

# Module Descriptor Guidance

## Overview

Title

You are encouraged to keep this short and descriptive. It might be helpful to consider how staff and students are likely to refer to the module in everyday life . if the title is too long, people are less likely to use it and may choose to use a shorter title. The title should be clear and concise and could apply to a number of disciplines.

It may be helpful to cross-

	<p>The Division of Governance and Quality Enhancement can offer further guidance.</p> <p>Modules that are offered separately as microcredentials may be of different sizes. (See separate microcredential guidance.)</p> <p>1 credit equates to 10 hours of student effort, so a 20 credit module equates to 200 hours of effort. Most of this will be independent study, including working on the assignment.</p> <p>UK credits can be converted into European credits (ECTS) by dividing in two. In other words, a 20 credit module is worth 10 ECTS. (It is slightly less straightforward for postgraduate credits due to the way ECTS are calculated.)</p>
<p>Period of delivery</p>	<p>Indicate the semester in which the module is normally delivered. This is important for students selecting electives or making up an individual programme. For QMU-delivered programmes the semesters are:</p> <ul style="list-style-type: none"> <li>• Semester 1 (September . December)</li> <li>• Semester 2 (January . April)</li> <li>• Semester 3 (May . August)</li> </ul> <p>Year-long modules may be delivered over both semesters 1 and 2.</p> <p>Collaborative partners with different academic calendars may have different semester dates, or may prefer to express segments of the year in quarters. In some cases, modules run on a carousel basis and are delivered at different</p> <p>Changes to the time of delivery need to be approved by the relevant committees as sometimes changing the semester of delivery has knock-on effects for other modules or programmes.</p>
<p>Mode of Study</p>	<p>Select from the drop down list. In considering which option best describes your module, please consider the following:</p> <p>Is the module mainly designed to teach academic content?</p> <ul style="list-style-type: none"> <li>• Select <b>On campus</b> if the module is mostly delivered face-to-face. Students may be required to engage in some asynchronous online activities, such as discussion boards, but primary contact* is all in class (including practical activities).</li> <li>• Select <b>Blended</b> if some of the primary contact hours* (lectures, tutorials etc) are delivered online and some in the classroom. Students may be asked to relate the theoretical content taught in the module to their <b>workplace</b> or to engage in directed independent learning activities outside the classroom</li> </ul>

placement which is assessed by a separate piece of academic / reflective work. There may be a small number of initial lectures for guidance.

- Select **Independent Study** for modules in which the student undertakes a piece of research / project work on their own, with supervision / guidance from the lecturer (eg Honours Projects, dissertations). There may be a small number of initial lectures for guidance.

\* The following guidance from the School of Arts, Social Sciences and Management may be helpful in terms of understanding what is meant by primary contact:

*Primary contact hours would mostly include synchronous timetabled activities in which the module tutor was actively involved in the delivery/facilitation and with which the students are required to take part at a set time. These would include:*

<i>Face-to-face lectures</i>	<i>Demonstrations</i>	<i>Fieldtrips</i>
<i>Face-to-face seminars</i>	<i>Practical Classes</i>	<i>Supervised time in a studio/lab</i>
<i>Face-to-face tutorials</i>	<i>Online lectures (live)</i>	<i>Masterclasses</i>
<i>Workshops</i>	<i>Online seminars (live)</i>	<i>Project supervision meetings</i>
<i>Rehearsals</i>	<i>Online tutorials (live)</i>	<i>Film screenings facilitated by a tutor</i>

Summary for students (100-150 words)

This section should explain to a potential student why they might want to take this module. This is particularly important for students who are selecting electives or exchange students constructing a programme of studies. This section should be written in the second person

Focus on who the module is designed for and what they would gain from studying it. It can be useful to indicate how the module relates to other modules in the programme. Since this section is primarily for the benefit of students, try to

undertake additional study to catch up. Module coordinators are encouraged to be flexible here.

Note that learning outcomes are expressed in the form *On successful completion of the module the student will be able to ....*

This means that they should be written in the form of a command verb, eg:

- **Critique** contemporary and post-modern perspectives of leadership theory.
- **Apply** contemporary concepts and models in thinking critically and strategically about strategy, products, competition, customers, and value.

The verbs used depend on the academic level of the module. It is essential that the learning outcomes align with the definitions set out in the [Scottish Credit and Qualifications Framework](#). The SCQF Level Descriptor tool provides examples of learning outcomes at different levels.

Also provided. This [graphic](#) provides examples of verbs for different levels.

When framing your learning outcome, consider how it would be measured and

The form asks you to specify how each learning outcome is assessed. Name the assessment component that assesses each outcome. Some outcomes may be assessed by more than one component. (If you have two components that assess all the same outcomes it may be worth reflecting on the value of the



	<p>assessed by two essays, both of 1500 words, it would be unusual for one to be weighted at 60% and the other at 40%.</p> <p>Note that some components will be marked as pass or fail, not as a percentage. This is appropriate for assessments based on meeting professional competencies, or submitting required evidence. It is not possible to produce an aggregate mark if one component is pass / fail and the other is marked as a percentage. In these cases, the mark for the module is based entirely on the percentage-marked component. Students still must pass the other component.</p>
<p>Pass mark and compensation</p>	<p>QMU standard assessment regulations state that the pass mark for a module is 40% (undergraduate) / 50% (postgraduate). Additionally, students must achieve a minimum mark of 30% (undergraduate) / 40% (postgraduate) in each individual component. This ensures that students have achieved a minimum level in all the learning outcomes.</p> <p>For some modules, especially those relating to professional competence, it may be appropriate to require that students pass each component independently, ie achieve a minimum mark of 40% / 50%. If so, state this here. Otherwise, standard rules will apply.</p> <p>There are some assessments where a significantly higher pass mark is set. This is usually in order to protect the public, for example, in assessments related to drug calculations or accuracy of image interpretation in radiography. In such cases, the component no longer uses the QMU marking scheme and it is not appropriate to combine this mark with other components . attempting to combine the marks will skew the calculation. Instead, the component should be recorded as pass / fail and the minimum mark required noted in this section.</p> <p>For example:</p> <p><i>Numeracy exam – minimum pass mark 100% (pass / fail)</i></p>
<p>Anonymous marking</p>	<p>Most assessments can be marked anonymously. It is recognised that some assessments cannot be anonymous, eg presentations, OSCEs, performances. In some cases, the student will be identifiable as the marker has worked with them during the semester, eg Honours Projects.</p> <p>Indicate any assessment components that cannot be marked anonymously, and if the reason why is not obvious, add some explanation.</p>

## Other details

Learning experiences

There are three broad HESA categories:

- Scheduled . includes all activities that take place at a specific time (including synchronous online sessions). These may include lecil)sa4e-4

experiential placements, work-based professional development, shadowing and year abroad arrangements for language students.

All directed learning activities that can be undertaken asynchronously at the  
More detail can be provided in the next column (brief description). An example might be:





