#  PROPOSAL FOR A NEW *OR* AMENDED MODULE (delete as applicable)

*Once the module is fully approved, the final version must be entered onto the module catalogue.*

**Section 1 – Administrative information**

**This information is essential for Banner and the online enrolment processes.**

|  |  |
| --- | --- |
| Faculty: |  |
| School:  |  |
| Module code: 1 |  |
| Full module title: 2 |  |
| Academic year module is to start or change is implemented: 3 |  | Date of proposal: 4 |  |
| Level: 5 |  | Grading mode: 6 |  |
| Module credits: 7 |  | Teaching period: 8 |  |
| CRN (if known): 9 |  | Multiple teaching periods: 10 |  |
| Estimated student numbers: 11 |  | Minimum and Maximum cohort size: 12 |  |
| Discovery module approved by Discovery Theme Leader: **13** | Y / N  | ODL module: **14**  | Y / N  | Collaborative provision: **15** | Y / N  | Available to Exchange students: **16** | Y / N  |
| Skills discovery module: **17** | Y / N  | PG research training: **18** | Y / N  | Available for online enrolment: **19** | Y / N | Work experience or placement: **20** | Y / N  |

### HECOS and JACS Codes

|  |  |  |
| --- | --- | --- |
| Please select up to 3 HECoS and 3 JACS Codes (subject area definitions) which best represent the module. **21** | **Codes** | **% split** |
| **HECoS** |  |  |
| **JACS** |  |  |

### Reading list

Please indicate by checking the box specifying if a reading list is required for this module.

Reading list is Required Reading List NOT required

If a reading list IS required, this should be provided through the reading list tool in Minerva. Please see <http://library.leeds.ac.uk/reading-lists-help>.

## Where a reading list is NOT required, this can be signalled through the reading list tool in Minerva which will populate the reading list space with appropriate online library guides.

## Section 2: Staff

**This section of the form describes the staff responsible for the delivery and management of the module. The module leader information will provide the principal contact link for the module in other systems such as the Portal and lecture capture. A module leader is the person responsible for all aspects of the academic content and delivery of the module, the security of assessment and the maintenance of standards. A module leader must be a permanent member of staff whose contract includes responsibility for the delivery of learning and teaching.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Names** | **UoL E-Mail** | **% contribution to module** |
| Module leader:(one name only) |  |  |  |
| Other University academic Staff teaching: |  |  |  |
| Outside contributors:(emails will not appear on catalogue) |  |  |  |
| Other University staff supporting the module e.g. technical staff, postgraduate demonstrators |  |  |  |

## Section 3: Programme Conditions

**This section gives key information about the academic relationships between the present module and the programmes to which it belongs and with other modules. If any of these fields apply they must be completed prior to approval. Schools are asked to take particular care to ensure that these fields, and the corresponding entries in ProgCat, are kept up to date as modules and programmes are amended since this information is critical for students’ course choices and progression. Explanations of the terms pre-, co- and post-requisite are given below; note that these are attributes of the module and not of the programme(s) to which the module belongs.**

|  |  |
| --- | --- |
| Programmes for which the module is compulsory:(free text description of programme titles) |  |
| Programmes for which the module is optional:(free text description of programme titles) |  |
| Module replaces:Identify any modules that are being replaced by the introduction of the present module and for which normally the equivalent programme conditions will continue to apply. This is to ensure clarity for continuing or returning students for whom module options and programme conditions might have changed |  |
| Pre-requisite qualifications(free text description)This field describes any prior minimum qualification (for instance a particular A-level), knowledge or skills that a student is required to have before registering for the module. If there are no pre-requisite qualifications please write ‘none’. Pre-requisites must be attainable for discovery students.  |  |
| Pre-requisite module(s):This field includes the module codes for any modules that must be taken and passed in a previous academic session prior to enrolling for the present module. If there are no pre-requisite modules please write ‘none’. Pre-requisites must be attainable for discovery students. |  |
| Co-requisite module(s): This field includes the module codes or any co-requisite modules for which a student must enrol at the same time as the present module, during the same session(NB This box must be completed for ALL discovery modules. If there are no co-requisite modules please write ‘none’. Pre-requisites must be attainable for discovery students). |  |
| Post-requisite module(s): These are the modules for which a pass in the present module will be required |  |
| Module is mutually exclusive with: (module code(s)) |  |
| Module is jointly taught with:(module code(s))Where the proposed module is co-taught with a module at a different level, please provide details of the distinctiveness of learning outcomes and assessment |  |

