

## **Module Specification Completion Guidance**

### **Module Specification Fields**

**Module Title:** This is the 81 character limited title which best describes the module

**Module Code:** A 6 digit code acquired from your department or Faculty Validation Officer

**Owning Department:** The department who owns the module, this is existing departments only \*

**Delivery Mode:** How the majority of the module will be delivered

**Module Coordinator:** The person who will be coordinating the module

**Subject Group:** The academic subject group of the module

**Academic Session:** The academic session the module is delivered in (2019 curriculum framework)

**Credit Points:** The credits that this module is worth

**FHEQ Level:** The higher education level that this module is delivered at

**HECOS Code:** The replacement for JACS codes; the HESA classification of the module\*\*

**Notional Hours:** Predetermined by the credit points and automatically calculated

**Scheduled Hours:** Automatically calculated from the taught activities

**Placement Hours:** Automatically calculated from the placement activities

**Independent Hours:** Automatically calculated from the notional hours minus scheduled activities

**Names Awards Using This Unit:** The course titles which will be using this module

**Code:** The course codes which will be using this module

**Overview:** A description of the module which can include accreditation information and UoP hallmarks\*\*\*

**Requisites Statement:** Any pre or co requisites of the module

**Learning Outcomes:** A maximum of 6 outcomes from the module linking to UoP hallmarks

**QAA Activities:** The activity types that will be undertaken on the module \*\*\*\*

**Hours:** The time spent on the QAA define activities, measured in hours

**Weight:** The weight of the assessment towards the overall module

**Assessment Type:** The broad definition of the assessment \*\*\*\*

**Final Artefact:** Often the last undertaken and assesses the most learning outcomes

**Pass Mark:** Required for nonstandard pass marks, anything other than 40, and pass/fail artefacts

**LO Assessed:** The learning outcomes assessed within that assessment

**Assessment Length:** The length or duration of the assessment

**Status:** The measurement of the length or duration of the assessment (words, hours etc.)

**Second Attempt Assessment:** The work undertaken for each failed assessment

**\*The current list of owning departments consists of formally recognised schools, it will be updated when new departments are created. The Student Records team will transfer the ownership of courses and units once created. Until the departments are created please use the existing school name.**

**\*\*HECOS codes are new classifications of subject from HESA, information which cannot be acquired from the website linked within the specification should be directed towards the External Returns and Data Standards team at [erds@port.ac.uk](mailto:erds@port.ac.uk)**

**\*\*\*The hallmarks of a University of Portsmouth graduate are mandatory at a course level and are not required at module level, there is no separate field. However, information can be included in the overview and learning outcomes if desired.**

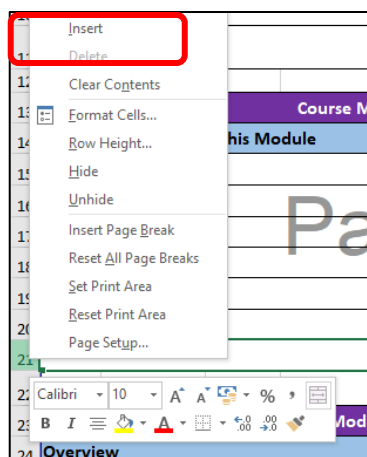
**\*\*\*\*Both QAA and Assessment Activities remain unchanged but their more specific sub-categories have been removed, this should add flexibility to module specification and reduce any requirement for annual updates. More specific information is to be held within the module handbook available through Moodle.**

### Module Specification Formatting

The module specification should be suitable for most modules and has been designed to prevent incorrect module content. However, there will be some occasions where the module specification may need editing. The module specification is an Excel spreadsheet to automatically calculate credit and scheduled hour relationships and so, due to potential unfamiliarity with this format and the protection associated with the form, detailed editing guidance can be found below.

### **Inserting Rows**

Users are permitted to insert new rows, this can be achieved through right clicking on the numbered row indicator at the left of the screen. The menu which appears should have an option for 'insert' which will insert a new row where specified.



*(Please note that a maximum of six learning outcomes are permitted and it is advised that there are no more than three assessments at levels five and six. The specification has been designed for this)*



*If you are experiencing any issues with the specification and you are not able to format correctly, please contact your department or request edits to the specification from [coursestructures@port.ac.uk](mailto:coursestructures@port.ac.uk)*

## **Appendices**

## **Subject Groups:**

AGRICULTURE AND FORESTRY & FOOD SCIENCE (110) ANATOMY  
AND PHYSIOLOGY (106)

ANTHROPOLOGY & DEVELOPMENT STUDIES (127)  
ARCHAEOLOGY (126)

ARCHITECTURE BUILT ENVIRONMENT AND PLANNING (123) AREA STUDIES  
(125)

ART & DESIGN (143)  
BIOSCIENCES (112)

