**Module descriptor**

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| **Module prefix:** | Choose an item. | | | | | | | |
| **Module title:** |  | | | | | | | |
| **FHEQ level:** | Choose an item. | | | | | | | |
| **Module Leader:** |  | | | | | | | |
| **Other contributors:** | ***This role allows their name to appear on the catalogue (this does not give them any edit access to submit a modification)*** | | | | | | | |
| **Number of credits:** | Choose an item. | | | | | | | |
| **Number of ECTS credits:** | Choose an item.  ***1 ECTS credit = 2 UK Credits*** | | | | | | | |
| **Module availability:** | Choose an item. | | | | | | | |
| **Overall student workload:** | Lecture Hours: | | | | | | |  |
| Tutorial Hours: | | | | | | |  |
| Seminar Hours: | | | | | | |  |
| Workshop Hours: | | | | | | |  |
| Laboratory Hours: | | | | | | |  |
| Practical/Performance Hours: | | | | | | |  |
| Clinical Placement Hours: | | | | | | |  |
| Independent Study Hours: | | | | | | |  |
| Guided Learning Hours | | | | | | |  |
| Captured Content Hours | | | | | | |  |
| ***Nominally 1 credit = 10 hours of workload therefore a 15-credit module should have 150 hours overall student workload***  ***Provide a breakdown into contact hours N.B., all modules must include Guided Learning and Captured Content Hours and a minimum of two hours F2F* live learning each week, e.g., lectures, seminars, workshops, practical’s, laboratories, and performance work**  **Match the overall student workload categories (availability / hours) to the methods of learning and teaching** | | | | | | | |
| **Student cap:** | ***Please provide a student cap number if applicable*** | | | | | | | |
| **Date of production:** | Click here to enter a date. | | | | | | | |
| **Assessment pattern:** | | | | | | | | |
| Assessment Name | Assessment Type | Weighting% or Pass/Fail | | | | | | |
|  | Choose an item. |  | | | | | | |
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|  | Choose an item. |  | | | | | | |
| * ***Please ensure that you have consulted the*** [***Code of practice for assessment and feedback***](https://www.surrey.ac.uk/quality-framework/codes-practice) ***to ensure that your assessments are in line with university expectations*** * ***Only summative assessments should appear within this section of the module descriptor. Please include length of examination / class test within the assessment pattern name section*** * ***If there is more than one coursework assessments these must have different assessment names*** * ***The sequence of units of assessment should be in chronological order according to the order in which marks are entered, typically Examinations will come last and should match your assessment strategy*** * **Limit the use of timed, invigilated, physical exams to instances where this is necessary due to PSRB requirements, or the nature of the discipline** * **Examinations should normally be no more than 2 hours. Online examinations should normally take place within a 4-hour window** * **In class tests should be weighted no less than 10%** | | | | | | | | |
| **Alternative assessment:** | | | | | | | | |
| * ***There may be instances when it is not possible to re-assess in the same format as the original assessment, e.g., group presentations, performances or practical work. In these instances, an alternative assessment can be applied, It is anticipated that in most instances the original form of assessment can be replicated for the reassessment. Alternative assessment should be as close to the original assessment as possible and assess the same learning outcomes. Please see guidance and examples*** [***here***](https://surreyac.sharepoint.com/sites/EduHub/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FEduHub%2FSiteAssets%2FSitePages%2FAssessment%2Ddesign%2DExam%2Ddesign%2FSIOE%2DFocus%5FAlternative%2DAssessments%2Epdf&parent=%2Fsites%2FEduHub%2FSiteAssets%2FSitePages%2FAssessment%2Ddesign%2DExam%2Ddesign)***.*** * ***Please ensure that you note which summative assessment the alternative assessment is relating to*** * ***Alternative assessments should apply to the whole cohort, where an alternative assessment is required for individual students, this should be considered and agreed through the extenuating circumstances process*** * ***If alternative assessments are not required N/A should be inserted*** | | | | | | | | |
| **Pre-requisite/co-requisites:** | | | | | | | | |
| * **Please list the module code and name of any modules that a student must complete prior or simultaneously to taking this module** * **No other information should be included in this section. Please put N/A if there are no pre-requisites/co-requisites for this module** * **In year pre-requisites should be avoided** * **Compulsory and core modules are not considered pre-requisite/co-requisites** | | | | | | | | |
| **Module overview:** | | | | | | | | |
| **A short paragraph or two providing an overview / outline of the purpose of the module.**   * **Write this section accessibly, with a student audience in mind.** * **Make the student ‘active’ in the narrative, rather than purely addressing content coverage. E.g., what students will do, or gain from engaging with, the module.** * **While the main pillar narratives will be addressed in the ‘Other information’ section, below, consider any key pillar aspects that merit mentioning here.** | | | | | | | | |
| **Module aims:** | | | | | | | | |
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| **Learning outcomes:** | | | | | | | | |
| **Ensure learning outcomes are phrased as measurable outcomes and are consistent with the relevant FHEQ level and any relevant subject benchmark statement(s).**  ***Ensure you map each Learning Outcome to the appropriate KCPT attributes.***  ***It is recommended to have between 4-6 LOs (15 credit modules).***  ***Ensure your LOs sufficiently module-specific and level appropriate*** | | | | | | | | |
| Learning Outcome | | | K | C | P | T | Optional Ref | |
| *E.g., “Apply psychological research to a range of real-world sustainability issues that have implications for health, social justice and the environment.”* | | |  |  |  |  |  | |
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| **Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P-Professional/ Practical skills** | | | | | | | | |
| **Module content:** | | | | | | | | |
| ***Provide a summary of the content of the module i.e., the topics covered.***  ***Provide enough detail about the module content to be CMA compliant. Please ensure details are broad and/or minimal enough that you have flexibility to make changes outside of the modification process, e.g., do not list module content week by week, avoid providing specific detail about topics*** | | | | | | | | |
| **Methods of teaching/learning:** | | | | | | | | |
| **The learning and teaching strategy is designed to:**  **The learning and teaching methods include:**  **Do not include reference to number of hours and teaching weeks.** | | | | | | | | |
| **Assessment strategy:** | | | | | | | | |
| **The assessment strategy is designed to:**  **Describe here the assessment approach and what it is aiming to achieve.**  **E.g., “provide students with the opportunity to demonstrate: … [bullet list or short paragraph on key assessment objectives]”**  **Do not list exam and coursework lengths (if you include the length of coursework, you will be required to submit a modification each time the length changes)**  **Thus, the summative assessment for this module consists of:**  **Provide a mapping against each summative assessment showing which assessment meets which learning outcomes, e.g.:**   * ***Coursework, (addresses learning outcomes: 1, 2 and 5)*** * ***Examination, (addresses learning outcomes: 2, 3 and 4)***   **Formative assessment:**  ***Every module must have a formative assessment.***  **Feedback:**  ***Describe how students will receive feedback on their performance during the module such as verbal feedback in tutorials or a small assignment which informs the final summative assessment*** | | | | | | | | |
| **Other information:** | | | | | | | | |
| **The school/department of** **[xxx] / [programme name]** **is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. This module is designed to allow students to develop knowledge, skills, and capabilities in the following areas:**  **Digital capabilities**: […]  **Employability**: […]  **Global and cultural capabilities**: […]  **Resourcefulness and Resilience**: […]  **Sustainability**: […]  **[delete pillars not applicable to the module; typically, a module would be expected to cover at least one of the pillars]** | | | | | | | | |