Guidance for Completing the Module Specification and Supporting Information Template

General

The following guidance **must** be followed when completing the Module Specification and Supporting Information Template.

Much of the detail provided in the Module Specification may be publicly-available. **The descriptions should be written for a public audience**. The fields highlighted in yellow are mainly for internal use and not intended for direct use in public-facing programme documentation.

For ease of reference, the first statement on the first page states the cohort to which the module specification applies.

Applicability: State the cohort of students to which this module specification and supporting information applies. Where substantive changes are made to a module it may be necessary to have separate module descriptors for different student cohorts. Under such circumstances there should be a separate module specification and supporting information for each cohort to which the module information applies. This top heading should, therefore, specifically indicate the cohort to which the module specification and supporting information applies. E.g. Students first matriculating from academic year 2023-24.

Section 1: Module specification

1.1 Module title: Exact module title.

1.2 Module code: For new modules leave blank. The code will be allocated by Registry and added to the specification once approved.

1.3 Scottish Credit and Qualifications Framework (SCQF) level and credit: Insert one SCQF level – SCQF level 7, SCQF level 8, SCQF level 9, SCQF level 10 or SCQF level 11 followed by the number of credits in both SCQF and ECTS (European Credit Transfer and Accumulation System) tariffs. ECTS credits are calculated by halving the number of SCQF credits. E.g. SCQF level 11, 20 SCQF credits, 10 ECTS credits.

When assigning module credits the agreed University norms should be adopted. The norms are as follows:

- Scottish Higher Education (SHE) levels 1 and 2: 20 credits or pairs of 10 credits.
- SHE levels 3 and 4: 30 credits or pairs or multiples of 15 credits.
- Taught postgraduate: multiples of 10 credits.

It is recognised that there may, on occasion, be a need for exceptions. Where exceptions are requested these should be considered by the School Quality and Academic Standards Committee as part of the approval process and, where an exception has been agreed, a recommendation made from the School to the University Quality and Academic Standards Committee.

1.4 Aims: Provide a very brief summary of the purpose of the module, reflecting what a successful student would have achieved by successful completion of the module. This should be just two or three sentences that are student-facing and in plain English for External

Relations to use on their webpages. An example (from The Rise of Atlantic Empires, 1500-1750) is as follows: This module will provide a comparative understanding of the development of European Empires in Africa and the Americas between 1500 and 1750. It will also examine the origins of modern 'globalisation' and improve your ability to read original sources (in English translation) and use them towards constructive argument. You will gain an understanding of the major forces that shaped the expansion of Europe from the 15th to the 18th Centuries and an appreciation of the comparative development of British, French, Spanish and Dutch empires.

1.5 Indicative content: Provide a brief description of the syllabus topics.

1.6 Intended learning outcomes (ILOs): The ILOs for the module should be designed and written to reflect the appropriate Scottish Credit and Qualifications Framework (SCQF) level. The QAA subject benchmark statements and the requirements of Professional Statutory and Regulatory Bodies (PSRBs) should be taken into account where relevant.

The ILOs should be concise statements of what students should know, understand and be able to carry out as a result of their learning on the module. They should be described under the following headings:

1. Knowledge and understanding.
2. Subject-specific practical and intellectual skills and attributes.
3. Transferable, employability and enterprise skills and attributes.[1]

It is recommended that Schools suggest an upper limit to the number of ILOs that should be defined for any module. A maximum of five ILOs for a typical 20 or 30 credit module would normally be appropriate.

In the development and description of ILOs, module developers may find the Bloom's Taxonomy referenced by the SCQF in their booklet SCQF Credit Rating Criteria Explained to be a helpful resource.

1.7 Assessment strategy: Describe the assessment strategy for the module including how the learning outcomes will be assessed. This should be a broad overview, describing the different methods of assessment and how they relate to the ILOs. The assessment strategy should also describe the approach to retrieval of failed modules or elements of assessment.

1.8 Assessment types and weightings: Provide a breakdown (by percentage) of the weighting of the different summative assessment methods and how many assignments and/or examinations there are. Provide information on the duration of written examinations where relevant. In addition, summarise the information in the template table provided under the headings required for the key information set published by Unistats.

