**New Module Template**

1. ***You must complete the New Module Template for each newly proposed module.***
2. **Please check that the Assessment maps to best practice as per Assessment Handbook at** [Assessment Handbook | Academic & Student Affairs | Queen's University Belfast (qub.ac.uk)](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/LearningTeachingandAssessment/Assessment/AssessmentHandbook/)
3. **A new section to capture United Nation Sustainability Goals (SGDs).**
4. ***Please refer to ‘Module Template - Guidance Notes’ which accompany this proforma.***
5. ***Please remove the Guidance Notes before submission to PEM and Education Committee (Quality and Standards) (ECQS).***

# SECTION 1: CORE INFORMATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module code** *(if known)* |  | **Core/Optional** *(yes/no)* |  |  |
|  |  |
| **Module title** |  |
|  |  |
| **Commencing** |  | **Subject****HECoS code** |  |  |
|  |  |
| **Min students** |  | Semester*(Autumn/Spring/Full Year)* |  |  |
| **Max students** |  | Graded*(yes/no)* |  |  |
|  |  |
| **CATS points** |  | UG/PG |  | **Level** |  | Taught/Research |  |
|  |  |
| **Managed by** *(see list)* |  |
| **Programme Co-ordinator** |  |
|  |  |
| **Taught by** *(see list)* | **Primary Teaching Unit** |  | **% contribution** |  |
|  |  |
|  | **Secondary Teaching Unit***(if applies)* |  | **% contribution** |  |
|  |  |
| **Course contents** |  |

**SECTION 2: DESCRIPTIVE INFORMATION**

|  |  |
| --- | --- |
| **Compulsory elements** |  |
|  |  |
| **Learning outcomes**  |  |

|  |  |
| --- | --- |
| **Skills** |  |

**Relevance to the UN Sustainable Development Goals**

Does the module reference sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge?

* Yes
* No

**If yes, is the module:**

* Sustainability-focused
* Sustainability-inclusive

(tick any SGDs where there is significant relevance to the module)

|  |  |
| --- | --- |
|[ ]  1) No Poverty |[ ]  10) Reduced Inequalities |
|[ ]  2) Zero Hunger |[ ]  11) Sustainable cities and Communities |
|[ ]  3) Good Health & Well-being |[ ]  12) Responsible Consumption and Production |
|[ ]  4) Quality Education |[ ]  13) Climate Action |
|[ ]  5) Gender Equality |[ ]  14) Life Below Water |
|[ ]  6) Clean Water and Sanitation |[ ]  15) Life on Land |
|[ ]  7) Affordable and Clean Energy |[ ]  16) Peace, Justice, and Strong Institutions |
|[ ]  8) Decent Work and Economic Growth |[ ]  17) Partnerships for the Goals |
|[ ]  9) Industry, Innovation, and Infrastructure |  |  |

Outline how the module relates to any SDGs that you identify above

**SECTION 3: TEACHING METHODS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Contact Teaching Methods** | **Contact type** | **Number of contacts** | **Total duration** *(hours)* |
| **1.** |  |  |  |
|  |  |
| **2.** |  |  |  |
|  |  |
| **3.** |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Non-Contact Teaching Methods** | **Contact type** | **Number of elements** |  |
| **1.** |  |  |  |
|  |  |
| **2.** |  |  |  |
|  |  |
| **3.** |  |  |  |

**SECTION 4: ASSESSMENT**

|  |  |
| --- | --- |
| **Exam session** |  |
|  |  |
| **Exam liaison officer** | **Name:** |  | **Staff Number:** |  |
|  |  |
| **Assessment Profile:** | **Element type** | **Element weight (%)** |
| **1.** |  |  |
|  |  |
| **2.** |  |  |
|  |  |
| **3.** |  |  |
|  |  |
| **4.** |  |  |
|  |  |
| **5.** |  |  |

**SECTION 5: LINKS**

|  |  |
| --- | --- |
| **Pre-requisites** |  |
|  |  |
| **Co-requisites** |  |
|  |  |
| **Supplementary Notes** |  |

**Module Template - Guidance Notes**

(The following gives guidance on each of the fields in the Module Template)

