# University College Birmingham
# Guidance on completing Module Specification Forms

**Issue 6**
**October 2022**

**As with all new proposals for both programmes and modules, all documentation should be submitted to your Executive/Deputy Dean of School for approval who will then forward them to the Quality Team.**

**Any proposals sent directly to the Quality Team will be sent back to the Executive/Deputy Dean of School for approval.**

If the module is replacing an existing module please note:

*If the changes to the existing module are moderate, then they may be classed as an amendment and could be dealt with through the annual module review process. However, substantial changes such as a change of title will require a new module number, in order that the old version may be preserved in case of repeating and/or resitting students, or in cases where a new programme will be phased in*.

**For amendments to existing modules**, please contact the Quality Team who will provide you with a Word version of the current version to enable proposed amendments to be made.

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**Module Code:**
This will be allocated by the Quality Team following the Validation and Approvals event where the module is to be presented.

**Date last modified:**
Please leave blank for Quality to complete

1. **Institute:**
   This should always read "University College Birmingham".

2. **School:**
   Please state the School proposing the new module.

3. **Collaborative Organisation:**
   Please leave this blank unless this module is being written specifically for delivery by another institution.

4 **Module Title**:
Please ensure that you accurately record the title of the module as this title will be the one used throughout all documentation. It should be unique (if in doubt please check the modules listed alphabetically on the Definitive Documents database).

5 **Level:**
This should be quoted as either 3,4,5,6, or 7 according to the level of study. (Please ensure you accurately record the level).

**Credit Value:**
Please ensure that you accurately record the credit value of the module. As previously stated, this will be quoted throughout all documentation.

**Semester:**
This is not usually known at the proposal stage, so please leave blank, however, if known, please state here.

6 **Programme on which module is available:**
If the module is likely to be offered on only one programme please state the level and title here i.e. FdA Business; BA (Hons) ……; if it is likely to be offered across a number of programmes, you may like to list them here, stating whether compulsory or optional on each one.

7 **Is the Module available as CPD (Continuing Professional Development):**
If the module is available as a stand-alone module in addition to being a part of a validated programme, please specify Yes (or No if this is not the case).

8 **Pre-requisites:**
If there are any modules which students are obliged to complete/pass before studying on this module, you should note the title and module number here.

9 **Co-requisites:**
If this module must be completed in conjunction with another one, you should note the title and number of the other module here.

10 **Delivery:**
In this section you need only quote that the delivery will be via "weekly timetabled sessions". If you wish you can add detail such as "12 weekly 1 hour sessions", or similar, but extensive detail is not required.

11 **Total Contact Hours:**
The contact hours are dependent upon the credit value of the module. For a 10 credit module students would be expected to have 2 hours per week contact over 12 weeks totalling 24 hours; for 20 credit modules this would increase to 3 hours per week, making a total of 36 hours. For 30 credit modules this will increase to a total of 54 contact hours. Modules with a

value of 40 credits are usually research modules and as such will be student-led; therefore the contact hours are more likely to be in the region of 8 hours. (These hours may vary with technical, or skill-based modules)

**12 Teaching and Learning Methods:**

This section allows you to outline the type of methods which will be used to teach students. You may wish to list methods such as lectures, seminars, case studies, role-play/presentations etc.

**13 Website Description:**

This must be completed in all cases and should be written in conjunction with the Marketing Department. This is an opportunity to produce a "thumbnail" description of the module which will be displayed on the public website. It is a chance to write an informative and useful description aimed to clarify the module aim, content and delivery for potential students and their families.

If this is not completed then potentially there will be no description on the website for that module.

**13.1 Module content/syllabus:**

This section allows you to break down the content of the module into key points, which you will then be expected to expand on. The student should be able to read this section and have a comprehensive view of the salient points of the module. It is the module curriculum.