Example:

The intended learning outcomes of the module are assessed by coursework and a written examination. The coursework comprises a 5,000 word essay (40% of the assessment weighting for the module), an oral presentation (10% of the assessment weighting for the module) and a poster (10% of the assessment weighting for the module). There is one written examination (40% of the assessment weighting for the module) with a duration of two hours.

---

[1] Transferable, employability and enterprise skills should include reference to digital literacies where relevant. Information on the University's digital literacy framework is available at https://www.dundee.ac.uk/academic-skills/digital-literacy.

Assessment type	Weighting (%)
Coursework	60%
Written exams	40%
Practical exams	0%

Describe the opportunities for formative assessment.

1.9 Teaching and learning: Provide a concise description of the approach to teaching and student learning opportunities. This should include an indication of how students will be provided with academic support for their learning.

1.10 Indicative student contact hours and the expected amount of independent study: Provide a high-level breakdown of the activity types that reflect the notional effort for students over the course of the module. This should cover an approximation of the scheduled contact time (including, for example, lectures, seminars, tutorials, supervised project work, practical classes and demonstrations, supervised time in studios/workshops/laboratories, fieldwork), an approximation of the guided independent study hours and, where relevant, mandatory work placements and/or study abroad.

The total intended learning time should normally align with the module credits (one SCQF credit represents the amount of learning achieved through a notional ten hours of learning time).

Example for a 30 credit module:

Learning activity	Indicative number of hours (and percentage of total learning time)	
Scheduled contact time: lectures, tutorials, practical work and field work.	90 hours (30%)	
Approximate breakdown of scheduled contact time		
Lectures		*30 hours*
Practical work		*40 hours*
Field work		*20 hours*
Time in guided independent study including the completion of assessment tasks	210 hours (70%)	
Time on placement relevant to the module	0 hours (0%)	

1.11 Teaching staff: Provide a list of staff who will teach on the module, along with their roles (e.g. module leader) and qualifications. Provide links to relevant School staff directories.

1.12 Mode of study:

Mode of study	State whether full-time or part-time or whether both options are offered.
Mode of attendance	State whether students are taught face-to-face on campus, by distance learning or through a blended approach. Where more than one delivery option is offered, these should be listed.
Location of attendance for face-to-face teaching	State whether the face-to-face elements will be taught at the University of Dundee campus or at a different location through a 'mobile faculty' approach.

1.13 Location(s) for the delivery of teaching: For modules that involve face-to-face teaching provide a statement that describes the specific teaching locations and the balance of time spent at different locations. Include the balance of teaching between specific University of Dundee campus locations (i.e. the city campus, the Ninewells campus and the Kirkcaldy campus) as well as any other external teaching locations.

1.14 When delivered: Choose from the drop-down menu. Note that 'Semester' 3 refers to the summer period that lies outside the University's 2 semester structure.

Where the period of learning has different or flexible start and completion dates that do not align with the University's semester structure, delete the drop-down menu and provide details of the structure and dates.

1.15 Equality and diversity: E.g. The University is committed to attracting and retaining students from under-represented groups and this module will make adjustments where it is reasonably possible to allow equality of opportunity for all students irrespective of age, disability, gender, race, religion or belief or sexual orientation.

Contact for further information: Name and contact details of the School Head of Equality and Diversity and the School Disability Support Officer.

1.16 Pre-requisites or entry requirements: Describe what students are required to have successfully achieved before commencing the module.

1.17 Co-requisites: Describe what students are required to do along with this module to meet the learning outcomes of specific programme pathways. Co-requisites should be described with regard to what students need to do within a particular semester or academic year in order to meet the requirements for any University award.

1.18 Anti-requisites: Describe what a student is not allowed to do along with this particular module. Anti-requisites are normally in place because of overlapping content.

1.19 Student numbers: Indicate the upper limit on the number of students and whether is a threshold number of students below which the module will not run.

Section 2: Responsibilities and contacts

2.1 Lead School: A lead School must be identified for the purpose of responsibility for quality assurance and appropriate communication with Professional Services.

2.2 Lead discipline: A lead discipline must be stated for appropriate referencing within the student record management system.

2.3 Collaborating Schools (where relevant): State if not applicable (i.e. where all of the core and optional modules will be delivered by the lead School). Do not leave blank.

