

Module and calendar information

Introduction

The first section of the module specification (often called *Form B*) contains information used by the Student Information System (SIS) for student registration and updating the SU faculty yearbooks/calendars annually. It is of the utmost importance that the information provided in this module specification section be accurate as it is also used for reporting purposes to external higher education bodies. Any changes to the key aspects, e.g. name of the module, credit allocation, NQF level, CESM codes and module description, may result in the (re-)submission of an updated or new module specification.

The module information includes the credit value, NQF level, CESM code, subject name and abbreviation, module name and abbreviation, subject and module numbers, details about the home department and other departments collaborating on this module, rules of combination, core or elective offering, stream(s) or focal area(s), period of study (i.e. year or semester), mode of provisioning (i.e. face-to-face or hybrid) and a short description of the module content.

Credit allocation and notional hours

A qualification within the Higher Education Qualifications Sub-Framework (HEQSF) comprises of credits pitched against a specific NQF level. The credit allocation for core, fundamental and elective modules in the programme design of a qualification will depend on the purpose of the qualification type and its characteristics as described in the HEQSF (DHET, 2014). Within an outcomes-based system, credits are linked to notional hours. **Notional hours** are the agreed estimated learning time taken by the *average* student to achieve the specified learning outcomes of the module or programme (DHET, 2021). Notional hours, and per implication, the credit value of a module, should not be seen as a precise measure but an indication of the amount of study time and the degree of commitment expected of students.

One credit represents ten notional hours of learning. Therefore, a 10-credit module equates to 100 notional hours of learning for the average student to achieve the specified learning outcomes of the module. Notional hours include the total amount of hours spent on the module (including synchronous and asynchronous), research work, completion of assignments, time spent in structured learning in the workplace, individual learning, and assessment tasks.



For example

A 10-credit module (i.e. 100 notional hours) could consist of the following learning, teaching and assessment activities (a storyboard can be used to determine the estimated number of hours):

Lectures	(2hrs x 14 weeks)	28 hours
Tutorials or collaborative learning opportunities	(1hr x 7 weeks)	7 hours
Preparation for lectures, tutorials and reflective practice (self-study)	(4 hrs x 14 weeks)	56 hours
Formative and summative assessments		9 hours
Total		100 hours

NQF level and level descriptors

The National Qualifications Framework (NQF) is a single integrated system for the classification, registration, publication and articulation of qualifications in SA as defined in the NQF Act, 2008 (Act No. 67 of 2008). The HEQSF is an integral part of the NQF, consisting of higher education qualifications at NQF levels 5-10. The **NQF level** and its **level descriptor** define the knowledge, skills and applied competence at each level of cognitive complexity on the HEQSF. **Annexure A** provides a detailed outline of the NQF level descriptors. Modules should be pitched at the appropriate NQF level while acknowledging the characteristics associated with each qualification type as defined in the HEQSF. Vocational qualifications (i.e. Certificates and Diplomas), professional qualifications (i.e. 3-year and 4-year professional Bachelor's degrees) and general formative (i.e. 3-year Bachelor's degrees such as BA, BSc and BCom degrees) differ in terms of their blend of conceptual/theoretical and contextual/applied/situated forms of knowledge. When considering the NQF level of a module, the following guidelines are applicable:

NQF level	Type of modules
5	<ul style="list-style-type: none"> Module(s) in a Higher Certificate programme Foundation module(s) aimed at developing generic foundational skills or understanding the fundamental principles of a discipline/subject area, especially in an extended curriculum programme (ECP)
6	<ul style="list-style-type: none"> 1st-year and 2nd-year modules in a Bachelor's degree programme Module(s) in an Advanced Certificate programme Module(s) in a Diploma programme
7	<ul style="list-style-type: none"> 3rd-year modules in a Bachelor's degree programme Module(s) in an Advanced Diploma programme
8	<ul style="list-style-type: none"> 4th-year modules in a Professional (4-year) Bachelor's degree Module(s) in a Bachelor Honours degree programme Module(s) in a Postgraduate Diploma programme
9	<ul style="list-style-type: none"> Modules in a Master's degree programme, including taught modules, research assignments, research projects or research thesis
10	<ul style="list-style-type: none"> Doctoral dissertation





