Guidelines for the approval of new modules – by the New Module Validation Panel

All new modules must be submitted using PIP (Programme Information Project).

https://apps.bangor.ac.uk/pip_module/

A Module Proposal/Revision form is required to be completed and sent to the Quality Assurance and Validation Unit along with the PIP descriptors.

https://www.bangor.ac.uk/quality/course/valid.php.en

Further documentations:

- Code of Practice for Approval, Monitoring and Review
  https://www.bangor.ac.uk/regulations/codes/code08.php.en
- Guidance to Learning Outcomes in Modules
  https://www.bangor.ac.uk/quality/course/documents/GuidelinestoLearningOutcomes.pdf
- Assessment Framework
  https://www.bangor.ac.uk/quality/course/documents/BUAssessmentFrameworkOct2018.pdf

Module Approval

The New Module Validation Panel will assess modules against statements below and reach one of the following decisions:

- Module approved
- Module approved subject to minor amendments being made by the School. These will be specified and must be completed before the module is included in the University gazette
- Module not approved and referred back to the School

The module approval process must consider

The needs of all students.

- The module learning outcomes, including their clarity and suitability for the specified level of learning.
- The structure and content of the module, including the extent to which it provides appropriate learning opportunities to students to enable them to achieve the learning outcomes.
- The teaching and learning strategy, including the use of formative assessment and ICT.
- The credit weighting of the module.
- The assessment strategy including how effectively it can measure the achievement of the learning outcomes.
- The grading criteria and their appropriateness for the assessment methods, learning outcomes and level of learning.
- The physical, human or material resources required to deliver the programme.
- The opportunities for students to develop and demonstrate transferable skills.
- Where a module is being revised or replaced, the impact of revisions on other programmes for which the module is compulsory.
- Whether the module involves teaching and/or assessment by staff who are not members of the University.
- Whether staff involved in the delivery of the module or students undertaking the module must undergo Disclosure and Barring Service checks, for example if the module involves contact with children or vulnerable adults.
- That the module conforms to the University's regulations and that permitted deviations from the regulations are properly justified and defined.

- Subject specific skills, which should refer to QAA Benchmarks and any relevant PSRB requirements as appropriate.
- The assessment strategy including how effectively it can measure the achievement of the learning outcomes. Modules must be assessed in accordance with the University's assessment framework.

Module Code

- A form will need to be completed on PIP to notify administrators to set up new module codes in Banner. You will be asked for the short title at this point.
- Once the module has been set up in Banner you will be notified by e-mail which will include a link to the module for the content details to be completed.
- A separate code will be required for English and Welsh versions of the same module. Level 5 or 6 versions will also require separate codes.
- Modules delivered through the medium of Welsh should be codes 'C' and those delivered bilingually coded 'B'. The letter code is the third character of the module number. For example:
  - BSC-1005 is a Welsh version of module BSX-1005 offered in the School of Biological Sciences

Credit Rating

- Undergraduate modules should be 10 credits or a multiple thereof. The credit rating should match the notional learning hours.
- 10 credits equals 100 hours.

Joint Teaching Across Levels

Joint teaching across level 5 and 6 or Level 6 and 7 is permitted, but must be are designed in accordance with the following guidelines:

- There must be separately coded and validated modules for each Level with **clearly distinguishable learning outcomes and assessment methods.**
- If modules are taught in alternate years, the Level 5 and Level 6 versions of a module must be designed so that each cohort group is able to fulfil all of the learning outcomes.
- Joint teaching activities across modules will typically be those where information is given to students as lectures or case studies. The proportion of the contact time for combined activities across 2 modules that employ joint teaching across levels should be considered carefully, taking into account the format of the teaching activities. For example, in a module delivered entirely by lectures all the contact time could be combined. In contrast, in a module delivered partly by lectures and partly by tutorials, only the lecture component should be combined.
- If students are expected to engage in discussion, analysis or interpretation, separate activities and assessment should be arranged for each level. Such activities will typically be tutorials, seminars, group work and presentations.
- There must be different assessments and/or marking criteria across levels. The maximum proportion of identical assessment or marking criteria across 2 modules that employ joint teaching across levels 5 and 6 should not exceed 25% of the marks for the modules. There should be no identical assessments for modules that employ joint teaching across levels 6 and 7.
- Where Level 5 and Level 6 students complete identical elements of assessment, students' work should be assessed and moderated within cohort groups and not across Level 5 and Level 6 groups. It is also good practice for moderators to consider whether there is sufficient differentiation in marking between the work of Level 5 and Level 6 students. When schools wish to (re)validate modules that are taught across levels, both versions should be submitted for approval.

