



**Prifysgol Abertawe**  
**Swansea University**

Gwasanaethau Ansawdd Academaidd  
Academic Quality Services

# Code of Practice

Developing New Modules & Reviewing  
and Enhancing Modules

# Developing New Modules & Reviewing and Enhancing Modules

## Key Information

### What is a Module?

A module is a discreet set of learning and assessment, which form the building blocks of a programme of study. Modules are measured by credits which provide an indication of how long they will take the student to complete and how much effort will be required. Modules are defined by the [Framework for Higher Education Qualification Levels of Study](#) and must be commensurate with the students' expected level of performance.

### What is the New Module Proforma and Where can I Find it?

The module proforma is a key source of data for student information and quality assurance. The information provided will be used to form the basis of the module information in the on-line module catalogue, and also the basis of information provided

to students. As modules form the building blocks of programmes, and care should be taken within Faculties/Schools to ensure that the information provided is accurate and accessible to students and staff alike.

This system can also be used to search for and view saved module proformas for further development or amendment following review, and pre-existing module proformas.

**ALL new modules, including those delivered by collaborative partners, must be completed online through the module proforma system. Please ensure that any previous or alternate versions of the module template are discarded.**

The New Module Proforma is available through the Programme Approval and Management system dashboard and directly via the [Intranet](#) under **Academic Records > Modules > Module Proforma.**

### What is Module Maintenance and How Can I Find it?

Once modules have been approved they need to be reviewed and updated annually (see [Annual Module Review](#)). Any changes or amendments should be made via the Module Maintenance system on the Intranet and approved by the relevant Board of Studies and Faculty Learning and Teaching Committee.

The Module Maintenance system can be accessed through the [Programme Approval and Management System](#) dashboard.

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## What if I Cannot Access the New Module Proforma or Module Maintenance?

If you are unable to view or access the module template, please contact your Faculty/School administrator or submit a request to the [ISS Service Desk](#) for access. Your Faculty/School may require for all modules to be maintained by administrative staff, so please check with you appropriate Faculty/School administrator.

## Who Approves New or Enhanced Modules?

Any new or amended modules are approved by the Faculty/School responsible for delivering them, in accordance with the University's defined quality and standards outlined in the [Code of Practice for Programme Design, Development, Approval and Review](#).

Proposals must be reviewed and approved by the relevant Board of Studies before submission to the Faculty/School Learning and Teaching Committee for final approval. For more information, see the 'Approving New Modules' and 'Managing Enhancement' sections.

## Who can Support me Through Module Development and Review?

Academic Quality Services provides support for all aspects of these process, and can be contacted at [academicprogrammes@swansea.ac.uk](mailto:academicprogrammes@swansea.ac.uk).



# Developing New Modules & Reviewing and Enhancing Modules

## Developing New Modules

When you access the New Module Proforma system, you will see a screen (see Figure 1.1). This is the basic module information which will be used to generate a new module code and allow you to begin creating your new module.

To begin, select your department/subject area from the first drop down menu. Next, choose your indicator/group response (see below), level, academic year for launch and when you expect to be teaching the module. Finally, ensure you give your module a title which reflects the content.

The system **will not** work unless you specify a value in the 'indicator/group' box. If you do not need a specific letter, please select '-' (dash) from the drop down menu. You can customise the module code according to your Faculty/School requirements by selecting a letter from the 'indicator/Group' box.

The screenshot displays the 'Module Proforma' system interface. It is divided into two main sections: 'Create new module proforma' and 'View existing module proforma'. In the 'Create new module proforma' section, there are several dropdown menus: 'Department' (highlighted with a red box), 'Indicator / Group', 'Level', 'Academic Year', and 'Teaching Block'. To the right of these is a text input field for 'New Module Code' containing six asterisks. A home icon is visible in the top right corner of this section. The 'View existing module proforma' section has a 'Department' dropdown menu (also highlighted with a red box) and a 'Go >>' button at the bottom right.

Figure 1.1

# Developing New Modules & Reviewing and Enhancing Modules

When you have completed the relevant fields, the Module Proforma system will automatically generate a new unique module code (see Figure 1.2). If you have a preferred system for assigning module codes, you may override the generated code, provided the code is unique and contains at least 6 alphanumeric characters assigned as follows: alpha (2), alpha or ', alphanumeric (module level), numeric (2) (e.g. MN-108). Once you have completed the fields, a box will appear in the bottom right hand corner (see Figure 1.2) which will allow you to reserve the module code.