For example

The modules in a three-year general formative Bachelor's degree such as BCom, BSc or BA degree programme will primarily consist of modules at NQF level 6 in the first and second year of study (potentially with some modules on NQF level 5 in year one) and modules at NQF level 7 in the third year of study. The credit value of the modules at NQF level 7 must be 120 credits in these programmes. The modules, including taught coursework and research work in a structured Master's degree programme, must be at NQF level 9 with a total credit value of 180 credits.



See Annexures to this document

Annexure A: A Summary of the NQF level descriptors



Hyperlinks to other sources

Other documents that could be consulted:

- SAQA level descriptors

CESM code

Identifying the "field of study" that a module and/or qualifier of a programme falls into. The current classification system has the 20 first order subject matter categories which are all broken down into second and third order categories to better identify the focus within the broader field of study.

The CESM for a module must be provided to the third order, i.e. six numbers must be provided.



Suggestions:

1. Identify the broad subject (i.e. first order)
2. Then identify a field of study within the broad subject
3. Identify the 3rd order CESM description that best describes the focus of the module.





For example

Example A: A module in Accounting could focus specifically on Auditing, which will require allocating the following:

040202 Auditing

An area of study which prepares individuals, including certified accountants, to perform independent internal and external appraisals to evaluate organisational financial and operational activities, ensure compliance with laws and policies, safeguard assets, and promote effective planning and resource allocation. Includes instruction in advanced accounting, audit tools and techniques, sampling, risk and control, audit planning, audit function management, law and regulations, environmental auditing, information technology applications, professional standards and ethics, and specific industry and service sector problems.



Hyperlinks to other sources

Other documents that should be consulted:

- [Classification of Educational Subject Matter](#) (amended 2014)

Collaboration and consultation

Even if a module is offered by only one academic department/centre, it is still necessary to consult whether there might be any overlaps in the content, skills or values of the modules with an existing module. If that is the case, collaboration could be considered.

Additionally, if a new module is introduced due to programme review and renewal initiatives, consulting within the department, faculty and possibly wider within the institution could enable valuable peer feedback.

Where teaching collaboration occurs, it is important for administrative reasons to indicate how the teaching responsibilities will be divided.





For example

Example A: This module is the full responsibility of the home department. Consultations occurred with Faculties X and Y to identify possible overlap with existing modules, however no significant overlaps in content, outcomes, skills or values were identified between the different modules. Consultation and collaborations on the module revisions also occurred within the home department, as the implementation of this module forms part of a programme renewal initiative for this programme to align with needs identified in the workplace.

Example B: This module will be taught collaboratively between the Centre of Medical Ethics and the Faculty of Law. Thorough consultations occurred between the two academic entities to identify the curriculum content, outcomes and standards that is expected for this module as part of the curriculum design of the MPhil (Bioethics) programme. The Centre for Medical Ethics will be responsible for 60% of the teaching, learning and assessment requirements for this module, with the Faculty of Law taking responsibility for the 40% of the module focussing on Human Rights as it relate to medical decision-making, the rights of the individual and informed consent.

Subject details

A subject is the broad field of study or subject matter. The subject name should therefore be indicative of the broad field of study. However, currently the student information system (SIS) can only use 30 characters (including spaces). An *abbreviation* of the subject name should therefore be provided.



Take note:

- *The subject name and abbreviation should not contain any special characters (i.e. : or /)*
- *The abbreviated subject name is currently printed on the academic record, and should therefore be something that would make sense to the reader.*
- *A subject is linked to a specific academic department*

At SU a subject is identified with a 5-digit (numerical) code and a subject is linked to an academic department. If a new subject is created, the subject code is indicated as XXXXX in the administrative documentation. Once a subject code has been allocated on the student information system (SIS), the 5-digit subject code should be used in all supporting documentation.





