

Guidelines for Completing a Module Specification

If you have a query about completing a module specification please contact the Registry in the first instance.

To complete a module specification you must provide the following information (items marked with an asterisks are compulsory fields):

- [Module Code*](#)
- [Period*](#)
- [Department*](#)
- [Module Coordinator*](#)
- [Occurrence*](#)
- [Student Workload*](#)
- [Pre-requisite Modules](#)
- [Co-requisite Modules](#)
- [Excluded Combinations of Modules](#)
- [Minimum Assessment Level](#)
- [Assessment Elements*](#)
- [Returning Marks](#)
- [Intended Learning Outcomes*](#)
- [Teaching and Learning Methods*](#)
- [Assessment Methods*](#)

Module Code*

Module codes are created according to a specific structure:

AR1005

The first two letters are the departmental code

The first number is the level of the course

The final three numbers are chosen from a number range according to the type of course to which the module belongs

Module codes are unique and cannot be used more than once.

Departmental codes

These change as departments are amalgamated or cease to exist. Occasionally codes are changed if the department changes its name. Departments and codes that listed in brackets no longer exist and are for reference only.

Department	Code	Department	Code
American Studies	AM	(History)	HY
Ancient History	AH	History of Art and Film	HA
Archaeology	AR	Historical Studies	HS
Biological Sciences	BS	Humanities	HM

Chemistry	CH	Italian	IT
Computer Science	CO	Labour Market Studies	LM
Criminology	CR	Law	LW
Economics	EC	Management	MN
(Economic and Social History) (EH)		Mathematics	MA
Education	ED	(Maths and Computer Science)	(MC)
Engineering	EG	Media and Communications	MS
English	EN	Medical Bioscience	MB
English Language	EL	Medicine	MD
French	FR	Museum Studies	MU
Geology	GL	Physics and Astronomy	PA
Geography	GY	Politics and International Relations	PL
		(Scarman Centre)	(SC)
		Social Work	SW

Level of course

Course Level	Level Code
Foundation	0
Undergraduate level 1	1
Undergraduate level 2	2
Undergraduate level 3	3
Undergraduate level 4	4
Postgraduate	7

Number range

Type of Course	Number Range
Foundation	0 - 499
Undergraduate campus based	0 - 499
Undergraduate distance learning	500 - 999
Postgraduate campus based	0 - 499
Postgraduate distance learning	500 - 999

Period*

The 'type' should be used to denote the period of study

Module Study Period	Type	Notes
Sem1	Semester one	

Sem2	Semester two	
Semester one and semester two	Year Long	The credit rating applies to the whole year
Semester one or semester two	Either Semester	
Autumn Term	Term 1	
Spring Term	Term 2	
Summer Term	Term 3	Also used to cover the summer vacation
Jan	DL Jan	DL modules starting in January but not necessarily ending during that month
Feb	DL Feb	DL modules starting in February but not necessarily ending during that month
Mar	DL Mar	DL modules starting in March but not necessarily ending during that month
Apr	DL Apr	DL modules starting in April but not necessarily ending during that month
May	DL May	DL modules starting in May but not necessarily ending during that month
Jun	DL Jun	DL modules starting in June but not necessarily ending during that month
Jul	DL Jul	DL modules starting in July but not necessarily ending during that month
Aug	DL Aug	DL modules starting in August but not necessarily ending during that month
Sep	DL Sep	DL modules starting in September but not necessarily ending during that month
Oct	DL Oct	DL modules starting in October but not necessarily ending during that month
Nov	DL Nov	DL modules starting in November but not necessarily ending during that month
Dec	DL Dec	DL modules starting in December but not necessarily ending during that month
DL	Dist Learning	Use if no start date for the module is known or there will only be one intake a year

Department*

The student FTE load will be allocated to the department named on the module specification. If the load is to be shared between departments list the department that will administer the module and also contact the [Registry](#) to inform us of the exact split so that we can ensure that the load is distributed correctly in any statistical return that the University makes.

Module Coordinator*

Provide the title and full name of the lead module coordinator. This must be an academic member of staff, not a postgraduate student. Only list one member of staff even if the module is coordinated by more than one person.

Occurrence*

The occurrence of a module refers to the instance a module runs within an academic year.

Occurrence	Campus based or DL?
A	Campus
B	Campus
D	DL
E/E1/E2	Campus. Used for Study Abroad/Erasmus to indicate a different assessment pattern
F	DL
DL	DL

For campus based modules the occurrence is 'A'. For distance learning modules the occurrence is 'D'.

Spanning Years

Where a module starts in one academic year e.g. 2014/5 and finishes in the next e.g. 2015/6 select Y in this box.

Student Workload*

Enter the hours that each type of Teaching and Learning method takes. The total hours field will auto calculate the module hours for you to two decimal places. The University is moving to 10 hours per credit in 2017/18 but for 15/16 it is expected that departments will continue to use 7.5 hours per credit.

