the home subject area and 4 numbers identifying the specific module and level. The code for new modules must be agreed with Registry Services to prevent duplication and ensure accurate recording.**Module Title** Titles should be unique and informative. Maximum length: 50 characters. |
| **School\*** | The home UW Academic School (and if appropriate the partner organisation) that owns the module. |
| **Location of teaching\*** | University of Worcester and/or partner organisation.Note the delivery of programmes off-site requires formal approval of the appropriateness of the venue and associated resources. |
| **Subject\*** | Subject to which module belongs.A module might be part of more than one course but must be owned by a specific ‘subject’ area for QA and Assessment Board purposes**.** |
| **Module Leader** | All modules must have an identified module leader. |
| **Module Type\*** | All modules will be identified by their **award type** (FD, HN, undergraduate/ Bachelor’s degree, postgraduate/Master’s degree) and as Arts (arts or humanities based), e.g. FdA, BA, MA, or Science (substantially based on science and its applications), e.g. FdSc, BSc, MSc. Where modules are shared across more than one award, list all categories, e.g. FdSc and BSc. |
| **Module Level and Credits\*** | Levels 4, 5 or 6, 7 (Masters) and 8 (Doctorate).15 and 30 credit modules are to be considered the norm for all new courses.Note: a change in level or credit value would require a new module specification. |
| **Mode of delivery\*** | This section must make clear how the module is ‘delivered’. For example, whether it will have scheduled weekly classes, be taught in the evenings, be delivered intensively in a study block, predominantly e-learning, blended or distance learning. Change (or addition) to the mode of module delivery which involves a change in the learning and teaching methods requires formal approval. |
| **Module Status in relation to courses\*** | Courses for which module is Mandatory and those for which it is Optional, e.g. Mandatory for Single Hons, Major and Joint Zoology; Optional for Minor.Note: the addition of optional modules requires formal approval, please see <https://www2.worc.ac.uk/aqu/documents/CTMCTableOfGuidanceAmendments.docx> |
| **Pre-requisites\*** | The module(s) (by code and title) that *must be taken and passed before this module can be taken*. Prerequisites must be educationally justified and specific to the module in which they are included, i.e. the prerequisite is a requirement for the module and does not differ between awards. No module may be a pre-requisite for another module at the same level. |
| **Co-requisites\*** | The module (by code and title) *required to be* *taken at the same time as this module*. Co-requisites must be educationally justified and specific to the modules in which they are included, i.e. the co-requisite is a requirement for the modules and does not differ between awards. |
| **Restrictions, excluded combinations, DBS requirements, if appropriate\*** | **Excluded combinations:** Any similar module that the student cannot undertake (or has taken in the past) in addition to this one (e.g. could be the same module at a different level or a similar module that has been discontinued and is being replaced by this module).**Restrictions:** Includes any additional restrictions, such as unsuitability for qualified practitioners, e.g. an introductory mental health module that is not available to those with a Registered Nurse (Mental Health) qualification.**Disclosure and Barring Service (DBS) requirements:** Where appropriate if enhanced disclosure MAY be required OR enhanced disclosure WILL be required. Please check with Admissions Office/Registry Services where a satisfactory DBS is a prerequisite for a course (or a placement/WBL experience that is a required element of the course). This must be clearly communicated to students prior to selection of modules and must follow recent guidance from UCAS. |
| **Short Module Descriptor** | A brief description of the module (maximum 100 words) that encapsulates the key purpose, aims and teaching, learning and assessment style of the module. This will be used for the on-line Module Directory and is intended to be informative for students. |
| **Intended Learning Outcomes\*** | Intended Learning Outcomes should be student centred and express what it is intended the student will have learnt and therefore be able to do on completion of the module/unit. Learning outcomes provide explicit statements of the knowledge and understanding, intellectual skills, conceptions and attitudes of mind, subject specific, professional, practical and other key or transferable skills, attributes and/or competencies a student will be expected to demonstrate on completion of the module. All learning outcomes must be assessed as part of the module and it must be possible to clearly link students' assessed work with the intended learning outcomes. The stem should be *‘On successful completion of the module, students should be able to:’* Each learning outcome should start with a verb and will be more specific and measurable than the overall course outcomes and written at the appropriate level for the module. The list of learning outcomes should be numbered for cross referencing with assessment strategies. Advice on writing learning outcomes is available on the AQU webpages and in the UW Assessment Policy. A 15 credit module will normally have 4-5 learning outcomes. However the learning outcomes for a 30 credit module do not have to be double that of a 15 credit module. Note: adjustments to learning outcomes require CMAS approval. Please see <https://www2.worc.ac.uk/aqu/documents/CTMCTableOfGuidanceAmendments.docx> |
| **Indicative Content**  | A short description of the academic content. It should be clear how this supports the achievement of the intended learning outcomes, i.e. the content should relate to the knowledge, skills, qualities and attributes to be demonstrated on completion of the module. For example, as well as subject-based knowledge, e.g. theories of counselling, it should also include content to support other essential elements of the module, e.g. ‘Principles of reflective practice’, ‘Planning a Group Presentation’ or ‘Participating in Peer Assessment’ if this is key to the achievement of learning outcomes. This section should also include skills, qualities, approaches or competencies which are practised extensively during the module but not explicitly assessed. |