For example

Example A:

13864 Academic Literacy for Theology

Example B:

36153 Computer Systems

Module details

A module is the smallest credit-bearing component of a programme and provide the building blocks of the programme's content. A module identifies a specialised/specific focus within the broader subject, and is therefore always linked to a subject.



Take note:

- *The subject name and module name can be the same*
- *The module name can differ from the subject name, i.e. be more descriptive of the specific focus*
- *The credit-weighting assigned to a module is also an indication of the time an average student would need to successfully master the content and outcome.*

Module code

Each module is allocated a module code consisting of 3 digits.

The *first digit* of the module code indicates the year of study for undergraduate modules, i.e. **178**, or **334**.

Postgraduate modules are allocated a 7, 8 or 9 depending on the qualification type (i.e. a Masters' module will start with an 8)

The **remaining digits** provide an indication of whether the module is offered in the first or second semester or as a year module.

When the semester of offering therefore changes, a new module code needs to be created to differentiate between the old and new version.

If you are creating a **new** module, it is indicated as follows:

- 1st semester: 1xx
- 2nd semester: 1yy
- 3rd semester: 1xy





For example

Example A: There are 3 modules linked to the subject **Computer Systems**. These modules are indicated in blocks below, indicating:

- Module code
- Credit allocation (in brackets)
- Full name of module

36153 Computer Systems

214 (15) Introduction to Computer Systems (3L; 2P; 1T)

Boolean algebra; combinational and sequential circuit analysis and design; state machines; central processing unit; assembler language programming.

Home Department: Electrical and Electronic Engineering

Method of Assessment: Flexible Assessment

Required Modules:

P Computer Programming 143 or P (Computer Science 114 and Computer Science 144)

245 (15) Microprocessors (3L; 3P)

Microprocessor programming; basic microprocessor architecture; bus, memory and input-output systems.

Home Department: Electrical and Electronic Engineering

Method of Assessment: Flexible Assessment

Required Modules:

C Computer Systems 214

414 (15) Computer Systems (3L; 1P; 1T)

Programmable logic; hardware description languages; embedded systems; computer networks.

Home Department: Electrical and Electronic Engineering

Method of Assessment: Flexible Assessment

Required Modules:

C Computer Systems 245

Core and elective modules

Compulsory modules form the core of the curriculum. All students are required to complete these modules.

Some programmes can include **elective modules**, which will allow students to choose between different options depending on their interest or the identified study focus.

Stream(s) or focal area(s)

A programme could be designed in such a way that electives are grouped together to provide students identified focal areas within the broader curriculum. For such a programme at least 50% of the content of the different focal areas must overlap. A focal area will then identify which electives students are required to complete to attain the necessary skills and knowledge within a specific area of specialisation.





For example

Example A: The following is an extract from a calendar. The full programme with all electives were listed. Thereafter each focal area is described and the required/proposed curriculum outlined to students.

4.3.2 Focal areas within the BCom (Economic Sciences) programme

4.3.2.1 Econometrics

Description of focal area

Econometrics as focal area may be for you if you have a strong quantitative background and aptitude. The emphasis throughout is on advanced mathematics and statistics, which are combined with economics to give you a strong foundation for employment as an econometrician in either the financial or public sector, or at a research institution. The advanced level of mathematical and statistical knowledge will equip you with the necessary skills to be able to do sophisticated analyses.

BCom (Economic Sciences)		
Focal area: Econometrics		
First year (128 credits)	Second year (128 credits)	Third year (at least 120 credits)
Compulsory modules Actuarial Science 112(8) Business Management 113(12), 142(6) Economics 114(12), 144(12) Financial Accounting 188(24) Information Systems 112(6) Mathematics 114(16), 144(16) Probability Theory and Statistics 144(16)	Compulsory modules Economics 214(16), 244(16), 281(32) Mathematical Statistics 214(16), 245(8), 246(8) Recommended elective modules Mathematics 214(16), 244(16)	Compulsory modules Economics 318(24), 348(24), 388(24) Recommended elective modules <i>Plus modules below to make up 120 credits.</i> Financial Mathematics 378(32) [Optional extra] Mathematical Statistics 312(16), 316(16), 344(16), 364(16)

4.3.2.2 Economic and Management Consultation

Description of focal area

This combination is aimed at you if you wish to qualify as an economic or management consultant. A good knowledge of economics is combined with broad exposure to commercial and management subjects such as Mercantile Law and Industrial Psychology. This provides you with the necessary background to be able to make business-related recommendations covering a broad spectrum of fields.

