T2.8: module descriptor

**USE FOR NEW MODULES OR NEW PROGRAMMES FROM SEPTEMBER 2019 (it is not necessary to transfer existing modules onto this template)**

1. management DETAILS

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| **Module title:**  | Titles should accurately, but succinctly, reflect the module content (max. length 60 characters) |
| **Module number:** | Seek advice from Student Central: Course & Student Administration Team |
| **Level:** |  |
| **No. of credits:** |  |
| **Module leader:** |  |
| **Mode of delivery:** | Choose either ON CAMPUS or DISTANCE |
| **Semester/s of delivery:** |  |
| Pre-requisite module code:  | Not normally applicable for undergraduate programmes |
| Co-requisite module code: | Not normally applicable for undergraduate programmes |
| **Barred combinations:**  | Module code of any modules which cannot be taken in combination with this module, if applicable |
| **Other restrictions or requirements:**  | Give details of any other specific requirements a student must fulfil in order to be able to take the module, *e.g. they may need to be working in a particular environment* |
| **Delivery location:** | State campus/es where the module will be delivered |

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| **Programme/s in which this module may be taken:** List programme titles and codes. Extend/shorten this list as appropriate. | **Status on programme:** Compulsory, optional, etc.  |
| Programme title and code #1 |  |
| Programme title and code #2  |  |
| Programme title and code #3 |  |

1. Module aims

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| Please give a brief overview of the module aims and how it fits into the programme as a whole (e.g. how it contributes to programme learning outcomes). This section will be used as the module description published on Banner. |

1. Learning Outcomes

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| --- | --- | --- |
| **On successful completion of this module, students will be able to:** | **Brookes Attribute developed\*** | **Other Brookes Attributes developed, if applicable** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

Extend/shorten list as appropriate – please number each intended learning outcome.\*\*

**\* Please note that the module does not need to cover all Brookes Attributes.** However, please ensure that you refer to the correct level of Attributes (Foundation Degree, Graduate or Postgraduate) – see APQO [guidance note G2.1](https://www.brookes.ac.uk/asa/apqo/quality-and-standards-handbook/forms/) for more details.

\*\*Note on the assessment of learning outcomes - since credit is awarded on the basis that students have demonstrated that they have met the learning outcomes of a module, it is the expectation that all stated learning outcomes will be assessed (see section 7 below). However, in the context of some programmes, it may be appropriate to indicate that a particular learning outcome is taught and/or practised but not assessed during the module – if this is the case, this should be clearly indicated in table 3 above, with an indication of the module in which the learning outcome will be assessed at a later stage of the programme, for approval by the appropriate programme approval panel or Faculty AESC/QLIC.

1. outline syllabus

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| Give an indication of the topics to be covered during the course of the module (it may be helpful to group by key topic areas, giving indicative examples of content covered under each heading). |

1. TEACHING LEARNING AND ASSESSMENT STRATEGY

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| Briefly outline how the teaching and learning activities will enable students to meet the module learning outcomes, with particular reference to how the Brookes Attributes and employability are addressed. Outline how the assessment tasks enable students to demonstrate the achievement of the intended learning outcomes, and how opportunities are provided for students to practice the activities on which they will be assessed, and gain formative feedback on their performance. OBU has embraced the principles of Universal Design. All teaching and learning activities need to be varied, flexible and accessible in order to meet the needs of our increasingly diverse student population. Please ensure inclusive teaching, learning and assessment practices are embedded - for more details see the [Inclusive Teaching webpages](https://www.brookes.ac.uk/staff/working-at-brookes/learning-and-career-development/academic-enhancement-and-development/inclusive-teaching).  |

1. LEARNING HOURS (10 notional learning hours per credit)

|  |  |
| --- | --- |
| **Scheduled learning and teaching activities\*** | **Contact hours** |
| Lectures |  |
| Seminars |  |
| Practical classes/workshops |  |
| Tutorials |  |
| Fieldwork/external visits |  |
| **Guided independent study\*** | **Learning hours** |
| Directed/independent study |  |
| Preparation for assessments (see section 7 for learning hours for individual tasks) |  |
| **Placement/Study Abroad\*** *–* see note below on placement hours**\*\*** |  |
| **TOTAL:**  |  |

\*The lists given under each heading are indicative of the types of activity that may fall within each category, and these lines may be extended or shortened as appropriate to the module. However, do not delete the bold headings and please enter a zero value if the module does not include any activities in a particular category.