2.4 Module leader: Name and contact details of the module leader.

2.5 Lead administrator for the module: Name and contact details of the lead administrator for the module.

Section 3: Module details (information for internal use for quality assurance and management)

3.1 Rationale for the module: E.g.: Core component of 'programme title'; optional component of 'programme title'; replacement for 'module title' which is part of 'programme title'; or stand-alone module for CPD. Include any additional comments on the reasons or benefits.

3.2 First student intake: E.g. Semester 1, Academic year 2017-18

3.3 External organisations associated with the module: Describe any external organisations associated with the module, along with a description of their role(s) — E.g. providing the module to another university as part in a collaborative arrangement. Where there is no involvement of external organisation, 'Not applicable' should be stated. Contact for advice: Director of Quality and Academic Standards (Euan Black).

3.4 Reference points for quality and academic standards: Provide a list of the key benchmarks used in the design of the module. Examples of external reference points are the SCQF, QAA subject benchmark statements, PSRB statements, Higher Education Academy information and guidance produced by subject, professional or employer organisations. An explanation about how the aims, content and ILOs relate to the external reference points should be provided, and may be shown as a relationship map in an appendix.

3.5 Teaching quality and staff development opportunities: Describe the qualifications, experience and capability of the teaching team relating to both the subject content and the proposed approach to learning, teaching and assessment.

Provide an overview of how members of the teaching team are supported in their roles in assuring academic standards and in providing a high quality learning experience for the students. This should include a commentary on professional development opportunities and the approach to peer support of teaching, teaching materials development (e.g. for on-line learning), assessment and feedback.

3.6 Distance or blended learning: If the module will be provided entirely, or predominantly, off-campus, discuss the approach and systems for managing this. Include comments on the experience of the staff group in managing distance or blended learning.

Contact for advice: The Head of the Centre for Technology and Innovation in Learning (n.t.lafferty@dundee.ac.uk).

3.7 Placements: If the module involves student placements or exchanges outside the University, describe the nature of these, and explain how they are managed (see: Policy on Student Placements).

3.8 Inclusive nature of the curriculum and its delivery: Outline how the module and planned support for students anticipates the likely needs of all students. This should include a completed inclusive curriculum checklist, and in relation to disabled students, consideration of a 'Teachability' audit of the module (see http://www.teachability.strath.ac.uk/).

Contacts for advice: The Head of Equality and Diversity (a.trivedie@dundee.ac.uk) and the Head of Disability Services (s.hill@dundee.ac.uk).

Note: the University's Disability Services can support internal audits of accessibility for disabled students using the Scottish 'Teachability' resources:

(http://www.teachability.strath.ac.uk/).

3.9 Teaching accommodation: Outline the broad nature of teaching accommodation required.

Contact for advice: Central Timetabling Service:

(http://www.dundee.ac.uk/registry/main/contact.htm).

3.10 Learning and assessment resources: Provide details of Library and Learning Centre and ASC resources required to support the module. This should include requirements for digital and material resources (e.g. books, journals) and staff resources to support student skills development (e.g. in the areas of digital literacy and employability) and academic staff development.

Describe how the VLE is used to support learning and teaching, and which platform is being used.

Where 'written' examinations are a component of the module assessment provide a breakdown of how much of the assessment is through online examinations and how much is through traditional paper-based examinations.

Outline the nature of the IT resources required, and how they are provided, including any specialist software or hardware required (i.e. that is not currently available on the managed desktop or in standard IT suites).

Contacts for advice: Learning and Teaching Librarian, The Head of the Centre for Technology and Innovation in Learning (n.t.lafferty@dundee.ac.uk), the Registry's examinations officer (k.g.clifford@dundee.ac.uk) and UoDIT (https://www.dundee.ac.uk/it/).

3.11 Other resources including any specialist equipment or facilities: Outline any other resources required, e.g. laboratory or technical faculties, and how they are being provided.

3.12 Additional costs for students: Provide a realistic approximation of any likely additional study costs for students on the module (for the first intake to which this module specification applies) such as costs for field trips, additional materials etc.

3.13 Teaching allocations: For modules that comprise components delivered by different Disciplines and/or Schools provide a breakdown (by percentage) of the FTE split.