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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 ŉ bestaande module |
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| Please complete this form in English, except for brown-shaded fields, which should be completed in Afrikaans. Grey text provides more information. *For assistance, please get in touch with the APQ and the faculty's CTL advisers. Additional information is also available on the* [*APQ website*](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Pages/Home.aspx)*.* | Voltooi asseblief hierdie vorm in Engels, behalwe vir die enkele bruin geskakeerde velde wat in Afrikaans voltooi moet word. Grys teks verskaf meer inligting. Vir bystand, kontak asb. die ABG en die fakulteit se SOL-adviseur. Bykomende inligting is ook beskikbaar op die [ABG-webwerf](https://www.sun.ac.za/afrikaans/learning-teaching/learning-teaching-enhancement/APQ/Pages/Home.aspx). |

# Module information

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| **Credits**1 credit = 10 notional hours |  | [**NQF**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/DHET/DHET%20Policies/DHET_Revised%20HEQSF_Gov%20Gazette%2038116_17%20October%202014.pdf) **level**Indication of the scope, depth and level of complexity of the knowledge, skills and values to be acquired | Choose an item. | [**CESM**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/DHET/CESM_full%20update%202014.pdf)**code**The classification of educational subject matter (CESM) code indicates the study field in which a module receives funding from the Department of Higher Education and Training (DHET). |  |

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| English: |
| **Module name** The name of the specific module to which the 3-digit code is allocated. The name should be 30 characters or shorter (including spaces), e.g. "Introductory Microbiology" / "Capital Investments".*In some faculties, the module and subject name are the same.* |  |
| **Abbreviated module name** *This is only applicable if the subject name is longer than 30 characters.* |  |
| **Subject name**The name of the broad field of study or overarching subject matter, i.e. the name that the 5-digit code is allocated to, e.g. "Microbiology" / "Financial Management". The name should be 30 characters or shorter (including spaces). |  |
| **Abbreviated subject name** *It is only applicable if the subject name is longer than 30 characters.* |  |
| Afrikaans |
| **Modulenaam**Die naam van die spesifieke module waaraan die 3-syferkode toegeken is. Naam moet 30 karakters of korter wees (spasies ingesluit), bv. “Inleidende Mikrobiologie” / “Kapitaalbeleggings”.*In sommige fakulteite is die vak- en modulenaam dieselfde.* |  |
| **Afkorting van modulenaam***Slegs van toepassing indien die modulenaam langer as 30 karakters is.* |  |
| **Vaknaam**Die naam van die breër studieveld of “oorkoepelende vakinhoud”, m.a.w. die naam waaraan die 5-syferkode toegeken word, bv. “Mikrobiologie” / “Finansiële Bestuur”. Naam moet 30 karakters of korter wees (spasies ingesluit). |  |
| **Afkorting van vaknaam***Slegs van toepassing indien die vaknaam langer as 30 karakters is.* |  |

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| **Subject number** The 5-digit code 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 it. If this is a new subject, do NOT enter details in the right-hand column) |  |
| **Module number** *Please provide if available or indicate, for example, 1xx (first semester), 1yy (second semester), or 1xy (year module) if this code still needs to 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". |  |
| **Home department** Academic department or entity (e.g. centre, institute, school) offering or coordinating the offering of the subject, e.g. the Department of Physics. Please note that the linkage is to the subject, not the module. |  |

