

GENERAL INFORMATION ABOUT MODULES

What is a Module?

A module represents a self-contained fraction of a student's workload for the year and carries a unique examination/assessment mark. The size of a module is indicated by its credit weighting.

Individual modules are grouped together to make up degree programmes. They may also be grouped together to make up subjects, which in turn may be grouped together to make up degree programmes.

Each module has a unique 6-character code, which contains information about the module. The first two characters EN in the module EN1001, for example, indicate the subject area of the module (in this case an English module), the third character indicates the year or level (in this case a First Year or Level One module), and the remaining three characters 001 identify the particular module within the subject area.

What are Credits?

Credits are the value allocated to modules to describe the student workload required to complete them. The number of credits allocated to each module will vary depending on the fraction of programme workload it accounts for. An undergraduate module may equal 5, 10, 15 or 20 credits. Each academic year (9 months) of an undergraduate degree programme is worth 60 credits and each calendar year (12 months) of a taught postgraduate programme is worth 90 credits. This is based on the European Credit Transfer System (ECTS), which provides common procedures to guarantee academic recognition of studies at institutions offering ECTS-based programmes.

What is the Book of Modules?

The Book of Modules (<http://www.ucc.ie/modules/>) contains the module descriptions for all modules offered in that year. It is designed for use with the Academic Programme Catalogue (<http://www.ucc.ie/calendar/>). These contain the regulations relating to undergraduate and postgraduate programmes and indicate which modules belong to which programmes. Students should refer to the Book of Modules (<http://www.ucc.ie/modules/>) to find out about individual modules and to the Academic Programme Catalogue (<http://www.ucc.ie/calendar/>) to find out about how modules are grouped together to make up programmes.

Key to Terms used in Module Descriptions

Each module is described in detail in the Book of Modules (<http://www.ucc.ie/modules/>) using the following headings:

Module Code and Title: Each module has a unique 6-character code, which contains information about the module. The first two characters EN in the module EN1001, for example, indicate the subject area of the module (in this case an English module), the third character indicates the year or level (in this case a First Year or Level One module), and the remaining three characters 001 identify the particular module in the subject area. The module code is followed by the title of the particular module.

Credit Weighting: The size of a module is indicated by its credit weighting. The number of credits allocated to each module will vary depending on the fraction of programme workload it accounts for. The notional student workload for each 5 credits is 125 hours. An undergraduate or taught

postgraduate module may equal 5, 10, 15 or 20 credits. The research element of a taught Master's programme may equal 30 credits or more.

Semester(s): UCC uses a semester-based system for learning and teaching (semesterisation). This section lists the semester(s) within which the module is taught and assessed. Semester dates are available here (<https://www.ucc.ie/en/registration/dates-procedures/>).

No. of Students: Indicates the maximum quota and/or minimum number of students required for the module to be taught, where applicable.

Pre-requisite(s): Pre-requisites relate specifically to individual modules and indicate any prior requirement for admission to a particular module. A pre-requisite is represented by a module code. Minimum entry requirements and programme/subject requirements are contained in the General Information section of the *Academic Programme Catalogue*.

Co-requisite(s): Indicates the code(s) of module(s) that must be taken in conjunction with a particular module. Co-requisites do not include core modules, which must be taken by all students in the programme and which are listed in the *Academic Programme Catalogue* under each programme.

Teaching Methods: The information under this heading details how the module is taught in hours per lecture, tutorial, laboratory session, field work, etc.

Learning Methods: The information under this heading details the learning activities that students are expected to undertake in addition to the Teaching Methods. Only non-contact hours are detailed here.

Module Co-ordinator: Indicates the name and department of the academic staff member with responsibility for teaching and examining the module.

Lecturer(s): Indicates the name(s) and department(s) of staff teaching the module.

Guest Lecturer(s): Indicates the name(s) of non-UCC staff invited to give a lecture or talk on a topic related to the module.

Module Goal: Reflects what a student will know or be upon successful completion of the module.

Module Content: This is a general overview of the topics and areas covered in the module. More detailed information is available from the Module Co-ordinator, whose name is indicated in the module description.

Learning Outcomes: Indicate what the student will be able to do upon successful completion of the module..

Examination and Assessment: This section indicates the total marks for the module, as well as giving a breakdown of each element of assessment associated with it, e.g. Total Marks 200: Written Examination 100 marks; Oral Examination 50 marks; Continuous Assessment (2 x 1,000-word essays; 1 Multiple Choice Questionnaire [MCQ]) 50 marks. Written Examinations usually take place in Winter for Semester 1 modules or Summer for Semester 2 modules, but in some instances they take place in Spring or at other times of year, as indicated in the module descriptor.

Continuous Assessment may include any of the following: Practicals, Projects, Laboratory Reports, Essays, Seminars, In-Class Tests, and/or any other elements specified by the department.

