# Guidance CG (ii)

# Completing Module Descriptors and Module Guides

## 1 - Use and updating of module descriptors

Module descriptors must be provided for:

* + Initial validation of new modules;
  + Existing modules where these contribute to a new course for validation (Cannot be updated through the validation unless a new module is to be created)
  + Existing modules where these form part of a Substantive Review

It is not a requirement to routinely update module descriptors every year. See section G for information on making changes to validated courses/modules.

The standard template must always be used and is available as template C5.

## 2 - Module Code

For new modules this should always be left blank as codes will be allocated by the Student Records and Returns Team.

## 3 - Level, Credits, Pre-requisites, and Co-requisites

Advice can be found in the University’s Undergraduate or Postgraduate Academic Regulations. Level should be indicated as 3, 4, 5, 6, or 7. In order to achieve maximum flexibility in the University’s modular schemes, pre-requisites can only be used when necessary (e.g. PSRB (Professional Statutory, Regulatory Body) requirement). If pre-requisites and co-requisites are used, they should be entered as a list of module codes or ‘None’ if there are none.

## 4 - Module Summary

This should be student-focused and designed to summarise the level and purpose of the module and should be limited to 200 words. It might contain such statements as:

‘The module introduces students to…. (etc). The key features of the module are …. (etc).’

Module summaries can be extracted and put together into catalogues to provide summary overviews of modules for publicity purposes etc.

If the module is one of the designated Future Skills modules for the course, Future Skills-specific text must be included in the Module Summary.

## 5 - Aims of the Module

These must be completed in bullet point format. They should reflect the level of the module and its credit volume. A module should not normally contain more than 4 aims and should align with the programme aims.

## 6 - Learning Outcomes

Learning Outcomes must be numbered. They should reflect the level of the module and its credit volume. A module should not normally contain more than 6 learning outcomes. Outcomes relating to key skills requirements must be clearly indicated so that overall key skills delivery as required by the University can be mapped against the course. Guidance on levels can be found in the University’s Undergraduate or Postgraduate Academic Regulations.

Learning outcomes should also be clearly related to the course learning outcomes. It should be possible to map the course learning outcomes onto the modules the course contains.

Learning outcomes should be expressed as action verbs, explaining what the student will be able to do on completion of the module e.g. explain, demonstrate, apply etc.

Support for writing learning outcomes is [here](https://kingstonuniversity.sharepoint.com/:w:/t/LTECTeamSite/EZXMU-ENnB9IheQAVW04hdwB9NMehCpdFoLHtkWAvrVXcA?e=B0Twyh&CID=65082e1d-403c-984a-b838-933a9e925a74)

## 7 - What and how students will learn on this module

This should be presented in bullet format illustrating the key curriculum areas covered and how those areas will be taught.

## 8 - Breakdown of Learning and Teaching Hours

This section includes a breakdown of hours of different types of activity which should total 10 hours for each credit associated with the module (a 30-credit module will have a total learning time of 300 hours). The definitive categories should not be amended. A simple breakdown of the scheduled learning and teaching hours should be provided, this should not include specific hours for activities except for fieldwork, placement activities. A breakdown of the guided independent study (self-managed time) should not be provided but instead the default text provided should be used. For non-credit bearing modules, there is not a set number of learning and teaching hours defined.

## 9 - Assessment Methods

The tabular format shown in template C5 must be used.

Portfolio assessments made up of several small tasks, or pieces of work, leading to a single mark for the whole portfolio, may be used. If the tasks are time-limited, e.g. in-class tests, deadlines for each of these tasks must be clearly set out in the assignment brief. If marks for tasks submitted beyond the published deadlines are to be capped, this must also be stated in the assessment brief.

All assessments must be identified within one of the approved categories – Exam or Coursework. You may use a category more than once, subject to the ruling on formal examinations explained in the guidance below. You may also add or delete rows as appropriate.

There should be no more than 3 elements of assessment per module (*i.e.* separate marks entered on SITS). Faculties may wish to impose an internal limit of no more than 2 elements per module.

There should be no more than 1 formal examination per module.

The formative assessment methods that will support the summative assessments should be noted in this section.

The learning outcomes that each summative assessment will assess should be listed in this section.

## 10 - Retake assessment arrangements

For each assessment element listed in the Assessment Methods table, the retake arrangements for that assessment must be selected from the three options provided.

## 11 - Achieving a Pass

Unless there is a clear justification otherwise, such as a PSRB requirement, it is expected that the pass rules for modules will be ‘pass on aggregate.’ For example: where there is more than one element of assessment, it should not be a requirement that any element of assessment be passed separately to achieve an overall pass for the module.

