| As you complete the online module descriptor, you will be asked to provide information for the following fields. The online module descriptor includes on-screen guidance and hover-helps around how to complete the practical elements of the descriptor (formatting details etc.).  The guidance below provides further guidance to support you as you consider the module design. You are encouraged to also refer to the University Programme Design Guidelines available from:  <https://staff.napier.ac.uk/services/dlte/resources/Pages/resources.aspx> | | | |
| --- | --- | --- | --- |
| **Field** | **Core or Module Delivery Specific Information** | **Approval level to inform Quality processing** | **Guidance** |
| **Module Title:** | **Core** | NA | You are encouraged to make your module title clear and succinct. As the module title appears on the student transcript it is recommended that module content is reflected in the title. |
| **Module Leader** | **Core** | Head of Subject (or designate) | The online module descriptor will only allow you to edit your own modules. If you change the module leader, you will lose access to editing rights. A permanent change of module leader would require confirmation from the Head of Subject at the point of submission to School Quality. |
| **SCQF Level:** Select Level. | **Core** | NA | You will select from levels 7-11 (first year undergraduate to masters level). Please refer to the Scottish Credit and Qualification Framework level descriptors to ensure alignment: https://scqf.org.uk/about-the-framework/interactive-framework/ |
| **SCQF Credit Value:** Choose a value. | **Core** | NA | A module at Edinburgh Napier University will normally be 20 credits (with the exception of dissertation/project modules and work-based learning and placement modules which may be multiples of 20). Further guidance is available from the University Programme Design Guidelines (available from [DLTE’s A-Z Resources](https://staff.napier.ac.uk/services/dlte/resources/Pages/resources.aspx)) |
| **School:** (defaulted). | **Core** | NA |  |
| **Edinburgh Napier Subject Group Area:** | **Core** | Head of Subject (or designate) | Select appropriate subject group (only those available from within your School will be available to select – if your subject group is not appearing, please contact your local School quality office. |
| **Prerequisites –** To study this module you will need the learning equivalent to the module listed or have passed this module | **Core** | Head of Subject (or designate) | You need to consider whether the module you are designing requires students to already have pre-existing knowledge, skills and understanding gained from passing another module offered in the programme. Prerequisite modules should not be within the same stage of study. On some occasions, students may claim that although they have not studied the pre-requisite modules, but they have equivalent experience. You may wish to provide examples of how students would demonstrate that they had met the pre-requisite learning outcomes. |
| **Learning Outcomes of the module** | **Core** | Panel | You are recommended to provide between two and six learning outcomes for your module. It is important that your assessment instruments enable you to assess achievement of each learning outcome. You should consider the appropriateness of the learning outcomes to the SCQF level of the module (http://scqf.org.uk/the-framework/scqf-levels/) and also refer to the appropriate QAA Subject Benchmark Statements (where applicable): https://www.qaa.ac.uk/quality-code/subject-benchmark-statements.  It is important that module learning outcomes can map to the programme learning outcomes of the programme of study(ies) that this module will contribute to, and module leaders are expected to liaise with programme leaders accordingly in the development/changes of module learning outcomes. |
| LO1: | **Core** | Panel |
| LO2: | **Core** | Panel |
| LO3: | **Core** | Panel |
| LO4: | **Core** | Panel |
| LO5: | **Core** | Panel |
| LO6: | **Core** | Panel |

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| --- | --- | --- | --- |
| **Module Content** | **Core** | Module Leader | This section is to provide information about what the module offers in terms of knowledge and skill development and information about the broad topics to be covered within the module. Include information about why the students should wish to study this module. This information is published on the module catalogue and may be used by students making module choices.  You are encouraged not to be too prescriptive in the detail that you provide in this section. For example if you were to include content on a lecture by lecture basis, this will restrict your ability to be responsive and adjust specific lecture content or approaches and to make timely responses to student feedback (you will not want to have to amend the module descriptor every time you choose to amend a lecture!) |