**14 Module learning outcomes (by the end of the module the student should be able to …"):**

This section allows you to list (usually approximately three or four but depends on credit value) learning outcomes. These are the skills and knowledge you would expect the student to have gained by the end of the module, i.e. to be able to …. discuss/explain/demonstrate/evaluate/synthesise etc. various aspects of the module. The terminology used in these learning outcomes is specific to the level of study (number each outcome as indicated).

**15 Opportunities for Formative Assessment:**

You may also wish to include formative assessment methods here which check and secure understanding of individual student progress. This assessment does not measure the overall achievement of credit.

**16 Summary of Method of Assessment:**

Summary methods of assessment 'measure the achievement of credit' and hence contribute to the students' final mark or grade. They must be planned and managed under UCB assessment and examination regulations.

You should list all assessment with the percentage of the total mark allocated to each task and the duration or length of the assessment (10 minute individual presentation, 2500 word report, 2 hour examination, for example). You must also include here the learning outcome number(s) which the assessment relates to, ensuring all learning outcomes are covered, and that students are not over-assessed.

Each task should be categorised as coursework (CW), practical examination (PX), or written examination (EX) for the purpose of OfS website reporting. These abbreviations are used as a prefix to each assessment

Coursework is generally any assessment which the student will take away to be completed outside the session over a certain period of time; this may be an essay/case study/report/portfolio or recorded presentation, for example. A practical examination is usually a live demonstration/presentation/role-play for example which is done at a certain day/time and assessment usually takes place at the same time. A written examination is done under examination conditions, i.e. timed, under set conditions (such as the presence of an invigilator), and on a set day/time. Note that an ‘in-class test’ may be a formative assessment technique but all summative written examinations must take place under examination conditions. A written examination may be conducted ‘on-line’ within the assessment and examination regulations.

Each task must specify the word count for written tasks, time limits (including reading times) for examinations. In addition for exams, if appropriate, whether students are allowed to take any items into the examination (i.e. calculators, notes, etc). For presentations you will need to specify the duration of the presentation, how many slides (if appropriate). In the case of a *pecha kucha* this is specifically 20 slides/20 seconds (presentation time 6 minutes 40 seconds) – any variance from this means it is not a *pecha kucha*.

With all tasks you must specify if the work is individual or group work. Where a task is group work, marks should be allocated individually in all cases if possible.
<u>Group marks should not be planned into level 6 assessments where all marks contribute to a student’s overall classification.</u>

**17 Method of re-assessment:**

In the event that any students need to re-submit any or all of the tasks this section allows you to specify if they will be re-submitting the same work, please use the statement *“to make significant improvements to the original submission”.* If this is not possible due to the nature of the assessment, an alternative assessment may be set.

**18 Will students come into contact with individuals under the age of 18?**

This is a YES/NO question*
It will mostly apply to Education and Community programmes.

(* click on "choose an item" box and Select Yes, or No from the drop-down list)

**<u>If YES DBS checks will have to be undertaken for all students</u>** (in the case of part-time students i.e. working in the Childcare/education industry these will have been completed by their employer, and seen by UCB.

**19 Date written/revised:**
Please insert the date this module was written/revised and submitted to the Quality Team.

**20 Contacts:**
Please insert the Module Leader's name here
Please insert the Executive/Deputy Dean of School (or the Head of Department responsible for the subject area, if appropriate)

**READING LIST:**

The list should be submitted strictly in format as follows:

CASTELLUCCI, M.B. & THROOP, R.K. (2009) <u>Reaching Your Potential: Personal and Professional Development</u>. Cengage Learning, Boston, USA

i.e.:
Author(s); year of publication; Title (underlined); Edition (if appropriate); publisher; country.
*Where there are a lot of authors, list one and follow by et al.

If you have the ISBN number please quote.

For the Basic Recommended Reading please note that <u>no more than 6 titles</u> should be listed.

The Supplementary list can be as many as needed (bearing in mind a very long list can be overwhelming for students).

Journals and Websites can be listed together, again this list is not limited by number – only by practicality.

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