

## Guide to policy and procedures for teaching and learning



### Section 5h: Module Descriptions

# University guidelines on module descriptions

*Approved by the University Board for Teaching and Learning, November 2019*

## Introduction

The purpose of module descriptions is to provide information about the content, teaching and learning methods, assessment, and learning outcomes of modules offered by the University.

The University is obliged under consumer law to provide accurate and accessible information to students and prospective students about its programmes. The Module Description Template was redesigned to ensure that, in respect of modules, the University meets these obligations and baseline regulatory requirements as published by HEFCE in March 2017, *Guide to providing information to prospective undergraduate students'* document at: [https://www.officeforstudents.org.uk/media/2db81e6b-e4c7-4867-bc5d-ff67539d13e8/guide\\_to\\_providing\\_info\\_to\\_students.pdf](https://www.officeforstudents.org.uk/media/2db81e6b-e4c7-4867-bc5d-ff67539d13e8/guide_to_providing_info_to_students.pdf)

The Quality Assurance Agency (QAA) published a document in August 2011, *Explaining contact hours: Guidance for institutions providing public information about higher education in the UK* at: <https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf>

Appendix 2: Indicative list of learning and teaching methods involving contact time, and Appendix 3: Indicative list of assessment methods, from this document are appended to these guidelines.

These module description guidelines should be considered alongside the following (appended) documents:

- ☐ Module Description Template
- ☐ Writing Aims and Learning Outcomes for Module Descriptions
- ☐ Generic programme outcomes aligned to graduate attributes Level 4-7
- ☐ QAA Indicative list of learning and teaching methods involving contact time
- ☐ QAA Indicative list of assessment methods
- ☐ School and Departmental Codes for use in Creating Module Codes

Approval of module descriptions, their revision and withdrawal is the responsibility of the relevant School Board for Teaching, Learning and Student Experience (SBTLSE) in conjunction with the Programme Lifecycle Policies and the Quality Management and

Enhancement Processes. The Centre for Quality Support and Development (CQSD), on the basis of the minutes of the SBTLSSE, creates, updates and publishes module descriptions and, where a module has been withdrawn, takes it out of use and removes it from the published list.

The master copies of all module descriptions covering a six-year period are published at [www.reading.ac.uk/modules](http://www.reading.ac.uk/modules).

## Guidance notes on Module Descriptions

The following information must be provided for all modules:

1. **Module Title:** Provide the full module title. Please do not use the ampersand (&) symbol in module titles as it causes formatting errors.
2. **Module Code:** Creating a module code for a new module is the responsibility of the providing School/Department. The module code comprises of the following elements:
  - A two letter School or subject-area code; a list of these codes (*School and Departmental Codes for use in creating Module Codes*) is appended to this guide.
  - A character which indicates the FHEQ Level of the module and its assessed outcomes, as specified in the following table:

<i>FHEQ</i>	<i>Numbering system</i>
Foundation (F) Level	<b>0</b>
Level 4 (CertHE)	<b>1</b>
Level 5 (DipHE)	<b>2</b>
Level 6 (Hons)	<b>3</b>
Level 7 (Integrated Masters)	<b>4</b>
Level 7 (Masters)	<b>M</b>
Level 8 (Doctoral)	<b>D</b>

- One, two or three alpha-numeric characters which designate a single module within the School/subject-area. They could have mnemonic significance, or could be characters of no intrinsic meaning.
- For example, the Masters level module code APMA90 signifies a Level 7 module provided in Agriculture. The A90 is an arbitrary identifier designating the module within the subject-area. PYMCT1 is the code for a Level 7 module provided in Psychology focusing on Clinical Training.
- For example, the undergraduate level code AP2A26 signifies a Level 5 module provided in Agriculture. The A26 is an arbitrary identifier designating the module within the subject-area. CH1OR1 is a Level 4 module provided in Chemistry focusing on Organic Chemistry.

