Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Quality Enhancement Directorate

Guidance Notes: Completing Module Descriptor Pro Forma

The module descriptor (which can be found here) is an intrinsic part of the programme documentation submitted for validation (see Section 03.1) and review (see Section 06.1). It is of vital importance that time and care is taken to ensure it is accurate and complete. The module descriptor template to be used is contained in Section 01.4B.

The '*module descriptor pro forma*' provides a standardised framework for capturing essential information about individual modules - teaching and learning information, funding codes, etc. The intended audiences are primarily academic staff, quality assurance teams and those who input information into the student information system.

The pro forma **must** be completed for each module – it will form a core part of the definitive programme document and must be included with submissions for programme validations and programme reviews. If modules are changed as part of a modification, it is important to forward updated versions to QED and Academic Registry so that changes can be made to the student information system.

Module Title: The full title as proposed/agreed at validation, with a maximum of 80 characters.

HECoS Subject Code(s) and % of each subject:

The subject codes can be found at https://www.hesa.ac.uk/support/documentation/hecos.

A condensed version prepared by MIS can be found in Volume 2, Section 01.10 – Subject HECoS and ASC Look-up.

Where a module extends across two or more ASCs or subsets of a single ASC, (for Education 11a, 11b) please enter all relevant ASCs.

Level (3-8):   3**,** 4, 5, 6, 7 or 8, as appropriate.

Credits: Enter the appropriate credit rating for the module as defined by the Academic Handbook. The normal expectation is for all modules to be 20 credits or multiples thereof. Any proposed deviations will require Programme Approval Standing Panel approval and must be flagged to QED in the early stages of programme design.

ECTS Credit   This is normally half of the above credit weighting

Module Value   E.g. 1.0 for a full module, 0.5 for half module, 2.0 double module.

% Taught in Welsh

Please give the percentage of the module that will be taught in Welsh.

Module Type

Please state the type of module, for example:

Standard Taught Module; Practical; Key Skills; Project; Work Placement; Negotiated; WorkBased; Dissertation; School Experience

Teaching Period

For example: *Term 1, Term 2, Terms 1, 2 and 3*, *Terms 1 or 2, Sem 1, Sem 2 or YR etc.* If the teaching period does not follow these standard patterns, please provide as much information as possible.

Pre-requisites

Please indicate the Module Number and the full title of any module(s) that must be successfully completed as a pre- requisite for taking this module.

Module Leader

Please state the name of the member of academic staff responsible for delivering this module; where responsibility is shared, please indicate this.

School(s)

Please state the School(s) to which the module academically 'belongs'. Where ownership is shared across Schools, please indicate this.

Campus

Please state the campus at which this module will be delivered. For franchised/collaborative provision please also state the Collaborating Institution(s), for online delivery please state online

Assessment methods:

Please indicate the assessment methods to be used within the module, for example:

EXAM	written examination
CTEST	class test
EXHI	exhibition
VIVA	viva voce
PRAC	practical
PORT	portfolio
PLAC	placement
PRES	presentation
WRIT	written assessments
OTHER	e.g. abstract, blog, wiki.

More information about assessment methods including examples covered by each assessment type can be found in the Assessment Regulations at the following link:

http://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_04_01.pdf

The normal expectation is for a 20 credits module to include 2 points of summative assessment. Any proposed deviations will require Programme Approval Standing Panel approval and must be flagged to QED in the early stages of programme design.

The length of assessments (e.g. duration of examinations, word length of assignments, timing of viva voces or presentations) and their relative weighting should be made clear.

Use a separate line for each assessment submission. All assessment weightings should add up to 100%.

Threshold

Each assessment component must be assigned a minimum Threshold value. This is the value that must be achieved in order for the module to be deemed to be passed. For the majority of modules the module is deemed to be passed if the overall module pass mark (See Academic Handbook 4.1 Paragraph 13) is obtained and every assessment element has been attempted. For modules which fall into this category, a 1 should be entered into each assessment element's Threshold box.