PIP RECORD SUBMISSION

Conveners should be aware that the PIP descriptors will be published on the on-line Gazette.   It is therefore imperative that the module descriptors are written in a student friendly manner.

1. GENERAL INFORMATION SECTION

Title

- The title should reflect the content of the module.
- Titles such as 'Forestry 1' or 'Marketing 2' should be avoided. Although these may have meaning within the School or University they may be of little value to an employer looking at a student's transcript.
- The main title set up with the code should only be 30 characters with spaces. A long title can be provided in this section.

Aims

This section should contain an overview description of the module written as a short paragraph. It should be written in a way that provides students with a general summary of the module's aims.

Content

This is normally a paragraph providing a summary of the main themes.   If providing a list of content then include a heading such as 'Indicative course content list' or 'Topics may include'.

DBS check (Disclosure and Barring Service)

- The check is not required for most modules.

The University's Under 18s and Vulnerable adults Policies require that DBS checks are carried out in certain circumstances, specifically where students and / or staff have substantial unsupervised contact with under 18s or vulnerable adults on a sustained or regular basis. If in doubt, you should seek advice from your Head of School or College Director of Teaching and Learning.

2. LEARNING OUTCOMES SECTIONS

(also refer to Guidance to Learning Outcomes in Modules)

Click on 'Add Learning outcome' to enter each one.   They must be inputted separately in order to be able to linked to an assessment.

Each learning outcome should begin with a verb and should reflect the level of learning and understanding.

For example:
- Level 4 (first year) modules might introduce knowledge and concepts
- Level 6 (third year) and 7 (Masters) might be expected to appraise, critique or discuss topics at an advanced level.

It is recommended that a 10 credit module should have around 4 learning outcomes and approximately 6 for a 20 credit module.

3. ASSESSMENT CRITERIA SECTION

As a minimum this box should contain information on what students have to do or demonstrate in order to achieve different levels (threshold, good, excellent) of performance. Grading criteria need to be written in such a way that they can be easily understood by students.

Ideally each module should have its own specific grading criteria relevant to the subject. Use of generic criteria is permissible, provided that they are sufficiently detailed and relevant to the module and assessment methods.

PIP the Assessment Criteria will be split into three sections, but you must include the categorical marking. Students will want to know what the mark will be for Excellent, Good and Threshold.

	UG	PGT
Excellent	70%> -A	70%>
Good	50%> -B	60%>
Threshold	40%> -D	50%>
Categorical Marking range can also be used.		

4. ASSESSMENT METHOD SECTION

This section should include information on all forms of summative assessment in the module that contribute to the final module mark.

Group work / Peer Assessment
Where assessment involves group work or peer assessment the method of determining an individual student's mark should be clearly indicated.

Issues to consider:
- Will the student be given a group or an individual mark? If a group mark consider giving the a lower % weighting
- Peer-assessment must be monitored and equal chance to contribute to ensure fair play to all students. How will it be second marked or verified if there is a complaint?
- A mark **must** be quantified by a piece of work, therefore linking assessment to attendance is **not** permitted.

Description
A brief description of on the assessment. Do not just state Coursework or Essay, the student will need to have a brief description.   Refrain from including specific essay titles as once the module has been published on the Gazette it cannot be changed.

Learning Outcomes
Link the learning outcomes to the assessments. Each assessment should measure one or more learning outcomes and each outcome must be assessed at least once. Do not click on all the learning outcomes for all the assessments as this could be considered as overassessment.

Weightings
Weightings of different elements must be included and be comparable in the amount of work involved.

Measuring the assessment load *(refer to the Assessment Framework)*
A full description is required. The following must be included:
- word limits of reports/essays/blogs etc.
- time limits of examinations and presentation

Extracts from Assessment Framework

Assessment Workload and Equivalence Guidelines

In order to implement the above principles, steps should be taken by those designing modules and programmes to ensure that the assessment workload is appropriate, and falls within what is deemed acceptable under Bangor University's regulations.