BCom (Economic Sciences)		
Focal area: Economic and Management Consultation		
First year (120 credits)	Second year (144 credits)	Third year (at least 120 credits)
Compulsory modules Business Management 113(12), 142(6) Economics 114(12), 144(12) Financial Accounting 188(24) Information Systems 112(6) Statistics and Data Science 188(18) Theory of Interest 152(6) Recommended elective modules <i>Plus 24 credits from:</i> Industrial Psychology 114(12), 144(12) Introduction to Transport and Logistics Systems 144(12) Geo-Environmental Science 124(16), 154(16) Political Science 114(12), 144(12)	Compulsory modules Economics 214(16), 244(16), 281(32) Statistics 214(16), 224(16), 244(16) Recommended elective modules <i>Plus modules below to make up 144 credits:</i> Financial Accounting 288(32) Financial Management 214(16), 244(16) # Industrial Psychology 224(16), 252(8), 262(8) Investment Management 254(16) # Mercantile Law (Commerce) 285(32)	Compulsory modules Economics 318(24), 348(24), 388(24) Recommended elective modules <i>Plus modules below to make up 120 credits.</i> Economics 381(24) Financial Management 314(12), 332(12), 352(12), 354(12) Industrial Psychology 314(12), 324(12), 348(24)

These two modules cannot be taken together.

Example B: If focal areas are applicable, the module specification document should clearly indicate that the module is an **elective** for the programme, but **compulsory** for the applicable focal areas. In the example provided above *Industrial Psychology 114* is an elective in the programme, but is required for the *Economic and Management Consultation* focal area.

Core or Elective	Elective for the BCom (Management Sciences)
Stream(s) / Focal area(s)	Compulsory for the following focal areas: <ul style="list-style-type: none"> Economic and Management Consultation Transport Economics




Rules of combination

Some modules require theoretical or practical underpinning that will ensure that a student has the required knowledge and skills to successfully complete another module. However, we must be careful not to put in unnecessary hurdles in the student's learning journey. We have to be sure that the knowledge, skills and values of the underpinning module will create a high possibility of success in the module.

Prerequisite pass	A module that the student must complete successfully (achieve above 50%) before he/she may enrol for the next module.
Prerequisite	A module for which the student must obtain a class or final mark of at least 40% before enrolling for the next module.
Corequisite	A module that must be taken at the same time as another module.

Additionally, a module is not something that is detached. A module is always part of a larger curriculum design (puzzle pieces of the bigger design). Therefore it is also important to (1) identify the programme(s) of which this module forms a part and (2) indicate whether the module is:

- Compulsory: the module must be taken to meet the requirements of the programme
- Elective: students are allowed to choose between different modules, depending on their identified study focus. The credits for these modules are still taken into consideration for the programme.

	For example
Examples of how requisites are indicated in the calendar:	
Organic Chemistry 214	Prerequisite pass modules: <ul style="list-style-type: none"> • Fundamental Principles of Chemistry I (124) • Fundamental Principles of Chemistry II (144)
Computer Architecture 244	Prerequisite module: Data structures and Algorithms 214
Introductory Physics 114	Corequisite module: Mathematics (Calculus) 114
Examples of how to indicate the requisites in a module specification document:	
This module is a <u>compulsory</u> module for the <u>Bachelor of Data Science</u> programme.	
This module is an <u>elective</u> for the <u>Postgraduate Diploma in Theology</u> .	



