Module specification
Guidance notes 2023/24

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Before you get started …

Introduction

This guidance has been developed to assist with the completion of the university's module specification proforma (previously known as module template). You can contact your faculty's Associate Professor (Quality)/Head of Quality who can provide exemplars to assist you.

Validation service

For support and guidance on completion of module specifications by partner institutions for validation service provision, please contact Educational Partnerships.

Modules to be used on a higher or degree apprenticeship

If your programme provides the academic content for a higher or degree apprenticeship, please refer to the additional Module Specification Guidance notes for Apprenticeships which should be read in conjunction with these guidance notes.
Where a module is to be used both on a standard programme and one which is associated with an apprenticeship, the 'remarks' field can be used to reference the knowledge, skills and behaviours of the apprenticeship standard as appropriate.

An integrated apprenticeship is where the university delivers the End Point Assessment (EPA) as part of the credit forming the academic award. A module specification should be developed in the normal manner as outlined in this guidance, using the credit level and credit weighting specified in the apprenticeship assessment plan. In completing an apprenticeship EPA module specification, the relevant knowledge, skills and behaviours from the apprenticeship standard should be listed in the learning outcomes section.

A non-integrated apprenticeship is where the EPA is separate from the credit forming the academic award and is delivered by an independent third-party organisation. For the purposes of capturing the EPA, a zero-credit module should be used, which will be must-take and must-pass in order for the apprentice to achieve the apprenticeship and academic award.

Compliance with consumer rights legislation

The university is subject to consumer rights legislation in relation to the accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. This guidance document relates to programme content which may impact on information to applicants and students and includes advice about making such information easily accessible and transparent. Please refer to the Competition and Markets Authority (CMA) guidance to HE providers on consumer rights legislation for more information if necessary.

Completing the module specification

Basic module information

Module title

Shorter module titles have the benefit of being displayed in full on transcripts etc. Normally a module will have a unique title, but where several modules cover the same topic they may have the same title but be differentiated, for example, by I, II, III or A, B, C etc.

Short module title

A short-form title (of no more than 40 characters including spaces) is required for inputting into the student record system, SAP.

Module code

Your Faculty Office or programme administrator will allocate module codes. Module codes are unique identifiers consisting of four letters followed by four numbers. The letters usually reflect the discipline, for example ENGL for English, MARK for Marketing. The Faculty Office can advise of the conventions for your subject area. The first of the four numbers normally reflects the year of study of the module, for full-time undergraduate study, for example ENGL1001 would be a first year undergraduate English module. Postgraduate modules are denoted by the number 5 as the first number. The remaining three numbers make the module code unique.

For modules developed by partner institutions, if the module is developed in collaboration with a faculty, the faculty will allocate the module code as above. If the module is being developed under the validation service, the university, via Educational Partnerships, will allocate the module code.

Credit value

Credit value reflects the volume of study associated to the module. DMU adheres to the national standard of 10 notional study hours equating to one credit (as outlined in the Higher Education Credit Framework for England (2021).

For students entering their programme before 2022/23, in DMU's undergraduate scheme the standard module size is 30 credits (year-long delivery). Other sizes, for example 15, 45 and 60 credits, are also available. For Education 2030-compliant programmes, 30 credit modules should be used; at each level of study these are delivered sequentially in four blocks over two semesters. A limited number of 15 credit modules may be used with faculty agreement, up to a maximum of two 15 credit modules per level of study.

For students entering their programme before 2023/24, in DMU's postgraduate scheme both 15 and 30 credit modules are typically used for taught material, with a dissertation at 60 credits. For Education 2030-compliant programmes, 30 credit modules should be used, delivered sequentially in four blocks over two semesters. A 60-credit dissertation/major project/design work will be delivered in a third semester, although preparatory work may be done in advance of the dissertation/major project/design module.

In exceptional circumstances other credit values may be utilised. A request for a programme-specific regulation should be submitted via your Associate Dean (Academic). This is likely to be in relation to apprenticeship programmes which may have a different module credit size specified in the apprenticeship assessment plan for the integrated End Point Assessment.

