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| Module Specifications Document (Form B)Submission of a new module or changes to an existing module | Modulespesifikasies dokument (Vorm B)Indiening van ’n nuwe module of wysigings aan ‘n bestaande module |
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| Please complete this form in English, except for blue-shaded fields indicated with an \*.  *Assistance is available on the* [*APQ Website*](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Pages/Documents.aspx)*.* | Voltooi asseblief hierdie vorm in Engels, behalwe vir die enkele blou velde gemerk met ’n \*.  *Hulp is op die* [*ABG webtuiste*](https://www.sun.ac.za/afrikaans/learning-teaching/learning-teaching-enhancement/APQ/Pages/Documents.aspx) *beskikbaar.* |

1. **Module and calendar information**

**Credits** are an indication of the learning time required to master the outcomes of a module, where 1 credit = 10 notional learning hours. The **National Qualifications Framework (NQF) level** indicates the level of complexity of the knowledge, skills and values to be acquired, as differentiated by the South African Qualifications Authority (SAQA) level descriptors according to the Higher Education Qualifications Sub-Framework (HEQSF). The **classification of educational subject matter (CESM)** code indicates the study field according to which a module receives funding.

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|  |  |  | **credits** | Click or tap here to enter text. | **nqf level** | Choose an item. | **cesm code** | Click or tap here to enter text. |

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| **subject name** The name of the overall subject, i.e. the name that the 5-digit code is allocated to, e.g. “Microbiology” / “Financial Management”. Name should be 30 characters or shorter (including spaces). | Click or tap here to enter text. |
| **abbreviated subject name**  | Click or tap here to enter text. |
| **vaknaam**\*Die naam van die oorhoofse vak, m.a.w. waaraan die 5-syfer kode toegeken word, bv. “Mikrobiologie” / “Finansiële Bestuur”. Naam moet 30 karakters of korter wees (spasies ingesluit). | Click or tap here to enter text. |
| **afkorting van vaknaam**\* | Click or tap here to enter text. |
| **module name** ***(In some faculties the module and subject name are the same.)***The name of the specific module that the 3-digit code is allocated to. Name should be 30 characters or shorter (including spaces), e.g. “Introductory Microbiology” / “Capital Investments”. | Click or tap here to enter text. |
| **abbreviated module name**  | Click or tap here to enter text. |
| **modulenaam**\****(In sommige fakulteite is die vak- en modulenaam dieselfde.)***Die naam van die spesifeke module waaraan die 3-syferkode toegeken is. Naam moet 30 karakters of korter wees (spasies ingesluit), bv. “Inleidende Mikrobiologie” / “Kapitaalbeleggings”. | Click or tap here to enter text. |
| **afkorting van modulenaam**\* | Click or tap here to enter text. |

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| **subject number** The 5-digit code that is allocated to the overall subject, i.e. 16284 Microbiology / 51047 Financial Management. (If an existing subject is being used, and this subject number is available, please provide. If this is a new subject, completing this component is not applicable.) | Click or tap here to enter text. |
| **module number** *Please provide if available or indicate in example 1XX if this code must still be created.*A 3-digit code is allocated to individual modules. The first digit in the module code indicates the academic year of offering (first year, second year, etc.) and the second digit indicates the semester of offering (1st semester is indicated by a 1,2 or 3; 2nd semester is indicated by a 4,5 or 6; year module is indicated by a 7,8 or 9), e.g. “Microbiology 214” / “Capital Investments 344”. | Click or tap here to enter text. |
| **home department** Academic department or entity (eg. centre, institute, school) offering (or coordinating the offering) of the module, e.g. the Department of Physics. | Click or tap here to enter text. |

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| **collaboration, consultation with other departments or entities** If the subject relates closely to a discipline or field offered by another department, please verify with which department(s) the introduction of this new module has been discussed and whether potential overlap has been identified. If another department(s) is collaborating, please indicate the split in the teaching load, e.g. 60:40. |
| Click or tap here to enter text. |