3. **Providing School:** Give the name of the School and Department where applicable, offering the module. If the teaching is provided by more than one School or Department, a lead School or Department must be identified.
4. **Level:** Give the level of the module in relation to the Levels of the FHEQ listed in note 2.
5. **Number of Credits:** Give the size of the module expressed in credits. A credit is related to ten notional hours of study i.e. 10 credits equals 100 hours; a year of undergraduate study comprise of 120 credits and a year of taught postgraduate study comprises of 180 credits.
6. **Term(s) in which taught:** Give the term(s) in which the module is normally taught (Autumn, Spring, Summer, and/or Summer Vacation). The terms stated must match the contact hours listed in note 21.
7. **Module Convenor:** Give the name of the member of staff with overall responsibility for the module. Note that the correct full name of the member of staff is also needed to ensure the efficiency of the University's student module evaluation process, administered through EvaSys.
8. **Co-convenor:** Give the name of the member of staff with joint convenor responsibility for the module.
9. **Pre-requisites:** Give the module code and name of any prior qualification or study required for this module (e.g. other module or modules). Please note that pre-requisite modules are modules taken in the previous academic year (or earlier) – *i.e.* not the current academic year. Modules which must be taken in the current academic year should be recorded as co-requisite modules, even if they are taken a Term earlier than the module in question. It is extremely important that pre-requisite module codes are accurately listed to avoid problems when the student module selection process is underway. An incorrect code will prevent students from selecting a module online.
10. **Co-requisites:** Give the module code and name of any module which must be taken concurrently (*i.e.* in the same academic year) with this module, if it has not already been taken. Again, it is extremely important that co-requisite module codes are accurately listed to avoid problems when the student module selection process is underway. An incorrect code will prevent students from selecting a module online.
11. **Modules excluded:** Give the module code and name of any module which cannot be taken if this module is taken (usually due to significant overlap of content).
12. **Placement type:** Where applicable, give the placement type:
  - Maxi (could be a year);
  - Mini (equal to a whole module);
  - Micro (forms part of a module).

13. **Type of module:** Where relevant, give an indication of any special characteristics of a module, e.g. where a module is not for credit. Completion of this section is optional.
14. **Current from:** Give the academic year from which the module description will be in use i.e. 2019-2020, 2020-21, 2021-22 etc.
15. **Available for visiting students:** Indicate “Yes” or “No”. This information feeds into the Study Abroad Office’s catalogue of modules for visiting students.
16. **Talis reading list:** Indicate “Yes” or “No”. [N.B. Talis Aspire should only be used to create reading lists for modules delivered at our Whiteknights or London Road campuses. For all other modules, please contact your Academic Liaison Librarian for further advice.]
17. **Should the module be published:** Indicate whether the module needs to be published on the module description webpages. Modules will be published by default unless a reason is given otherwise.

### **Aims and Learning Outcomes**

Please refer to the *Guidance on Writing Aims and Learning Outcomes for Module Descriptions* and the *Generic programme outcomes aligned to graduate attributes*.

18. **Summary module description:** Give a brief summary description of the module (approximately 100 words) and state where the module is studied (e.g. *This module is delivered at University of Reading and University of Reading Malaysia, OR, this module is delivered at Nanjing University of Information Science and Technology*).

Please note that this summary is the only content section that appears in the module browser for student module selection.

19. **Aims:** Give a brief statement of the Aims of the Module (approximately 100 words).
20. **Intended Learning Outcomes:** Please note that it is important to ensure that the description indicates clearly which outcomes are tested or evaluated:  
**Assessable Learning Outcomes** – approximately 100 words,  
and which are not: **Additional outcomes** – approximately 50 words.
21. **Outline Content:** Give a brief account of the material covered, indicate the structure of the module, and provide other information which may be appropriate (e.g. a basic bibliography/key references for the module) (approximately 100 words). If naming individual staff then a caveat is required to state that *‘the staffing of this module is correct at the time of writing’*.
22. **Global Context:** Where appropriate, please add a sentence regarding the global context of the module. This may include comment that the module deals with international issues in the specific subject, perhaps utilises global case studies or

speakers giving a global or overseas perspective.

