Unit Specification

*NOTE: No text should exceed 3500 characters (including punctuation)*

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| UNIT SPECIFICATION *Please note: the following information will be displayed in the publicly available unit catalogue*  The unit specification contains the definitive source information about the requirements of each unit's assessment. The details which are included in the unit specification require formal approval. These must be worded precisely but need not detail elements which might change from year to year without fundamentally altering the nature of the unit and its assessment. |
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| Department or School – and for new units the department/school code Please note that the code selected will determine the first 4 characters of the code in SITS, please see - <http://www.bristol.ac.uk/academic-quality/approve/onlineapprovaltool/sitscodes.html> |
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| Unit Code (revised units only) |
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| Unit Title (not editable unless setting up a new unit) |
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| Credit Points (not editable unless setting up a new unit) 1 credit point normally equals 10 hours total student input (including study, revision and exams) |
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| Level of Study (not editable unless setting up a new unit) For further information on levels please see [national level descriptors](https://www.bristol.ac.uk/academic-quality/approve/faqs/levels.html/) |
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| Academic year (new units only) 1st academic year of entry for students, e.g. 2026/27 |
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| Unit Director A Unit Director must be a member of University member of staff. For further guidance for Unit Directors please see: [unit-director.pdf](https://uob.sharepoint.com/:b:/r/teams/grp-qaframeworkdocuments/Common%20Role%20Profiles%20and%20Committee%20ToR/Common%20Role%20Profiles/unit-director.pdf?csf=1&web=1&e=PrtIcE) |
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| Open Unit Status Please state if the unit is an open unit, as defined in the open units scheme at:[www.bristol.ac.uk/academic-quality/approve/openunits/](http://www.bristol.ac.uk/academic-quality/approve/openunits/). *From 21/22 this will only be editable by AQPO.* |
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| Unit Information (previously called Unit description) Include the following two headers in this section: Why is this unit important? [150 words] This is the first thing students will read. Inspire them! Give them a sense of why it will be invaluable for them to study it. For mandatory units: explain the rationale for its status; for optional units: this is the text you will use to recruit students to the unit. How does this unit fit into your programme of study [100 words] Give a sense of the context within the overarching narrative of the programme. NB that a unit may fulfil different purposes in different programmes, and this should be made clear (e.g. in Single Honours programmes the unit covers a core disciplinary competency, as an option in other programmes it complements core units or allows students to appreciate further contexts, etc.). If the unit is must pass on some or all programmes, make this clear. |
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| Units you must take before you take this one (pre-requisite units) Please list all units which must be taken *before* starting this unit or state ‘none’. |
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| Units you must take alongside this one (co-requisite units) Please list all units which must be taken *alongside* this unit or state ‘none’. |
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| Units you must not take alongside this one Please list all units which students must not take or state ‘none’. |
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| Your learning on this unit (previously called Intended Learning Outcomes) Include the following three headers in this section [250 words]: An overview of contentHow will students, personally, be different as a result of the unit what you know, how you think and what you can do. Learning Outcomes distinct from what students will learn. Keep them direct, student-facing and concise – no more than three or four. Where possible link outcomes to the [Bristol Skills Framework](https://www.ole.bris.ac.uk/bbcswebdav/courses/Study_Skills_2016/PDP/Skills%20framework/index.html#/id/5f3d46bd02b59503800af557;). Highlight any features which prepare students for employability or other skills which students may deploy after graduation. See [guidance on producing learning outcomes](https://www.bristol.ac.uk/academic-quality/approve/approvalguidance/intendedlearningoutcomes/) |
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| How you will be assessed (previously called Assessment Information) Include the following three headers in this section: Tasks which help you learn and prepare you for summative tasks (formative): Give a brief rationale for the formative, indicating how it links to the summative. Include details of specific formative assessment points – what will students have to do and what kind of feedback can they expect. Include information about the timing of these tasks. Tasks which count towards your unit mark (summative): Include brief details of any summative assessment task(s). For each summative assessment, include:   * type (e.g. exam, timed assessment, coursework essay, group presentation, recital, osce, etc.) * duration (e.g. 2-hour exam, 10 min presentation) or the required length of the submission (e.g. 2000 word essay, 15 minute podcast) * which ILOs are tested * proportion of unit mark which the assessment contributes   If there are special features to the assessment, e.g. some elements are aggregated whilst others are must pass/ pass mark differs from university standard, explain clearly here. Include information about the timing of these assessments.  Consider the rationale for the overall volume of assessment, and for the ratio of formative to summative. When assessment does not go to plan This section outlines re-assessment arrangements for students who have not been able to take or pass a summative assessment. The re-assessment task must demonstrate achievement of the learning outcomes covered by the original assessment task. Any special arrangements for referrals must also be clearly stated here e.g.: Will the re-assessment task take a different form to the original assessment? If there is Group assessment what arrangements will be made for the reassessment of group work – in particular, how will individuals who failed a group-work assessment be re-assessed? If student numbers permit, will a new group be constituted by the unit leader – if so, how will that new group be supported? Or will individual/reflective work be set? |
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| How you will learn (previously called Teaching Information) Help students not just to be clear about the different learning activities they will do and understand the learning approach (student-centred; interactive; applied; inquiry-based; reflective; linked to industry; problem-based etc.) but also why these ways of learning are best suited to the unit, the learning outcomes and the assessment choices. Include here formative exercises which do not contribute to the summative grades |
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| Reading and References This section will be replaced from 21/22 with a piece of text linking to the University’s Resource Lists. As all sections must be completed, please state n/a here. **For new units** please provide an indicative resource list (or link to draft Talis resource list) in the approval form section. |
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| Teaching Block State multiple teaching blocks if this unit runs more than once per year. If the teaching block is changing please state which block it was and which it is moving to. |
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*There is normally no need to specify further details in the unit form which might vary from year to year. For instance, do not normally include details about the breakdown of questions within an exam, guidance about the components to be included in a podcast, etc. These details should be communicated to students in the unit handbook or Blackboard pages from year to year.*

*The unit form also asks for details about how assessment will be carried out in a reassessment period. In many cases this will be the same as in the first assessment period, but consider how group assessments, lab work or other assessments requiring resources and collaboration might operate if a student were unable to take the assessment at the normal time, or if they failed at the first attempt.*