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| **rules of combination**Indicate any pre- or co-, or pass requisites for the module. | Click or tap here to enter text. |
| **core or elective** List the programmes in which this module will be a core module and those in which this module will be an elective.. | Click or tap here to enter text. |
| **stream(s) / focal area(s)** List the stream / focal area in which this module will be a core or elective module (if applicable) | Click or tap here to enter text. |
| **semester or year module**Indicate whether this module will be offered in the first or second semester or for a full year. | Choose an item. |
| **full contact / hybrid module**Please indicate how this module will be offered. | Choose an item. |
| **module linkage**Please indicate if this module would be similar in content to an existing module, i.e. a further opportunity module (Chemistry 164 is an additional opportunity for students who failed Chemistry 124), or a module will be offered in both a Hybrid learning offering and an on-campus offering. | Click or tap here to enter text. |

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| **summary of module content**Briefly outline/describe the topics or areas of study covered within the module. This would also be used within a module framework or outline in the Faculty Yearbook/Calendar Part. | **module-inhoud opsomming\***Beskryf kortliks die onderwerpe of studievelde, soos gedek deur dié module. Hierdie omskrywing sal ook so in ’n moduleraamwerk omskryf sal word of in die Fakulteitsjaarboekdeel.  |
| Click or tap here to enter text. | Click or tap here to enter text. |

1. **Module design**

The South African higher education system subscribes to an outcomes-based learning and teaching approach. Please conceptualise the learning outcomes of this module in terms of the *knowledge, skills* and *values* that a successful student should be able to demonstrate upon completion of the module. Preferably do not use verbs like “know”, “understand”,” acquire”, etc. as the outcome should describe *how* the student will be able to demonstrate their understanding, e.g. apply analyse disuss. (As example: The successful student will be able to apply... OR analyse... OR discuss..., etc.) The assessment criteria should be constructively aligned to the module outcomes and linked to the specific outcomes being assessed.

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| **expected** [**outcomes**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/SAQA%20level_descriptors%20Nov%202012.pdf) knowledge, skills and valuesYou are welcome to contact the CTL Advisor in your faculty for assistance with the formulation of outcomes as well as the design of an assessment strategy. | **assessment criteria**Please align the assessment criteria to the expected outcomes. (The alignment of learning outcomes is not a one-to-one alignment – a learning outcome can relate to more than one assessment criterion and vice versa.) |
| Upon completion of the module the successful student will be able to:* Click or tap here to enter text.
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| [**language**](http://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/Language%20Policy.pdf) **option** For undergraduate modules, please select one of the language options from the ***Language Policy***:**7.1.3: Parallel-Medium Teaching** (English and Afrikaans in separate lectures)**7.1.4**: **English and Afrikaans** in the **same class** group**7.1.4.3**: English and Afrikaans in the same class group with **simultaneous interpreting****7.1.5: Only English or Afrikaans** due to the nature of the subject or where the assigned lecturer is proficient to teach only in Afrikaans or English.**Waived**: where the focus of a module is a language, and the module will be offered in that language.For **Postgraduate** modules, the following applies: **English (Postgraduate module)** | Choose an item. |

1. **Teaching and Learning Strategy**

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| **describe the teaching and learning strategy for this module**You are welcome to contact the Centre for Teaching and Learning (CTL) for assistance to complete this section.Refer to the [SU Strategy for Learning and Teaching](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/SU%20TL%20Strategy.pdf) and [SU Teaching and Learning Policy](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/Teaching%20%26%20Learning%20Policy%20approved%20SU%20Council%2026.09.18.pdf) and discuss how the module will be aligned to the aims of the policy and the strategic priorities of the strategy. If this module forms part of a submission of a new programme, this strategy has to be aligned with the programme’s Teaching and Learning Strategy (5.1 in the Programme form). If this module and/or the programme of which this module for part, will be offered via hybrid learning, please also consult with the Centre for Learning Technologies (CLT) and include information on the hybrid learning strategy. |
| Click or tap here to enter text. |
| **facilitation of learning / learning support**E.g. Tutors can facilitate learning or provide additional learning support where needed. If on-campus tutors / online tutors will be required for this module, briefly describe their expected role and responsibilities. Should you identify the need for online facilitation for this module, please consult with the Centre for Learning Technologies (CLT) about the requirments for facilitating the online components of this module (if applicable). |
| Click or tap here to enter text. |

1. **Hybrid Learning (HL) Strategy** (only if applicable)

Please take note: **Hybrid Learning (HL)** is a mode of delivery that combines short periods of contact time (i.e. synchronous engagement) between the lecturer and student with significant periods of fully online, self-directed/self-regulated (asynchronous) learning by the students. Some of the online engagements should, however, also allow for technologically assisted synchronous (real-time) engagement between the lecturer and student. HL is particularly suited for students for whom the opportunity cost of full-time residential studies is unaffordable, or for learn-and-earn students who are working while studying part-time.