### **Teaching and Learning Methods**

23. **Brief description of Teaching and Learning methods:** Give a brief account of the teaching and learning methods for this module. Where applicable, include the resources available to support Guided Independent Study work.
24. **Contact Hours** (Lectures, Seminars, Tutorials, Project supervision, Demonstration, Practical classes and workshops, Supervised time in the studio/workshop, Fieldwork, External visits, Work-based learning, Placement, Year abroad): Give the total hours scheduled for each mode of teaching/learning in each Term (ensuring these match Term(s) taught listed in note 6.) and the overall total hours of the module.  
Please refer to the QAA Indicative list of learning and teaching methods involving contact time appended to these guidelines.

A contact hours sub-table for **Independent Study Hours (Guide)** is required for completion to provide students with clearer information about the expectation of how much time students should devote to different components of a module.

Please ensure that the total hours from both tables add up to the credit value of the module e.g.

- 10-credit module = 100 hours;
- 60-credit module = 600 hours;
- 120-credit module = 1200 hours.

### **Assessment**

25. **Summative Assessment Methods (%)** (Work which contributes towards the overall module mark): Give the percentage of each assessment method using only the categories provided in the template, whilst ensuring that the total percentage adds up to 100%.  
Please refer to the QAA Indicative list of assessment methods appended to these guidelines.
26. **Summative assessment – Examination(s):** Indicate the number and length of University formal written examinations for the module, and their percentage weights within the total assessment of the module. If the module is examined within a combined examination paper covering several modules, the component of the examination dedicated to this module, and its relation to the whole examination, should be described. Note that in-class tests are not formal examinations and therefore should be listed in the below note 24 section.
27. **Summative assessment – Coursework and in-class tests:** Specify the nature of the coursework which will be assessed, and its percentage weight within the total assessment of the module. Give the number of essays or other assignments required for completion of the module, their length and number, and any in-class tests administered by the School. Schools /Departments should specify the nature of the assignments (e.g. translations, seminar papers etc.). The relationship between the total coursework and the assessed coursework should be explained. If available, please also add the submission date for each

assignment (expressed as a week of a specific Term).

28. **Formative Assessment Methods:** Specify work which provides opportunities for students to improve their performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark.
29. **Penalties for late submission:** Clearly state whether the University standard penalties for late submission applies, or the Postgraduate Flexible programme penalties applies, or there is an approved variant. Variants are permitted in very limited circumstances, as specified in the University's policy on late submission at [www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/gap/penaltiesforlatesubmission.pdf](http://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/gap/penaltiesforlatesubmission.pdf). If there is no variant, then leave this section blank, as the University standard penalties for late submission for either undergraduate or postgraduate, depending on the module code provided, will be automatically generated by RISIS.
30. **Assessment requirements for a Pass:** Indicate whether the module is assessed using a numerical scale or whether it is 'pass/fail'. Also indicate whether there are particular constraints governing the assessment of the module, e.g. a requirement that the candidate pass both coursework and examination, that the candidate pass in both papers of an examination, or if there are any specific professional accreditation requirements etc.
- *The pass-mark for all modules at levels 4-6 (Parts 1, 2 and 3 of an undergraduate programme) is **40%***
  - *The pass-mark for all modules at level 7 (Part 4 of an Integrated Masters programme) is **50%***
  - *The pass-mark for all modules at Level 7 in a taught postgraduate programme is **50%**.*
31. **Re-assessment arrangements:** Specify arrangements for re-assessment that will be undertaken or re-submitted within the University resit period, such as mode of re-assessment (e.g. re-examination, re-submission of coursework, an examination to substitute for re-submission of coursework etc.).
32. **Additional costs:** State any additional costs that are outside of the tuition fee where applicable for:
- 1) Required text books;
  - 2) Specialist equipment or materials;
  - 3) Specialist clothing, footwear or headgear;
  - 4) Printing and binding;
  - 5) Computers and devices with a particular specification;
  - 6) Travel, accommodation and subsistence.

Please note: To enable the University to be compliant with the Competition and Markets Authority (CMA) and HEFCE, any additional costs **cannot** be added after students have selected and registered for the module.

The following *disclaimer* will be added to the end of each module description:

***'The information contained in this module description does not form any part of a student's contract.'***

# MODULE DESCRIPTION TEMPLATE

Please refer to the University's [Guidelines on Modules Descriptions](#) when completing this form.

