**Module Template for New and Revised Undergraduate Modules[[1]](#footnote-1)**

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| --- | --- | --- | --- |
| **Module Code** | |  | |
| **Module Name** | |  | |
| **ECTS credit weighting** | | 5 ECTS / 10 ECTS | |
| **Semester taught** | | Semester 1 / Semester 2 / Semester 1 & 2 | |
| **Module Coordinator/s** | |  | |
| [**Module Learning Outcomes**](https://www.tcd.ie/academicpractice/teaching-learning/programme_and_module_design/writing_aims_and_learning_outcome/) **with embedded** [**Graduate Attributes**](https://student-learning.tcd.ie/assessments/graduate-attributes/) | | State the module learning outcomes and ensure that each outcome is mapped to one or more programme learning outcome.  In writing learning outcomes please provide clear statements of learning attainment that each start with an [explicit and assessable verb](https://upload.wikimedia.org/wikipedia/commons/2/24/Blooms_rose.svg). Specific Graduate Attributes should not be stated separately at the module level but should influence the drafting of learning outcomes statements. Please refer to [resources](https://www.tcd.ie/academicpractice/resources/programme_and_module_design/writing_aims_and_learning_outcome/index.php) developed by Academic Practice. | |
| **Module Content** | | Please provide a brief overview of the module of no more than 350 words written so that someone outside your discipline will understand it. | |
| **Teaching and Learning Methods[[2]](#footnote-2)** | | What types of teaching and learning strategies will be used to support students in achieving the learning outcomes? Consult the following resources from Academic Practice:  [Teaching strategies](https://www.tcd.ie/academicpractice/resources/programme_and_module_design/teaching_strategies/index.php)  [Assessment design](https://www.tcd.ie/academicpractice/resources/Gateway_to_Assessment/staff/digital_assessment_design_and_delivery.php)    What is the rationale behind the selection of these strategies (approaches)?   * How do they support the learning required to achieve LO? * How do they support students in completing the assessments? * How do they align with the mode of delivery and with the contact and independent study hours outlined above? | |
| **Assessment Details[[3]](#footnote-3)**  **Please include the following:**   * **Assessment Component** * **Assessment description** * **Learning Outcome(s) addressed** * **% of total**   **It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.** | |  |  |  |  | | --- | --- | --- | --- | | Assessment Component | Assessment Description | LO Addressed | % of total | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   *Please describe both formative and summative assessment components, noting how the assessment(s) enable learning and enable demonstration of the achievement of the learning outcomes. Please include % weighting of summative assessment components, which should be carefully balanced between groupwork and individual components.*  *Each Assessment component should be clearly aligned to the learning outcomes. Please outline each assessment component, and the assigned LO(s) in the table below.* | |
| **Contact Hours and Indicative Student Workload[[4]](#footnote-4)** | |  | | --- | | **Contact hours:** | | **Independent Study (preparation for course and review of materials):** | | **Independent Study (preparation for assessment, incl. completion of assessment):** |   *Consider how much time an average student needs to invest in the elective to demonstrate the learning outcomes at threshold level. Take into account attendance and time for preparation, including self-study, for all teaching, learning and assessment associated with the module. Workload should be commensurate with ECTS size, which is equivalent to 100-125 student learning hours.* | |
| **Inclusive Curriculum** | *All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)*   |  |  | | --- | --- | |  | ***PLEASE TICK*** | | 1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.? |  | | 1. Have you adapted your resources and teaching materials taking into account Trinity’s Accessible Information Guidelines (<https://www.tcd.ie/disability/teaching-info/TIC/materials.php>)? |  | | 1. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic? |  | | 1. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design   *(i.e. supports engagement and representation of* ***all*** *Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See:* [Universal Design for Learning - AHEAD](https://www.ahead.ie/udl) *for more information and guidance, and* [Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)](https://www.tcd.ie/equality/projects/inclusive-curriculum/) *for insights from Trinity students)* | | |  | | | |
| **Indicative Reading List**  **(approx. 4-5 titles)** |  | |
| **Module Pre-requisite** |  | |
| **Module Co-requisite** |  | |
| **Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.** |  | |

1. [An Introduction to Module Design](http://www.aishe.org/wp-content/uploads/2016/01/3-Module-Design.pdf) from AISHE provides information on designing and re-designing modules. [↑](#footnote-ref-1)
2. [Trinity-INC](https://www.tcd.ie/equality/projects/inclusive-curriculum/InclusiveCurriculumResources.php) provides tips and resources on how to make your curriculum more inclusive. [↑](#footnote-ref-2)
3. <https://www.tcd.ie/academicpractice/resources/assessment/> [↑](#footnote-ref-3)
4. https://www.tcd.ie/academicpractice/resources/assessment\_workload/ [↑](#footnote-ref-4)