In accordance with the University’s Undergraduate or Postgraduate Academic Regulations, course teams are permitted to propose additional requirements such as: the need to pass specified elements separately within the overall assessment if required by a PSRB; the requirement for fieldwork completion; or the requirement of attendance at practical or placements. It is, however, a requirement for these proposals to be specifically approved at either validation or via Faculty delegated powers, as per the arrangements specified below.

If additional assessment requirements are to be approved through Faculty delegated powers, it will be a requirement that all proposals be accompanied by a detailed rationale and evidence which clearly supports the proposal. This could be an extract from the relevant PSRB regulations, or a supporting statement written by an authorised representative of the PSRB. The discussions held must be clearly minute and the outcomes clearly reflected in the course documentation.

Where course teams are proposing that additional assessment requirements are approved via the validation, the same rationale and evidence must accompany any proposal. Where adequate evidence is not present, or in cases of any uncertainty, the panel may set as a condition of approval a requirement that the course team submits further evidence to the Chair of the Faculty’s Course and Module Modifications Panel for approval.

## 12 - Library and Learning Resources list

This section should contain a small number of core resources (*i.e.* recommended for purchase and essential reading) and some additional recommended resources.

This section in the module descriptor will only be used for validation purposes. Once the module has been approved this section will be removed. Module teams are expected to provide resources list on the module presence in Canvas which should be updated annually to maintain currency. The library should be made aware of any changes made to the resources list, especially to the core texts.

## 13 - Requirements of providing information via module guides

Up-to-date information about the module must be provided to students every year. This may be in the form of a discrete module guide, or it can be via the module presence in Canvas. There is no intention to specify precisely how module information is presented, particularly if module teams decide to make traditional module guides available. However, it is a requirement that all students receive a minimum standard of information. Below is a list that defines the minimum level of information that students are entitled to receive.

The module template in Canvas lends itself to the presentation of this core module information. If teams prepare module guides these should also be uploaded to Canvas in advance.

If any of the information (*e.g.* details of timetables) is not available by the time the hard copies of the module guides are printed, the module guides should indicate that this information will be published on Canvas as soon as it is available.

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| **Module title** | This should be consistent with the module descriptor |
| **Module Code** | This should be consistent with the module descriptor  Leave the code blank if this is a new module |
| **Module summary** | This should be consistent with the module descriptor, see Module Summary above. |
| **Introduction to the module** | This is the module summary from the module descriptor |
| **Aims** |  |
| **Learning Outcomes** |  |
| **Curriculum content** | This is “What and how students will learn on this module” from the module descriptor |
| **Assessment and Feedback** | This should be consistent with the module descriptor and include the dates when assessment tasks will be set, details of hand-in dates and the timing and arrangements for the return of assessed work to students. Assessment strategies should be mapped to learning outcomes.  It is also a requirement to provide detailed guidance on how and where students will gain feedback on both formative and summative assessments and what opportunities there will be for feed-forward. This is one of the core principles of the Academic Framework and in line with the outcomes of the National Student Survey which clearly demonstrated that students were less satisfied with assessment feedback than other parts of their experience, and that they were not always aware of the various forms of feedback given.  Further guidance is available from the [Academic Framework (AF) Handbook](https://canvas.kingston.ac.uk/courses/311/pages/the-academic-framework-home-page) web pages. |
| **Bibliography** |  |
| **Timetable information** | Include a statement advising students that they can access individual timetables and module and room timetables via OSIS. More timetabling information and the link to OSIS is available [here](https://kingstonuniversity.sharepoint.com/sites/mykingston/myuni/mytimetable/Pages/default.aspx?homepagedropdown). Individual timetables can also be accessed via the KingstonUni mobile app – more information can be found [here](http://staffnet.kingston.ac.uk/multimedia/gomobile/). |
| **Details of the module teaching team (People)** | Include the name of the module leader, the names of the module teaching team, their locations, telephone extensions and email addresses, and details of office hours. |

## 14 - General information on learning and teaching

This should include details of the several types of learning and teaching strategies which will be undertaken, how Canvas will be used, and how module learning outcomes will be achieved by students taking the module.

## 15 - Information on changes made as a result of student feedback

It is good practice to include a summary of any changes which have been made because of recent feedback received from previous students who have taken the module.

## 16 - Module Guides for Dissertation and Research Project modules

Module guides are required for both dissertation and research project modules and should be completed and made available on Canvas. This sets out the minimum requirements and provides text which must be included in dissertation and project module guides.