**Section 4: Aims, Objectives, Outcomes and Skills**

**This section describes what the module sets out to do: what a student will learn and what a student will be able to do at the end of the module. The text in these fields is the key academic information that is used to describe a module, which is published in the online catalogue, and which will inform student choice and expectations.**

|  |  |
| --- | --- |
| Module objectives:A brief summary of the key features and goals of the module. |  |
| Learning outcomes:This specifies the content that it is expected a student will know (or will have learnt) and the skills explicitly developed during the module. The learning outcomes will relate to the level of the module and will link to the key assessment tasks in the module. Learning outcomes should be specific, measurable, and attainable, and use action verbs. | **1.****2.****3.****4.****5.****6.** |
| Outline syllabus:This field summarises the indicative content and areas which will be taught during the module. |  |
| Module summary:This field should provide a clear, concise and accurate description of the module and include any information which a student might need to make an informed choice.  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Leeds for Life development skills:Choose between 3-5 from the list. LfL skills should be mapped across the programme to ensure coverage. | Analytical Skills |  | Initiative |  |
| Commercial Awareness |  | Leadership |  |
| Communication Skills |  | Planning and Organisation |  |
| Creative Problem Solving |  | Research Skills |  |
| Critical Thinking |  | Team Working |  |
| Flexibility |  | Time Management |  |
| Independent Working |  |  |  |

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| --- | --- |
| Subject specific skills:This field may be used to describe the skills that are introduced, practiced or assessed in the module when these do not conform to the Leeds*for*Life development skills, or where the skills are specific to the discipline or its practice. This field (if present) is displayed in the module catalogue.  |  |

***For Discovery and Skills Discovery modules only:*** Module proposers **must** gain approval from the Discovery Theme Leader(s) for the inclusion of the module via discovery@leeds.ac.uk. For more information on Discovery Themes see: [leedsforlife.leeds.ac.uk/broadening](https://leedsforlife.leeds.ac.uk/broadening/)

|  |
| --- |
| **State the agreed Discovery Theme(s) and sub-theme(s) to which the module has been aligned. In developing Discovery modules there is an expectation that discussions will have been held with the relevant Discovery Theme Leaders to agree these allocations and formal agreement received prior to submission for approval. Please also append email correspondence with the Theme Leader(s) to this proposal.** |

## Section 5: Teaching and Learning Methods

**This is a key section of the module description, which specifies how teaching and learning sessions are organised. This sets out how a student will study and how long the teaching sessions will take. This should provide clarity for the student about the demands of a module.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Method** | **Number**Enter the expected number of sessions to be taken by an individual student here. If a session type appears twice in different ways, add a separate row to the table | **Duration hours each**For each session, enter the timetabled hours for each class. | **Total Student contact hours**This is the product of number of sessions and duration | **Academic staff contact hours**This field is the total number of contact hours at which one or more academic staff is present |
| Lectures: |  |  |  |  |
| Seminars: |  |  |  |  |
| Tutorials: |  |  |  |  |
| Practicals: |  |  |  |  |
| Fieldwork: |  |  |  |  |
| Online learning in formal classes: |  |  |  |  |
| Class tests, exams and assessment: |  |  |  |  |
| Group learning: |  |  |  |  |
| Other (specify): Use these fields to add information about any further types of teaching and learning session that are not included elsewhere in the list.  |  |  |  |  |
|   |  |  |  |  |
| Independent online learning:Total hours allowed for any planned independent online learning by in a student’s own time |  |  |  |  |
| Private study:Identify the total hours allowed for private study by students |  |  |  |  |
| **Total student study hours required to complete the module: (100 hrs per 10 credits)** |  |
| **Private Study and Independent Learning - Detail private study and independent learning outside formal classes as a guide to students about what is expected from them for the module** |

**Section 6: Assessment**

**Information on assessment is now collected in more comprehensive and consistent format, largely in response to requests from students for greater clarity about what assessment is required for a module. This format also provides definitive information for the approval of a module and will constrain variation in assessment procedures without subsequent formal approval by STSEC (as is the University policy). The table also collects information about the timing of the assessment. This is not a formal part of the quality approval of the module, but is included to permit Schools to monitor assessment deadlines in response to student feedback that often such deadlines are tight and/or bunched.**

**The rows in each table list typical types of coursework or exam assessment and allow the flexibility to add additional types which are not already listed. If an assessment is repeated more than once, another row should be entered.**

**For many examples of coursework there will also be entries elsewhere in the form, for instance for module skills alongside a verbal presentation, or for in-course monitoring. All students must take all assessments – alternatives are not permitted.**