BUSINESS AND MANAGEMENT STUDIES (133) CATERING  
AND HOSPITALITY MANAGEMENT (134) CHEMICAL  
ENGINEERING (116)

CHEMISTRY (113)

CIVIL ENGINEERING (118)

CLASSICS (140)

CLINICAL DENTISTRY (102)

CLINICAL MEDICINE (101)

CONTINUING EDUCATION (136)

COST CENTRE NOT ASSIGNABLE (9999)

EARTH MARINE AND ENVIRONMENTAL SCIENCES (111)  
ECONOMICS AND ECONOMETRICS (129)

EDUCATION (135)

ELECTRICAL ELECTRONIC AND COMPUTER ENGINEERING (119) ENGLISH  
LANGUAGE & LITERATURE (138)

GENERAL ENGINEERING (115)

GEOGRAPHY AND ENVIRONMENTAL STUDIES (124) HEALTH  
AND COMMUNITY STUDIES (105)

HISTORY (139)

IT SYSTEMS SCIENCES AND COMPUTER SOFTWARE ENGINEERING (121) LAW (130)

MATHEMATICS (122)

MECHANICAL AERO AND PRODUCTION ENGINEERING (120) MEDIA  
STUDIES (145)

MINERAL METTALURGY AND MATERIALS ENGINEERING (117) MODERN  
LANGUAGES (137)

MUSIC, DANCE, DRAMA & PERFORMING ARTS (144)

NURSING AND PARAMEDICAL STUDIES ALLIED HEALTH PROFESSIONS (103) PHARMACY  
AND PHARMACOLOGY (107)

PHILOSOPHY (141)

PHYSICS (114)

POLITICS & INTERNATIONAL STUDIES (128) PSYCHOLOGY  
AND BEHAVIOURAL SCIENCES (104) SOCIAL WORK AND  
SOCIAL POLICY (131) SOCIOLOGY (132)

SPORT SCIENCE AND LEISURE STUDIES (108) THEOLOGY &  
RELIGIOUS STUDIES (142) VETERINARY SCIENCE (109)

## Appendix A – Delivery Mode

*“The codes for attendance groups and delivery modes have been modified so as to be common to both purposes. We have revised these codes additionally to identify predominantly distance learning and work based learning units.”*

The new available delivery modes are as follows:

**Standard Campus:** These are units taught on campus (not specifically University of Portsmouth (UoP)) contained within the standard 30 weeks teaching period adopted by UoP. Examples of units that should be considered as Standard Campus are:

- ☐ Taught Units on standard academic year courses
- ☐ Units taught at other institutions following the same time frame in the same way

**Non-Standard Campus:** These are units that are taught on an external campus (not UoP) and/or run to a different time frame and duration to the standard teaching blocks at UoP.

**Distance Learning:** These are units that are taught off-campus by either e-learning methods or other directed learning.

**Work Based Learning:** These are units where study is mainly undertaken in the workplace.

**Block Teaching:** These are units where the teaching delivery is condensed into a short time frame.

Examples of units that should be considered as Block Teaching are:

- ☐ Fieldwork
- ☐ Units taught in a one or two week block

**Independent Study:** These are units which require the student to undertake the bulk of the study themselves usually with no formal teaching requirements although some tutorial support may be arranged. As such, particularly at postgraduate level, they may be expected to be completed outside of the 30 weeks of teaching and assessment specified in the Academic Year model.

Examples of units that should be considered as Independent Study are:

- ☐ Postgraduate Projects/Dissertations
- ☐ Undergraduate Projects/Dissertations



## Appendix B – QAA Activity Type (Learning & Teaching)

The QAA have compiled/developed an indicative list of learning and teaching methods:-

QAA Activity type (Learning& Teaching)
Lecture
Seminar
Tutorial
Project supervision
Demonstration
Practical classes and workshops
Supervised time in studio/workshop
Fieldwork
External visits
Work based learning *
Placement
Year abroad

\*The definition has been modified from that used by the QAA to more closely align with inclusion in scheduled learning and teaching activities. The description given is consistent with that used in student support regulations.

### Lecture

**A presentation or talk on a particular topic.**

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate<sup>1</sup> introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person. Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

### Seminar

**A discussion or classroom session focusing on a particular topic or project.**

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

## **Tutorial**

**A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.**

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face.

## **Project supervision**

**A meeting with a supervisor to discuss a particular piece of work.**

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person. The size of a project supervision meeting will depend upon the number of students involved in the work concerned, and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

## **Demonstration**

**A session involving the demonstration of a practical technique or skill.**

Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

## **Practical classes and workshops**

**A session involving the development and practical application of a particular skill or technique.**

Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely. The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

## **Supervised time in studio/workshop**

**Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop.**

Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or affiliates may be involved. Due to the nature of the activity, it is unlikely to

take place virtually. Supervised time in a studio/workshop might involve a group or individual.