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| **Rules of combination***Ideally, unnecessary hurdles should not hinder students' progression within an academic programme; however, some modules build on knowledge or skills from another module.**Please indicate whether this module has any co-, pre- or pass requisites.*Corequisite [C]*: must be taken in an earlier semester or the same semester as this module.*Prerequisite[P]*: Students have to attain at least 40% (final mark) before being permitted to proceed to this module.* Prerequisite Pass [PP] requisite*: The student must have passed this module before being permitted to proceed to this module.* |  |
| **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, i.e. Core for BDatSci; Elective for BSc (Chemistry)* |  |
| **Stream(s) / Focal area(s)****(Only if applicable)** *List the stream / focal area where this module will be a core or elective module (if applicable), i.e. BComHons (Economics), Focal Area: Financial Economics.* |  |
| **Semester or Year module***Indicate whether this module will be offered in the first or second semester, for a whole year or "other".* *Other can include examples of:** *A longitudinal module (spanning more than one year*
 | Choose an item. |
| **If "other" was selected above, please clarify how the module will be offered, i.e. block weeks**. *Please indicate the duration and alignment of the SU academic calendar, i.e., alignment with the first or second semester, for capturing marks. "Other" could also indicate a longitudinal module, i.e., where students enrol for the module for more than one year, i.e., a research assignment.* |  |
| **Mode of provision***Please indicate the* [*mode of provision*](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/SU%20Documents/Overview%20of%20the%20modes%20of%20Provision%20at%20SU_July2022_Eng.pdf) *for this module*. At SU, either a full face-to-face contact or a hybrid mode of provision is used, both of which can incorporate blended learning pedagogies and initiatives.*(See Section 4 for more details on hybrid learning).* | Choose an item. |
| **Module linkage***For HEMIS purposes, please indicate if this module can be linked to another module. There are different ways in which the modules can be similar. Complete one or more of the following by specifying only the module name and complete 8-digit module code (where applicable)* | Not applicable [ ]  |
| *This module is similar in module content and/or learning outcomes to that of another module, for example:* * *HL and full contact versions exist*
* *4th year module offered in Professional Bachelor's degree and module offered in Honours/PGDip programme*
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| *This module prepares students for another module or another module prepared students for this module, i.e.:* * *requisite modules or*
* *methodology module preparing students for research*
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| **Language 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 (could include **simultaneous interpreting**, especially for 1st year modules)**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. |

# Collaboration and/or consultation with other departments or entities

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| **Collaboration and/or consultation with other departments or entities** ***Consultation should occur for any new module or amendments to a module.*** * *If the module is offered by one department and does not overlap with a module offered by another academic department or faculty member, consultation should at least occur within the faculty for approval processes.*
* *If the subject relates closely to a discipline or field of study offered by another academic department, please specify with which department(s) the introduction of this new module has been discussed and whether potential overlap has been identified.*

***Collaboration and consultation**** *If a new module is created to replace a service module offered by another department/faculty member, consultations must start at least two years before the new module may be implemented.*
* *If another department(s) will jointly teach this module, please indicate the split in the teaching load, e.g. 60:40 and confirm that the module design has been discussed with all relevant parties and approved by the Faculty Boards of all the applicable faculties.*
* *Collaboration and consultation between different departments and faculties is required for all interdisciplinary or transdisciplinary offerings and should be approved b*y *the Faculty Boards of all faculties collaborating:*

Multidisciplinary*: cooperation between disciplines to exchange knowledge, i.e. looking at the same problem from different perspectives under one thematic umbrella or developing disciplinary theory.*Interdisciplinary*: crossing disciplinary boundaries to develop integrated knowledge and theory. A "new discipline" or field of study could emerge from integrating information, data, techniques, tools, perspectives, concepts and/or theories.*Transdisciplinary*: crossing disciplinary/scientific/academic boundaries for a common goal to develop integrated knowledge and theory with contributions from scientific and non-scientific communities of practice.* |
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# Module design

It is standard practice in higher education worldwide to define what is expected of students as learning outcomes. A learning outcome is a clear statement of what a student is expected to be able to do, know about and/or value after completion of a module as a result of a learning activity/process. Learning outcomes explicitly state the threshold concepts, knowledge, skills and values to be mastered and should also align with the module's teaching, learning and assessment strategies. It is best to use Bloom's revised taxonomy's six levels of the cognitive domain (i.e. remembering, understanding, applying, analysing, evaluating and creating) to define the action word, e.g. distinguish, integrate, analyse, etc.

You are welcome to contact the CTL Advisor in your faculty for assistance with formulating learning outcomes and designing this module's learning-teaching and assessment strategies. The SAQA level descriptors can also be consulted.