The screenshot displays the 'Module Proforma' system interface. At the top, there is a blue header with the text 'Module Proforma' and a home icon. Below this is a sub-header 'Create new module proforma'. The main form area contains several fields:

- Department:** A dropdown menu with 'Medicine' selected.
- New Module Code:** A text input field containing 'PM-336'.
- Indicator / Group:** A dropdown menu with '-' selected.
- Level:** A dropdown menu with 'Level 3 Undergraduate' selected.
- Academic Year:** A dropdown menu with '2012/2013' selected.
- Teaching Block:** A dropdown menu with 'Semester 1 (Sep-Jan Teaching Block)' selected.
- Module Name:** A large empty text area.

In the bottom right corner of the form, there is a button labeled 'Reserve Module Code'.

Figure 1.2

# Developing New Modules & Reviewing and Enhancing Modules

## Viewing an Existing Module

To search for and view a new module in development, either select the Subject Area for a list of all modules within that area (see Figure 1.1), or input search criteria as directed. For the search function to work, all fields must be specified. By typing in the Subject Area identity letters (e.g. PM for Medicine), into the 'module code' box, the drop down menu will be populated with all modules from that Subject Area.

## Module Information

Once you have completed the initial page and reserved your module code, you will be directed to the screen in Figure 1.3. This is where you enter the core information about the module.

Academic Information			
Module Code	PM-336	Academic Year	12/13
Full Title	<input type="text" value="TEST"/>		
College	<input type="text" value="Medicine"/>	Level	<input type="text" value="Level 3 Undergraduate"/>
Department	<input type="text" value="Medicine"/>	CQFW Level	6
Module Type	<input type="text" value="Taught/Lecture Based"/>	Credits	<input type="text" value="0"/>
ECTS Credits			
Formal Contact Hours	<input type="text" value="0"/>	Contact Hours	<input type="text"/>
Notional Hours	<input type="text" value="0"/>	Description	
Module synopsis to be printed in the catalogue 			

Figure 1.3

# Developing New Modules & Reviewing and Enhancing Modules

## Credits

Adding the desired credits will cause the '[ECTS Credits](#)' and the 'Notional Hours' boxes to be automatically filled. The 'Notional Hours' can be manually edited using the up and down arrows to the right of the box. The 'CQFW Level' will also be automatically completed.

## What are Notional Hours?

Notional Hours are the number of hours a typical student would be expected to spend to complete the module. These are normally calculated by multiplying the credit value by 10 and providing a framework for delivering the module. These are notional rather than definitive.



## How Many Contact Hours Should I Plan For?

As a rough guide, contact hours are normally double the credit value for the module (see Table 1 in the 'How Should I Break Down the Module?' section) e.g. for a 'standard' 20 credit taught module students could expect 40 contact hours. However, this is not a hard and fast rule and with increasing student expectations and the notion of 'value for money'. Module Coordinators are encouraged to ensure that the [contact hours](#) for the module are appropriate to the subject being studied, and that this is clearly communicated to students. It is no longer sufficient for some programmes to offer limited contact on the basis that students have to read a lot.

In the past, the contact hours guidance has been used to limit contact hours and this should not be the case, provided there is a balance between contact and students' time for assimilating learning and preparing for assessment.

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## How Should I Break Down the Module?

Along with listing the formal contact hours, you should provide a description of how the remaining hours are broken down so that the full notional hours are appropriately distributed. This will differ by type of module and by subject area, but Module Coordinators are encouraged to ensure there is a degree of consistency across the programme and across the University, to ensure students feel that they are getting value for money and a positive and engaged student experience. Table 1 illustrates a suggested distribution of hours for different module types for a typical 10-credit module. Different credit weightings can be extrapolated from this indicative dataset.