| **Reading lists** | **Core** | Module Leader | In Summer 2017, the Library introduced specialist reading list software called Leganto.  Leganto should be where you go to create your reading list and the guidance to support you with this is available from: <https://libguides.napier.ac.uk/lists/create>  When creating a new module, you will not have a module code to associate with the module until the module is approved – however this should not stop you from creating your reading list as this is often something that panels are interested in when approving new modules. Detail about how to do this is available from the link above.  Once the module is approved, you can log back into e:vision at any time to add the module reading list permalink to the module descriptor. A permalink means that any amendments that you make to the reading list will be reflected in the module descriptor without having to make further amendments. If in doubt, please speak to your subject librarian. |
| **Proposed First Offering** | **Core** | Panel | If creating a new module, you will be asked to specify when the module is proposed to be offered from. |
| **No of Trimesters** | **Core** | Panel | This will stipulate whether the module will be delivered within a single trimester or whether it will be ‘long and thin’ and offered over two or three trimesters. In accordance with the University’s programme design guidelines, most modules should be taught within a single trimester. |
| **Module Delivery Data (Specific to the Location/Year/Trimester)** |  |  | Module delivery or ‘occurrence’ data is specific to when and where the module is being delivered. For example the same module may be offered in Trimester 1 in Edinburgh, but also during Trimester 1 and Trimester 2 at a partner location. Depending of the location or timing, the module may have varying LTA approaches. The following fields are specific to each occurrence. |
| Trimester of Delivery | **Module Delivery Specific** | Head of Subject (or designate) | You will be asked to state when the module will be offered (ie. trimester 1, 2 or 3). It should reflect the approved programme structures of the programmes where the module is offered.  This data is used to ‘label’ the module delivery information, and will automatically ‘roll-forward’ each year unless further changes are made to the module delivery specific data. |
| Primary mode of delivery | **Module Delivery Specific** | Head of Subject (or designate) | When designing the module, you should consider the primary pedagogic approach you will be using. The online module descriptor includes drop-down choices: Face-to-face; Blended; Online; Placement; or Self-Study Pack.  Within a face to face module, the learning and teaching content is primarily delivered through lectures and tutorials and independent work. A blended approach would generally make use of the VLE for active learning tasks (not simply as a document repository to support independent learning) and also include face-to-face activities. An online mode of delivery relies upon students being able to study for the module without having to attend sessions on campus, using the VLE as the primary approach for learning and teaching. A placement module would take place off campus in a supervised industry placement setting. |
| Location of Delivery: Choose a location of delivery. | **Module Delivery Specific** | Head of Subject (or designate) | Location is another label used for the module delivery information. This may be the version of the module delivered at Merchiston Campus or it may be the version of the module delivered with a partner in Singapore.  Important: If the provision is delivered within the **UK** – you should specify the campus location (Merchiston, Craiglockhart or Sighthill) or the partner location – for example City of Glasgow College.  If the module is delivered **online** – you should record the location as online.  If the module is delivered as part of **oversea**s transnational education provision, you should just provide the country of delivery (eg. China)  This is a requirement to ensure that we return accurate data to HESA. |
| Partner: Choose a partner. | **Module Delivery Specific** | Head of Subject (or designate) | If the module is delivered in partnership with another institution you will be asked to add this information. |
| Module Contact | **Module Delivery Specific** | Head of Subject (or designate) | This will be the module leader by default, but this version of the module may be delivered or supported by another member of staff and you can add their details to the descriptor. |
| Module Occurrence requires timetabling at an Edinburgh Campus (Y/N) | **Module Delivery Specific** | Module Leader | Selecting yes for this field will link the module to the University’s timetable team. |
| Expected number of students | **Module Delivery Specific** | Module Leader | In designing the LTA approaches for this version of the module, you should consider how many students would be taking the module. You may need to consult with colleagues within the School as it may depend on student number projections for programmes where the module is compulsory, or whether this module will be available as an option module on other programmes. This data is used to inform timetabling information. |