\*\*Please ensure that the number of **placement hours** students are required to undertake in order to complete the module can be accommodated within the delivery period of the module.

1. SUMMATIVE assessment tasks

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| --- | --- | --- | --- | --- |
| Describe assessment tasks below\*(Give word counts for written tasks only) | **Word count/ duration of exam** | **Learning hours** | **Learning outcomes assessed** | **Weighting****%** |
| **Coursework:** see note below\*\* |
|  |  |  |  | % |
|  |  |  |  | % |
| **Examinations:** (see note below\*\*\*) |
|  |  |  |  | % |
|  |  |  |  | % |

**NOTES ON THIS SECTION**

\*Please list assessment tasks under each heading, and extend or shorten the list as appropriate to the module. However, *do not* delete the bold headings; and *please* enter ‘not applicable’ if the module does not include any assessment tasks in a particular category.

\*Please also indicate where an assessment must be passed (or achieve a minimum mark – please specify) in order to pass the module overall, and why this needs to be the case, e.g. where a professional body requires a minimum level of achievement.

\*\*Select from the following list of coursework types (this is the terminology used in Banner):

Written assignment (individual)

Written assignment (group)

Dissertation

Project work (Individual)

Project work (Group)

Portfolio (Individual)

Portfolio (Group)

Oral assessment / presentation (group)

Oral assessment / presentation (individual)

Practical skills assessment (Individual)

Practical skills assessment (Group)

Set exercise (includes quizzes, poster design, etc) Please note that – as approved by QLIC in February 2022 - this category no longer includes online exams or in-class tests.

\*\*\***Examinations**

This category includes traditional (in person) examinations, online examinations, and in-class tests, and they require scheduling by the Examinations Team.

Exams should be either 1, 2 or 3 hours in length – please contact the Examinations Team if you require an examination of a different length to be scheduled. Please also contact the Examinations Team if you require more than one examination for a single module.

The QAA publishes [advice and guidance on assessment](https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment)

1. Opportunities for formative assessment and feedback

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| This section must be completed. Please provide details, as appropriate. Please also include information about the processes/activities which will be used to encourage students to engage with the feedback given on their assessed work (both formative and summative tasks).  |

1. ALTERNATIVE ASSESSMENT/DELIVERY

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| For various reasons students may require an alternative form of assessment, e.g. through disability, mitigating circumstances, etc. In these cases, individual requirements may vary, however module leaders are asked to identify potential alternatives to the tasks set out in section 5 here (or provide a generic statement about how alternatives will be agreed. Where the programme/module carries PSRB accreditation, please check the relevant regulations to ascertain whether alternative assessments are permitted for individual assessments (and please indicate which, if any, assessments may not be substituted with an alternative).  |

1. indicative reading list

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| Please provide an indicative reading list for the information of the approval panel.Please ensure you have discussed the resource requirements with your Academic Liaison Librarian. Once the module has been approved, the resources will be made available via Talis Aspire – see[Library resources and services for teaching staff](https://www.brookes.ac.uk/library/resources-and-services/for-teaching-staff/) for guidanceSome questions you may wish to reflect on:* Is diversity reflected in course materials?
* Are all course resources accessible and has consideration been given to the requirements of students with dyslexia, visual impairments, hearing impairments and/or those whose first language is not English?
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| --- | --- |
| **Date module first approved:** | DD/MM/YYYY |
| **Date of most recent revision:** | DD/MM/YYYY |

Please ensure that this sentence and the rest of the red rubric in the template is deleted before submitting for approval.