Module Type	Credit Weighting	Indicative Contact Hours	Reading/Private Study	Preparation for Assessment	Total Notional Hours
Lecture based	10	20	50	30	100
Intensive Private Study based	10	15	60	25	100
Practical based	10	50	20	30	100
Project based/ Dissertation	10	5 (min.)		95	100
Workplace based	10	20	50	30	100
Enquiry based	10	10 (min.)		20	100

Table 1. Module hours ditribution

select. It is advisable to keep this synopsis short, a paragraph is appropriate.

## Notes to be Displayed in the Catalogue

This section is provided to allow Module Coordinators to outline any conditions or special

requirements for their module, e.g. 'not available to visiting students', or available only to students on a specific programme of study. This information will also be displayed in the online module catalogue.

## Module Synopsis

The module synopsis should contain a brief overview of the module, telling students what they can expect to gain from it. This is the 'sales pitch', and will be included in the module catalogue for students to

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## Delivery Method

Module Coordinators should indicate the method of delivery, whether it be based on campus, distance learning, via videoconference or blended learning.

## Collaborative Provision

Please indicate whether the module includes any placements or whether it will be delivered by or with another organisation. If the answer to either question is yes, then the module must be discussed with Academic Quality Services and the Academic Partnerships Department. The teams will assess what (if any) further scrutiny and action is required. This referral is to ensure that all learning opportunities delivered with or by partners are approved through appropriate channels and recorded in the University's Register of Collaborative Activities, including industrial or overseas placements.

If the module includes working with a new external partner, then the [Collaborative Partnerships Board](#) must approve the proposed new partner before the new module can be authorised.

The module can only proceed to the Faculty/School Learning and Teaching Committee for review once any collaborative arrangements have been authorised by the Faculty's/School's Collaborative Partnerships Board member and under guidance from Academic Quality Services.

For further information and guidance on developing collaborative partnerships, please contact [Academic Quality Services](#) or [Academic Partnerships Department](#).

## Module Aims

The aims of the module should be listed in this section. An aim is a general statement outlining what the module will deliver. For example:

'to help participants to develop their role as health educators in their every day work so that health education is not separated from normal activities'

The module aims should not be confused with or phrased as Learning Outcomes, which should be focused on what the student will achieve. In addition, the Module Aims should not be the same as the [Module Synopsis](#). Further information on the difference between aims and outcomes and how to write them is provided in [Writing Learning Outcomes](#).

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## Intended Learning Outcomes

Learning outcomes are statements of what a learner is expected to be able to do as a result of completing a learning experience (normally a module or programme of study), and should be clearly linked to assessment methods as an indication of the evidence required to demonstrate that the learning has taken place.

Please enter the learning outcomes for the module in this section, relating to the programme learning outcomes to which the module will contribute. Learning outcomes can be challenging to write and make effective, therefore Module Coordinators are strongly encouraged to review the information on learning outcomes and how to write them included in [Writing Learning Outcomes](#) before writing the module.

## Constructive Alignment

Constructive alignment is the process of ensuring there is a coherence and structural relationship

between programme aims, programme learning outcomes, module aims, module learning outcomes, the nature of the delivery, the assessment, the feedback and feedforward provided, and that these all work together in a way that provides constructive learning for students. The constructive alignment approach recognises that knowledge is constructed by the activities of the learner rather than being directly transferable from teacher to student. Learning takes place through the active behaviour of the student: it is through what they do that they learn, not what the teacher does.

## How Many Learning Outcomes Should there be?

There should be enough learning outcomes to cover the module learning content but not so many that the assessment and feedback is overly complex. Compound learning outcomes should be avoided for the same reason.

## How to Incorporate the Competences Required by a PSRB?

These will have a major influence on programme and module learning outcomes but module designers should be aware that they are not always framed in the language required by Higher Education learning at the correct level as required by the Framework for Higher Education Qualifications (FHEQ) Credit and Qualifications Framework Wales (CQFW). Seek advice from Academic Quality Services or SALT to assist with this.

## Module Learning Outcome Level

Be aware that not every learning outcome in a module must be set at the level of the module. It is acceptable if, for example, there is the odd level 6/5 or even level 4 learning outcome in a level 7 module. However, the overall content of module learning outcomes should be set at the correct FHEQ level.

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## Determining Module Titles

Ensure that the title is not only accurate in term of its content but that it is also attractive and appealing. Module titles, like programme titles, should not be too long.