| Module evaluation survey | **Module Delivery Specific** | Module Leader | The University has taken the decision to undertake all module evaluation as an online survey. This field will be phased out in time. |
| Primary Contact for the delivery of this module | **Module Delivery Specific** | Module Leader | It is important that the contact for students on the module is able to respond to student enquiries in a timely manner. While this would normally be the module leader or the module contact (by default) – if these individuals work fractional hours or have a planned absence, an alternative primary contact could be added to the module to provide continuity for students/staff looking for information on the module. |
| **LTA Approach** | **Module Delivery Specific** | Panel |  |
| **Learning & Teaching methods (including their alignment to Learning Outcomes)** | **Module Delivery Specific** | Panel | In completing this section, module leaders are asked to set out how students will be expected to learn, and supported in their learning. It is an opportunity to explain to students how the 200 notional study hours required within a 20 credit module have been allocated and to explain how these will support students in meeting the module learning outcomes.  Module leaders may wish to consider the aims of the University Strategy and the Learning & Teaching Strategy. You should also consider how the LTA methods align with, and complement those of other modules within the programme(s) of study that this module will sit.  It is important that module leaders amending existing modules check that this field is full and complete, as a previous iteration of the template restricted content to a fixed number of characters which may have caused some data to have been lost.  Module leaders may find that previous iterations of the module descriptor incorporated information about the assessment approaches within this field. Detail about the assessment approach is now required to be entered into their own fields (below). |
| **Formative Assessment** | **Module Delivery Specific** | Panel | The University is committed to increasing the emphasis placed on formative assessment across programmes which produces rich feedback that is linked to, and can inform the summative assessment. The [University’s guide to assessment and feedback practice](https://staff.napier.ac.uk/services/dlte/resources/Pages/assessment.aspx) provides some helpful information about how module leaders may wish to build formative tasks into their modules. If your module will include formative tasks and activities you should describe the purpose of these tasks in supporting students in their learning here. |
| **Summative Assessment** | **Module Delivery Specific** | Panel | This section is intended to be used to describe to students the summative assessment approaches employed within the module and how they are aligned to the module learning outcomes. |
| **Student Hours** | **Module Delivery Specific – LTA Details** | Panel | You will be asked to detail the activities undertaken within the module to fulfil the required amount of student hours e.g. 200 hours for a typical 20 credit module. The categories of activities are pre-determined as this data is used to compile information for students and prospective students around the contact time in their modules/programmes, and need to be mapped accordingly (to Key Information Set – KIS data). You should consider the most relevant learning and teaching activity and remember that your assessment brief will enable you to explain the specific assessment task clearly to students. |
| **Formative Assessment** | **Module Delivery Specific – LTA Details** | Panel | This field is intended to gather data on the planned formative assessment approaches. The categories are intended to be broad enough to accommodate most forms of assessment (for example part of a summative assessment might include a draft; a literature review section; and artefact that might form part of the summative assessed piece). |
| **Summative Assessment** | **Module Delivery Specific – LTA Details** | Panel | You are asked to provide the details of the formal assessment/s that will contribute to the students overall mark/grade for that module.  Module leaders may wish to reflect upon the implication of the Assessment Regulations set out in B5 and C5 of the academic regulations when considering the use of components of assessment (<http://staff.napier.ac.uk/services/dlte/Regulations/Pages/Regulations.aspx>) in ensuring that the assessment design enables a student who has passed the module to have met all of the module learning outcomes. |
| **18. Length of module delivery. Over how many trimesters is this module delivered?** | **Core/ Occurrence** | Head of Subject (or designate) | The University regulations permit 20 credit modules to be delivered over one trimester or two trimesters. If the module is to run over two trimesters, students are expected to enrol on another module delivered over two trimesters to support the management of their workload. |
| **19. Trimester(s) of delivery** | **Occurrence** | Head of Subject (or designate) | Specify which trimester(s) the module will run in. |