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| Description of the subject content of this moduleBriefly 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. Please take note that this is not a list of topics to be covered, but a narrative that will communicate the purpose and focus of the modules to students and peer evaluators. |
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| **Kort beskrywing van die vakinhoud van hierdie module****Beskryf** kortliks die onderwerpe of studievelde, soos gedek deur dié module. Hierdie omskrywing sal ook so in ’n module raamwerk omskryf word of in die Fakulteitsjaarboekdeel. Neem asb. kennis dat hierdie module beskrywing nie ‘n lys onderwerpe van onderwerpe is nie, maar ‘n uiteensetting wat die doel en fokus van die module aan studente of eweknie evalueerders kommunikeer. |
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| Please provide the intended learning outcomes and associated assessment criteria for this module in the table below. A learning outcome may have more than one assessment criterion and an assessment criterion may also be linked to more than one learning outcome. Kindly amend the rows in the table to suit this module's needs. |
| **Intended learning outcomes**(Knowledge, skills and values)A learning outcome is an unambiguous statement about what students are expected to know, understand, be able to do and value as a result of their learning within a given context. Learning outcomes should describe clearly what can be expected of students upon completion of the learning period of a module. Learning outcomes are statements describing the learning that matters in a module, benchmarked against the relevant NQF level descriptor and pitched at the required level of cognitive complexity (i.e., Bloom's revised taxonomy of the cognitive domain). | **Assessment Criteria**Assessment criteria are directly related to a module's learning outcomes and should be pitched at the same level of cognitive complexity. These criteria aim to explicitly describe the acceptable standard of performance and achievement expected from students upon completion of the module. Assessment criteria often use qualifying words (e.g., correctly, effectively, comprehensively, coherently, etc.) to describe the acceptable performance that students should achieve in a module. Please note that assessment criteria are not a list of assessment methods. |
| *On completion of this module, students should be able to*:  | *For assessment purposes, students should be able to:* |
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# Teaching-Learning Strategy

This response should focus on this module's learning and teaching strategy, not the programme as a whole. Please consult with the Centre for Teaching and Learning (CTL) and/or the Centre for Learning Technologies (CLT) on developing a teaching and learning strategy. You should ensure that this strategy is in keeping with the latest SU Teaching-Learning Policy\* and SU Strategy for Teaching-Learning\*. It is also essential to consider the [SU Profile of a Graduate](https://www.sun.ac.za/english/learning-teaching/ctl/Documents/Auxin/GA%20Profile_Approved%20by%20CTLA%20on%205%20October%202023.pdf). The link to the T&L Policy and Strategy for T&L should be made explicit by indicating below how these points will practically be applied in the T&L&A of this module.

\*Please note: The SU Teaching-Learning Policy and the SU Strategy for Teaching-Learning are currently under review (2023). When you develop your strategy for this module, please confirm with your CTL adviser whether the new policy and strategy have been implemented.

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| **Describe the Teaching-Learning strategy for this module.** Your answer should address the following:1. enabling a learning-centred approach using a variety of teaching-learning methods;
2. constructive alignment by linking learning outcomes with the teaching-learning and assessment strategies;
3. student demographics and their learning support needs;
4. active engagement of students in their own learning promoted by the use of active learning techniques, appropriate learning technologies and suitable learning material;
5. holistic development of students with specific reference to achieving the SU graduate attributes;
6. if this module is offered as a longitudinal module (over more than one academic year), please outline arrangements that will apply to this module, i.e. will registration be automatically carried over each year?
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# Workplace-based learning (only applicable to modules including a workplace-based component)

Work-integrated learning (WIL) is an umbrella term in South Africa that shows the integration of theory and practice in student learning through various WIL modalities, such as work-directed theoretical learning, problem-based learning, project-based learning, and workplace-based learning. Please provide details on using **workplace-based learning ONLY** in the table below. In this regard, workplace-based learning can form part of a module (i.e. % devoted to classroom-based **and** % devoted to workplace-based learning) or a stand-alone module (i.e. 100% devoted to workplace-based learning). Kindly note that in some fields of study, DHET does not provide subsidies for workplace-based learning; therefore, workplace-based learning should ideally not be a stand-alone module but embedded in a module.

For more information, refer to Work-Integrated Learning: Good Practice Guide, HE Monitor No. 12 (CHE, August 2011), or contact the Centre for Academic Planning and Quality Assurance.

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| Does this module include a workplace-based learning component? | Yes [ ] No [ ]  |
| Does a professional body prescribe the workplace-based learning requirements? | 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 | \_\_% |
| Or |
| \_\_ hours |
| Please describe the purpose and aims of workplace-based learning in this module (if applicable)This answer should match the information provided in the programme submission. Why is WPBL included in this module? |
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| **Venue/placement requirements for workplace-based learning** |
| **On-campus venue** |
| *Will a venue on campus be needed?*Choose an item. | *If "Yes" was selected, indicate the type of venue that will be needed, i.e., its size, specific requirements, etc.* |
| **Workplace Placement requirements** |
| *Does the workplace-based learning include placement at an off-campus/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-campus/site venues that adhere to the abovementioned requirements, or are agreements already in place?*Choose an item. |
| *Describe the requirements for the off-campus/site venue (e.g., a public hospital/clinic, a school within a 100km radius of campus, etc.).*  |
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# Hybrid Learning (HL) Strategy (only if applicable)

Please take note: [**Hybrid Learning (HL)**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/SU%20Documents/Overview%20of%20the%20modes%20of%20Provision%20at%20SU_July2022_Eng.pdf) is a mode of provision that combines short periods of contact time face-to-face or online (i.e. synchronous (real-time) engagement) between the lecturer and student with significant periods of fully online, self-directed/self-regulated (asynchronous) learning by the students. Some online engagements should 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, or where a module is offered within various programmes situated within different faculties.