Please email completed forms to [cqsdmodulepublishing@reading.ac.uk](mailto:cqsdmodulepublishing@reading.ac.uk) (for non-HBS modules), or [henleyschooloffice@henley.ac.uk](mailto:henleyschooloffice@henley.ac.uk) (for HBS modules).

**Please do not change any of the section headings.**

KEY MODULE INFORMATION	
Module title	
Module code	
School/Department	
Level	
Credits	
Term(s) in which taught	
Module convenor	
Module co-convenor	
Pre-requisites	
Co-requisites	
Modules excluded	
Placement type <i>(please delete as appropriate)</i>	Maxi <i>(full year)</i> Mini <i>(equivalent to a whole module)</i> Micro <i>(forms part of the module)</i> N/A
Current from (academic year)	
Type of module	
Available for visiting students?	
Does the module have a Talis reading list? [N.B. Talis Aspire should only be used to create reading lists for modules delivered at our Whiteknights or London Road campuses. For all other	



modules, please contact your Academic Liaison Librarian for further advice.]	
Should this module be published on the University Module Description pages?	
<b>MODULE CONTENT</b>	
<p><b>Summary module description</b>  <i>(please note that this is the only content section that appears in the module browser during student module selection, and it will also be visible to prospective students in the course catalogue)</i></p>	
<p><b>Aims</b></p>	
<p><b>Assessable learning outcomes</b></p>	
<p><b>Additional outcomes</b></p>	
<p><b>Outline content</b></p>	

**Global context**  
(where appropriate)

**Brief description of teaching and learning methods**

### CONTACT HOURS

Please enter the number of hours against each relevant contact type below. **Please do not change any of the contact types.**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes			
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning			

### Independent Study Hours (guide)

Wider reading (independent)			
Wider reading (directed)			
Exam revision / preparation			

Peer assisted learning			
Advances preparation for classes			
Preparation for tutorials			
Preparation for presentations			
Preparation for seminars			
Preparation for performance			
Preparation of practical report			
Completion of formative assessment tasks			
Revision and preparation for in-class or end of module examination			
Group study tasks			
Carry-out research project			
Dissertation writing			
Essay preparation – may include conducting research, analysing data, editing the finished product			
Reflection – for example, lecture consolidation or engaging with feedback			
<b>Total hours by term</b>			
<b>Module total hours</b>			

## ASSESSMENT INFORMATION

### Summative assessment methods

*(work which contributes towards the overall module mark)*

Please enter the percentage weighting against each relevant assessment type below. **Please do not change any of the assessment types.**

Method	Percentage
Written assignment, including essay	
Dissertation	
Set exercise	
Portfolio	
Project output (other than dissertation)	

Oral assessment and presentation	
Practical skills assessment	
Report	
Class test administered by School/Dept	
Written examination	
<p><b>Summative assessment (examinations)</b>  <i>(number and length of final examination(s))</i></p>	
<p><b>Summative assessment (coursework and in-class tests)</b>  <i>(number and length of assignments and in-class tests, and, if available, the submission date for each assignment (expresses as a week of a specific term))</i></p>	
<p><b>Formative assessment methods</b>  <i>(work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark)</i></p>	
<p><b>Penalties for late submission, where different from the University policy</b>  <i>(leave blank if the standard policy applies. Pre-agreed text will be populated automatically on the published MDF)</i></p>	

**Assessment requirements for a pass****Reassessment arrangements****ADDITIONAL COSTS**

<b>Item</b>	<b>Cost</b>
Required textbooks	
Specialist equipment or materials	
Specialist clothing, footwear, or headgear	
Printing and binding	
Computers and devices with a particular specification	
Travel, accommodation, and subsistence	

**The information contained in this module description does not form any part of a student's contract.**

## Writing Aims and Learning Outcomes for Module Descriptions

### Aims

The aims should describe in broad terms what the module is about, they should express the provider's broad educational purposes in providing a module on the particular subject. The aims should therefore answer the following questions:

- What is the purpose of this course of study?
- What is the learning event intended to achieve?