## Transferable Skills

This key section should contain information on what transferable, employment, entrepreneurial or generic skills a student will learn during this module. In general this section should be structured in a similar way to the learning outcomes, utilising a similar prefacing sentence such as 'At the end of this module students should be able to...'

This section is becoming increasingly critical to students as they seek to enhance their employment prospects by developing additional learning skills which will help them in the future.

Developers should carefully consider what transferable skills students will learn during the module and reflect them accurately within the template. For example:

At the end of this module, students should be able to:

- Retrieve, manage, and manipulate information in all media, including electronically;
- Present information clearly in written, electronic and oral forms, and communicate ideas and arguments effectively;
- Effectively manage time and resources and set priorities;
- Study topics in depth;
- Operate resiliently and work within a changing environment;
- Work effectively within a team.

## Education for Sustainable Development and Global Citizenship

[Education for Sustainable Development and Global Citizenship](#) is understood to be an important responsibility of Higher Education. The University aims to equip its alumni, as future leaders, professionals and citizens, to better understand the issues and impacts of non-sustainability, and to apply their learning to effectively contribute to the design of sustainable solutions and impacts. When developing new modules, Module Coordinators should consider how their module will contribute towards this education throughout. Examples of how your module can include this are as follows:

- Positioning subject area/matter within a local and a global context
- Linking subject matter to environmental and global issues
- Developing key and transferable skills, in particular critical thinking
- Leadership skills
- Research skills

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## Syllabus

The syllabus is usually structured as a bullet point list of the topic or subject areas covered by the module. For example:

- Behaviour;
- Nutrition;
- Transport;
- Development;
- Movement;
- Defence.

It is preferable to keep information in this section relatively brief, while giving students a good idea of what they will be studying throughout the module.

## Reading Lists

Swansea University Libraries uses [iFindReading](#) as its software to create and maintain all reading lists. The iFindReading Lists are made available in the University's VLE (Canvas) and can be viewed by students as

they join the course. iFindReading List provides academics with the ability to identify essential and recommended reading or resources.

iFindReading Lists are used by the Library to identify resources required for the library collection. Academics can recommend purchase of items not currently available in the Library by adding resource details to Reading Lists, tagged either as Essential or Recommended. The Library will purchase e-versions of resources as a default. The level of access is based on student numbers. For full guidance on how to create and maintain your Reading List, please consult the [Library's Guide to iFind Reading](#).



## Inclusive Learning and Teaching

Please use this section to provide a summary of any issues which may be challenging for disabled or other students (e.g. mobility/visually impaired students, students with medical conditions or specific learning difficulties) during the module, and how you intend to make learning as inclusive and accessible as possible.

The [Code of Practice for Learning, Teaching and Assessment](#), [SALT website](#) and [SAILS website](#) provide further information and guidance on making learning, teaching and assessment more inclusive.

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## Assessment and Feedback

All modules must have a specified type of moderation method. Whilst double blind marking for all assessments would be ideal, the University acknowledges that it is very resource intensive and therefore accepts a range of moderation method options for assessment(s) which contribute to the overall module mark. Please select the most appropriate form of moderation for the assessment type or subject area. Assessment methods that have objective and/or automated marking (e.g. optically read or computer based), do not require double marking.

All Taught Postgraduate Dissertations and Project Work submitted as part of Directed Independent Learning MUST be subject to either universal double blind or universal non-blind double marking.

When a collaborative partner is involved within the development and delivery of a module, the partner must be made aware of [Swansea University's regulations](#), and its [Assessment and Feedback Policy](#).

## Assessment Components

Assessment type	Mark Scheme	Assessment Month	Weighting
Other	marking scheme assessment UG		100

To add assessment components, click on the 'Update Module Component(s)' button. This will automatically update the Student Examination System, so that you should not need to update any other systems. Enter all required components, including the percentage weighting each assessment type contributes to the overall module mark. In the 'component descriptions' section, enter any other information about the assessments, including word lengths, duration of presentations etc.

Once all required assessment components have been added, click on the cross in the top right of the screen to return to the template. There is currently no indicator to confirm the amendments have been made, other than that they should now appear in your template.

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## How much Assessment should I Include in my Module?