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| **strategy for hl delivery**Please consult with the **Centre for Learning Technologies (CLT)** about HL as a mode of delivery. |
| **asynchronous learning**Indicate how the envisaged module content lends itself to sustained periods of fully online (asynchronous) learning. |
| Click or tap here to enter text. |
| **online contact time**Briefly describe how synchronous (contact) learning time will be facilitated, online (e.g. via Telematic Services, other live streaming platforms, or text-based chat rooms). |
| Click or tap here to enter text. |
| **campus-based contact time**Briefly describe the envisaged duration and frequency of face-to-face (campus-based) contact time. When will this contact-time take place? |
| Click or tap here to enter text. |
| **student access:**Confirm whether it is expected that potential students will have access to one or both of the following: |
| Reliable internet connectivity and appropriate digital device(s) to engage in periods of fully online learning. |[ ]
| The means to attend campus-based learning sessions. |[ ]

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| **development of online learning material**Please consult with the Centre for Learning Technologies (CLT) with regard to the requirements of staff in terms of HL learning material development. |
| Who will be involved in the development of the online module content and have their commitment been secured, i.e. lectures, other subject matter experts (e.g. industry practitioners)?Click or tap here to enter text. |
| Is support required from the Centre for Learning Technologies (CTL) to create online learning material and multimedia?If you answered “yes”, briefly describe the nature of the support required (e.g. recording and editing video and audio learning material).Click or tap here to enter text. |

1. **Assessment strategy**

Please indicate the assessment strategy for this module:

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| **Assessment system**Please indicate which assessment system will be used for this module | Choose an item. |
| **sub-minimum requirements**Please indicate if this module has any subminimum requirements (i.e. students have to achieve at least 50% for three assessment opportunities). | Click or tap here to enter text. |

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| Provide a short summary of the assessment strategy that will be used for this module.Please indicate* what methods of assessment will be used (e.g. test, group presentation, written assignment, oral, etc.)
* a short description of the assessment and indicate whether this will be an online assessment or not
* the weighting (%) of this assessment in terms of the final mark of the module
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| **Method of assessment** | **Description of assessment** | **Number of these methods of assessments to be used** | **Weighting for this method of assessment** |
| *Examle:**Test* | *Online test that will require students to watch a video on a practical example and answer open-ended questions with short paragraph answers based on the theory completed during the previous two weeks. Three (3) of these tests will be completed and the two (2) best marks will contribute equally to the summative mark.* | *3* | *20%* |
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1. **Scheduling of tests and examinations**

*The information provided here refers to assessment information required for the scheduling of the test- and examination timetable.*

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| Please indicate if these arrangements are not applicable to this module, and provide a motivation.E.g. Tygerberg campus uses another assessment timetable | These arrangements do not apply [ ] Motivation:Click or tap here to enter text. |
| **if summative assessment opportunities are required in terms of the test and exam timetable, please indicate by clicking the correct box to indicate which ones will be used:** |
| **semester 1** | **semester 2** |
| **A1** [ ]  | **A2** [ ]  | **A3** [ ]  | **A1** [ ]  | **A2**[ ]  | **A3**[ ]  |
| **if A2 will be used in the first semester, will it be administered by the department or the faculty?** | Choose an item. | **if A2 will be used in the second semester, will it be administered by the department or the faculty?** | Choose an item. |
| **what type of venue will be required for the A2 assessment?** | Choose an item. | **what type of venue will be required for the A2 assessment?** | Choose an item. |
| **if other (type of venue) was selected above, please provide more information:** | Click or tap here to enter text. | **if other (type of venue) was selected above, please provide more information:** | Click or tap here to enter text. |
| **if A3 will be used in the first semester, will it be administered by the department or the faculty?** | Choose an item. | **if A3 will be used in the second semester, will it be administered by the department or the faculty?** | Choose an item. |
| **what type of venue will be required for the A3 assessment?** | Choose an item. | **what type of venue will be required for the A3 assessment?** | Choose an item. |
| **if other (type of venue) was selected above, please provide more information:** | Click or tap here to enter text. | **if other (type of venue)was selected above, please provide more information:** | Click or tap here to enter text. |

