

Introduction to the 1000 & 2000 Level Module Catalogue

The main body of the Catalogue is presented in Sections relating to the Academic Schools in the University. In addition, there are sections for Interdisciplinary Modules (section 23), English Language Teaching Modules (section 24), Evening Programme Modules (section 25) and Distance Learning Modules (section 26).

Explanation of Fields in Module Entries

Module number and Title. Self-explanatory - module numbers are unique. The third character indicates the module level.

Academic Year. The academic **session** (whether current or planned) in which the module will be offered.

SCOTCAT Credits. The number of credits associated with a module gives an indication of the amount of learning involved. For example, 1000-level modules in the School of Art History are each worth 20 credits. One credit represents the outcome achievable by the average student through 10 notional hours of learner effort. In practice, one full-time undergraduate year is considered to be 120 credits worth of learning (or 1,200 notional hours of learning).

SCQF Level. The **Scottish Credit and Qualifications Framework (SCQF)** Levels provide an indication of the complexity of qualifications and learning. See <http://scqf.org.uk/wp-content/uploads/2014/03/SCQF-Revised-Level-Descriptors-Aug-2012-FINAL-web-version1.pdf>

Semester. The Semester or Semesters in which the module is taught. 'Whole Year' means that it is taught across the two semesters. The St Andrews teaching year has two semesters (September - December, and January - May).

Availability Restrictions. If a module is available but with constraints, these particular restrictions will be clarified in this field.

Planned Timetable. Where a single time is given (e.g. 9.00 am) the class meets for one hour. If days of the week are not specified, the class meets every day from Monday to Friday, with the usual exception of Wednesday afternoons. Further details may be provided in this field.

Description. This is a brief statement of the content of a module.

Pre-requisite(s). Modules or qualifications which must be passed prior to this module. Modules may have pre-requisites reflecting the assumption that they build upon previous knowledge gained. So, for example, the pre-requisite for entry to 2000-level modules in French is a pass in either or both of the 1000-level modules. In the case of certain modules, largely 1000 level, pre-requisites may be framed in terms of specified passes at Higher or A-level. The Head of the relevant School has the authority to waive a pre-requisite. Where the pre-requisite is not simply a pass in another module but includes a grade (eg, '11 or better') the number refers to the 20-point reporting scale.

Co-requisite(s). A module which must be taken in the same academic session as the one listed.

Anti-requisite(s). Students may **not** take a module if they have already passed or are currently taking any module or other qualification specified as an anti-requisite to it.

Required for. This field indicates where a module is required to be passed, as a pre-requisite for another module.

Programme module type. This indicates how the module fits into various programmes of study and whether it is compulsory or optional - see below.

Compulsory / Optional. In the 'Programme module type' field, modules are identified as either 'Compulsory' or 'Optional' for a programme or group of programmes. 'Compulsory' modules must be taken for the programmes named. Modules defined as 'Optional' are appropriate to fulfil degree credit requirements for the named programme(s). Students may select 'Optional' modules and will be allowed entry to those modules which are agreed with their Adviser of Studies for each year of study.

Learning and Teaching Methods and Delivery. This gives the anticipated **Weekly Contact** hours with academic staff and the formal breakdown of **Scheduled Learning/Guided Independent Study** as defined by the Quality Assurance Agency (QAA).

Weekly Contact. This will be an indication of the weekly teaching provision for each student. Where the pattern of teaching varies from week to week, **the average weekly contact is given**. Various activities may be included. (tutorials, laboratory work, practical sessions, lectures, fieldwork, consultation hours etc).

Scheduled Learning - time spent with an academic member of staff.

Guided Independent Study - time which a student is expected to undertake alone but often under direction.

Assessment pattern. A brief description of the distribution between assessed coursework and formal examination. A percentage breakdown of which elements of assessment qualify in each Quality Assurance Agency (QAA) defined

Introduction - 1000 & 2000 Level - 2017/8 - August 2017

category are also given. These may match the narrative description ("As used by St Andrews"), or they may differ slightly because some elements of Coursework (Class Tests for example) can be considered Written Examinations in a QAA context.

Re-assessment pattern. This is the method by which a module will be re-assessed if it is failed in the main assessment.

Module Co-ordinator. The academic member of staff responsible for this module, or the contact point for further information.

Module teaching staff: One or more academic members of staff who are planned to deliver the content of the module.

Additional information by Schools: Self-explanatory.