[Assessment Equivalency Table](#) provides indicative assessment tariffs for a typical taught 10-credit module. As the University expects more formative and authentic approaches to assessment, the indicative model should be used with caution and as a guide, to avoid limiting innovation. Some modules can appear to include a higher weighting of assessments than others depending on the overall programme. Where possible there should be some consistency between modules contributing to programmes in terms of weighting/contribution to overall marks. Where there is variance, this must have a clear rationale.

You should ensure that the programme contains a variety of formative and summative assessment types, relevant to the subject area. The overall assessment load should be fair and balanced, and should not place undue pressure on the students, therefore it is important to look at the programme assessment load as well as the load in each individual module.

Module Coordinators and Programme Directors should consider the overall assessment strategy of the programme whenever new modules are made available, to ensure the overall programme assessment pattern remains balanced. Formative assessments do not need to be included on the assessment system, but staff may find it beneficial to include this on the template to aid the approval process.

For further information and guidance on assessment and feedback approaches, please see the [Code of Practice for Learning, Teaching and Assessment](#).

## Definitions

Please see Swansea University [Guide to Assessment Types](#) that offers advice on different forms of assessment that are best suited for specific learning outcomes. The [Assessment Definitions & Reasonable Adjustments](#) detail key agreed definitions across the University for assessment practices, both on campus and online as well as offer a clear and consistent guidance for supporting students through inclusive practice and reasonable adjustments.

## Feedback on Assessment

Please provide information on how students will receive feedback on their assessed work. Students should normally receive feedback on their work within 15 days of submission, or 20 days if assessment is moderated.

All feedback should be constructive and provide students with sufficient analysis of their work to enable them improve in time for the next assessment. Feedback should also be provided to all students on all modules, regardless of where and how they are delivered.

Where written feedback is provided, it should be provided in electronic format on a basic level, but markers are encouraged to make use of video/audio feedback and other innovative approaches. Markers should avoid providing handwritten feedback to ensure feedback is clear for all students, particularly those with disabilities which may affect their ability to read handwritten text.

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Feedback should be clearly identified to students, to ensure that they understand the value of what they are being provided with. Feedback can be provided in a number of ways including via Canvas, email, verbally, in tutorial meetings (individual or group), via audio recordings or podcasts or via printed feedback sheets.

For further information and advice on how to provide feedback for students, please see the [Approaches to Inclusive Feedback](#).

## Inclusive Assessment

As with learning and teaching practices, the University must, wherever possible, ensure that assessment is accessible to all students, and take anticipatory action during the design of assessment to minimise any changes required to assessment methods to allow students with any restrictions which may impact upon their ability to undertake it (e.g. disability, religion, background, location). It is not sufficient to include a generic statement regarding inclusive assessment.

It is expected that Faculties/Schools will liaise with SAILS, SALT and Student Support Services when developing inclusive assessment approaches, therefore specific information about how assessment is made more inclusive on the module is required.

For more information on how to make the assessment inclusive please see Code of Practice for Learning, Teaching, and Assessment: [Approaches to Inclusive Assessment - Inclusive Assessment Design](#).

## Redeeming a Failure

Please outline how students will redeem a failure in the module. If they fail a component, will they need to repeat only that component or will they need to repeat all components of that module's assessment? A supplementary assessment (Examination or continuous assessment) can be used in place of repeating specific components if required. Please ensure that any supplementary assessment is different from the original assessment, but assesses the module learning outcomes effectively.

The following phrases can be used if required:

- Repeat failed component(s)
- Repeat all assessment components
- Supplementary examination and/or assessment

When a module is being delivered as part of a collaborative programme, redemption of failures must be agreed upon by all collaborative partners.



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## Module Rules, Coordinators and Contributors

### Teaching Block/Semester

Please check the appropriate Teaching Block (Semester) has been selected during the initial setup phase. The display box on this screen is for information only and cannot be changed. If the information is incorrect, please contact IT Support.

### Module Coordinators and Contributors

It is essential that you accurately list the Module Coordinator and all Lecturers which contribute to the module. This information is used by the module feedback process to ensure Module Coordinators assigned to modules are accurately recorded. The Module Coordinator must be a member of University staff. Staff on fixed term contracts may be Module Coordinators, providing there are contingency plans and expertise to deliver the module should the Coordinator leave the University.