### Assessable Learning Outcomes

Learning outcomes are the product of the aims and should describe what it is that the students should achieve in terms of knowledge, understanding and skills. They should be written as descriptors of ways that students will be expected to demonstrate the results of their learning and include an explicit statement of the key skills which will be assessed including where assessment of these forms only one element of an assessment. Reference should be made where necessary to Reading's transferable skills. The achievement of all the learning outcomes equals the aims. Learning outcomes should relate to *explicit* statements of achievement and be achievable and assessable. The table below lists examples of verbs which can be used to draw up learning outcomes according to the aims of the module.

<b>Aim</b>	<b>Learning Outcome</b>		
<b>Knowledge and understanding</b> outcomes written to enable students to demonstrate knowledge/understanding/awareness/intellectual curiosity	state record identify clarify describe recognise draw on make distinctions	list recount discuss recognise respond to disclose define reveal	name indicate explain account outline refer to make observations illustrate
<b>Application</b> Outcomes written to enable students to demonstrate that they can apply their knowledge	apply compute calculate demonstrate discover	manipulate modify perform predict prepare	produce relate show solve use
<b>Analysis</b> outcomes written to enable students to demonstrate the skill of analysis	analyse compare criticise categorise	examine appraise debate	contrast question distinguish
<b>Synthesis/ creativity</b> outcomes written to enable students to demonstrate the skill of synthesis/creativity	arrange plan formulate redefine initiate conceptualise carry out	assemble prepare construct propose start elaborate synthesise	organise design develop invent create produce
<b>Evaluation</b> outcomes written to enable students to demonstrate the skill of evaluation	evaluate estimate measure recommend	assess criticise compare advocate	judge appraise discriminate propose and defend

Table adapted from Bower (1999)

Words such as those in the list below should be avoided when writing outcomes because they are too difficult to quantify:

know	be aware of	be familiar with
understand	appreciate	realise the significance
believe	have a good grasp of	become acquainted with
learn the basics of	be interested in	obtain a working knowledge of

### **Additional outcomes**

This section should describe any other outcomes of the module including key skill areas which are developed as part of studying on the module but which are not assessed.

---

This document will be reviewed following work with schools implementing the Curriculum Framework. You may find it helpful to refer to the following appended document '*Generic programme outcomes aligned to graduate attributes Level 4-7*'.

The Curriculum Framework document can be found at:

[www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/university-of-reading-curriculum-framework.pdf](http://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/university-of-reading-curriculum-framework.pdf)

## Generic programme outcomes aligned to graduate attributes Level 4-7

The Graduate Attributes (see Curriculum Framework) have been used to structure the levelled outcomes; previously, they were structured by knowledge and understanding, intellectual skills, practical skills, transferable skills. The statements have been drawn from the FHEQ descriptors with little modification of the language. Employability has been included at the very end as these statements are included in the FHEQ descriptors.

(Graduate attributes)	<b>Level 4 Certificate of Higher Education</b>	<b>Level 5 Diploma of Higher Education Foundation degree</b>	<b>Level 6 Bachelor's degree with honours</b>	<b>Level 7 Master's degree</b>
Mastery of the discipline	<p><b>Students at Level 4 demonstrate</b></p> <ul style="list-style-type: none"> <li>knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</li> </ul> <p>Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject.</p>	<p><b>Students at Level 5 demonstrate</b></p> <ul style="list-style-type: none"> <li>knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</li> <li>ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</li> </ul> <p>Holders of a Diploma of Higher Education will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely.</p>	<p><b>Students at Level 6 demonstrate</b></p> <ul style="list-style-type: none"> <li>a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</li> <li>an ability to deploy accurately established techniques of analysis and enquiry within a discipline</li> <li>conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>to describe and comment upon particular aspects of current research, or equivalent advanced</li> </ul> </li> </ul>	<p><b>Students at Level 7 demonstrate</b></p> <ul style="list-style-type: none"> <li>a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</li> <li>a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> </ul> <p><b>And will be able to</b></p> <p>show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research.</p>