As a guideline, it is suggested as a starting point that assessment should have a **notional effort time of 2-2.5 hours per credit.***

For traditional assessment methods this could be translated into **200-250 words per credit** (for an essay), and **12-15 minutes per credit** (for an exam). This is based on the assumption that a 1 hour exam represents 10 hours of effort time, and that a 1,000 word essay also represents 10 hours of effort time.

This suggests that, based on a hypothetical single assessment method (though note principle 5 above), a 10 credit module would have either a 2,000-2,500 word essay or a 2-2.5 hour exam, with a total effort time of 20-25 hours.

In terms of equivalents, it is suggested that the following would each amount to 10 hours of effort time:
- A poster;
- A 1 hour MCQ test;
- An oral presentation of 10 minutes;
- A musical performance of 10 minutes;
- A 2,000 word reflective journal/blog entry;
- A 10-minute clinical assessment.

Examples on combinations of different assessment can be found in the Assessment Framework.

Extracts from Regulation 01: Coursework and Examination

For PGT Research Projects:

- 60 credit Research Project - maximum of 20,000 words
- 120 credit Research Project – maximum of 40,000 words

Amount of assessment

- If a module is assessed by a combination of methods, the length of the examination and coursework should be adjusted. For example, in a 10 credit module assessed by an examination and an essay (both worth 50% of the module marks), the examination must not be longer than 1½ hours and the essay must not be longer than 2,000 words.
- Module organisers must make sure that the time required for assessments (including preparation time) plus the time spent in other activities (e.g. lectures) is 100 learning hours per 10 credit module.

Word Limits

- Word limits for coursework must be defined when modules are approved.
- Students must be given the word limits with the details of each assessment.
- The word limits do not include footnotes and bibliography. The word limits include appendices.

For modules except PGT Research Projects, the module organiser can set word limits that include footnotes and bibliography provided that students are made aware that they are included in the word limit.

5. TEACHING METHOD SECTION

Notional Learning Hours

- The sum of the 'contract' and 'private study' time in the module should match the 'credit rating'.
- For example, a 20 credit module the private study and contact time should add up to 200 hours.
- Contact hours should then be broken down in the 'format of teaching' section and how these will be delivered listed in the teaching strategy section. For example:
  - A 20 credit module with 48 hours of contact time there has to be 152 hours of private study.

In the PIP entry you must complete all sections:

- Teaching strategy: Include a brief summary of how the module will be delivered weekly by breaking down the contact time for example:
    - Lectures – 24 hours (2 per week over 12 weeks)
    - Seminars – 12 hours (1 per week over 12 weeks)
    - External visits – 12 hours (4 x 3hrs visits)
- A brief description needs to be included for what the students are expected to achieve in Private Study

Note:

- PIP will notify you with an Error message if the hours are below what is required, but please be aware that currently 9.5 hours will be rounded up to 10 hours
- Teaching method should be clear and be reflected in the aligned programme specification. If a module is core in a programme then the Teaching method must listed and be mapped against the programme learning outcomes.

6. EMPLOYABILITY / TRANSFERABLE SKILLS SECTION

This list is pre-determined and relevant skills should only be chosen.

7. SUBJECT SPECIFICK SKILLS

The relevant subject area QAA Benchmarks can be sent to IT to upload onto PIP.   Additional descriptions can be uploaded onto the system.

8. RESOURCES SECTION

- Include a list of core texts (books, on-line articles and journals).
- Set up and include a link to Talis (Library) for the main reading list.
- Include details of any additional cost pertaining to the module. For example:
    - Fieldtrips
        - Cost of travel / accommodation
        - Cost of suitable clothing to go on-site or to complete a particular task
        - Cost of equipment they will need
    - Printing/binding
    - General equipment.
        - Laptop (distance learning)
    - Doctors note

Note: As part of the Consumer Rights Act 2015 we must clearly inform students of any additional cost that may be incurred by students on their degree programme. However, we would counsel against including an actual amount as this may be liable to change and give students the incorrect information.