Last updated: November 2018

**MODULE SPECIFICATION**

**Collaborative Partners**

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| **Academic year** |  |

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| 1. **Awarding Institution**
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| 1. **Teaching Institution**
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| 1. **Module title**

(Should not exceed 40 characters) |  |
| 1. **Module code**
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| 1. **Programme title(s)**
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| 1. **Module Convener**
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| 1. **Academic department**
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| 1. **Module level**

(Foundation, 4, 5, 6 or 7) |  |
| 1. **Credit rating**
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| 1. **Compulsory for** (e.g. Single Honours students)
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| 1. **Optional for** (e.g. Combined Honours students)
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| 1. **Scheduled contact hours**
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| 1. **Module pre-requisites/ co-requisite**
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| 1. **Excluded combinations**
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| 1. **Mode of attendance**

(Daytime, weekend, evening) |  |
| 1. **Projected all years’ target** (actual numbers)
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| 1. **Module description and context**

Describe the content of the module and how it fits within the broad context of the programme as a whole. |
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| 1. **Module learning outcomes**

State the learning outcomes of the module and identify which of the programme learning outcomes each relates to.  |

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| **Module learning outcome** | **Programme learning outcome (level 4,5 and 6)** |
| [Insert module learning outcome] | [Insert programme learning outcome] |
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| 1. **Delivery schedule**

List topics by week |
| **Week 1** |  |
| **Week 2** |  |
| **Week 3** |  |
| **Week 4** |  |
| **Week 5** |  |
| **Week 6** |  |
| **Week 7** |  |
| **Week 8** |  |
| **Week 9** |  |
| **Week 10** |  |
| **Week 11** |  |
| **Week 12** |  |

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| 1. **Teaching and Learning Methods**

State the main teaching and learning methods, including any special features of the module (fieldwork, placements, etc.) |
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1. **Assessment**

Indicate which assessment method is employed to demonstrate achievement of the learning outcome

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| **Module learning outcome** | **Assessment method** |
| [Insert module learning outcome] | [Insert assessment method] |
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**Assessment table**

The terminology in this section is taken from Online Marks Entry (OME) and must be retained for consistency.

Component (assessment) types must be identical to the component (assessment) types in the programme specification assessment weighting table.

Table one should be completed when there is only one component (assessment) weighted at 100%. Table two should be completed when there is more than one component (assessment).

**Table 1 – one component**

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| --- | --- | --- | --- |
| **Component (assessment) Type/Title** | **Coursework Volume or Length/Type of Exam** | **%**  | **Result type****Mark/****Grade****M/G** |
| *e.g.* *Coursework* | *4,000 words*  | 100 | *M* |

 **Table 2 – multiple components**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Component (assessment) Type/Title** | **Coursework Volume or Length/Type of Exam** | **%**  | **Result type****Mark/****Grade****M/G** | **Final** **ComponentY/N** | **Must Attempt Y/N** | **Must Pass****Y/N** | **Sub-component type/title** | **Coursework Volume/** | **%** | **Result type****Mark/****Grade****M/G** | **Final Component Y/N** | **Must Attempt Y/N** | **Must Pass Y/N** |
| *e.g.* *Coursework* | *2,000 words*  | 50 | *M* | *N* | *N* | *N* | *Coursework (Report)* | *1,000 words* | *25* | *M* | *N* | *N* | *N* |
| *Coursework**(Essay)* | *1,000 words* | *25* | *M* | *N* | *N* | *N* |
|  |  |  |  |  |  |  |
| *e.g. Examination**(multiple choice)* | *Unseen**1.5 hours* | 50 | *M* | *Y* | *N* | *N* |  |  |  |  |  |  |  |
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**Component type/title** – type must be taken from the following options: *coursework, examination, presentation, test or practical*. If the component type is the same as the title, it only needs to be included once. (The title has a maximum 30 characters)

**%** - the weighting of the component or sub-component

**Result type** – provide a numeric value for mark. State pass/fail for grade

**Final component** – Is this the final (last) component to be submitted for this module?

**Must attempt\***– does this component need to be attempted? If yes, the student will have to attempt the component in order to pass the module

**Must pass\*** – does this component need to be passed? If yes, the student will have to pass the component in order to pass the module

**Sub-component type/title** – type must be taken from the following options: *coursework, examination, presentation, test or practical*.

\*For overall pass of a module, insert N in both “must attempt” and “must pass”.

NB - If this module has a list of components wherein the mark is calculated by selecting only the best out of the components E.g. Only the marks for 3 out of 5 components should count in the module outcome, tick (✓) here [   ]

1. **Reading and Resource List**

Reading lists should provide a clear week-to-week or topic guide for students about what they should read, when and why. This reading should be directly related to the work they are doing on a module during any one week or over a period of time studying a specific topic, whatever is appropriate to the discipline. The University’s guidelines are set out in its [Reading List Framework](https://portal.roehampton.ac.uk/information/library/Documents/Documents-for-Reading-List-Support/FINAL%20Library%20Committtee%20February%202016%20Reading%20List%20framework%20draft%20V%205%20for%20LTQC%20%285%29%20-%202018%20update.pdf).

Directed reading should be provided in advance of the class and clearly indicate the importance of the items listed by using the following headings (if appropriate for the programme):

* Essential Reading
* Further Reading
* Further independent study \*(for independent study/assignments)

A variety of resources should be recommended, e.g. books, journals, audio-visual, and online resources. These lists are linked to the module’s Moodle site.

Provide the URL for this module's reading list below (where applicable):

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Where a partner has access to Roehampton’s online resources for a module, it is possible to generate a bibliography from the online resource list, which can be pasted below. For help with this, please contact the Academic Office or the Library’s Academic Engagement Team.

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