To add a member of staff, please follow these instructions:

#### University Employee

##### *Module Coordinator*

Start typing the surname of the Module Coordinator into the box. This should bring up a list of staff from which you can select. If the desired co-ordinator is not on this list please contact the Human Resources department.

##### *Module Contributor*

Click on the cross in the top left hand corner to add a new contributor. Type in the contributor's surname or staff number and this should bring up a list from which you can select. Once selected, this will automatically populate the other fields. Once you have added the contributor, assign an approximate percentage value

to the amount of teaching contributed and click on the green cross. You can repeat this process as often as required.

#### Non-University Employees

Select 'Yes' from the 'Module delivered by non-University employee?' box, and a sub section will appear. Please type the name, organisation and approximate percentage weight of contribution into the section provided, along with a brief statement outlining how you plan to assure the quality of the work they undertake meets the required standards of the University.

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## The Higher Education Classification of Subjects (HECoS)

Topic(s) or Subject(s). Please refer to [JACS Codes](#)

JACS Code	JACS Name	JACS Dept Code	Percent	
A100	Pre-Clinical Medicine	PMSC	100	

Displaying items 1 - 1 of 1

Co-requisite

Associated Module	
No records to display.	

Displaying items 0 - 0 of 0

Pre-requisite

Associated Module	
No records to display.	

Displaying items 0 - 0 of 0

Non-requisite

Associated Module	
No records to display.	

Displaying items 0 - 0 of 0

Enter the appropriate HECoS code(s) for the subject area(s) by opening the list of HECoS codes using the link at the top of the section, clicking on the cross in the top left, and then by adding the relevant code(s) into the box. By typing the first letter of the desired code, a drop down list of all HECoS codes which begin with that letter will be generated. Add as many codes as required, specifying the percentage weighting of each code in the column on the right hand side.

## Module Selection Rules

Please enter any modules which are required to be completed either alongside (co-requisite) or prior to (pre-requisite) the new module (e.g. do students have to complete A101 biology before they can undertake A102, or do they have to undertake both A101 and A102 simultaneously?). For incompatible modules, please enter these in the non-requisite section.

As the University operates a semesterised model to enhance opportunities for student mobility levels 5 and 6, pre or co requisites should be limited. However, if these are required, please discuss with the appropriate Board of Students and Faculty Learning and Teaching Committee and follow the instructions below.

To enter a module, click on the cross and then start typing the module code into the box which appears. If you are unsure of the exact code, type in the first two letters (e.g. PM) and a drop down menu will appear allowing you to select from the list of modules available in that subject area.

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## Canvas and e-Learning Requirements

Please confirm whether a new Canvas site will be required, or if the new module will share a site with an existing module. If it will share a site, please include the relevant module code for the existing site. Please note that it is a requirement for all modules to have a Canvas presence and a minimum standards and content will apply to the Canvas site when the module is approved.

## For What Activities do you intend to use e-Learning?

Please provide a brief overview of any learning activities for which you will use e-Learning, notably Canvas. This can include providing lecture notes and slides, module handbooks, podcasts or videos, in class 'clicker' polls and any other useful information for students relating to the module.

## For What Assessment Activities for you intend to use e-Learning?

Please provide a brief overview of the assessment activities for which you intend to use e-Learning. This could include formative assessments, submission of assessment via Turnitin, the provision of feedback or summative computer based examinations.



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## Administrative Information

### Student Capacity

Please enter the maximum number of students who can enrol on this module, giving due consideration to assessment workload for staff and capacity of available teaching venues. The default setting is 9999, so it is advisable to ensure that you complete this section to avoid the risk of oversubscription.

### How Often Will the Module Run?

Please enter how often the module will run during each session, in general this will be 'once', however you should indicate if the module will run more than once, and if so, when it will run.

### Where will the Module be delivered?

Please specify where the module will be delivered, whether on the main campus, or at other locations (e.g. Local Health Board, Community Sites).



### Does the Module Encroach on Other subject areas or replace an existing module?

Please indicate whether the proposed new module either encroaches on subject matter delivered within another module, and why this is required (you should indicate that any issues have been discussed with subject areas involved).

You should also indicate whether the proposed module is a replacement for an existing module which has been developed, by including the module code of the replaced module.