Credits Hours

5	37.5
10	75
15	112.5
20	150
30	225
60	450
120	900

Pre-requisite Modules

List any modules which must be taken before the module specified.

Co-requisite Modules

List any modules which must be taken at the same time as the module specified.

Excluded Combinations of Modules

List any modules which cannot be taken in addition to the module specified.

Minimum Assessment Level

This is only required for taught undergraduate modules. The majority of undergraduate modules allow the application of Pass for credit if certain criteria are met. To apply pass for credit a student will normally have failed no more than 30 credits (i.e. with marks below 35%) and have gained a credit weighted average mark for the year of at least 40%. Further information can be found in Senate Reg 5.14. The alternative is a module must set as an honours level module requiring a pass mark of 40%. This is only applied in special circumstances.

Assessment Elements*

List the assessment elements and the percentage split between elements. Assessment elements may also include:

Assessment Groups - Deprecated

Assessment groups are no longer used within the student records system. Please use different occurrences instead as a means of storing different assessment patterns. Alternative reassessments do not get calculated when assessment groups are used hence the move away from assessment groups.

Qualified Fails

It is assumed that providing a student has achieved a pass mark for the module overall they do not need to pass each individual assessment element. If you require the student to pass some or all of the assessment elements you must indicate the mark which must be achieved in each piece of assessment. Failure to achieve this mark would result in the student failing the module regardless of whether the student would have achieved an overall module pass mark (i.e. a qualified fail has been applied). The qualifying mark for an assessment element at undergraduate level is normally 35 to allow for pass for credit to be applied. Where a module mark scheme is honours level this is normally set to 40. The qualifying mark for an assessment element at postgraduate level is normally 50.

Alternative Reassessment

Where students are to be reassessed differently to their initial assessment list the alternative assessment and enter "yes" in the 'alternative reassessment' box. The alternative reassessment elements must total 100%.

Alternative reassessments are normally used when it is not possible to reassess a student in the same way (fieldwork, laboratory practicals, group discussions etc.)

Please note a single alternate re-assessment will wipe out any former component marks, even if they were passed. This means that the student is limited to a max of 40% for a module (50% for PGT). Use of a single alternative re-assessment means that the module mark will be calculated solely on the basis of the 100% re-assessment, and the previous component marks cannot be taken into account, even if they would improve the student's position.

Returning Marks

Required only for taught undergraduate and taught postgraduate modules.

Departments may choose how they return marks to the Registry. The usual method is to return a mark for each element of assessment, however departments may instead choose to return one overall module mark. If you are unsure how your department returns marks to the Registry you should consult your [departmental marks entry contact](#) or contact the [Assessments Office](#).

Intended Learning Outcomes*

Ensure that both discipline specific knowledge and skills **and** transferable skills are listed. Module learning outcomes should address at least one of the transferable skills identified in the University's Learning and Teaching Strategy ie. oral communication, written communication, IT, numeracy team working, problem solving, information handling, or skills for lifelong learning.

Learning outcomes are statements of what a student is expected to know, understand and be able to demonstrate after completing the module. The module assessment should be able to measure the extent to which they have been achieved, so the best words to use are often those you would actually use in exam questions (define, calculate, identify, outline, solve etc.). Avoid words that describe a state rather than an action such as be familiar with, appreciate, comprehend, know.

The following phrases may be useful for many modules:

- (1) discuss the basic principles of.....
- (2) apply these principles to..../cases including..../cases such as....

Further resources can be found at the [Leicester Learning Institute](#) page.

Teaching and Learning Methods*

Select from the following or add as appropriate: Lectures, Tutorials, Seminars, Surgeries, Directed reading, Problem solving classes, Masterclasses, Laboratory practical classes, Computer practical classes, Demonstrations, Computer-aided learning, Field courses/visits, Project supervision, Example sheets, Resource-based learning, Career development programmes, Induction programmes, Independent research.

Assessment Methods*

Select from the following or add as appropriate: Essays, Written reports, Writing tasks, Reviews, Individual research projects, Dissertations, Research papers, Portfolios, Learning logs, Annotated bibliographies, Seminar presentations, Contributions to discussions, Oral reports, Poster presentations, Interviews, Role plays, Simulations, Objective tests, Short-answer examinations. Essay examinations, Problem-based examinations, Vivas, Practical demonstrations, Computer demonstrations, Computer-based exercises, Laboratory reports, Laboratory notebooks, Field reports, Field notebooks, Observation of working methods, Competency-based assessment, Problem-based exercises, Exhibitions/demonstrations, Video, Web pages, Artefacts/products, Computer programmes, Poster productions, Patient histories.

You should also indicate if the module is linked to any other module for assessment purposes.