1. **Timetable information**

If this is an undergraduate module, which types of venues should be made available for lectures, tutorials and practical periods? How many lectures, tutorials and practical periods will have to be scheduled during a typical academic week?

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| **teaching load and venue types**Indicate the number of lectures, tutorials or practical periods per week x number of weeks. If this module forms part of a submission of a new programme, please ensure that it speaks to section 1.5 on the programme form. |
| Click or tap here to enter text. **lectures** Click or tap here to enter text. **weeks**  | Click or tap here to enter text. **tutorials** Click or tap here to enter text. **weeks**  | Click or tap here to enter text. **practical** Click or tap here to enter text. **weeks** |
| **lecture venue** | **tutorial venue** | **practical** |
| If a lecture venue is needed, provide an indication of the type of venue required in terms of size or specific requirements:Click or tap here to enter text. | If a tutorial venue is needed, provide an indication of the type of venue required in terms of size or specific requirements:Click or tap here to enter text.  | If a venue is needed for practical (e.g. laboratorium) work, provide an indication of the type of venue required in terms of size or specific requirements:Click or tap here to enter text. |

1. **Textbooks and prescribed readings**

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| **list the textbook(s) and/or prescribed readings***Provide the full details of the textbook / reading. Please use the Harvard referencing system and provide the details of the newest edition of a textbook at the time.* |
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1. **Work-integrated learning** *(only applicable to modules including a WIL component)*

Work Integrated Learning (WIL) is an integration of theory and practice in student learning. WIL is primarily intended to enhance student learning, and to this end several innovative curricular, pedagogical and assessment approaches have been developed in response to concerns about graduateness, employability and civic responsibility. When WIL includes work placement / experiential learning, the intention is to encourage students to reflect on their experiences. Planning for WIL should ensure that the appropriate structures are in place for the induction, mentoring, supervision and assessment of WIL assessment practitioners.

WIL can be implemented in one of two ways, with the following implications:

* **As a component (percentage) of a module(s):** This means that a module consists of classroom-based and **workplace-based** forms of learning that are appropriate for the professional qualification
* **As a single module:** A module that consists only of **work-placement**, i.e. learning from experience / practical training. If 100% of a module consists of experiential learning, no subsidy can typically be claimed for such a WIL module.

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| Does this module include a WIL component? | Yes [ ] No [ ]  |
| Are the WIL requirements prescribed by a professional body? | Yes [ ] No [ ]  | What percentage of the notional hours for this module is allocated to WIL or how many WIL hours are required for this module?Take note: Notional hours = credits x 10 | Click or tap here to enter text.% |
| or |
| Click or tap here to enter text.hours |
| **Please describe the purpose for WIL in this module**Take note, this should align with information provided in the programme submission. |
| * Click or tap here to enter text.
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| **VENUE/PLACEMENT REQUIREMENTS FOR WORK INTEGRATED LEARNING**  |
| **On-campus venue** |  |
| Will a venue on campus be needed?Choose an item. | If “Yes” was selected above, provide an indication of the type of venue that will be needed, i.e. size of venue or specific requirements, etc.Click or tap here to enter text. |
| **Workplace Placement requirements** |  |
| Does the WIL-component include placement at an off-site venue?Choose an item. | If “Yes” was selected, is placement an institutional responsibility or the responsibility of the student?Choose an item. |
| If placement is an institutional responsibility, are discussions underway with off-site venues that adhere to the above mentioned requirements or are agreements already in place?Choose an item. |
| Provide a description of the requirements for the off-site venue *(i.e. a public hospital / clinic, a school within a 100km radius of campus, etc.)* Click or tap here to enter text. |