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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 feel free to contact 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 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 scope, depth and 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 from the Department of Higher Education and Training (DHET).

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|  |  |  | **credits** |  | [**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 | 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 |  |

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| **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”. Name should be 30 characters or shorter (including spaces). |  |
| **Abbreviated subject name**  *Only applicable if subject name is longer than 30 characters.* |  |
| **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.* |  |
| **Module name**  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”.  *In some faculties the module and subject name are the same.* |  |
| **Abbreviated module name**  *Only applicable if subject name is longer than 30 characters.* |  |
| **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.* |  |

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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, do NOT enter details in the right hand column.) |  |
| **Module number**  *Please provide if available or indicate in example 1xx (first semester), 1yy (second semester) or 1xy (year module) 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”. |  |
| **Home department**  Academic department or entity (e.g. centre, institute, school) offering or coordinating the offering of the module, e.g. the Department of Physics. |  |

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| **Collaboration, consultation with other departments or entities**  *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. If another department(s) will jointly teach this module, please indicate the split in the teaching load, e.g. 60:40. Please take note: collaboration or consultation is required, even if it occurs within the faculty where the module will be hosted.* |
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| **Rules of combination**  *Indicate any pre- or co-, or pass requisites for the 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)**  *List the stream / focal area in which 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 full year or “other” (i.e. longitudal 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 duration and alignment to the SU academic calendar, i.e. alignment to first or second semester for capturing marks. “Other” could also be an indication of a longitudal module, i.e. where students enrol for the module over 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 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**  *Please indicate if this module would be similar in content to an existing module.*  *Examples:*   * *a further opportunity module (such as Chemistry 164) is similar in content and outcomes to Chemistry 124* * *A modules offered in both HL or contact mode of provision will be similar in content and outcomes* * *A research project will be similar in focus to the structured modules in the programme* |  |

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| Short description of the subject content of this module  Briefly 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 explain to students and peer evaluators what the focus of this module will be. |
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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 moduleraamwerk omskryf word of in die Fakulteitsjaarboekdeel. Neem asb. kennis dat hierdie afdeling nie ‘n lys onderwerpe van onderwerpe is nie, maar ‘n beskrywing vir studente of eweknie evalueerders wat die fokus van die module aandui. |
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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. |

# 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 at the completion of a module as a result of a learning activity/process. Learning outcomes not only serve the purpose of explicitly stating the threshold concepts, knowledge, skills and values to be mastered, they should also align with the teaching, learning and assessment strategies of a module. It is best to use the six levels of the cognitive domain of Bloom’s revised taxonomy (i.e. remembering, understanding, applying, analysing, evaluating and creating) to define the action word, e.g. distinguish, integrate, analyse, etc.

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| **Expected learning outcomes**  (Knowledge, skills and values)  You are welcome to contact the CTL Advisor in your faculty for assistance with the formulation of learning outcomes as well as the design of the learning-teaching strategy and assessment strategy of this module. The [NQF level descriptors](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/SAQA/SAQA%20Policies/SAQA_Level%20descriptors_Feb%202012.pdf) can also be consulted. Please take note that Learning outcomes should focus on the knowledge, skills and values that students will achieve after they **have completed** the module (i.e. the intended learning activity that students should achieve). | **Assessment Criteria**  Assessment criteria are clearly defined statements that explicitly describe the threshold standard of achievement relevant to learning outcome(s). Whereas learning outcomes define the **intention** of the learning activity to be achieved by students, the assessment criteria define the ac**ceptable norms, standards, criteria and/or acceptable performance** that students must reach, taking the disciplinary and practice-based contexts into account. Assessment criteria are NOT assessment methods (i.e. written test, project, etc.) but statements that describe an acceptable level of **cognitive complexity** required in performing an assessment task (i.e. how well) and the **context** within which the learning activity will take place. |
| *After completing this module students* ***should*** *be able to***:** | After completing this module, students **are able to:** |
|  | 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. |

# Learning and Teaching Strategy

This response should focus on the learning and teaching strategy for this module, 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 the development of a teaching and learning strategy. You should ensure that this strategy is in keeping with the latest [SU Teaching and Learning Policy](http://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/Teaching%20&%20Learning%20Policy%20approved%20SU%20Council%2026.09.18.pdf) and [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). It is also important to consider the [SU Graduate Attributes](http://www.sun.ac.za/english/learning-teaching/student-affairs/about/graduate-attributes). 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.

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| **Describe the Learning and Teaching approach for this module**  This response should indicate how and why different teaching and learning methods will be used to enhance learning within the module. This answer should address the following:   1. enabling a learning-centred approach; 2. constructive alignment; 3. student demographics and their needs; 4. active engagement of students in their own learning; 5. holistic development of students |
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| **Describe the use of learning technologies in this module**  This response should address the following as it applies to the module:   1. **Mode of provision** (i.e. contact or hybrid) in response to the student demographics and their needs 2. Whether and howthe module will use a **blend** of learning and teaching methods to facilitate learning 3. The use of learning technologies (i.e. SUNLearn) |
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| **Learning support outside the classroom**  Please consult with the Centre for Teaching and Learning (CTL) and/or the Centre for Learning Technologies (CLT) on how students’ learning should be supported in this module, using on-campus and/or online tutors, additional learning material, other support measures, etc. |
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# Workplace-based learning (only applicable to modules including a workplace-based component)

Work-integrated learning (WIL) is used as an umbrella term in South Africa to show integration of theory and practice in student learning through a range of WIL modalities such as work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning. Please provide details on the use of **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 can be a stand-alone module (i.e. 100% devoted to workplace-based learning). Kindly note that in some fields of study DHET does not provide subsidy for workplace-based learning, therefore ideally workplace based learning should ideally not be a stand-alone module, but embedded in a module.