Credit level

For your reference the university adheres to the Office for Students (OfS) sector-recognised standards which equates to DMU years of study as follows:

Levels	Equivalent to
4	Year one of full-time undergraduate study

Levels	Equivalent to
5	Year two of full-time undergraduate study
6	Year three of full-time undergraduate study
7	Taught postgraduate study
8	Doctoral study

Owning department

The department which the programme will belong to should be listed.

If a module is developed by a partner institution as part of validation service provision (ie not in collaboration with a DMU faculty), please provide the name of the partner institution in this section.

SAP delivery session

The following are the most common delivery durations; the most appropriate one should be chosen.

Education 2030-compliant undergraduate block delivery programmes will be delivered over the autumn and spring sessions and postgraduate block delivery programmes over autumn, spring and summer sessions.

If you have non-standard intakes, please remember that Block 1 will always run in October. For example, if your programme starts in February, the first block will be Block 3.

Block delivery

ID	SAP session name	Approx from/to dates	
601	Block 1	Oct	Mid Nov
602	Block 2	End Nov	Beginning Feb
603	Block 3	Mid Feb	End April
604	Block 4	End April	Mid June
605	Block 5	Mid June	Beginning Aug
606	Block 6	Beginning Aug	End Sept
611	Block 1 and 2	Oct	Beginning Feb
613	Block 3 and 4	Mid Feb	Mid June
615	Block 5 and 6	Mid June	End Sept
620	Block 1 to 4	Oct	Mid June

Non-block delivery

ID	SAP session name	Approx from/to dates	
501	Autumn session	Oct	Dec/Jan
502	Spring session	Jan	June
509	Full year (autumn)	Oct	Sept
518	Full year (spring)	Jan	Dec
519	Summer session	June	Sept
520	Autumn and spring session	Oct	June

Details of accreditation by Professional, Statutory or Regulatory Body (PSRB)

If applicable please list the name(s) of any PSRBs accrediting the module, and briefly describe what graduates will receive as a result of this accreditation (eg exemptions from professional examinations).

Module leader

The name of the person who will be the module leader once the module is running should be listed.

Please note that the person who authors the module may not necessarily be the module leader. It is the person who will manage and lead the module when it is running who should be named in this section.

Module appraisers/markers

Please list the names of anyone who is assisting the module leader with the delivery and assessment of the module.

Module pre-requisites

A pre-requisite is a module which must be studied prior to commencing study on the module you are developing. Please only list the module code(s) of any pre-requisites in this section of the specification.

Normally pre-requisites are set at programme level and may vary from programme to programme. For example, on programme A module X may be a pre-requisite for studying module Y, whilst on programme B module Y has no pre-requisites. In such cases pre- requisites are not recorded on the module specification, but held at programme level.

In certain circumstances a module may be so specialist that on whichever programme it is studied a specific pre-requisite must be taken first. This should be recorded on the module specification. Where a module pre-requisite is listed, only the module code of the pre-requisite is required.

In addition, there is the option to list other pre-requisite requirements, either internal to DMU or external prior learning/qualifications.

Ethics approval

If students booked onto this module will be required to create an ethics application on the DMU research application software, Worktribe, please indicate this by putting 'Yes' against this field. Information about Worktribe can be found here and a tool to assist in deciding whether ethics approval will be required can be found here.

Module description

This section should include a concise description of the module, its aims, characteristics and outline content. It is important that this is written in an accessible style for students.

Please don't include details which are liable to annual change, for example weekly teaching plans. This type of information can be included on LearningZone and in the module handbook. If the module normally incorporates a #DMUGlobal trip/activity

please keep the information generic or state 'where available', to ensure that the description does not require frequent updating if the trip details change.

Learning outcomes

The learning outcomes tell the students what they will be able to do upon completion of the module in terms of skills and knowledge acquired and applied at a specific level. The language and construction of the learning outcomes will align to the level descriptors appropriate to the level of study of the module.