***Please remove the Guidance Notes before submission to PEM and ECQS***

|  |  |
| --- | --- |
| **Module code** | Module code number |
|  |  |
| **Module title** | Title of module |
|  |  |
| **Commencing** | Year and semester of first/next delivery e.g. 0304S2 |
| **HECoS Subject Code** | Enter the appropriate HEcoS subject codes and associated percentages. See <https://www.hesa.ac.uk/innovation/hecos> for further information |
|  |  |
| **Students****(Min: Max:)** | Minimum / maximum number of students which should be permitted to enrol for this module |
|  |  |
| **CATS points** | Usually 20 CATS points per (single) undergraduate module (20pts x 6 modules x 3 years = 360 CATS) |
|  |  |
| **UG / PG**  | Undergraduate or Postgraduate |
|  |  |
| **Course Level**  | The level at which the module is offered ( 1 for a Level 1 module) |
|  |  |
| **Taught/****Research** | Whether the module is primarily Taught or Research |
|  |  |
| **Managed by****Programme Co-ordinator** | The academic unit which is putting on the moduleIdentify the Programme co-ordinator for the programme. |
|  |  |
| **Taught by** | The academic unit(s) which will be responsible for teaching the module, including percentage contribution. |
|  |  |
| **Course Contents** | Describe the academic content of the module. |
|  |  |
| **Compulsory Elements** | Compulsory elements must be successfully completed in order to pass the modules and therefore only elements which can be monitored should be included under this heading. Lecture, seminar or tutorial attendance should not be listed unless the percentage attendance required is specified. |
|  |  |
| **Learning Outcomes** | Statements of what the learner is expected to know, understand and be able to do on completion of the module, not what the module aims to provide e.g. *'students should acquire knowledge and understanding of econometric models and will be able to apply these for forecasting purposes’*, not *‘the module provides students with an opportunity to apply econometric models for forecasting purposes’.*  |
|  |  |
| **Skills****Sustainability challenges** **Sustainability-focused courses****Sustainability-inclusive courses** | Describe the skills acquired with taking this module.The Association for the Advancement of Sustainability in Higher Education (AASHE) defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the [Earth Charter](http://earthcharter.org/) and/or the targets embedded in the UN [Sustainable Development Goals](http://www.aashe.org/wp-content/uploads/2017/09/un_sdgs_and_targets.pdf) (SDGs). The course title or description must indicate a primary and explicit focus on sustainability to count as sustainability-focused. This includes: * Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainable Development, Sustainability Science).
* Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry, Sustainable Agriculture, Sustainable Business).
* Courses with a primary and explicit focus on a major sustainability challenge (e.g., Climate Change Science, Environmental Justice, Global Poverty and Development, Renewable Energy Policy). The focus of such courses might be on providing knowledge and understanding of the problems and/or the tools for solving them.

The course title or description does not have to use the term “sustainability” to count as sustainability- focused if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challengeIf the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as sustainability-inclusive (see below). To count as sustainability-inclusive, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts throughout the course.  |
|  |  |
| **Contact Teaching Methods** | For each contact teaching method employed (Lectures, Seminars etc.) specify the number of each and the total number of hours applying (e.g. for 10 lectures, each 2 hours, enter 10 and 20).” **Please note that the notional learning time is normally calculated on the basis of 10 hours per 1 CATS point i.e. 200 hours per undergraduate module.** |
|  |  |
| **Non-Contact Teaching Methods** | For each non-contact teaching method employed (Essays, Projects etc.) specify the number of elements involved.  |
|  |  |
| **Exam Session** | Identify the examination session applying to this module. |
| **Assessment Profile** | Each additional assessment component should be added along with its weight (in % terms). Please check that the Assessment maps to best practice as per Assessment Handbook at[Assessment Handbook | Academic & Student Affairs | Queen's University Belfast (qub.ac.uk)](https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/LearningTeachingandAssessment/Assessment/AssessmentHandbook/) |
|  |  |
| **Pre-requisites** | A prerequisite is a prior requirement for admission to a particular module e.g. a qualification of GCSE or A-Level standard or another module which must be passed. |
|  |  |
| **Co-requisites** | A corequisite is a module which is a requirement for a specific degree pathway and must be taken in conjunction with another module which is also a requirement. |
|  |  |
| **Supplementary Notes** | Include additional relevant information which does not fit into any of the above categories e.g. ‘*This module may only be taken if specified on an approved Degree pathway”* or *“This module is not available to students who have already taken module ABC123’* |

 June 2023