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

|  |  |  |  |
| --- | --- | --- | --- |
| **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/) | | On successful completion of this module, students should be able to:  LO1.  LO2.  LO3.  LO4.  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. | |
| **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)** | | e.g., what means of engagement and formats are used -lectures, seminars, online learning via VLE, field trips, laboratories, practice-based etc… | |
| **Assessment Details[[3]](#footnote-3)**  **Please include the following:**   * **Assessment Component** * **Assessment description** * **Learning Outcome(s) addressed** * **% of total** * **Assessment due date**   **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 | Week due | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | |
| **Reassessment Requirements** |  | |
| **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):** | | |
| **Indicative Reading List**  **(approx. 4-5 titles)** |  | |
| **Module Pre-requisite** |  | |
| **Module Co-requisite** |  | |
| **Module Website** |  | |
| **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)