

***Course or module title****[[1]](#footnote-1)*

1. **Introduction**

**1.1 Purpose of module/course**

*In this section, provide a clear purpose statement for the module which will motivate students and help them to understand why this module is important. You could also provide information regarding how the module fits into the overall degree structure, including pre- and co- requisites.*

**1.2 HEQSF level and Credit Value**

*This section can only be completed in consultation with colleagues in a curriculum team. All qualifications are pegged at specific levels on the Higher Education Qualifications Sub-Framework (HEQSF) (*<http://www.che.ac.za/media_and_publications/legislation/government-gazette-higher-education-qualifications-sub-framewor-0>*).*

*For example, B- degrees are pegged at a level 7, honours degrees a level 8, masters degrees at a level 9 and PhD degrees at level 10. The HEQSF specifies minimum credits for qualifications. For example minimum credits for a B-degree are 360. So for example, at Rhodes a BA is worth 360 credits. This means that at first and second year courses are assigned a credit value of 30. Third year courses have a credit value of 60. A semester long first or second year course would thus be worth 15 credits and a semester long third year course 30 credits. It is assumed that the ‘average’ student would need approximately 10 hours to complete one credit worth of learning. The 10 hours would include contact time, self-study and assessment time. Please check with individual heads of departments and deans as to how the credit system is applied in your Department and Faculty.*

* 1. **Assumptions of Prior Learning (or Learning assumed to be in plac**e

*In this section, you could specify pre-requisite courses / qualifications that students should have done to qualify to enroll for this particular course.*

1. **Outcomes**

**2.1 Specific Intended Outcomes**

*In this section you need to articulate what it is you hope your students will be able to DO as a result of their engagement with the course materials and processes. Learning outcomes should include knowledge and understanding of a discipline/ field as well as cognitive, general, professional practices and skills as well as values and attitudes. In higher education outcomes are often complex (and can only be achieved over time and by degrees). Where possibly this complexity should be articulated and acknowledged in curriculum planning documentation.*

**2.2** **Critical Cross-Field Outcomes**

*The Critical Cross-field Training Outcomes (CCFOs) are another mechanism designed to contribute to coherence on the HEQSF. CCFOs describe the qualities that the HEQC identifies for development in students within the education and training system, regardless of the specific area or content of learning i.e. those outcomes that are deemed critical for the development of the capacity for lifelong learning. It is mandatory that at least some of these CCFOs are addressed in all university courses. (*[*http://www.saqa.org.za/docs/pol/2000/curriculum\_dev.pdf*](http://www.saqa.org.za/docs/pol/2000/curriculum_dev.pdf)*).*

*CCFOs are now embedded in the South African Qualifications Authority level descriptors* [*http://www.saqa.org.za/docs/misc/2012/level\_descriptors.pdf*](http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf)

*You can select from this list of critical cross-field outcomes those outcomes to which you think the course can contribute. It is unlikely that any single course could meet all twelve, as these are expected to be met on completion of a degree/programme. These can either be written as separate outcomes related to your course or can be integrated in the specific intended outcomes (see above).*

Students will be able to:

a) identify and solve problems

b) work in a team

c) organize and manage themselves

d) collect, analyse and evaluate information

e) communicate effectively

f) use science and technology

g) recognize problem solving contexts

h) reflect on and explore effective learning strategies

i) participate as a responsible citizen

j) be culturally and aesthetically sensitive

k) explore education and career opportunities

l) develop entrepreneurial opportunities

1. **Teaching methods**

*In this section, you need to provide a clear indication of what teaching and learning methods (pedagogic strategies) you will use to ensure that your students are engaging with the concepts, materials, ideas etc in ways which will enable them to meet the purpose and outcomes of the course. This could include details of how lectures, tutorials, practicals, service-learning etc. will be used in an integrated to way to promote deep approaches to learning (Biggs 2012)[[2]](#footnote-2).*

1. **Course/ Module content**

*This section is about making explicit what ‘knowledge’ your students need in order to achieve the outcomes you have specified. You could provide a list of topics/subject areas to be covered with a brief explanation (one or two sentences) of each. It is important to consider the most appropriate sequence for introducing topics and how much time should be spent on each topic. If a course is broken down into a number of smaller modules, you could indicate the approximate credit value of each module*.

1. **Resources**

*List the main texts, textbooks, key journal articles, teaching notes and any other teaching materials available to students, and which students are expected to access. The list could include library and digital resources and where appropriate, texts from the global South.*

1. **Assessment of student learning**

*In this section, you need to outline your overall assessment plan/strategy for the module or course. You need to specify how student learning will be assessed both during the course (formative assessment) and at the end of the course (formative assessment). Included in this plan should be how assessment tasks are linked to learning outcomes, assessment criteria that will be used to assess students’ learning and how the range of assessment tasks will be weighted,*

*It is useful to think of assessment criteria as WHAT you need to see in order to be sure that students can meet the specified outcomes. Assessment tasks refer to HOW the evidence will be collected.*

*In order to design assessment criteria, it is important to consult the South African Qualifications Authority level descriptors for each of the HEQSF levels. These can be accessed at* [*http://www.saqa.org.za/docs/misc/2012/level\_descriptors.pdf*](http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf) *[[3]](#footnote-3)*

*The table below may or may not be useful for your purposes.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific outcomes**  1.  2.  3.  4. | **Assessment tasks** | **Assessment criteria** |  |
|  |  |  |
| **Critical Cross-Field Outcomes**  1.  2.  3.  4. |  |

1. **Evaluation of module and/or teaching**

*Here details of the way/s you intend to elicit feedback from your students on the course and on your teaching need to be provided. This section should include details of the way in which feedback data could contribute to an overall evaluation of your course and how you you will inform your students of your response to their feedback. This section could also include information on how you intend to ensure that students are given ample opportunities to provide input into future curriculum decision-making. See the Rhodes University Policy on the Evaluation of Teaching and Courses* [*http://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Evaluation%20of%20Teaching%20and%20Courses.pdf*](http://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Evaluation%20of%20Teaching%20and%20Courses.pdf)

*and the collection of Rhodes case studies of evaluation practices:* <http://www.ru.ac.za/teachingandlearning/aside/>

1. The text in italics under the headings is intended as a guide for what could be included under each heading. It should be deleted once read. [↑](#footnote-ref-1)
2. Biggs, J. (2012). What the student does: teaching for enhanced learning. *Higher Education Research & Development*, 31(1): 39-55. <https://doi.org/10.1080/07294360.2012.642839> [↑](#footnote-ref-2)
3. The purpose of level descriptors for Levels One to Ten of the National Qualifications Framework is to ensure coherence in learning achievement in the allocation of qualifications and part qualifications to particular levels, and to facilitate the assessment of the national and international comparability of qualifications and part qualifications. Ten categories are used in the level descriptors to describe applied competencies across each of the ten levels of the National Qualifications Framework: • Scope of knowledge • Knowledge literacy • Method and procedure • Problem solving • Ethics and professional practice • Accessing, processing and managing information • Producing and communicating of information • Context and systems • Management of learning • Accountability (SAQA 2012 p 3) [↑](#footnote-ref-3)