## **Fieldwork**

**Practical work conducted at an external site.**

Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

## **External visits**

**A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study.**

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

## **Work-based learning**

**Structured learning that takes place in the workplace.**

The definition given below differs from that included in the QAA list.

Work-based learning is a core feature of foundation degrees and may also occur in other programmes. Work-based learning is a structured academic programme, controlled by the higher or further education institution, and delivered in the workplace by academic staff of the institution, staff of the employer, or both.

Unlike work experience, which is one element of a course such as a sandwich placement (whether for the whole or part of a year), work-based learning is at the heart of a student's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes:

- ☐ the imparting of relevant knowledge and skills to students
- ☐ opportunities for students to discuss knowledge and skills with their tutors
- ☐ assessment of students' acquisition of knowledge and skills by the institution's academic staff, and perhaps jointly with an employer.

Work-based Learning should be regarded as substituting for learning that under other circumstances would normally take place within the institution. The inclusion of an element of work-based learning should, therefore, not extend the normal duration of a course. Learning in the work place or other placements that do not meet the definition of work-based learning given above should be treated as placements for the purposes of the KIS.

## **Placements**

**Learning away from the institution that is neither a year abroad nor work based learning.**

The term covers any learning, other than years abroad and work-based learning, that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely to be involved, and may be carried out either by a member of staff or a mentor within the host organisation. Due to the nature of the activity, placements are unlikely to take place virtually. Students might undertake placements individually or in groups, depending on the nature of the workplace and the learning involved.

Teaching placements in medical and nursing courses should be treated as placements.

Where the total number of hours on placement exceeds 10 hours per credit, the total number of hours should be capped at 10 hours per credit.

If a course requires students to undertake one of two placements the two placements should be treated as if they were a single module. It may be appropriate to adopt the same approach where other modules are offered in a way that means students must take one, and only one, module out of a choice of many. In these cases it will normally be appropriate to only include the most popular of these modules.

## **Year abroad**

**Any study that occurs overseas.**

This should include any study that occurs overseas whether for all or part of a year. Where only part of the year is studied abroad it should be weighted accordingly in determining the learning and teaching methods for the year.

## Appendix B – QAA Activity Type (Assessment)

The QAA have compiled/developed an indicative list of assessment methods

Activity type	KIS category
Written exam	Written
Written assignment, including essay	Coursework
Report	Coursework
Dissertation	Coursework
Portfolio	Coursework
Project output (other than dissertation)	Coursework
Oral assessment and presentation	Practical
Practical skills assessment	Practical
Set exercise (Exam) *	Written
Set exercise (Coursework) *	Coursework
Set exercise (Practical) *	Practical

*\*See note on Set exercises*

### Written exam

**A question or set of questions relating to a particular area of study.**

Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen', where the questions are only revealed 'on the day'. In an 'open-book' exam, a student is allowed to use a selection of reference materials during the assessment. The questions asked as part of a written exam may be essay, short answer, problem or multiple-choice. Written exams usually (but not always) take place under timed conditions.

### Written assignment, including essay

**An exercise completed in writing.**

Written exercises that typically have deadlines attached but which are not carried out under timed conditions. A well-known example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.

### Report

**A description, summary or other account of an experience or activity.**

There are many different kinds of report - often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.

## **Dissertation**

**An extended piece of written work, often the write-up of a final-year project.**

A dissertation is a substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work, carried out under the guidance of a supervisor. Different subject areas may follow different conventions in relation to the production of dissertations. (Note that other outputs from projects are listed separately).

## **Portfolio**

**A collection of work that relates to a given topic or theme, which has been produced over a period of time.**

Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs). Examples include, in education, that students may collect in a portfolio essays around particular teaching methods, lesson plans, teaching materials that they have developed and a report about the teaching experience itself. For the purposes of the KIS, examples also include the creative arts portfolio which may contain a strong practical element.

## **Project output (other than dissertation)**

**Output from project work, often of a practical nature, other than a dissertation or written report.**

Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include the staging of a play or other performance, a piece of artwork, a new product or a poster.

## **Oral assessment and presentation**

**A conversation or oral presentation on a given topic, including an individual contribution to a seminar.**

Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars. This category would also include the viva voce exam which is typically used by institutions in specific circumstances such as clarifying assessment decisions reached via other means.

## **Practical skills assessment**

**Assessment of a student's practical skills or competence.**

Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language

translation or listening comprehension, and so on.

### **Set exercises**

**Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.**

Examples might include data interpretation, data analysis exercises and problem-based or problem-solving exercises. The categorisation of set exercises will depend on the nature of the exercise being set. Typically, set exercises will not be conducted under exam conditions and will therefore normally be coursework. Where the set exercise is performed under exam conditions and does not involve the use of practical skills it should be treated as a written exam. Otherwise it should be a practical exam.