Refer to [*Work-Integrated Learning: Good Practice Guide*. HE Monitor No. 12](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/WIL%20good%20practice%20guid_Higher_Education_Monitor_12.pdf) (CHE, August 2011) for more information 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 |
| Are the workplace-based learning 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 | \_\_% |
| or |
| \_\_ hours |
| Please describe the purpose for workplace-based learning in this module  Take note, this should align with information provided in the programme submission. | | | |
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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, provide an indication of the type of venue that will be needed, i.e. size of venue or 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 above mentioned requirements or are agreements already in place?*  Choose an item. | |
| *Provide a description of the requirements for the off-campus/site venue (i.e. 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 of the 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 will be offered using a HL mode of delivery and provision, this should be considered as part of the curriculum design and included in the learning and teaching strategy. However, to ensure that we adhere to the minimum requirements of contact time, we have to 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 activities  Indicate how the subject content of this module lends itself to sustained periods of fully online (asynchronous) learning. | |
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| **Synchronous online** (contact) activities  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). | |
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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. |
| Who will be involved in the development of the online module content and have their commitment been secured, i.e. lecturers or other subject matter experts (e.g. industry practitioners)? |
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| 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). |
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# Assessment strategy

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| Describe the **assessment strategy** for this module  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 pertaining to assessment (see General Calendar Part 1). The assessment strategy should indicate **how** assessment will be used as a learning tool and **why** the different assessment methods are going to be used. It should therefore be closely aligned to the T&L strategy for the module. A comprehensive assessment strategy will take the following into account:   1. learning-centred approach; 2. constructive alignment; 3. student demographics and their needs; 4. active engagement of students in their own learning; 5. holistic development of students; 6. flexible assessment design based on  * different purposes of assessment (e.g. diagnostic, formative, summative, sustainable, evaluative) * the use of different assessment methods (e.g. tests, projects, assignments, oral presentations, logbooks, portfolios, etc.) |
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| **Assessment plan**   * The weight assigned to each assessment method * The mode (i.e. individual, pairs, groups) and medium (paper-based, online, etc.) * The number of assessment opportunities | | | | |
| **Method of assessment** | **Description of assessment** | **Number of these methods used as assessment opportunities** (including formative assessment opportunities) | **Number of these assessment opportunities that will contribute to the final mark** | **Weighting for this method of assessment**  *Take note: the weighting should add up to 100%* |
| *Example:*  *Test* | *Online test (via SUNLearn) 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 staggered throughout the module offering to allow students to learn from feedback. The two (2) best marks will contribute equally to the summative mark. These tests will all be completed by students individually.* | *3* | *2* | *20%* |
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| **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). |  |

# 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 an acknowledged referencing system throughout the list (i.e. the Harvard referencing system) and include details of the latest edition of any of the textbooks prescribed.* |
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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 should be discussed with the Timetables office (please contact 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 full contact module** | | | Applicable: Choose an item. | | |
|  | Lectures |  | Tutorials |  | Practicals |
|  | Number of weeks |  | Number of weeks |  | Number of weeks |
| **Lecture venue**  *If a lecture venue is needed, provide an indication of the type of venue required in terms of size or specific requirements:* | | **Tutorial venue**  *If a tutorial venue is needed, provide an indication of 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, provide an indication of 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** |
| Description of lectures and/or other **synchronous activities on campus**  *i.e. number of lectures, duration, block contact sessions:* | Tutorials **on campus**  *i.e. number of tutorials, duration, how smaller groups will be accommodated* | | Practicals **on campus**  *i.e. number of practicals, duration* |
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| Description of lectures and/or other **synchronous activities online**  *i.e. Q&A sessions, online lectures, online student presentations* | Synchronous **online tutorials**  *i.e. number of tutorials, duration, how smaller groups will be accommodated* | | **Online practicals**  *i.e. number of practical sessions, duration, how online practicals will be accommodated* |
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| **Lecture venue**  *If a lecture venue is needed on campus, provide an indication of the type of venue required in terms of size or specific requirements:* | **Tutorial venue**  *If a tutorial venue is needed on campus, provide an indication of 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, provide an indication of the type of venue required in terms of size or specific requirements:* |
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| **For a research module** *(project/assignment/thesis)* | Applicable: Choose an item. |
| Please indicate how research supervision and support is 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 tests and examinations

The information provided here refers to assessment information required for the scheduling of the test- and examination timetable. This criterion is only applicable if invigilated assessments should be scheduled.

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| Please indicate if these arrangements are not applicable to this module and provide a motivation.  E.g. No invigilated sit-down tests/examinations are used which would require the scheduling of specific venues and dates. Arrangements regarding submission of assessments will be discussed with students. | | | | These arrangements do not apply  Motivation: | | | |
| **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**  (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) |
| **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:** | |  | | **if other (type of venue) was selected above, please provide more information:** | |  | |
| **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:** | |  | | **if other (type of venue)was selected above, please provide more information:** | |  | |