Mode of provision

SU is an accredited full-contact higher education institution. Therefore credit-bearing offerings can only be offered in a **contact** or **hybrid** learning mode of provision. Both of these modes of deliveries can involve a *blend* of learning, teaching and assessment methods. At SU, **blended learning** is understood as the systematic, sensible and contextual-responsive blend of different pedagogical approaches, teaching methodologies and appropriate digital technologies combined with the best features of face to face interaction.

Good curriculum design requires the consideration of the mode of provision as an integral element of how the programme/module is designed, and should consider the programme/module purpose and the student profile.

<p>Contact</p>	<p>Also known as to as <i>face-to-face</i> learning. Most of the teaching, learning and assessments are facilitated on campus or in the classroom, using the <i>traditional timetable</i> whereby students attend learning opportunities on campus daily. Face-to-face learning and teaching are presently the format in which most SU modules are offered to full-time students.</p>
<p>Hybrid learning (HL)</p>	<p>Also knowns as <i>block mode</i> learning. The academic programme/module is delivered through sustained periods of fully online learning, yet supplemented with a few (shorter), but highly engaging interactive contact sessions on campus.</p> <p>The periods of online learning should consist of a combination of:</p> <ul style="list-style-type: none"> • Asynchronous learning: students engage with learning material or activities at their own pace from <i>different locations</i> and at <i>different times</i>. • Synchronous learning: Implies that the students and lecturer(s)/tutor(s) engage with one another and the course content in a specific space at the <i>same</i> time, whether face-to-face or virtually <p>Each module and programme offered via a hybrid mode of provision should adhere to the minimum required contact time.</p>



Take note:

Since a module offered via a hybrid mode of provision must prove that the minimum contact requirements are adhered to, and consideration has been given to a combination of asynchronous, synchronous online and synchronous on-campus teaching, learning and assessment opportunities, a



HL strategy is required for these modules. For more information on drafting a HL strategy, see the relevant document.



Hyperlinks to other sources

Other documents that should be consulted:

[Overview of the Modes of Provision at SU](#)

Module linkages

The module linkage is an indication where modules are either:

1. Similar in content or outcomes; or
2. The content, skills or values in modules support each other



For example

Example A: A research methodology module in a programme can be directly linked to the research project, as the methodology module focusses on the skills and theories required by students to successfully complete the research assignment/thesis.

Research in Higher education

20 credits, NQF level 9

This module focusses on the methodological and disciplinary traditions in research writing. Students are introduced to understanding the different aspects of research writing and making sense of methodological literature. The aim is to enhance students' understanding of the key considerations in research writing to ensure quality in higher education research.

supports

Higher Education Thesis

120 credits, NQF level 9

For this module students will be required to, under supervision, identify a research problem related to higher education before conceptualising, investigating and reporting on their findings through the submission of a research thesis.

Example B: Where prerequisite requirements exist for a module, it is understood that the requisite module provides underpinning knowledge and skills that students require to successfully achieve the outcomes for the next module.

Data Science 241 Mathematical Statistics 245 Mathematical Statistics 246	Were identified as prerequisite pass modules for	Data Science 314
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Example C: Sometimes two modules, offered within different programmes, differ slightly in their focus, but has a large overlap in the content/skills required by students.

Module summary or description

A module summary provides a concise description of the knowledge, skills, and applied competence students should develop in this module. This synopsis of the module content should reflect a learning-centred approach and be easily accessible to a wider audience. It should, therefore, not merely be a list of topics or technical jargon. The module summary should be in keeping with the learning outcomes and associated assessment criteria of the module. The module summary forms the basis for developing a more detailed module framework or study guide for students.

Consider the following evaluative questions when preparing the module description:

Category	Evaluative questions
Qualification type, purpose and characteristics	Is this module part of an undergraduate or postgraduate qualification?
	What are the general expectations associated with such a qualification? For example , undergraduate qualifications are generalist in nature, introducing students to the foundational knowledge and skills of the discipline(s), field(s) of study and domain(s) of practice. In contrast, postgraduate qualifications are more specialised in nature, advancing students' knowledge and skills gained at the undergraduate level(s) to equip them with advanced problem-solving abilities in diverse contexts.
Disciplinary context & level of integration	What is the level of integration that should be pursued in this module? Can this module be described as focusing on one discipline, crossing over disciplines, drawing from multiple disciplines but integrated based on a common goal or theme, inter-disciplinary or transdisciplinary? Are the disciplinary context and level of integration reflected in the module summary?
Theory-practice integration	Will this module allow students to integrate theory and practice? How will this be facilitated?