If a module is offered using a HL mode of delivery and provision, this should be considered part of the curriculum design and included in the learning and teaching strategy. However, to ensure that we adhere to the minimum contact time requirements, we must outline how we intend to use combinations of asynchronous and synchronous learning and how we will use technology to facilitate learning. The HL strategy should ONLY be completed if the module will be offered via a hybrid mode of delivery and provision. Please consult with the Centre for Learning Technologies (CLT) and/or the Hybrid Learning office about HL as a mode of delivery and provision.

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| **Hybrid Learning offering applicable? Choose an item.** |
| **Asynchronous** learning and activitiesPlease describe the following:* How will sustained periods of fully online (asynchronous) learning be used in this module
* What is the nature of the learning activities that students will engage with asynchronously
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| **Synchronous engagement**Each module should consist of a combination of synchronous online and on-campus teaching-learning interactions. These T-L interactions are any engagements or activities where the students and lecturers are in the **same space** (online/virtual or in-person) at the **same time**.*In keeping with national policies, the following minimum notional hour requirements apply:** *For an NQF-level 5, 6 or 7 module, at least 30% of the notional hours should be allocated to synchronous engagement*
* *For an NQF-level 8 module: at least 25%*
* *For an NQF-level 9 module, we recommend no less than 20% of synchronous engagement*
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| **Synchronous online** (contact) learning and activitiesBriefly outline the following: * How will synchronous (contact) learning time be facilitated online (e.g., via Telematic Services, other live streaming platforms, or text-based chat rooms)?
* Indicate the frequency (how often) and duration (how long) each session will be scheduled.
* Provide a total number of synchronous online hours.
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| **Campus-based synchronous** activities* Briefly describe the envisaged duration and frequency of face-to-face (campus-based) contact time.
* When and where will these face-to-face synchronous activities (contact) take place?
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| **Student Access**Please indicate below if students are required to 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) to discuss details about the development of online learning material by academic staff.  |
| Please confirm the following:* Who has been confirmed to be involved in developing the online module content, i.e. lecturers or other subject matter experts (e.g. industry practitioners)?
* What kind of support is required from the Centre for Learning Technologies (CTL) or the Hybrid Learning Team to create online learning material and multimedia (i.e. recording and editing video and audio learning material, designing interactive activities, learning design, etc.)
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# Assessment strategy

You should ensure that this strategy is in keeping with the latest [SU Assessment Policy](http://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/SU%20Assessment%20Policy_FINAL.pdf) and SU rules on assessment (see General Calendar Part 1). The assessment strategy should indicate **how** the assessment will be used as a learning tool and **why** the different assessment methods will be used. It should, therefore, be closely aligned with the module's T&L strategy. SU follows a flexible assessment approach. For this purpose, you can reflect on your assessment plan annually, informed by student feedback. The assessment plan should be included and updated in the **module framework** shared with students and moderator(s).

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| **Describe the assessment strategy for this module by providing details of the following:*** 1. The different **purposes** of assessment (i.e. diagnostic, formative, summative, sustainable evaluation) applicable to this module.
	2. Students' performance will be assessed using different assessment methods (e.g., written tests, projects, assignments, oral presentations, logbooks, etc.).
	3. The **mode of delivery** of the assessment (i.e. online, in-person, take-home, invigilated, un-invigilated, etc.);
	4. The **students' involvement in the assessment task (e.g., individual, pair, group, etc.).**
	5. The **medium** of the assessment (i.e. written, oral, visual, practical, simulated, etc.).
	6. How does the assessment strategy align with this module's learning outcomes, assessment criteria and teaching-learning strategy?
	7. How does the assessment strategy promote the achievement of SU graduate attributes and the holistic development of students?
	8. If this module is registered as a longitudinal module (offered over more than one year), provide details on the implications of the assessment plan spanning more than one year.
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| **sub-minimum requirements**Please indicate if this module has subminimum requirements (i.e., students must achieve at least 50% for three assessment opportunities). |  |