## Methods of assessment: Coursework

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Notes**(e.g. word length)brief text notes to clarify the type of assessment e.g. the expected length of a dissertation | **When set (semester / week e.g. 1/4)**This Information may be changed post-registration only if all students in the class have agreed to the change. | **When due (semester / week e.g. 1/9)**Schools should notify students separately of the exact date and time when the work is due | **Resit available (Y / N)**Indicate availability of the same type of task when repeating or being re-examined for the module | **% of formal assessment** | **Learning outcomes assessed (cross reference to LO numbers above)** |
| Essay or dissertation |  |  |  | Y / N  |  |  |
| Project report |  |  |  | Y / N |  |  |
| Group project |  |  |  | Y / N |  |  |
| Literature review |  |  |  | Y / N |  |  |
| Verbal presentation |  |  |  | Y / N |  |  |
| Poster presentation |  |  |  | Y / N |  |  |
| Practical |  |  |  | Y / N |  |  |
| In-course MCQ |  |  |  | Y / N |  |  |
| Reflective log |  |  |  | Y / N |  |  |
| Practical |  |  |  | Y / N |  |  |
| Computer exercise |  |  |  | Y / N |  |  |
| Tutorial performance  |  |  |  | Y / N |  |  |
| Portfolio  |  |  |  | Y / N |  |  |
| OtherThese rows may be used to enter additional types of coursework not listed above. To minimize complexity please use the existing fields |  |  |  | Y / N |  |  |
| Other  |  |  |  | Y / N |  |  |
| Other  |  |  |  |  |  |  |
| Other information about coursework Use this field for any additional information about coursework assessment not included in the table above, and also for details of any alternate resit formats available.  |   |  |

**Methods of assessment: Exams**

Specify the type and timing of formal University examinations. Include local or formative examinations not managed centrally under Coursework section above

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of exam  | **Duration (hours)** | **When set (end of which semester?)**(This may not be the same as the semester in which the module is taught) | **August Resit available** | **% of formal assessment**Enter the proportion of the total module assessment represented by this examination | **Learning outcomes assessed (cross reference to LO numbers above)** |
| Standard exam (closed book, MCQs etc) |  |  | Y / N  |  |  |
| Open Book exam |  |  | Y / N |  |  |
| Listening exam |  |  |  |  |  |
| Exam with advance information on questions |  |  | Y / N |  |  |
| Online MCQ |  |  | Y / N |  |  |
| Practical Spot Exam |  |  | Y / N |  |  |
| OSCE (Objective Structured Clinical Examination) |  |  | Y / N |  |  |
| Other: Use these fields for additional types of examination not covered in the list above.  |  |  | Y / N |  |  |
| Exam pairing requirements:(Specify here any timetable arrangements where module examinations should be scheduled in particular ways, including where examinations for separate modules should be timetabled together.) |  |  |  |
| Other information about exam assessment (Use this field for any additional information about examination assessment which should be brought to the attention of the Examinations Section of Student Operations.) |  |  |  |  |

Further information about exam arrangements including the question paper rubric (which is not required for module approval) should be entered directly into the module catalogue

***Opportunities for formative feedback (monitoring student progress):***

Provide detail of opportunities for students to receive formative feedback. Please state the type, frequency and length of work done by which the progress of a student is monitored (e.g. 2 x 1000 word essays).

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### Rationale for teaching and learning methods and relationship to learning outcomes

Please provide a brief commentary on the teaching and learning strategy, and how this relates to learning outcomes

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### Rationale for assessment and relationship of assessment methods to learning outcomes

Please provide brief commentary on the assessment strategy, and how this maps to learning outcomes

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## Section 7: Operationalisation

### Other resource needs essential for delivery of this module:

This field is provided so that any additional resource requirements for the module (IT, staffing, space, consumables, timetable constraints, etc.) can be clearly identified at the time the module is proposed and approved. Any exceptional IT requirements should be communicated to ISS through the Faculty IT Manager. If this is not done at the time of module approval the availability of the resources needed cannot be guaranteed. This information is not a formal part of the module proposal and is not published

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### Comments:

Use this box to make any additional notes. This information is not published.

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## Module Approval

## The DSE’s signature is required to confirm that the School supports introduction of the new / amended (delete as applicable) module.

I confirm that there is School support for the introduction of this new / amended (delete as applicable) module.

*Signature:* *Date:*   *(Director of Student Education)*

**Note: New modules or those with major changes cannot be made available to students until fully approved by the Programme Approval Group**

QAT/August 2019

**Delete the following pages prior to submission for PAG approval**

**Guidance on the completion of the module proposal form**

*The numbers given here correspond to the red field numbers in the Word version of the module proposal form.*

 The module code in the form PHYS 1234. Undergraduate modules (years 0, 1, 2, 3) must have four digits. Masters level study must (5) have four digits plus the letter M. In the case of modules that involve study away from the University (e.g. study abroad or an industrial placement) the numeric part of the code may begin with 8 or 9. Codes beginning in 4, 6 and 7 are not used. Ensure the module code has not been used previously.

 The full module title as it will appear on information to students, examination papers, etc. If the title is long, you will need to create a short title which will be used in some circumstances. This title should make clear to students the nature of the module.