Learning outcomes are linked to module assessment tasks (assessment components). Normally one assessment task will test more than one learning outcome, and a learning outcome can be covered by more than one assessment task. The university does not expect each learning outcome to be individually 'passed'. At the end of each learning outcome please indicate in brackets which assessment task(s) will test the student's achievement of the learning outcome.

Module learning outcomes need to link clearly to the outcomes at programme level to demonstrate a clear congruence. They should be written in a way that allows both tutor and student to understand what is required within the module. Remember that students should not be expected to demonstrate that they have reached this level until the end of the module. This may have an impact upon the types of assessment you create and when you set their submission date. The learning outcomes should be written in an accessible way for students.

Guidance on the writing learning outcomes appropriate to the level of study can be found in the OfS sector-recognised standards and Bloom's Taxonomy.

Example of a well written learning outcome:

a) "Propose solutions to a range of project management situations across the creative industries"

Reason: specific enough to be assessed yet wide enough to give students scope to adapt to their own ideas and work.

b) "Critically evaluate techniques for overcoming barriers to communication in individual and group situations".

Reason: Fits directly into the FHEQ; specific requirements make it easier to assess and award marks to those students who can show they can be critical and evaluative.

Example of a poorly written learning outcome:

a) "Establish an understanding of a chosen genre within a specific era"

Reason: how could this be assessed in any meaningful way?

b) "Apply creative imagination, connect with emotion, concentrate effectively and work with spontaneity"

Reason: multiple concepts wrapped up in one LO which need to be disentangled. All concepts, as stated, are difficult to assess or the act of assessing might discourage the idea being assessed

Assessment table

For guidance on a variety of topics around assessment, please read the university's Assessment and Feedback Policy. For Education 2030-compliant programmes, please refer

to the university's [Education 2030 Toolkit](#) for information about the expected volume of assessment for a 30-credit module and other assessment design guidance.

Assessment tasks (assessment components) are recorded in a table. Each assessment task has a row in the table. The column headings are as follows.

Type of assessment

Each item of assessment must be identified as belonging to one of the following categories, as held on the student record system (SAP):

Case study	Portfolio
Essay	Poster
Examination	Practical
Group presentation	Presentation
Group work	Project
Journal	Reflective
Lab report	Report
Online test	Seen examination
Other coursework	Test
Performance	Unseen examination
Phase test	

Duration/volume

This should be completed to indicate the duration (in hours) or volume of each assessment task (in word count); for example, 2 hours for an exam, 3,000 words for an essay. For ease of inputting the specification into SAP, please don't include decimal points in the numbers.

Assessment weighting %

The percentage each assessment task contributes to the overall module assessment (equalling 100%) should be entered here.

Final assessment

Please note that due to a change in HESA reporting requirements, there is no longer a requirement to mark one of the assessment tasks as the final assessment; this column has therefore been removed from the module specification proforma.

Minimum threshold mark %

This column is normally only completed for exceptional reasons usually associated with the module being part of a professionally-accredited programme.

In order to pass the module a student must achieve an aggregate mark of 40% or above in an undergraduate module and 50% or above in a postgraduate module, and where a minimum threshold mark is given, a student must in addition achieve or exceed that mark in that particular assessment task as well. This can lead to students who have a pass mark at module level nevertheless failing the module because of their performance in the task which has a minimum threshold mark set against it. If a minimum threshold mark is set against a particular assessment task it must be clearly explained to students. In the

undergraduate scheme minimum threshold marks should only be set in discussion with the faculty's Associate Dean (Academic), and where there is a strong rationale, usually related to professional accreditation.

For postgraduate modules minimum threshold marks can be set at the discretion of the programme board which owns the module.

The minimum threshold mark can be of any value, including 40% or 50%. If a threshold is required against an assessment task, please also mark the following column, *Essential component* with an X and enter a value in the minimum threshold column if not 40% or 50%.

Essential component

This follows the same logic as the minimum threshold mark, above. Setting an assessment task as essential means that to pass the module a student must gain an at least an aggregate module mark of 40% in an undergraduate module or 50% in a postgraduate module and have achieved at least the minimum threshold percentage in the individual task(s) marked as essential. As above, this must be clearly explained to students. To mark an assessment task as essential please put an X in the essential component box.

