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| A | GENERAL INFORMATION  *Please complete a module specification for each module included in this application for validation of provision* |
| 1 | **Module Title** |
|  |  |
| 2 | **Module Code**  *(if known)* |
|  |  |
| 3 | **Module Level** |
|  |  |
| 4 | **Programme**  *(the home programme for this module)* |
|  |  |
| 5 | **Credit Value** |
|  |  |
| 6 | **Module Leader**  *(name and email)* |
|  |  |
| 7 | **Predicted Number attending Module**  *Note:*  *• Please detail if there is a maximum number of students per module and if so, why.*  *• The use of optional modules should be clearly linked to the number of students taking the module.*  *• For optional modules, please state the minimum number of students required for viability and equitable student experience.* |
|  |  |
| 8 | **Trimester**  *(Please tick as many as appropriate)* |
|  | |  |  | | --- | --- | | Trimester 1 – T1 |  | | Trimester 2 – T2 |  | | Trimester 3 – T3 |  | |
| 9 | **Module Delivery Mode**  *(Please tick as many as appropriate)* |
|  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Face to Face |  | Online |  | Collaborative |  | | Blended |  | Distance Taught |  | Placement |  | |  | | | | Year/Trimester Abroad |  | |
| 10 | **Mandatory Constraints**  *(e.g. Disclosure and Barring Service Check)* |
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| B | MODULE DESIGN  *For further information please refer to the UoH* [*Quality and Standards*](https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality) *webpages – ‘Curriculum Design’ under the ‘Programme Development and Management’ heading.* |
| 11 | **Module Indicative Content**  *Please outline the key themes and topics to be included in this module. Please consider the diversity of perspectives that are being presented (e.g. non-European, Black Asian and Minority Ethic, LGBTQ).* |
|  |  |
| 12 | **Rationale**  *Please explain the rationale for including the module in the programme, including how it fits with other modules and the overall programme.* |
|  |  |
| 13 | **Learning and Teaching Methods**  *Please outline the teaching and learning methods and the rationale for their selection, including how this fits with the overall programme approach.* |
|  |  |
| 14 | **Programme Competencies**  *Please list the levelled programme competencies which this module meets.*   * *Making clear to staff and students what is being assessed in the module* * *Enabling staff and students to realise/recognise the constructive alignment of assessment to competence* * *Competencies should be articulated at the appropriate level* |
|  | The competencies noted below are Level 4, 5 or 6 versions of the programme competencies.   |  |  | | --- | --- | | **PC No.** | **Programme Competency Statement** | |  |  | |  |  | |  |  | |  |  | |
| 15 | **Breakdown of Learning and Teaching Hours** |
|  | |  |  | | --- | --- | | **Student time associated with the module** | **%** | | Guided independent study including online |  | | Placement/Study abroad |  | | Scheduled learning and teaching activities |  | | Total | 100 | |
| 16 | **For Modules with PSRB and/or Apprenticeship Standard Requirements**  *Please explain how completing this module contributes towards developing the competencies required of relevant frameworks or standards. Please explain the relevance of the teaching, learning and assessment approach to developing the knowledge, skills and behaviours of an apprenticeship standard or the requirements of a PSRB.* |
|  |  |
| 17 | **Ethical Issues**  *Universities research and develop modules, which deal with issues that may be sensitive or involve ethical considerations. As with research, the duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from relevant ethics committees and relevant risk assessments as appropriate).* |
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| 18 | **What are the risks associated with this module and any plans for mitigation against these?** |
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| 19 | **Equality and Diversity**  *Higher education is covered by the Equality Act 2010, which protects individuals from discrimination on the basis of the following protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Detail the adjustments you have considered to ensure this module anticipates the needs of students with any of these characteristics.* |
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| C | MODULE ASSESSMENT |
| 20 | **Rationale for Assessment Methods Chosen Including Inclusivity**  *Please outline the rationale for the formative and summative assessment methods chosen. What steps have been taken to ensure assessment is inclusive e.g. alignment of formative and summative assessment and scaffolding of assessment tasks), and how this fits with the overall programme approach.* |
|  |  |
| 21 | **Assessment Model for this Module (Formative and Summative)** |
|  | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Programme Competencies Addressed** | **Summative Assessment Type and Title (where relevant)** | **%** | **Formative Assessment that aligns to the Summative** | | **SA1** |  |  |  |  | | **SA2** |  |  |  |  | | **SA3** |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |
| 22 | **Module Resubmission or Reassessment**  *Resubmission of the original assessment is the standard approach. Please ensure that the resubmission is feasible. If the original assessment is an examination or requires wider input, e.g. group assessment, lab work, peer participation, then reassessment may be required.*  *Where reassessment is required instead of resubmission, please provide a rationale below, and complete the box below.* |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | **Programme**  **Competencies addressed** | **%** | **Assessment Type and Title (where relevant)** | | **SA1** |  |  |  | | **SA2** |  |  |  | | **SA3** |  |  |  | |  |  |  |  | |  |  |  |  | |

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| D | MODULE RESOURCES | |
| 23 | **Reading List**  *Items included on reading lists can be of any format, e.g. books, articles, videos, websites etc.*  *Please ensure that your reading lists include a diversity of perspectives where possible (e.g. non-European, Black Asian and Minority Perspectives, LGBQT).* | |
|  | **Essential** |  |
|  | **Recommended** |  |
|  | **Background** |  |
| 24 | **Other Resources Required**  *Please list any further resources that may be required for the delivery of this module.* | |
|  |  | |
| 25 | **Additional Costs**  *Please list any costs which may be incurred as a result of studying or delivering this module, and where the responsibility lies for meeting these costs.* | |
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