# Developing New Modules & Reviewing and Enhancing Modules

## Submission, Scrutiny and Approval

Once the new module proforma has been completed, the Module Coordinator should check the information to ensure that it is correct and accurate. Once this has been completed click the 'save as draft' button to ensure the work is saved, and then click on 'validate' to check the data entered is complete. If any of the fields are incomplete, these will be identified on the online template. Once the data has been verified, click 'Submit to LTC' to submit the form to your Faculty's/School's Learning and Teaching Committee for review and approval. This will automatically alert the nominated representative in your Faculty/School.

Once the module has been reviewed at the Faculty/School Learning and Teaching Committee, and any changes required made by the Module Coordinator, the authorised person within your Faculty/School will approve the finalised module. This will alert Student Records automatically, and your module will be added to the online catalogue.

How often will the module run during the session?	<input type="text" value="0"/>	If more than once, when?	<input type="text"/>
Location	<input type="text"/>	Other location	<input type="text"/>
Module to be delivered in collaboration with another organisation?	<input type="text" value="-"/>		
Does the module encroach on other subject areas?	<input type="text" value="-"/>		
Does the module replace an existing module?	<input type="text" value="-"/>		
<input type="button" value="Print"/> <input type="button" value="Save as draft"/> <input type="button" value="Validate"/> <input type="button" value="Submit to LTC"/> <input type="button" value="Approve Module"/>			

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## How is my Module Reviewed and Approved?

The complete module proforma, once submitted, will be reviewed and approved by the relevant Board of Studies, and then by the Faculty/School Learning and Teaching Committee (unless your Faculty/School has a Board with devolved power over curricula decisions).

## How are 'Cross-institutional' Modules Approved?

Cross institutional modules are delivered by Module Coordinators who sit outside of the formal Faculty/School structure, i.e. in Professional Services, where there is no Faculty/School Learning and Teaching Committee to approve. In these cases, the complete proformas are reviewed and approved by Programme Approval Committee.

## What is the Deadline for Module Approval each year?

All new modules should normally be approved by the Faculty/School Learning and Teaching Committee by **31 May** each year, in order to run in the following academic year. Please note there are earlier deadlines for programmes (depending on the level/type), which you will need to consider when developing your module.

Only in exceptional circumstances should any new modules be approved after this date and prior to the start of the next academic session, e.g. unexpected new staff/sudden unavailability of existing staff.

## Why do modules need to be approved by 31 May?

The deadline of 31 May ensures that all modules can be effectively timetabled and planned.

To ensure that the Timetabling Team in Academic Services can effectively schedule all taught modules, the following timeframes have been established for the provision of information regarding new and existing modules:

**Mid April** – Faculties/Schools will be contacted to provide outline information about teaching space requirements for the next academic year. This should include projected requirements for new or amended modules.

**01 June** – Final deadline for submission of initial requirements for teaching space, including new or existing modules.

**End of July** – A draft timetable is released to Faculties/Schools for comment.

**Mid August** – deadline for final changes to timetable

Please ensure that information (actual or projected) for all new or enhanced modules is provided as early as possible.

# Developing New Modules & Reviewing and Enhancing Modules

## How can I use the Module Proforma for Student Information?

The comprehensive central information now stored within the Student Records System through the online Module Proforma and Maintenance system ensures that there is a central, accurate record of module information for staff and students, and negates the need to store information locally. The information, once approved, can form the core of your Student and Module Handbooks, and is also used to populate key information on Canvas. In addition, key elements of the information recorded on the module templates is utilised by the Key Information Sets.

To create a pdf version of the module information, just select 'Print' at the bottom of the template. This can be accessed from the Module Proforma screen and the Module Maintenance screen.

Student capacity	75	
How often will the module run during the session?	1	If more than once, when? <input type="text"/>
Location	On Campus	Other location <input type="text"/>
Does the module encroach on other subject areas?	N/A	
Does the module replace an existing module?	N/A	
LTC Authoriser	N/A	
Original approved proforma	N/A	
		<input type="button" value="Save Changes"/> <input type="button" value="Print"/>

It is vitally important that you keep the online module information up to date through [Annual Module Review](#). It will save you time and resources in not having to update multiple information sources about the module or correct any erroneous information produced by the Faculty/School or University.