			<p style="text-align: right;">scholarship, in the discipline</p> <p><b>And will be able to</b></p> <ul style="list-style-type: none"> <li>• apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects</li> </ul> <p>Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.</p>	<p>Master's degrees are often distinguished by an increased intensity, complexity and density of study which typically includes planned intellectual progression often through synoptic/research or scholarly activity.</p>
Skills in research and enquiry	<p><b>Students at Level 4 demonstrate</b></p> <ul style="list-style-type: none"> <li>• an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</li> </ul> <p><b>And will be able to</b></p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> </ul>	<p><b>Students at Level 5 demonstrate</b></p> <ul style="list-style-type: none"> <li>• knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</li> </ul> <p><b>And will be able to</b></p>	<p><b>Students at Level 6 demonstrate</b></p> <ul style="list-style-type: none"> <li>• conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline</li> </ul> </li> <li>• an appreciation of the uncertainty, ambiguity and limits of knowledge</li> <li>• an ability to make use of scholarly reviews and</li> </ul>	<p><b>Students at Level 7 demonstrate</b></p> <ul style="list-style-type: none"> <li>• originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</li> <li>• conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>- to evaluate critically current research and advanced scholarship in the discipline</li> </ul> </li> </ul>

	<p> Holders of a Certificate of Higher Education will have learned how to take different approaches to solving problems.</p>	<ul style="list-style-type: none"> <li> use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> </ul> <p> Holders of a Diploma of Higher Education will have learned to evaluate the appropriateness of different approaches to solving problems.</p>	<p> primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).</p> <p><b>And will be able to</b></p> <ul style="list-style-type: none"> <li> critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem</li> </ul> <p> Holders of a bachelor's degree with honours will be able to evaluate evidence, arguments and assumptions.</p>	<ul style="list-style-type: none"> <li> - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</li> </ul> <p><b>And will be able to</b></p> <ul style="list-style-type: none"> <li> deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems.</li> </ul>
<p> Personal effectiveness and self awareness</p>	<p><b>Students at Level 4 are able to</b></p> <ul style="list-style-type: none"> <li> communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li> undertake further training and develop new skills within a structured and managed environment.</li> </ul> <p> Holders of a Certificate of Higher Education will be able to communicate accurately.</p>	<p><b>Students at Level 5 are able to</b></p> <ul style="list-style-type: none"> <li> effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</li> <li> undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</li> </ul>	<p><b>Students at Level 6 demonstrate</b></p> <ul style="list-style-type: none"> <li> the ability to manage their own learning,</li> </ul> <p><b>And will be able to</b></p> <ul style="list-style-type: none"> <li> communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</li> </ul> <p><b>And will have</b></p> <ul style="list-style-type: none"> <li> the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> </ul>	<p><b>Students at Level 7 demonstrate</b></p> <ul style="list-style-type: none"> <li> an ability to communicate their conclusions clearly to specialist and non-specialist audiences</li> <li> self-direction and originality in tackling and solving problems</li> <li> an ability to act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul> <p><b>And will have</b></p> <ul style="list-style-type: none"> <li> the learning ability to continue to advance their</li> </ul>

