

UEA MODULE OUTLINE TEMPLATE

Section 1		
General Information		
Module Title:		
Module code:	Credit value:	Level (3, 4, 5, 6 or 7):
	Total student effort hours:	
Academic Year:	Semester:	
Related modules (Co-requisites, pre-requisites etc.):		

Section 2	
Module Description and Learning Outcomes	
Description What is this module about?	This module is about.... (100 words maximum)
Learning Objectives What will I learn? (subject specific and transferable skills)	The learning objectives of this module are to:
Learning outcomes? What will I be able to do by the end of the module?	By the end of this module you will be able to:
Links Where does this fit in to my programme?	

Section 3	
Module Teaching Team	
Module Organiser (Including brief biographical description)	

Co-tutors on the Module		
Section 4		
Learning Activities and Student Effort Hours		
Learning Activity	Total effort hours (module)	Effort hours per week
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)		
b) Pre-class preparation and follow-up study		
c) Work-based or Placement Hours		
d) Formative assessments/activities		
e) Feedback/Feed-forwards sessions		
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)		
g) Background reading		
h) Exams/OSCEs		
i) Course Tests		
j) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =		
<p>Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.</p>		

Section 5	
Teaching Sessions	
Lecture Programme (where applicable)– details for each lecture	
Seminar Programme (where applicable)– details for each session	

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Section 6 Learning Support Materials	
Required (Key) Reading	
Recommended further reading	
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

Section 7 Formative Assessment					
<p>Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable students to practice and demonstrate the academic skills and knowledge that they will be required to apply in their subsequent summative work, and to receive early feedback from their tutor(s).</p>					
Assessment Type and Sequence Number	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feedback feed-forwards
Formative 001					

Assignment detail (e.g. title and type, word limit, presentation length)					
Formative 002					
Assignment detail (e.g. title and type, word limit, presentation length)					
Formative 003					
Assignment detail (e.g. title and type, word limit, presentation length)					
Formative 004					

Section 8							
Summative Assessment							
Summative assessment provides a measure of a student's performance in relation to a formal piece of assessed work – it is therefore often described as assessment <i>of</i> learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).							
Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Coursework 001							
Description of summative activity/assessment (e.g. title, type, presentation length):							
Assessment	%	Assignment	Method of	Return	Format of	Word	Method of

Type and Sequence No	Weighting	Deadline	submission	Date of marked work	feed-back	limit	return
Coursework 002							
Description of summative activity/assessment (e.g. title, type, presentation length):							
Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course Test 003							
Description of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)							
Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination 004						N/A	
Description of summative activity/assessment (e.g. rubric)							

Section 9				
Mapping Assessment to Module Learning Outcomes				
Using the boxes below, tick which outcomes may be demonstrated by students in the relevant summative assessments.				
Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4

Section 10
Attribute Development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Skills Award. Please 'Tick' (✓) those attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Applied numeracy and IT		Career management	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)		A capacity for independent, conceptual and creative thinking		An ability to perform routine calculations in daily tasks using office software and systems		A capacity to reflect on and articulate qualities, strengths and skills	
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence		A capacity for informed argument and logical reasoning		An ability to analyse and interpret data		The ability to present positively experiences, skills and qualities to graduate employers	
The ability to analyse and critically engage with a wide range of concepts and ideas		A capacity for problem identification and problem-solving		Familiarity with searching for resources online, including the use of web based platforms and systems		The confidence to develop personal contacts and to research specific job and career areas	
Learning & personal development		Self-management & professionalism		Leadership and citizenship		Innovation and enterprise	
A commitment to developing professional values, self-insight and capabilities		A capacity for taking on responsibilities and ownership of actions		An ability to motivate and lead others, including delegating when required		The confidence to introduce and establish something new	
The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues		Being flexible and adaptable to change		A sense of fairness and justice		The potential to take an idea through to its practical application	

Self-confidence and an ability to exercise own 'voice'	An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	An understanding of the concept of community	The potential to apply an enterprising mind-set to situations
Digital literacy	Communication & teamworking	Commercial awareness	Global stewardship
Confidently employ a range of digital technologies for academic and professional/career development purposes	An ability to communicate effectively for different purposes, for different audiences and in different contexts	A knowledge of the link between academic subjects and their commercial applications	A sense of place within the international community and an awareness of other cultures
Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	A capacity for assertiveness and tactful negotiation	An understanding of business priorities and the needs of graduate employers	An awareness of the need to manage finite resources
Critically evaluate and engage with the information obtained	An ability to co-operate and collaborate with others, including taking other viewpoints and giving feedback	The ability to understand and prioritise customer needs	An appreciation of moral and ethical dimensions to decisions

Section 11

Module Enhancements

Changes made to this module in the light of student feedback and Module Review

Section 12

Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(DOS\)](#)

[Link to Past Examination Papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library.

Click this [Link](#)

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module tutors is often valued by students. These should be brief (i.e. less than 100 words) and accessible.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information, along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not

count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a 1:1 ratio between formative and summative assignments. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet. Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and skills of a more generic, transferable nature (e.g. effective communication, team-working).

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have acted upon the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links

Staff may add other hot links to this section that they feel are particularly useful for students.