**Module Specification template (AQD007)**

***Please complete the form using the drop-down menus and the guidance notes provided. Also, remember that these documents are external facing and should be written in language that is accessible to a variety of audiences.***

***NB: Any guidance text in blue should be removed before submission.***

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| **Section A: Version Control** |
| Initial Validation | *To be completed by Academic team by selecting the date below:* Click or tap to enter a date. |
| Module Leader | *To be completed by Academic team* |
| External Examiner | *To be completed by Academic team* |
| Last Revised on **(automated)** | 29/08/2023 12:11 | Last Revised by **(automated)** | Costel Rusu |

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| **Section B: Module Specifications** |
| **1a** | Module title | *Please include the module title.* |
| **1b** | Subject Standards Board | *Please include the title of the subject area. For collaborative provision please confirm this with the appointed Academic Liaison Tutor.* |
| **1c** | Location(s) module is offered | *Please include the location of study, this should also include modules that are completed at collaborative partners.*  |
| **1d** | Courses the module is available on | *Include the name of courses the module is available on and its status* ***(either core or optional for each course)*** |
| **1e** | Additional information (Collaborative provision only) | *Language of instruction:*  |  |
| *Type of arrangement (e.g. franchise or validated):*  |  |
| **2** | Module code | *Note: new module codes to be agreed between Course Leader or the Academic Liaison Tutor and the Systems Office.* |
| **3** | Module level and credit rating | *[click to select level]* | *Please enter the credit rating* |
| **4** | School | *Please include the name of the academic school.* |
| **5** | Teaching period | *[click to select teaching period]**Must match Module Operating Catalogue (MOC)* |
| **6** | Mode of attendance | *[click to select mode]* |
| **7** | Module pre-requisites and co-requisites | *Please include details of any pre- or co- requisites for the module. Available for Study Abroad? YES/NO Please delete as applicable.* |

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| **Section C: Module Description** |
| **8** | Module description |
| *In this section you should provide a brief (250 word) overarching summary of the module’s contents, and its contribution to the award it services, the pathways it sustains etc..* *You should also include the aims of the module: what key skills and knowledge will it enable students to develop? As a guide you should have been 4-6 aims per module.**The text should be phrased in the manner of “you will,,,”.* |
| **9** | Module learning outcomes |
| *In this section please detail the module learning outcomes. These are statements of what a student is expected****to understand****or****to be able to do****after completing the process of learning. Detail both the knowledge and the skills that the student should have developed by the end of the module. The learning outcomes should reflect the level of the module.**As a guide you should have between 4-6 learning outcomes per module. Consider carefully the number of learning outcomes to the number of credits for this module.* *You can also reference the FHEQ, Bloom’s Taxonomy, and HEA guidance:*<https://www.heacademy.ac.uk/knowledge-hub/writing-learning-outcomes> *Support can also be obtained from CPED and AQD.* |
| **10** | Indicative syllabus – *for full details see section C in module booklet* |
| *Please provide a brief outline of the indicative syllabus in narrative form identifying key subject areas to be addressed in discrete elements of the module. Indicate LO addressed in brackets after the relevant text.* |
| **11** | Indicative bibliography and key on-line resources  |
| *Identify core and additional reading lists on the online reading system, please include a link to the non-validated list here. DO NOT list reading materials here. Please consider carefully the number of core items set according to purpose, level and credit rating of the module. Please liaise with Library Services for additional support and to confirm availability of online licenses in each academic year.* |
| **12** | What is the balance of independent study and scheduled teaching activity within the module? |
| *Please provide a brief description of learning and teaching activities , including opportunities for reflective learning. Describe the approach to blended learning and the opportunities for reflective learning/PDP*. *This should be 200-300 words long.* |
| *NOTE: 1 credit = 10 hours’ learning (i.e. 30 credits should total 300 hours)* |
| *Method* | *Description* | *Learning hours* |
| Scheduled Learning & Teaching |  |  |
| Guided independent study |  |  |
| Assessment preparation/delivery |  |  |
| Placement/study abroad |  |  |
| **TOTAL LEARNING HOURS FOR THE MODULE** |  |

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| **Section D: Assessments** |
| **13a** | Description of assessment items. |
| *Describe the assessment instruments and provide a rationale for them in terms of the learning outcomes that they assess. This should be 200-300 words long. Please note a qualifying mark is the mark which the student must achieve in an assessment component in order to pass the module. Qualifying marks and sets prevent a module from being passed on aggregate. Please only complete sections on qualifying marks in table 13b if it is required, otherwise leave it blank. A further explanation can be found* [here](https://londonmet.app.box.com/file/1046293692051)*.* ***Qualifying mark and sets instructions:*** *Qualifying marks and conditions**State whether the module is pass on aggregate or whether there are any conditions attaching to the assessment component in relation to completion or passing of the module.* *E.g.**Must the component be passed? Does a minimum mark apply to the component? Must the assessment be attempted to pass the module? Are there any sets of co-requisite components that must be passed? Or any other condition?**Qualifying sets**Prescribed combinations of components required to be passed to pass the module overall (if applicable).**More information regarding qualifying marks and sets can be found* [*here*](https://londonmet.sharepoint.com/%3Aw%3A/s/Academic-Registry/EXEOIV5jtpRMhArgsXgOZHsBrZKnMMyLp0h_zMabH4dnLQ?e=TptxRN)*.* |
| **13b** | *Description of assessment component* | *Assessment weighting* | *Qualifying marks and conditions* | *Qualifying sets* | *Week due* | Learning outcome/s |
| Assessment 1 |
| *Choose an assessment method.* | *State the assessment component weighting.* *E.g.**25%* |  |  | To help identify which weeks, use the [System Weeks document](https://londonmet.sharepoint.com/%3Ax%3A/s/Academic-Registry/EeGf__EgY9hLsrJpRowyfLkBWpdVfu7E1FMiWscg_ab1Tg?e=BWTlfY)*E.g.* *12* | E.g.1,2,3 |
| *Assessment description:**Provide here a short description of the assessment, including word count.**Additional detail must go in the table above.* *Note: consider a range of assessment types and ensure each assessment is linked to a learning outcome.**Multiple assessments of a specific learning outcome is not necessary.* |
| Assessment 2 |
| *Choose an assessment method.* | *State the assessment component weighting.**E.g.**25%* |  |  | To help identify which weeks, use the [System Weeks document](https://londonmet.sharepoint.com/%3Ax%3A/s/Academic-Registry/EeGf__EgY9hLsrJpRowyfLkBWpdVfu7E1FMiWscg_ab1Tg?e=BWTlfY)*E.g.**12* | E.g.1,2,3 |
| *Assessment description:**Provide here a short description of the assessment, including word count.**Additional detail must go in the table above.* *Note: consider a range of assessment types and ensure each assessment is linked to a learning outcome.**Multiple assessments of a specific learning outcome is not necessary.* |
| Assessment 3 |
| *Choose an assessment method.* | *State the assessment component weighting.**E.g.**25%* |  |  | To help identify which weeks, use the [System Weeks document](https://londonmet.sharepoint.com/%3Ax%3A/s/Academic-Registry/EeGf__EgY9hLsrJpRowyfLkBWpdVfu7E1FMiWscg_ab1Tg?e=BWTlfY)*E.g.* *12* | E.g.1,2,3 |
| *Assessment description:**Provide here a short description of the assessment, including word count.**Additional detail must go in the table above.* *Note: consider a range of assessment types and ensure each assessment is linked to a learning outcome.**Multiple assessments of a specific learning outcome is not necessary.* |