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Module

likely to be used with learners directly as they will be duplicated in the module handbook so you need to ensure that they are written to be accessible to this audience.

When developing the module learning outcomes, please indicate in brackets after the text which KSBs the learning outcome relates to.

Guidance on the writing learning outcomes appropriate to the level of study can be found in the OfS [sector-recognised standards](#) and [Bloom's Taxonomy](#).

Example of a well written learning outcome:

a) "Propose solutions to a range of project management situations across the creative industries"

Reason: specific enough to be assessed yet wide enough to give students scope to adapt to their own ideas and work.

b) "Critically ev

Essential component

This follows the same logic as the minimum threshold mark, above. Setting an assessment task as essential means that to pass the module a student must gain an at least an aggregate module mark of 40% in an undergraduate module or 50% in a postgraduate module and have achieved at least the minimum threshold percentage in the individual task(s) marked as essential. As above, this must be clearly explained to students. To mark an assessment task as essential please put an X in the essential component box.

In the undergraduate scheme essential components should only be set in discussion with the faculty's Associate Dean (Academic), and where there is a strong rationale, usually related to professional accreditation.

For postgraduate modules essential components can be set at the discretion of the programme board which owns the module.

For apprenticeships the End Point Assessment (EPA) module is a must pass module and all components of this module will need to be marked as essential.

Please note: essential components

If essential is ticked and the minimum threshold is left blank, the threshold will default to 40%, or 50% for postgraduate modules. If the threshold is not 40% or 50% please put the relevant percentage figure in the minimum threshold column.

Please remember that the use of essential components may result in students who have an overall module passmark failing the module. If used, their use is not optional and must be applied across the whole programme cohort. Their use is normally limited to meeting PSRB requirements.

Anonymously marked

As per main guidance.

Assessment notes

Any relevant notes on the assessment regime described in the assessment table can be entered here, for example, brief additional details about the assessment tasks and their relationship to the module's learning outcomes. If any of the assessment tasks have been designated as must-pass i.e. EPA, or have had a minimum threshold mark set against them, a brief rationale should be provided in this section.

Details of any formative assessments leading to summative assessments can also be included here. This is particularly useful where a module is assessed by one 100% summative component.

If any of the assessment components are pass/fail this should be recorded in the assessment notes field.

Reassessment

As per main guidance.

Expected methods of delivery during off the job hours

Please describe, in language accessible to learners and other stakeholders, how the module will be delivered (for example by distance learning, work-based learning, lectures, seminars, lab sessions etc). Ple

	characterized by project-based work on complex and open-ended problems, typically involving the rapid iteration of design solutions with frequent formal and informal critique, involving interaction with peers as well as staff. The major goa l of studio teaching is to guide students through the design process, while simultaneously teaching them about design
Synchronous session	a live session delivered via an online Web/VLE platform
Asynchronous session	an independent 'stand -alone' session delivered via a Web/VLE platform which has been pre-created to deliver academic content for access by students at their own -pace. Content is available 24 hours daily, 7 days a week
Online lecture	a formal teaching session which is structured to impart guidance/learning/information to students on-line but, which is used in collaboration with interactive educational content, providing opportunities to engage
Online seminar	a smaller group meeting, wh ich is supported online vis4g.36 126.