

ANGLIA RUSKIN UNIVERSITY

Guidance on the Contents of a Module Guide

The following guidance has been drawn from good practice within Anglia Ruskin and also from research into the approaches taken at other institutions.

The guidance sets out a minimum set of information which should be included in an Anglia Ruskin module guide. Examples are noted under some of the numbered points below. Suggestions are also made in italics regarding items which could be considered as 'enhancement' information which are not required to be included across the board at this time. The guidelines are not intended to provide an exhaustive list of contents nor are they intended to restrict a Faculty or Department from being creative.

A template for the Module Guide has been developed to complement these guidelines and is published in the Procedural Document to support the *Senate Code of Practice on the Assessment of Students* (Appendix B). The template is available at: www.anglia.ac.uk/codes.

It may be appropriate for a Faculty/Department to encourage staff to provide an electronic version of the module guide rather than distributing a paper copy. For example, the Faculty of Science and Technology suggest that Module Leaders make the module guide available to students on a shared drive, as a resource on WebCT or as a web page.

Detailed Contents

1. Front cover including Anglia Ruskin Logo (and that of Collaborative Partners or stakeholders if appropriate) identifying *at least* the Faculty, Department, Module Title and Code, year and period of delivery (eg: Semester, Trimester etc.)
2. Paginated Contents page
3. Contact details of the Module Leader/Module Tutors and, where appropriate, other key staff
4. General introduction to the module which may include details regarding:
 - the academic content of the module (for example an expanded version of box 6a, Module Description from the Module Definition Form [MDF]) and the approach to teaching and learning to be used
 - arrangements for fieldwork, practice placements, practical/laboratory work including any expected costs which will be incurred
 - details of any hazardous activities along with safety guidelines or regulations and procedures in place for minimising risk
5. Intended Learning Outcomes for the module - Explain that Anglia Ruskin modules are taught on the basis of intended learning outcomes and that, on successful completion of the module, students will be expected to be able to demonstrate they have met those outcomes.

Draw attention to the specific sections of the MDF (eg: by pasting in, or referencing, Sec 7 of the MDF, providing additional information and detail to explain what is meant by each outcome).

You may also choose to identify:

- transferable and/or employability skills which the module will develop
- how the module contributes to PDP (if appropriate)
- where the module contributes to the achievement of pathway outcomes for specified pathways.
- where the module contributes to professional competencies

6. Week by week breakdown of delivery

Examples of approaches to this are attached at Appendix 1. Module Leaders should consider including information on the following:

- Detail of topics to be covered in each week
- Detail of any particular activities to be undertaken (e.g. student presentations, formative assessment, guest lecture, practical work, visits etc.).
- Sign posts to relevant reading/websites/resources
- Detail of any preparatory work which must be completed prior to a session

7. Attendance Requirements

The Module Guide template provides generic text for use here but you should also add any attendance requirements which are specific to your module (eg: filed trips etc.).

8. Assessment

The section on assessment should include the following:

- Details of the assessment methods (as per box 9 on the MDF) including percentage weightings, word count or duration, link to module learning outcomes and due date (for coursework assessments).
- Details of the assessment task (e.g. list of essay questions/assignment brief etc.) along with references or other support material. It is recognised that this may not be desirable for all modules.
- The Module Guide template provides generic text about arrangement for submitting work and for obtaining feedback on assessed work
- Assessment criteria (for each assessment element as identified on the MDF). Insert either:
 - Anglia Ruskin's Generic Assessment Criteria and Marking Standards from Appendix 1 of the *Senate Code of Practice on the Assessment of Students* which is available electronically at: www.anglia.ac.uk/codes (NB: these are already provided as part of the electronic template for the Module Guide);

or

- specific customised versions of the Generic Assessment Criteria and Marking Standards which are aligned with Anglia Ruskin's Generic Assessment Criteria and Marking Standards.
- The Module Guide template provides generic text for use with regard to assessment offences and a guide to academic integrity and good academic practice

9. Learning Resources

Provide details of the following:

- recommended texts and journals (it may be considered good practice to identify whether the texts are held within the short loan or main collection in the library. Where students are required to purchase texts it may be useful to include advice on purchase)
- recommended electronic and internet resources including hyperlinks and/or instructions for access
- other resources (e.g. computer rooms, laboratories, specialist equipment or primary resources, resources available at external organisations, bodies or agencies etc.)
- it may also be considered good practice to make available lecture notes etc. in electronic format on a shared drive, as a resource on WebCT or as a web page

10. A copy of the full watermarked MDF from the J: Drive must be included as an appendix. It is essential that this is the watermarked definitive version held on the J: drive and not copies held on personal computers. These are available at *J:\Services\Information\MDFs*.

11. Feedback from students and the Module Report

It is considered good practice to include details of the comments received from students on the previous delivery of the module via the module evaluation form. For example, the Faculty of Science and Technology require module guides to include a summary of the results of the previous module evaluation questionnaire along with a description of action taken in response to comments where the response to any question was 'disagree' or 'strongly disagree'.

At the completion of each delivery of a module, the Module Leader (in consultation with other staff who have taught on the module at both Anglia Ruskin and collaborative partner institutions) completes the Module Report which, once confirmed, is then inserted into the following academic year's version of the Module Guide. The template for the Module Report is published in the Procedural Document to support the *Senate Code of Practice on the Assessment of Students* (Appendix J). The template is available at: www.anglia.ac.uk/codes

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Example A: Faculty of Arts Law & Social Sciences Short Guide to Quality Assurance

Wk	Lecture	Seminar/Workshop	Student-managed learning
1			
2			
3			
4			
5			
6			e.g. Hand in Assignment 1
7			
8			
9			
10			
11			
12			e.g. Hand in Assignment 2

Example B: Business Environment Module Guide, Stuart Wall, 2006**Week 7b) Macro Business Environment 2: International Business Environment****Content**

- European Union
- North America
- East and South-East Asia
- International Institutions
- Free trade and government protectionism

Preliminary reading

Key Text Chapter 14 (pages 573-598)

Seminar questions

Attempt the following questions *before* the seminar

1. Questions on Case Study 14.4 (pages 577-9) and Case Study 14.5 (page 581)
2. Write brief notes on each of the following:
 - a) The case for free trade
 - b) The case for protectionism
3. Think of a specific multinational company. How is the international business environment influencing the prospects for the company you have chosen?

Some of these questions will be discussed in the seminar.

Out of class questions/activities ('student managed learning')

- Attempt Activity 14.3 (pages 590-592). Answers/responses to this Activity question can be found in the Key Text on page 734.
- Answer the questions on the following Case Study

[Students to be given a print out of the mini case study 'World Trade Deal Agreed' from Chapter 14 of the lecturer encrypted website – with questions]