Exemplar for PG Online Template – Module Descriptor

This resource can be used as an example of how a Module Descriptor section of the PG Online Course template is populated in the case of the following module:

Module Title: Introduction to Engineering for Climate Action.

This section is contained in Appendix 6 of the PG Online Course Template

Module no. 1 title:	**Introduction to Engineering for Climate Action**
Module code and mode of delivery	CEPCA004 Online Delivery
Module ECTS Weighting	10 ECTS
Semester of delivery	Year 1: Michaelmas and Hilary Semesters
Module Contact and Independent Study Hours **5 ECTS = 125 student learning hours**	Contact via online sessions = 24 hours Directed learning = 48 hours Independent Study = 120 hours Assessments = 58 hours
Module Coordinator	Name
Module teaching staff & academic titles	Name(s) and title(s)
Module aim	This module aims to develop a student's capacity to review, plan and prepare information relating to the delivery of climate action measures and to apply this knowledge to develop a climate action project, within their own context.
Module learning outcomes (Approx 5)	On successful completion of this module students should be able to: MLO.1 Design and execute independent quantitative and qualitative research. MLO.2 Orally present and defend project results. MLO.3 Research, synthesize and present evidence for organisational negotiations in delivering climate action measures. MLO.4 Appraise and plan policy in support of engineering solutions for climate action. MLO.5 Evaluate, analyse and document learning and reflection on thematic climate action topics.

Module assessment, separate components and their weighting to be mapped into SITS	MAC1: Thematic Project Discussion through Forums: 20% (MLO.5) MAC2: Report on Stakeholder Perspectives via Survey/Interviews: 30% (MLO.1) MAC3: Oral Presentation on Stakeholder Perspectives: 10% (MLO.2) MAC4: Participate in Organisational Negotiations for Climate Action: 20% (MLO.3) MAC5: Policy Plan for Delivery of Climate Action Measures: 20% (MLO.4)
Module Teaching and Learning approaches	Problem based learning pedagogy. Online synchronous sessions of 1 hours per fortnight for a flipped learning approach. Learners will be asked to engage with learning materials prior to the synchronous sessions and attend live guest lecture sessions (12). Learners will be required to prepare responses to problems posed within the learning materials which will then be discussed in the live classes. Asynchronous forums will be used to continue discussion outside of the live class. Each student's background may influence their approach and priorities for climate action; therefore, peer-learning opportunities that enable the sharing of views and experiences through discussions and group work, will be provided. Group discussion sessions will be organised that reflect real world organisational negotiations on climate actions, and students will be asked to prepare individually for such sessions.
Module Specific Online environment(s) required to deliver the module, if appropriate	Blackboard will be used to deliver the module. Group tools such as those available on Microsoft teams, or platforms of the learner choice, will be used for group work. Access to data analysis software will be required for research purposes.
Learner supports provided	The module structure and assessment requirements will be clearly signposted in Blackboard and aligned with information in the programme handbook. One to one learner support sessions, will be provided through a booking system at various junctures throughout the module.
Module description—content	• Theoretical considerations of climate action measures within the field of engineering • Appraising effective climate action measures across different stakeholder groups • Policy development regarding climate action • Negotiating agreement on climate action measures • Conducting and presenting research into different stakeholder groups perspectives on climate action