Variations

If, in addition to the overall module pass mark being achieved for the module, a minimum Threshold also has to be achieved for some or all of the elements then these must be specified in the assessment element's Threshold box.

Examples

If a module has two assessment elements WRIT1 and EXAM1 and both have to be passed then the module pass mark should be entered into each element's Threshold box.

If a module has two assessment elements WRIT1 and EXAM1 and a minimum of 35 has to be achieved in both components then 35 should be entered into each element's Threshold box.

Rationale for Assessment and Feedback

This field is optional but if completed should include a brief rationale for each chosen method of assessment and comment on any planned opportunities for feedback.

Aim(s)

Please state the overall aims of the module, ensuring that these are clear, achievable and appropriate for the stated level of the module.

Learning Outcomes

Please list the appropriate learning outcomes relating to the module.

It is suggested that between 5 and 8 per module (irrespective of credit weighting) is appropriate.

It is recommended that Module Learning Outcomes considered as a threshold statement and are prefaced by the phrase, 'On completion of the module, students will be able to ' The sentence will be continued by a verb, chosen deliberately to be specific, level-appropriate, and measurable.

Gosling and Moon (2001: 19) state that a well written Learning Outcome is likely to contain the following components:

- A verb that indicates what the learner is expected to be able to do at the end of the period of learning.
- Word(s) that indicate on what or with what the learner is acting.
- Word(s) that indicate the nature (in context or in terms of standard) of the performance required as evidence that the learning was achieved.

Guidance from the Quality Enhancement Directorate on writing module aims and learning outcomes can be found at https://tsr.cardiffmet.ac.uk/Units/LTDU/Pages/Curric-Dev-Process-Module.aspx and within the Programme Design

Guidance on page 17, which can be found at http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah2_02.aspx

Learning and Teaching Delivery Methods

Please list the various learning and teaching delivery methods to be employed in delivering the module; based on the following definitions:

Scheduled learning activities:

- Scheduled synchronous learning: on-campus lectures, on-campus seminars, scheduled lab work with supervision, live demonstrations

- Scheduled asynchronous learning: flipped or pre-recorded teaching, accessing recorded lectures or videos, learning activities designed online (wikis, interactive tools), contribution to discussion for group work

- Scheduled academic support: assessment workshops, in-person feedback, subject based tutorial sessions, academic skills sessions, research supervision

- Scheduled situational learning: field trips, field work, placements, data gathering, work-based learning

Independent guided learning

- Independent study: preparation of flipped reading, independent study for assignments, unsupervised group work, studio or lab work on individual projects, reading and research, independent access of specific academic skills support
- A rationale for the Learning & Teaching Delivery Methods chosen must be included. This should indicate the teaching and learning methods by means of which outcomes are to be achieved. Where possible distinguish those methods that are used to develop knowledge and understanding and those which develop skills and other attributes.

  Please state the number of contact hours per method, based on a 100 notional hours student effort for a 10 credit module e.g.

Scheduled lab work	12 hours
On-campus seminars	12 hours
Independent guided learning	76 hours

Indicative Content

Please provide a description of the module content, with relevant detail and

commentary. This should not be a detailed, week-by-week description of the content, but an identification of the major themes, theories and issues to be covered in the module in bullet points. Between 7-12 bullet points. Module guides or other material distributed to students should provide full details of the content.

Recommended Reading

Please provide a brief, current and relevant list of essential reading/resources. Materials included should be listed under the headings Required Reading and Recommended Reading. You should also create you proposed reading list in Leganto.

Access to Specialist Requirements

Identify any specialist equipment, field trips, visits to industry or support needed for the module, for example, laboratory facilities, dedicated hardware and software, study packs, etc. Where the module includes elements of Flexible or Open Learning, please detail the support facilities available to students, for example: Library and IT resources, tutor contact and availability, peer support groups.