		<p> Holders of a Diploma of Higher Education will be able to communicate effectively.</p>	<p> Holders of a bachelor's degree with honours will be able to reach sound judgements and to communicate them effectively.</p>	<p> knowledge and understanding, and to develop new skills to a high level.</p>
<p> Global engagement and multicultural awareness</p>	<p><b>Students at Level 4 will be</b></p> <ul style="list-style-type: none"> <li>• equipped to collaborate and respond to familiar challenges and opportunities,</li> <li>• appreciative of multiple perspectives and valuing diversity.</li> </ul> <p>They have the opportunity to engage with a limited range of issues that affect society worldwide in their specialist discipline - such as social, political, economic, environmental issues.</p>	<p><b>Students at Level 5 will be</b></p> <ul style="list-style-type: none"> <li>• equipped to collaborate and respond to a range of challenges and opportunities,</li> <li>• appreciative of multiple perspectives and valuing diversity.</li> </ul> <p>They have the opportunity to engage with, and perhaps demonstrate leadership for, some issues that affect society worldwide in their specialist discipline - such as social, political, economic, environmental issues</p>	<p><b>Students at Level 6 will be</b></p> <ul style="list-style-type: none"> <li>• equipped to respond to diverse challenges and opportunities</li> <li>• appreciative of multiple perspectives and valuing diversity.</li> </ul> <p>They have the opportunity to engage with, and demonstrate leadership for issues that affect society worldwide in their specialist discipline - such as social, political, economic, environmental issues.</p>	<p><b>Students at Level (6 and) 7 will be</b></p> <ul style="list-style-type: none"> <li>• equipped to respond to diverse challenges and opportunities</li> <li>• appreciative of multiple perspectives and valuing diversity.</li> </ul> <p>They have the opportunity to engage with, and demonstrate leadership for issues that affect society worldwide in their specialist discipline - such as social, political, economic, environmental issues.</p>
<p> Employability</p>	<p><b>Students at Level 4 will have</b></p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</li> </ul> <p> Holders of a Certificate of Higher Education have the qualities needed for employment requiring the exercise of some personal responsibility.</p>	<p><b>Students at Level 5 will have</b></p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</li> </ul> <p> Holders of a Diploma of Higher Education will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.</p>	<p><b>Students at Level 6 will have</b></p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>- the exercise of initiative and personal responsibility</li> <li>- decision-making in complex and unpredictable contexts</li> </ul> </li> </ul> <p> Holders of a bachelor's degree with honours will have developed analytical techniques and problem-solving skills that can be applied in many types of</p>	<p><b>Students at Level 7 will have</b></p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>- the exercise of initiative and personal responsibility</li> <li>- decision-making in complex and unpredictable situations</li> <li>- the independent learning ability required for continuing professional development.</li> </ul> </li> </ul> <p> They have the qualities needed</p>

			employment and should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.	for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.
--	--	--	---	---

---

Approved by the University Board for Teaching and Learning at its meeting on 17<sup>th</sup> February 2016 (Item 16/32 Delivery and Enhancement of Learning and Teaching).

## QAA Indicative list of learning and teaching methods involving contact time

(Source: [http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981\\_8](http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981_8) Appendix 2, Page 15)

### Appendix 2: Indicative list of learning and teaching methods

The list is presented as indicative to reflect that approaches to learning and teaching vary according to the subject, mode of delivery and institution, and can change over time. Descriptions are intended to distinguish between methods from the perspective of presenting course level information rather than to present a detailed pedagogical account of each approach.

#### Lecture

A presentation or talk on a particular topic.

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate<sup>23</sup> introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person. Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

#### Seminar

A discussion or classroom session focusing on a particular topic or project.

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

#### Tutorial

A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face.

#### Project supervision

A meeting with a supervisor to discuss a particular piece of work.

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person. The size of a project supervision meeting will depend upon the number of students involved in the work concerned and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

23 A lecturer, researcher, technician, member of support staff or graduate teaching assistant of the institution or a visiting or external specialist.

### Demonstration

A session involving the demonstration of a practical technique or skill.

Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

### Practical classes and workshops

A session involving the development and practical application of a particular skill or technique.

Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely.

The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

### Supervised time in studio/workshop

Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop.

Examples might include time spent in an art or design studio, or in a rehearsal space such as 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. Due to the nature of the activity, it is unlikely to take place virtually. Supervised time in a studio/workshop might involve a group or individual.

### Fieldwork

Practical work conducted at an external site.

Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

## External visits

A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study.

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

## Work-based learning

Learning that takes place in the workplace.

The term covers any learning that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely to be involved, and may be carried out either by a member of staff or a mentor within the host organisation. Due to the nature of the activity, work-based learning is unlikely to take place virtually. Students might undertake work-based learning individually or in groups, depending on the nature of the workplace and the learning involved.

## QAA Indicative list of assessment methods

(Source: [http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981\\_8](http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981_8) Appendix 3, Page 18)

### Appendix 3: Indicative list of assessment methods

The list is presented as indicative to reflect that approaches to assessment vary according to the subject, mode of delivery and institution, and can change over time. Descriptions are intended to distinguish between methods from the perspective of presenting course level information rather than to present a detailed pedagogical account of each approach.

#### Written exam

A question or set of questions relating to a particular area of study.

Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen', where the questions are only revealed 'on the day'. In an 'open-book' exam, a student is allowed to use a selection of reference materials during the assessment. The questions asked as part of a written exam may be essay, short answer, problem or multiple-choice. Written exams usually (but not always) take place under timed conditions.

