

## MODULE NOTES

### **Module Title**

The title should reflect the content of the module. The title will appear on a student's transcript or HEAR, so should have some meaning to an employer. Title such as 'Marketing 2' or 'Sports 1' should be avoided (if possible). The University's system will not allow titles to be longer than 30 characters with spacing

### **Module Code**

The module codes are how each module can be easily identified on the University systems and on the on-line Gazette. Module codes will always be in AAA-1111 format. The first of the three **letters** will denote which School the module sits within, with the third letter indicating whether it's delivered through the medium of (W)elsh, (E)nglish or (B)ilingually. The first number will indicate what year the module is taught.

*e.g. BSC-2005 for example, would be a Biological Sciences 2<sup>nd</sup> year module, delivered through the medium of Welsh.*

### **DBS Checks**

There are not required for the majority of modules.

NEED TO ENSURE THAT ANY MODULE WHERE STAFF/STUDENTS HAVE UNSUPERVISED CONTACT WITH UNDER 18'S OR VULNERABLE ADULTS HAS PROVISION FOR CARRYING OUT DBS CHECKS

### **Credit Rating**

Credit is an education currency providing a measure of learning outcomes achievable in notional hours at a given level. The amount of credit attributed is based upon an estimation of the notional time it would take a learner to achieve the learning outcomes specified. Every 1 credit equates to 10 notional learning hours (contact time and private study time). Therefore, a 10 credit module would equate 100 learning hours. Credits are usually in multiples of 10, but the University does have 15 credit modules.

NEED TO ENSURE THAT THE CREDIT RATING MATCHES THE NOTIONAL LEARNING HOURS IN BOX 6 (CONTACT TIME + PRIVATE STUDY).

### **Semesters**

This is to indicate over what period of time the module will be delivered. There are 12 weeks in a semester.

### **Teaching and Learning Strategy / Notional Learning Hours**

This section provides a breakdown of how the notional learning hours are achieved. The total number of hours for Contact Time and Private Study should equate to the credit value of the module. The contact hours should be broken down in the 'format of teaching' section, and then how these will be delivered should be provided under 'teaching strategy.'

e.g. a 20 credit module involves 48 hours of contact time and 152 hours of private study. We would expect to see in new modules being set up:

#### **Teaching Strategy**

Lectures:	2 hours once a week for 12 weeks	= 24 hours
Seminars:	1 hour once a week, for 12 weeks	= 12 hours
External Visit:	4 x 3 hour visits	= 12 hours
Private Study:		= 152 hours

Note: for current modules this information may not be available.

## Level

The Credit and Qualification Framework for Wales ensures that there are different demands made on a learner when achieving a learning outcome. You would expect the demand from a third year module to be much greater than the demand from a first year module. These demands are expressed as levels, and there are three Level to an undergraduate degree.

**Level 4** is equivalent to **Year 1**: successful completion of 120 credits at this Level will lead to a Certificate of Higher Education

**Level 5** is equivalent to **Year 2**: successful completion of 120 credits at this Level could lead to a Diploma in Higher Education or a Foundation Degree

**Level 6** is equivalent to **Year 3**: successful completion of 120 credits at this Level could lead to a Bachelors degree with Honours.

## Pre-requisites

Pre-requisites are modules that must have been achieved prior to the commencement of the module under consideration.

e.g. For example, you could expect a Year 1 module to be listed in this section if you were considering a Year 2 module.

## Co-requisites

Co-requisites are modules that must be studied concurrently with the module under consideration.

## Core/Compulsory/Optional

An academic programme for which the module is core, compulsory or optional should be specified in the programme specification.

**Core:** A module that a student is required to pass in order to progress to the next year of the course (40% for Undergraduate and 50% for Postgraduate).

**Compulsory:** A module that a student is required to take, but not necessarily pass. Students can compensate 40 credits progression 20 credits award with marks no less than 30% in Undergraduate and 40% in Postgraduate)

**Optional:** A module that is optional for students registered onto a particular programme.

## Module Description

This section should contain an overview 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 and contents.

## Learning Outcomes

Learning Outcomes are statements of what a learner can be expected to know, understand and do as a result of successfully completing a module. Learning Outcomes should begin with a verb and should reflect the Level of learning and understanding of a student.

A Level 4 (First Year) module might introduce knowledge and concepts whereas students completing a Level 6 (Third Year) module might be expected to appraise, critique and discuss topics at an advanced level. A Learning Outcome must be *measurable* and achievable through a linked assessment.

## Summary of Course Content

This section is normally an itemised list of the module content, giving a summary of the main themes.

## Assessment Methods

There are two types of assessments:

- summative (that contributes towards the module mark)
- formative (that does not contribute towards the module mark). Only details of the summative assessment methods should be included here.

NEED TO ENSURE THAT THE FOLLOWING IS INCLUDED:

- a. Type of Assessment e.g. examination, written assignment, group presentation etc.
- b. Length or duration of the assessment e.g. 3000 words or 2 hour examination.
- c. A relationship between the learning outcomes and the assessment methods. **Each assessment must list what learning outcome(s) is being assessed.**

NOTE THAT THE UNIVERSITY HAS A MAXIMUM ASSESSMENT LOAD PER MODULE DEPENDING ON ITS CREDIT VALUE:

- There should be no more than one unseen examination per 10-credits.
- In a 10 credit module assessed by examination and class assessment / test only, the combined length of the examination and test(s) should normally not exceed 2 hours.
- For a 10-credit module assessed by written continuous assessment only, the combined length of all submissions should normally not exceed 25000 words or equivalent.
- Where a module is assessed by a combination of these methods the duration of the test(s) and examination and the word length of the continuous assessment should be decreased accordingly.

Further information can be found in the [Assessment Framework](#)

## Assessment Criteria

As a minimum this box should contain information on what students have to do or demonstrate in order to achieve different levels of performance. Grading criteria should be written in such a way that it can be easily understood by students. Ideally, each module should have its own specific grading criteria, but we accept generic grading criteria provided they are relevant to the assessment methods.

NEED TO ENSURE THAT CATEGORICAL MARKING IS LINKED TO EACH LEVEL OF PERFORMANCE. WE WOULD EXPECT TO SEE THE THREE FOLLOWING LEVELS OF PERFORMANCE:

	UG	PGT
Excellent	70%> -A	70%>
Good	50%> -B	60%>
Threshold	40%> -D	50%>

## Resources Implications

Details of resources required, especially core text books should be provided here. Any additional cost that a student can occur such as travelling, equipment, field-trips or binding should be included.

NEED TO ENSURE THAT THE RESOURCES ARE RELEVANT, AND THAT THE MOST RECENT EDITIONS ARE LISTED.