In the undergraduate scheme essential components should only be set in discussion with the faculty's Associate Dean (Academic), and where there is a strong rationale, usually related to professional accreditation.

For postgraduate modules essential components can be set at the discretion of the programme board which owns the module.

Please note: essential components

If essential is ticked and the minimum threshold is left blank, the threshold will default to 40%, or 50% for postgraduate modules. If the threshold is not 40% or 50% please put the relevant percentage figure in the minimum threshold column.

Please remember that the use of essential components may result in students who have an overall module pass mark failing the module. If used, their use is not optional and must be applied across the whole programme cohort. Their use is normally limited to meeting PSRB requirements.

Anonymously marked

The university requires all assessments to be anonymously marked where it is possible to do so. There are obvious exceptions to this, such as performances, presentations and the creation of artefacts, which are agreed at faculty level and monitored by the university.

If an assessment task will be anonymously marked, please put AM in the table.

If an assessment task cannot be anonymously marked, please put the relevant exemption code in the table. The exemptions codes are:

OPT01	individually distinct work
OPT02	reflection on development of own work
OPT03	presentation
OPT04	individually negotiated work
OPT05	work placement/experience/assessment

Please note: using zero-credit weighted and 'pass/fail' components in the assessment table

Some modules which combine academic study with clinical or other practice work may make use of a zero-credit weighted 'pass/fail' component or a zero-credit weighted component with a threshold pass mark. Using such a component means that work being assessed does not count towards the overall academic result of the module (hence it is zero-credit weighted) but must be passed for the module to be passed. An example of this might be a Nursing module where an element of clinical practice is being assessed alongside the academic elements of the module.

Where a component is zero-credit weighted with a threshold pass mark, put 0% in the assessment weighting column and the threshold mark, eg 80% in the minimum threshold mark column.

Where a component is zero-credit weighted and pass/fail, put 0% in the assessment weighting column and use the assessment notes field.

Assessment notes

Any relevant notes on the assessment regime described in the assessment table can be entered here, for example, brief additional details about the assessment tasks and their relationship to the module's learning outcomes. If any of the assessment tasks have been designated as must-pass or have had a minimum threshold mark set against them, a brief rationale should be provided in this section.

Details of any formative assessments leading to summative assessments can also be included here. This is particularly useful where a module is assessed by one 100% summative component.

If any of the assessment components are pass/fail this should be recorded in the assessment notes field.

Reassessment

This section should be used to define what a student will need to do if they need to be reassessed in the module, for example re-take the failed assessment task(s) or substitute an essay to cover practical work which cannot be replicated during the reassessment period or substitute group work with an equivalent individual assignment. It is important that accurate information on any reassessment differences be captured in the specification and in any other assessment information provided to students.

Where a student has failed a module but has pass marks in one or more individual assessment tasks (components), these pass marks should stand and only the failed task(s) should be reassessed.

Expected methods of delivery

Please describe, in language accessible to students and other stakeholders, how the module will be delivered (for example by distance learning, work-based learning, lectures, seminars, lab sessions etc). Please describe the learning and teaching approach which will be taken to support students to achieve the learning outcomes, referring not just how the module will be taught, but how the students will learn.

There is a requirement to include hours per learning and teaching activity, per module and overall assessment hours, to equate to the credit value of the module. These should

be included in the expected methods of delivery section in the following format – the below example is for a 30 credit module so should equate to 300 notional learning hours:

Student hours per module:

Lecture	30 hours
Seminar	60 hours
Practical	80 hours
Self-directed study	90 hours
Assessment	40 hours

Examples of the learning and teaching activities which can be included on module specifications are given below: *

