**MODULE SPECIFICATION TEMPLATE – POSTGRADUATE PROGRAMMES**

**Guidance**

When completing this template, the following sources of guidance are available:

1. LEaD Guidance, incorporating relevant national guidance available via the Quality Manual (see [here](https://www.city.ac.uk/about/governance/quality-manual/3-programme-development-approval-and-amendment#tab=tab-2));
2. Information on the HESA Teaching and Learning and Assessment Types – see below;
3. Assessment and Feedback Policy and guidance (see [here](http://www.city.ac.uk/about/education/quality-manual/6-assessment)).

**Key considerations**

When completing the template, the following should be considered:

1. Ensuring the information is written in a way that is student-facing and attractive to students and prospective students.
2. Ensuring that teaching and learning TYPE and assessment TYPE match one of the options in the lists below.
3. Ensuring explicit reference is made to the Framework for Higher Education Qualifications in the Module Summary.
4. Ensuring indicative or key texts are detailed in the Reading lists section, with the full reading list stored on the Library website and/or on Moodle. Care should be taken to include recent texts and a broad range of cultural authorship, where appropriate.

**HESA Teaching and Assessment Types**

The options for Teaching Type are:

* Lecture
* Seminar
* Tutorial
* Project supervision
* Demonstration
* Practical classes and workshops
* Supervised time in studio/workshop
* Fieldwork
* External visits
* Work-based learning
* Guided independent study
* Placements
* Year abroad

The options for Assessment Type are:

* Written exam
* Written assignment, including essay
* Report
* Dissertation
* Portfolio
* Project output (other than dissertation)
* Oral assessment and presentation
* Practical skills assessment
* Set exercises

**Assessment Regulations**

The section on Assessment Regulations should only be amended if the programme/ module in question has an exception to the Assessment Regulations.

**Format**

Module Specifications should be written in Arial with 11-point font**.** Please remove all italicised text from the specification before submitting for approval.



**MODULE SPECIFICATION**

**KEY FACTS**

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| Module name |  |
| Module code |  |
| School | Choose an item. |
| Department or equivalent |  |
| UK credits |  |
| ECTS |  |
| Level | Choose an item. |
| Pre-requisites | *Please delete row if N/A* |
| Co-requisites | *Please delete row if N/A* |
| Delivery location (partnership programmes only) | *Please delete row if N/A* |

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| **MODULE SUMMARY**  Module outline and aims  *This could include a one-line headline to capture the essence of the module and demonstrate why students should do the module.*  *High level aims/objectives of the module, which should relate to the learning outcomes. Explicit reference should be made to the Framework for Higher Education Qualifications by using the wording in the descriptor statements (see appendix 2 of the Guidance on writing module specifications).*  Content outline  *This should detail the outline content to be covered within the module and it should be clear how this supports achievement of the module/programme learning outcomes.* |

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| **WHAT WILL I BE EXPECTED TO ACHIEVE?**  *Learning outcomes should capture what the student is expected to know or be able to demonstrate by the end of the module and should:*   * *be written at threshold level and at the credit level to be studied* * *be styled so as to complete the sentence below* * *be assessed as part of the module and matched to specific content and/or assessment tasks* * *be student centred and express what it intended that the student will have learnt and therefore be able to do on completion of the module.*   *Each learning outcome should start with a verb that can be assessed in terms of achievement so students know what is expected (i.e. list, discuss, apply, explore, explain, synthesise).*  **On successful completion of this module, you will be expected to be able to:**  Knowledge and understanding:   * *include all learning outcomes as a bulleted list*   Skills:  Values and attitudes: |

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| **HOW WILL I LEARN?**  *Overview of learning and teaching methods used, including proportion of contact/self-directed/placement hours and reference to learning technologies e.g. Moodle, online quizzes etc.*  *Provide sufficient detail of each teaching method that students will know what happens in each and what is expected of them. Remember to include all activities that students should engage in for the self-directed hours they have.*  Teaching pattern:  *Use the convention that 1 credit = 10 hours of learning e.g. a 15 credit module is typically expected to have a total of 150 total student learning hours.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Teaching component** | **Teaching type** | **Contact hours (scheduled)** | **Self-directed study hours (independent)** | **Placement hours** | **Total student learning hours** | |  | Choose an item. |  |  |  |  | |  | Choose an item. |  |  |  |  | | **Totals:** |  |  |  |  |  | |  |  |  |  |  |  | |

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| **WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**  Assessments  *Overview of assessment methods used, including proportion of coursework/written assessments. You need to include word limits, examination and presentation length of time. Clearly set out how the assessments will enable to student to achieve the learning outcomes of the module. You will note that assessment types are determined by HESA so there is a drop-down menu to choose an item.*  *If there is only one assessment component the Minimum Qualifying Mark (MQM) will typically be the module pass mark. If there are more than one assessment components MQM = 0% (if students only need to pass on aggregate) or can be specific, i.e., students need 50% in all assessment components to pass overall. If an assessment component is pass/fail then weighting and MQM should be N/A.*  Assessment pattern:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment component** | **Assessment type** | **Weighting** | **Minimum qualifying mark** | **Pass/Fail?** | |  | Choose an item. |  | 40% | N/A | |  | Choose an item. |  | 40% | N/A |   Assessment criteria  *Information on module assessment criteria and grade-related criteria, or where the student will find these if these are not actually listed within the module specification.*  Feedback on assessment  *Information on how and when students will expect to receive feedback on their assessment e.g. standards around feedback timing; formative feedback opportunities; personal tutorial role; general information on how feedback will be given, how feedback should be used*  Assessment Regulations  The Pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module. |

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| **INDICATIVE READING LIST**  *List key resources used on the module, using an appropriate referencing style. This may include a list of key journals and websites. Include recent texts and a broad range of cultural authorship.* |

Version:

Version date:

For use from:

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**Appendix:**

*Please complete the following table which is required for correct set up on SITS, and for external reporting. Further information is available on HESA Cost Centres (*[*here*](https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards)*) and HECoS Codes (*[*here*](https://www.hesa.ac.uk/innovation/hecos)*). Guidance is also available in the* [*Quality Manual.*](https://www.city.ac.uk/about/education/quality-manual/3-programme-development-approval-and-amendment#tab=tab-2)

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| **CODES**   |  |  |  | | --- | --- | --- | | **HESA Cost Centre** | **Description** | **Price Group** | |  |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | | **HECoS Code** | **Description** | **Percentage (%)** | |  |  |  | |  |  |  | |