#### Written assignment, including essay

An exercise completed in writing.

Written exercises that typically have deadlines attached but which are not carried out under timed conditions. A well-known example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.

#### Report

A description, summary or other account of an experience or activity.

There are many different kinds of report - often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.

#### Dissertation

An extended piece of written work, often the write-up of a final-year project.

A dissertation is a substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work, carried out under the guidance of a supervisor. Different subject areas may follow different conventions in relation to the production of dissertations. (Note that other outputs from projects are listed separately.)

#### Portfolio



A collection of work that relates to a given topic or theme, which has been produced over a period of time.

Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs). Examples include, in education that students may collect in a portfolio essays around particular teaching methods, lesson plans, teaching materials that they have developed and a report about the teaching experience itself.

### Project output (other than dissertation)

Output from project work, often of a practical nature, other than a dissertation or written report.

Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include the staging of a play or other performance, a piece of artwork, a new product or a poster.

### Oral assessment and presentation

A conversation or oral presentation on a given topic, including an individual contribution to a seminar.

Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars. This category would also include the viva voce exam which is typically used by institutions in specific circumstances such as clarifying assessment decisions reached via other means.

### Practical skills assessment

Assessment of a student's practical skills or competence.

Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension, and so on.

### Set exercises

Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.

Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises.

## School and Departmental Codes for use in creating Module Codes

<b>Domain</b>	<b>Full name</b>	<b>Department code</b>
FA	Fine Art	ACD ART A
FT	Film Theatre & TV	ACD FTT
TY	Typography & Graphic Communication	ACD TYPOG
AP	Agriculture Policy and Development	APD
ID	International and Rural Development	APD IRDD
AA	Architecture	BEN ATC
CE	Construction Management and Engineering	BEN CME
BI	Biological Sciences	BIO
CH	Chemistry	CFP CHEM
FB	Food and Nutritional Sciences	CFP FOODBI
FZ	Food ATP	CFP FOODBI
PM	Pharmacy	CFP PHARM
IC	ICMA	HBS ICM W
LB	Leadership, Organisations and Behaviour	HBS LOB W
MF	Cert Bus Admin (HBS) for Pharmacy	HBS LOB W
AC	Accounting	HBS MGM W
IN	Informatics Research Centre	HBS MGM W
MM	Management Studies	HBS MGM W
MN	Management - MBA Greenlands (progr 7)	HBS MGM W
MW	Management (post-experience MBA)	HBS MGM W
RE	Real Estate and Planning	HBS REP W
HE	Human and Environmental Science	HES
AR	Archaeology	HES ARCH
GV	Geography and Environmental Science	HES GESC
MC	The Museum of English Rural Life	HES MERL
CL	Classics as a Humanities subject	HUM CLASS
MS	Graduate Centre for Medieval Studies	HUM GCMS
HS	History	HUM HIST
HA	History of Art	HUM HIST
PP	Philosophy	HUM PHIL
ED	Education	IED EDUC
IF	International Foundation Programme	ISL F
IL	International Study and Language Institute	ISL W
LW	Law	LAW
EN	English	LLE ENGL E
LS	Linguistic Science	LLE ENGL L
ML	Modern Languages	LLE LCL M
SP	Spanish Studies	LLE LCL M
EU	European Studies	LLE LCL M
FR	French Studies	LLE LCL M
GM	German	LLE LCL M
IT	Italian Studies	LLE LCL M

LA	Institution Wide Language Programme	LLE LCL W
MB	Management - MBA Greenlands	MGM G
MQ	Management - MSc P6 Greenlands	MGM G
CS	Computer Science	MPS
PH	Physics	MPS
MA	Mathematics	MPS MATHST M
ST	Statistics	MPS MATHST S
MT	Meteorology	MPS MET
PL	Clinical Language Sciences	PCL CLS
PY	Psychology	PCL PSYCH
EH	Centre for Economic History	PEI CEH
EC	Economics	PEI ECO
PI	Graduate Institute for Politics and International Studies	PEI GIPIS
PO	Politics	PEI POL