# Textbooks and recommended readings

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| **List the textbook(s) and/or recommended readings.**Provide the full details of the textbook/reading. Please use an acknowledged referencing system throughout the list (i.e. the Harvard referencing system) and include details of the latest edition of any textbooks used in this module. |
| **Compulsory readings** |
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| **Recommended readings** *(if applicable)* |
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# Timetable information

Please provide information on the teaching load and venue types for this module. This information will inform the scheduling of the timetable and venue bookings. For undergraduate modules, the information will inform the centralised timetable and must be discussed with the Timetables office (please get in touch with Stefné Franken in this regard). For this component, please consider:

1. How many lectures, tutorials and practical periods will have to be scheduled during a typical academic week;
2. Which types of venues (size and type) should be made available for lectures, tutorials and practical periods;
3. If the module is offered via a hybrid mode of delivery, please consider the venue requirements for synchronous activities on campus (i.e. block contact sessions)

Only complete the scheduling information for the applicable type of module:

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| **For the full contact module**  | Applicable: Choose an item. |
|  | 50 min Lectures per week |  | 50 min Tutorials per week |  | 50 min Practicals per week |
|  | Number of weeks  |  | Number of weeks  |  | Number of weeks |
| **Lecture venue***If a lecture venue is needed, indicate the type of venue required in terms of size or specific requirements:* | **Tutorial venue***If a tutorial venue is needed, indicate the type of venue required in terms of size or specific requirements:* | **Practical venue***If a venue is needed for practical (e.g. laboratory) work, indicate the type of venue required in terms of size or specific requirements:* |
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| **For Hybrid mode of delivery**: | Applicable: Choose an item. |
| **Lectures or similar activities** | **Tutorials** | **Practicals** |
| **Provide a short description of the synchronous lectures or other learning activities on campus*** *number and type of lectures/engagements (Q&A session, etc.)*
* *frequency (how often)*
* *duration (how long)*
* *when (where will it fit into the academic calendar)*
 | Tutorials **on campus*** *number of tutorials on campus*
* *frequency (how often)*
* *duration (how long)*
* *when (where will it fit into the academic calendar)*
* *how will smaller groups be accommodated*
 | Practicals **on campus*** *number of practicals on campus*
* *frequency (how often)*
* *duration (how long)*
* *when (where will it fit into the academic calendar)*
* *how will smaller groups be accommodated*
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| **Lecture venue***If a lecture venue is needed on campus, indicate the type of venue required in terms of size or specific requirements:* | **Tutorial venue***If a tutorial venue is needed on campus, indicate the type of venue required in terms of size or specific requirements:* | **Practical venue***If a venue is needed on campus for practical (e.g. laboratory) work, indicate the type of venue required in terms of size or specific requirements:* |
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| Description of lectures and/or other **synchronous activities online*** *number and type of lectures/engagements (Q&A session, etc.)*
* *frequency (how often)*
* *duration (how long)*
 | Synchronous **online tutorials*** *number of online tutorials*
* *frequency (how often)*
* *duration (how long)*
 | **Online practicals*** *number of online practicals*
* *frequency (how often)*
* *duration (how long)*
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| **For a research module** *(project/assignment/thesis)* | Applicable: Choose an item. |
| Please indicate how research supervision and support are envisaged for this module and whether any venues will be needed to accommodate the planned support, i.e. will regular research meetings be scheduled for the group apart from one-on-one supervisory discussions? |
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# Scheduling of assessments

The information provided here refers to assessment information required for the SU Timetable Office to centrally schedule the assessment timetable. This criterion is only applicable if invigilated assessments should be scheduled.

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| **Should assessment opportunities be scheduled centrally by the SU Timetables office?** Choose an item. |
| If you answered no, please explain why scheduling tests/examinations (timetabling or venue) is unnecessary. |
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| If you answered yes, please indicate the venue and scheduling requirements by selecting the correct box(es) in the section below. |
| **Semester 1** | **Semester 2** |
| **A1** [ ]  (First-semester test series) | **A2** [ ] (Semester 1, first examination opportunity) | **A3** [ ] (Semester 1, second examination opportunity) | **A1** [ ] (Second-semester test series) | **A2** [ ] (Semester 2, first examination opportunity) | **A3** [ ] (Semester 2, second examination opportunity) |