 The academic year (e.g. 2019-20) in which a new module will start, or the change detailed here will be implemented. This will appear in ModCat and Banner in the format 201920. A separate form should be submitted (and separate entries made in ModCat) where a series of amendments affecting successive years are being made at the same time.

 The date the proposal is put forward, for reference and for identification of the sequence if there are successive changes (this does not map to a ModCat field).

 The year of study for the module. This is indicated by the first digit in the module code as given in (see para. 4). Normally values are 0, 1, 2, 3 (UG) and 5 (TP) (although in ModCat this is expressed simply as UG or TP).

 This data identifies the scale on which the module is graded. This refers to the final grade for the module as submitted to Banner and as published to students through the Portal, transcript, etc. Admissible values are:

|  |  |
| --- | --- |
| 1 | 0-100 Including C, S + V suffix |
| 2 | 0-100 Including C, X, V + S suffix |
| 5 | 0-100 Including C, S, V + D or 0c |
| M | Migration |
| S | Standard Letter |
| W | Pass/Fail Including D or 0c |
| Y | Satisfy |
| Z | Pass/Fail |

The credit value must be divisible by 5, and must not exceed 120 (for undergraduate modules) or 180 (for postgraduate modules).

8. This provides information to Banner about when the module is taught. For most modules this will be 1 or 2, indicating delivery in semester 1 or semester 2, respectively. Where a module is taught across both semesters the number 3 should be used. Advice on entries appropriate for modules with different calendar periods should be obtained from Student Operations.

9. The CRN is the unique code by which a module is identified in Banner. Leave this blank if this is a new module for which a CRN has not yet been allocated[[1]](#footnote-1).

10. If this applies to the module enter Y in this box and the appropriate semester codes in ModCat.

11. This should be the best available estimate of the likely number of students to take the module. It is used as a guide only, for planning purposes.

12. Please state the maximum number of students able to be accommodated on the module. It is important that this number is as accurate as possible since it will be used for planning teaching space availability. This number should be the same as the value entered into Syllabus+ for the module. This entry may only be changed before the start of the period when lecture theatre and timetable allocations are being made. The minimum number of students is the number of students where it would still be viable to offer the module and for it to run in a given session.

13. Enter Y if the module is to be made available as a discovery module and confirm that approval has been given by the Discovery Theme Leader. Attach confirmation of approval to the proposal.

14. Enter Y if the module is to be taught by online distance learning methods. Please ensure you liaise with the Digital Learning Team about the platform to be used for the proposal.

15. Enter Y if delivery of the module involves formal collaboration with an organisation outside of the University, e.g., another educational provider or an industrial partner. If yes, then consult the Guidelines on Collaborative Provision. Note that in some cases prior approval from DVC (Student Education) is required before academic planning or negotiation of a collaborative agreement may take place.

16. Enter Y if the module is to be available to incoming Exchange students. ‘Yes’ is the appropriate answer for most modules, and in most cases this does not need to relate to pre- or co-requisites.

Enter Y if the module is proposed as a special skills discovery (see Guidelines on the characteristics of special skills discovery modules). Special skills discovery modules must be formally approved by Programme Approval Group (PAG).

18. Enter Y if part or the entire module is used for the training of postgraduate research students. This does not prevent the module being used simultaneously for other students, such as those on taught Masters programmes.

Enter Y if the module is to be made available for Online Enrolment. Virtually all modules will be available through OLE, and exceptions will be approved only rarely.

 Enter Y if the module includes (in full or in part) an element of work experience or of placement outside the University of Leeds, including modules representing periods of time spent studying abroad. [Note: all such modules will have a module code beginning with 8 or 9.]

1. For each module the number the number of codes that can be allocated is *at least 1 and no more than 3.* The module subject(s) must represent the subject(s) taught in the module, and should represent directly, or relate very closely to, the Module Title. Guidance can be obtained from Andrew Wright in Strategy and Planning at A.D.Wright@adm.leeds.ac.uk. You are also able to view the full set of available HECoS Codes at <https://www.hesa.ac.uk/innovation/hecos> or on Sharepoint at <https://goo.gl/JDJwhw>. JACS codes are accessible via <https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed>
1. [Note: Normally, a module will have a single CRN. Modules may have multiple CRNs in certain cases: if an old version of a module subsequently subject to a minor amendment continues to be live for students who are carrying or retaking it; or if a module has multiple sections, i.e. essentially the same module is taught with identical teaching methods and assessment methods more than once in the session. Schools should minimize the use of multiple CRNs because these will prove extremely confusing to students within the Portal, and normally modules with multiple sections will be established as distinct modules each with a separate module code and CRN. In future this form and the online catalogue will be modified to deal more sensibly with modules with multiple teaching sessions.] [↑](#footnote-ref-1)