| **Summative Assessment\*** | State in tabular form the item/s of summative assessment (in broad terms e.g. essay, exam, presentation, project) and for each item include the assessment loading, i.e. the expected word length (or equivalency, e.g. time), the respective contribution of each item to the total module assessment expressed as a whole percentage weighting (e.g. 25% weighting or Pass/Fail, if appropriate), the learning outcomes assessed and whether or not the assessment item is marked anonymously. Example (see table below): |
| **Summative Assessment Items** | **Indicative Word Limit or equivalent (e.g. time)** | **Weighting** | **Intended Learning Outcomes Assessed** | **Anonymous Marking** |
| **Unseen Examination** | 2 Hour | 50% | ILOs 1, 3 and 4 | Yes |
| **Individual Presentation** | 20 Mins | 50% | ILOs 1,2 and 5 | No |
| Full details including dates for submission of assignments, etc., should be given in the Module Outline as dates will change each year. The information used here on assessment weightings will contribute to the Key Information Sets that are published for all courses and appear on webpages and the UCAS website. **Please state clearly here if compensation is not permitted\*.**\* Normally grades for all elements of assessment are aggregated according to their weighting to arrive at the module grade. However, if there are any special rules for passing the module such as requirements to pass each assessment item then compensation is not permitted (e.g. where specific skills and theory components must be practised and passed to satisfy professional requirements, such as counselling practice or first aid skills, the module would be described as “non-compensatory”).The [University Assessment Policy](http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) (available on AQU’s [Policy & Regulatory Framework](http://www.worc.ac.uk/aqu/658.htm) webpage) provides extensive guidance on the design of assessment strategies.For amendments to modules and courses please see <https://www2.worc.ac.uk/aqu/documents/CTMCTableOfGuidanceAmendments.docx> |
| **Sample assignments for summative assessment** | One example of each type of assessment employed, e.g. style of examination paper (one compulsory question then 2 from choice of 4), sample examination questions, or focus for the presentation, e.g. an ethical issue raised by gene technology. |
| **Formative assessment strategy and examples of formative assessment** | This section should indicate the module’s approach to formative assessment and how students receive formative feedback. You may also give examples of formative assessments here. Full details of formative assessments, including any submission dates required, should be given in the Module Outline as these will change each year.Changes to formative assessment do not need formal approval. |
| **Learning and teaching strategy**  | This section should provide a brief description of the approach to learning and teaching adopted by the module which should be designed to support students towards demonstrating their achievement of the intended learning outcomes through completion of the module/unit assessment, i.e. there should be ‘constructive alignment’ of learning outcomes, methods and assessment. Any specific strategies should be identified e.g. is there a distance learning/blended learning, enquiry-based learning, and/or web-based learning component, placement, etc. The inclusive nature of the module (and reasonable adjustments for disabled students), together with the way in which it supports employability, and other aspects of the University Learning, Teaching and Assessment Strategy, may be referred to. Include reference to the ways in which the module makes use of learning technologies (e.g. Blackboard, PebblePad, etc.) and the ways in which students are likely to encounter learning technologies, e.g. completion of on-line learning packages, use of virtual seminars, quizzes, on-line assessment etc. |
| **Learning and Teaching methods** | Using the convention that 1 credit = 10 hours of learning, set out as precisely as possible the learning and teaching methods for the module.   Total learning and teaching hours must equate with the credit value of the module (i.e. 150 hours for 15 credits; 300 hours for 30 credits).  Generally a module with 3 hours of teaching per week, will indicate guided independent study of around 6 hours per week and then the remaining time to make up the 150 or 300 hours can be for preparation of assessments.  It is for module and course leaders to vary the distribution between different activities as they consider appropriate, but generally ensuring that on a weekly basis the student is engaged in around 37/38 hours of study.If the module is delivered via different forms of teaching, e.g. lectures, practicals and seminars for example, you can be more specific, e.g. 24 x 1 hour lectures, 12 x 2 hour seminars, 12 x 3 hour practicals.If the module is delivered in more than one mode, for example it is delivered in intensive weekend mode as well as scheduled weekly delivery, you will need to complete two tables, one for each mode of delivery.  The heading in this case might be amended to Number of days and hours.The completed example below is indicative of a 15 credit module delivered over 12 weeks (1 semester).  If the teaching pattern is more complex in terms of how the module is structured or the types of learning activities, then adjust the table to reflect this.  The important thing is to represent accurately what a student should expect in terms of how much time they can expect to have in on campus taught sessions and online taught sessions, what practical learning, directed learning and independent study is expected in relation to the total learning hours of the module.   **Please remove any rows that are not relevant (i.e. where Total = 0) and check that your hours add up to the correct total.**