On-site tutorial	a small or individual meeting in which a lecturer, or other member of staff gives learning support
On-site seminar	a smaller group meeting than a lecture, in which students and academics actively discuss information on a chosen topic
On-site lecture	a formal or informal learning opportunity where information, concepts or principles are delivered by a lecturer to usually a large group of students. Formal Lectures are often conveyed in a highly structured manner with minimal student contribution. Informal Lectures often involve interactive exchanges between students and lecturer. Both approaches introduce and disseminate new information and knowledge which is later reinforced with other learning
On-site workshop	involves a group of students who engage in intensive discussion and activity on a particular subject or project. This may be of a practical nature or based on shared theoretical concepts
On-site practical	a scheduled teaching session usually located in a laboratory environment on campus; where using equipment such as computers, clinical or scientific equipment is intrinsic to the student experience
On-site studio	studio teaching is a process of learning-by-doing, in which students develop the skills required to produce designs, gain an understanding of the application of technical knowledge to design situations, and explore how theory and action inform each other. Studio teaching is characterized by project-based work on complex and open-ended problems, typically involving the rapid iteration of design solutions with frequent formal and informal critique, involving interaction with peers as well as staff. The major goal of studio teaching is to guide students through the design process, while simultaneously teaching them about design

Synchronous session	a live session delivered via an online Web/VLE platform
Asynchronous session	an independent 'stand-alone' session delivered via a Web/VLE platform which has been pre-created to deliver academic content for access by students at their own-pace. Content is available 24 hours daily, 7 days a week
Online lecture	a formal teaching session which is structured to impart guidance/learning/information to students on-line but, which is used in collaboration with interactive educational content, providing opportunities to engage
Online seminar	a smaller group meeting, which is supported online via web conferencing tools, which provides students with an opportunity to develop their learning about a topic by engaging synchronously with peers and academic staff
Online tutorial	enables an individual or small group of students to directly engage with a lecturer via online platforms in order to provide learning support or clarify challenging concepts
Online workshop	provides students with the capacity to engage in intensive discussion and activity on a particular subject or project. This may be of a practical nature or based on shared theoretical concepts
Online laboratory	provides an interactive platform to enable students to engage in experimental learning
Online discussion	may take place as part of an asynchronous learning session or as synchronous academic work
Online demonstration	(usually delivered as a pre-recorded video) which provides learners with a visual representation of a practical skill which may later be applied by them in a practical situation. This could also be delivered via an online platform demonstrating specific skills, for example a clinical skills site
Online simulation	may be used to reinforce key concepts and let students explore them in a real-world context. Elements of course content can be applied to scenarios which can be supported by open source content to develop the richness of the learning materials/online engagement
Online game	enables students to gain practical experience in the digital environment thus enabling a rich learning experience but also an opportunity to virtually reflect their knowledge and competence within the game
Online case study	exercises delivered within an online environment enabling learning opportunities which are based within real or imagined situations
Online problem-based learning	exercise sessions online enabling students independently or in groups to develop practical responses to societal or practical problems

Online guided design	a process online in which students are supported to investigate, review and reflect independently on tools, research materials and learning resources which will support their responses to 'open ended 'problems
Placement	an experience that is intended to give the student insight into a practical element of the award they are studying
Field trip	an opportunity for students to spend time outside the University. This can be from a single one-off event to a residential opportunity
Self-directed learning	views learners as responsible owners and managers of their own learning process. Includes reading, online learning such as quizzes or pre-session preparation

*Information taken from the university learning and teaching glossary

Remarks

Please use this final section to include any additional useful information. For example, if the module is used for delivery at DMU and at an overseas partner, a twin module may have been developed for delivery at the partner. In such a case it is helpful to identify the partner on the module specification and provide the module code for the twin module.

Note on learning resources

Learning resources are agreed between the programme management board (PMB) or equivalent faculty committee and Library and Student Services. For validation purposes an indicative list of learning resources will need to be provided for the module. This indicative list should include any mandatory texts and, if necessary, reference which edition.

What happens to the module specification after completion?

Initially your completed module specification will be approved by the owning programme management board (PMB) or equivalent faculty committee before being considered at the faculty's Development and Review Committee (DARC}. Your module will be approved as part of a new programme validation, if applicable, or approved via the curriculum modification process if it is to be added to existing provision.

Assuming successful validation/approval the module will be entered onto the SAP student lifecycle database ready for the commencement of its first session of use. This is the definitive version of the module specification and supersedes any paper or electronic version held by individual members of staff.