Penalties (for late submission of Course/Project Work etc.): Indicates the penalty, if any, to be imposed e.g. for late submission of Continuous Assessment.

Pass Standard: Indicates the pass standard as a percentage of the total marks for the module overall (usually 40%).

Special Requirements for Passing Module: Indicates any special requirements, in addition to achieving the pass standard, in order to pass the module. For example, in some modules, students must pass Continuous Assessment and the Written Examination independently to pass the module.

Supplemental Examination and Assessment: Indicates the requirements for repeating a module examination at the Supplemental Examination, including any differences from the Winter/Spring/Summer Examination.

Teaching and Learning Methods Definitions

Teaching Methods

Lectures: (<https://www.nottingham.ac.uk/studyingeffectively/studying/teaching/lecture/>) A teaching method that seeks to give students a clear overview of their subjects, and students gain an insight into the breadth and depth of study that will be expected of them in assessments.

Clinical Care: A teaching method that prepares students for patient care and other aspects of a professional practice; most of the learning occurs during clinical rotations or practice experiences in the patient care setting.

Clinical Simulation: (<https://www.healthysimulation.com/clinical-simulation/>) A teaching method that replicates real-world healthcare scenarios in an environment that is safe for education and experimentation purposes. It can be broadly defined as the use of tools, devices, and/or environment to mimic a particular aspect of clinical care.

Tutorials: (<https://www.nottingham.ac.uk/studyingeffectively/studying/teaching/tutorials/>) A teaching method that includes small group or individual meetings with an academic member of staff.

Workshops: (<https://www.teachmint.com/glossary/t/teaching-workshop/>) A teaching method that incorporates a face-to-face meeting in which a group of participants engage in deep discussion, gain knowledge, discuss ideas, and take part in practical activities on a particular subject.

Fieldwork: (<https://www.adcet.edu.au/inclusive-teaching/teaching-assessment/fieldwork-and-placement/>) A teaching method that allows students to learn through direct implementation of their future professional roles in real workplace settings. It prepares students for meaningful and productive participation in industry, the workforce and the community.

Practicals / Laboratories: (<https://www.nottingham.ac.uk/studyingeffectively/studying/teaching/practicals/>) A teaching method that is designed to allow students to practise and develop a wide range of discipline-based techniques and personal skills.

Mentoring / Coaching: (<https://www.mdpi.com/2227-7102/11/10/574/htm/>) A teaching method that helps to encourage, challenge, and motivate students to be focused on their specific goals, setting up action plans, and implementing the plan of actions with more self-discipline.

Online Synchronous (Live) Activities: (<https://www.brynmawr.edu/news/asynchronous-vs-synchronous-learning-quick-overview/>) A teaching method that refers to all types of learning in which learner(s)

and instructor(s) are in the same place, at the same time, in order for learning to take place, including live online meetings when the whole class or smaller groups get together.

Problem-Based Learning ([https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-\(pbl\)/](https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl)/)):

A teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).

Research Training: Actions aimed at training researchers.

Seminars / Webinars: (<https://www.nottingham.ac.uk/studyingeffectively/studying/teaching/seminars/>) A teaching method that provides an opportunity for a group of students to discuss and analyse a range of new material, ideas and concepts together with the tutor.

Site Visits: (<https://www.cps.edu/academics/work-based-learning/toolkit/site-visit/>) An activity in which students visit a workplace, learn about the business, meet employees, ask questions, and observe work in progress.

Work Integrated Learning: (<https://ife.gov.mt/work-integrated-learning/#:~:text=The%20WIL%20concept%20aims%20to,knowledge%20and%20work%2Drelated%20activities>) The term given to educational activities that integrate academic learning of a discipline with its practical application in the workplace (e.g., work placement, work experience, work-based learning). The aim is to ensure that students develop the ability to integrate their learning through a combination of academic and work-related activities.

Learning Methods

Online Asynchronous (Any Time Learning) Activities: (<https://sphero.com/blogs/news/autonomous-asynchronous-learning/>) Asynchronous learning means that students access information, demonstrate what they learn, and communicate with classmates and educators on their own time. That means that students don't have to be in an online class all at the same time.

Independent Enquiry: (<https://www.teachingexpertise.com/articles/developing-independent-enquirers-introducing-enquiry/>) A learning method that involves the ability to use and combine the entire spectrum of thinking skills from information processing to reasoning, from creativity to evaluation.

Directed Learning: A learning method where the teacher identifies the objectives, teaching content and learning activities to be developed by the student.

Autonomous Student Activities: (<https://sphero.com/blogs/news/autonomous-asynchronous-learning/>) This learning approach means that students have autonomy over their learning activities and based on their learning needs take individual decisions according to their personal goals and the learning outcomes that they need to achieve.