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| **Activity type** | **Number of weeks** **and hours/days**  | **Total** |
| Taught sessions (on campus) | e.g. 12 x 2 hours | 24 |
| Taught sessions (synchronous online) | e.g. 12 x 1 hour | 12 |
| Online directed study (asynchronous)\* | e.g.   12 x 3 hours | 36 |
| Work based learning | N/A | 0 |
| Independent study | e.g. 12 x 2.5 hours | 30 |
| Preparation of assessments | e.g. 48 hours | 48 |
| TOTAL |  | 150 |

\*This would include online study activity that is expected to be completed before the module session in the following week – for example engaging with pre-recorded or multimedia materials, engagement with online discussion forums, etc.  It is study that is tutor directed and facilitated as distinct from independent study or assessment preparation which is student directed.Note: A change to the mode of delivery of a module requires CMAS approval <https://www2.worc.ac.uk/aqu/documents/CTMCTableOfGuidanceAmendments.docx> |
| **Date Module Specification Approved:** | This is the date of the course approval or CMAS/LTQE approval (i.e. Date/Version 1.0). |
| **Date and Record of Revisions:** | Record any changes made to the module and the date these came into effect. A version control table (see example below) may be used. |
| **Resource list information** | Please include *the following standard wording*: *All current module resource lists are accessible at* [*http://resourcelists.worc.ac.uk*](http://resourcelists.worc.ac.uk)*.* *The resource list for this module can be accessed at* [*http://resourcelists.worc.ac.uk/search.html?q=*XXXX1234](http://resourcelists.worc.ac.uk/search.html?q=XXXX1234)**Module leaders** – to add the module code in place of XXXX1234)Resource lists are available through the **Resource Lists** hyperlink above**\*.** Resources should be identified using the principle of Set Texts, Essential Reading and Further Reading. See here for general guidance on Resource Lists:http://libguides.worc.ac.uk/services/academic-staff-support/resource-lists |

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| **Date** | **Version** | **Reason for Change** | **Effective from** | **Author** |
|  | 1.0 |  |  |  |
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**The section below should only be included for collaborative courses – otherwise please delete:**

**\* For collaborative courses which are directly-funded (i.e. courses which do not use UW student numbers)**

Talis is not available for directly-funded courses. **For these courses only**, please provide details within the module specification of Set Texts, Essential Reading and Further Reading in the format provided below. If unsure if a course is directly-funded, please check with your AQU Officer.

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| **Set Text** | A title that students are expected to purchase (usually one per module). If there is no set text for the module, add this note: ‘There is no set text to purchase for this module’. |
| **Essential Reading** | Reading that is expected or required of all students. This should not exceed a dozen or so works.Where possible this should be made available electronically to improve access. Include e-journal articles, e-books, digitised books chapters or print journal articles, and websites where appropriate.Bibliographic layout should adhere to University referencing guidelines. |
| **Further Reading** | Reading that is desirable in that it expands knowledge or understanding of a subject. |