Module content	What is the scope or breadth of knowledge and skills to be acquired in this module?
	What is the depth at which concepts, theories and models will be explained in this module?
	What is the cognitive demand that the scope and depth of the module content will place on students?
Overall purpose of the module and relationship with other modules in the programme/qualification	Is this module about 'generic' (transferable) components in the programme? It implies that these fundamental components become enabling mechanisms in the curriculum allows students to use these 'generic' skills (e.g. information literacy skills, etc.) across a range context appropriate to this field of study.
	Is this a core module? What is the relationship of this core module with other modules? It implies that the module addresses essential discipline-specific knowledge and practice-based skills directly relevant to the field of study/domain of practice that students must acquire. Core modules usually form the 'spine' of the curriculum and should progress vertically from one year to the next year of study. Core modules within a learning programme should collectively provide a solid foundation from which areas of specialisation can emerge.
	Is this an elective module? It implies that students have a choice in terms of the area of specialisation that emerges from the core modules. The modules within the area of specialisation should be distinct from other areas and adequately defined to provide students with the required knowledge and skills for more advanced study and/or career progression.
	Is the module at an introductory level? It implies that disciplinary knowledge and/or practical skills are introduced to students who have limited prior knowledge in the discipline(s) or field(s) of study.
	Is the module at an advanced level? It implies that students have the required underpinning disciplinary knowledge and practice skills and the focus of the module should attend to any or a combination of the following issues such as: to enhance the depth of the knowledge, to strengthen application of knowledge, to expand practical skills (e.g. by introducing advanced technology in the execution of these practical skills) and to explore specialisations.
Sequencing and pacing of module content	In which sequence will the concepts, theories, models, etc. be presented to students in this module?
	Will the sequence in which concepts, theories, models, etc., be arranged facilitate students' knowledge-building in a logical order?



Coherence & understandable	Does the module summary/description provide a comprehensive perspective on the module content?
	Has the module summary/description been articulated in an easily comprehensible, coherent and fluent manner?
Learning-centred approach	Does the module summary/description portray a learning-centred approach as described in institutional policies and guidelines on learning and teaching?



For example

Example A: In this introductory module, students explore the fundamental concepts of nursing science, including taxonomy, philosophies of caring, nursing process, and evidence-based care. Concepts from the biological, physical, epidemiological, and behavioural sciences will be explained as students begin their study of adults experiencing major biophysical health problems. This module introduces students to the role of the professional nurse in medical/surgical nursing care of the adult client in diverse contexts.

Example B: This clinical module is designed to provide the student with the opportunity to utilise evidence-based knowledge and critical thinking skills in the planning and provision of comprehensive nursing care to children along the health-illness continuum. Concepts of growth and development, family integrity, wellness, risk reduction and disease prevention will be stressed. Key elements of culture, spirituality, heredity and patient advocacy will be integrated into nursing care. Clinical assignments will also include caring for children with acute and chronic illnesses.

Example C: This module explores major concepts and principles of pathophysiology, illustrating their relationship to a range of common acute and chronic illnesses. Emphasis is placed on the pathophysiological principles underlying disorders of major body systems and sub-systems, including cardiovascular pathophysiology, hypertension and atherosclerosis. This module supports the topics in concurrent nursing modules by providing a scientific basis for understanding disease processes such as cellular injury, inflammation, infection, and shock; by elucidating the underlying mechanisms which result in clinical manifestations; and by presenting the rationale for therapeutic interventions. In particular, students will be introduced to pharmacokinetics, pharmacodynamics and pharmacological interventions related to the pathophysiology studied.

