



[MODULE CODE]

[MODULE NAME]

[NQF level]

[Number of credits]

[Name of department]

Compiled by

[Name of lecturer]

[YEAR]

Faculty of
Humanities

Fakulteit
Geesteswetenskappe

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CENTRE FOR TEACHING
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INTRODUCTORY INSTRUCTIONS








BEFORE MAKING USE OF THIS TEMPLATE PLEASE FAMILIARISE YOURSELF WITH THE FOLLOWING:









- All information required by academic staff members is stipulated in **red font** (please use the font provided – Arial 11).
- The information provided in **black font** will be added by CTL.
- Blackboard clicks and pedagogy bricks have been included in specific sections. These are tips that can be incorporated into your module study guide. Please remove these sections once you have added the relevant information.
- Additional resources (e.g., Example of a Concept Map) are added as appendices at the end of the document. Academic staff are welcome to implement these resources within the module guide. Please remove the appendices that will not be used.





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Table 1: Icon Library

Icon	Description
	Welcoming message and lecturer information
	Module objective
	Module outcomes
	Action words, terms and concepts that need to be understood
	Activities and resources made available on Blackboard
	Prerequisites of the module
	Credits and notional hours relevant to the module

	<p>Face-to-face contact sessions</p>
	<p>Activities to be completed individually (preparation). You may still ask for feedback from your tutor or lecturer when you encounter aspects that you have difficulty with</p>
	<p>A quiz – usually made available for self-assessment on Blackboard</p>
	<p>Unit-specific content for the module</p>
	<p>The resources to be consulted (such as the textbook, additional reading material, etc.)</p>
	<p>The roadmap that contextualises (puts into perspective) the different pieces of information in the module</p>
	<p>An important reminder/caution from your lecturer</p>
	<p>Assessment questions and opportunities</p>

	Unit-specific assessment criteria
	A learning unit
	Learning unit outcomes for a specific unit
	Purpose of the learning unit



1. WELCOMING

Dear student,

Welcome to [please add module code], [please add module name]! I am [name of lecturer] and will be responsible for teaching this module. Here is all the information that you will need to contact me, as well as other relevant staff in the [Department X].

[Please add information in table format, see example below].

	HEAD OF DEPARTMENT
Head of Department:	
Office number:	
Email address:	
Phone number:	
Consulting hours:	
	LECTURER
Lecturer:	
Office number:	
Email address:	
Phone number:	
Consulting hours:	
	SUPPORT STAFF (e.g. SECRETARY / TEACHING ASSISTANT)
e.g. Teaching assistant:	
Office number:	
Email address:	
Phone number:	
Consulting hours:	

BLACKBOARD CLICK:

- A Blackboard banner with the module code and name will be placed on your module by CTL.
- Add a **course announcement** welcoming your students to your course. They will access this announcement with their first login.
- A welcoming message can also be set up in the form of a video or audio voice message.



2. MODULE OBJECTIVE

In this section I will provide you with a short overview of what will be expected from you to be successful in your learning in this module.

The aim of [please add module code] is to [please add main aim here].



3. MODULE OUTCOMES

After successful completion of this module, you should be able to:

- [Please add module outcomes in here]
- [Please add module outcomes in here]
- [Please add module outcomes in here]
- [Please add module outcomes in here]
- [Please add module outcomes in here]



4. LEARNING UNITS

In addressing the module outcomes above, the following learning units will be covered in this module.

Learning unit 1: [Please add name of learning unit]

Learning unit 2: [Please add name of learning unit]

Learning unit 3: [Please add name of learning unit]

Learning unit 4: [Please add name of learning unit]

Learning unit 5: [Please add name of learning unit]

* This section can be combined also with 'module outcomes' when the outcomes correlate with the learning units.

PEDAGOGY BRICK:

A **module journey map** can be followed of all the learning units (and key concepts in each unit, if applicable) that will be covered in the module. The purpose of the module journey map is to give students a visual overview of what to expect during the course of the module. (See appendix A below for an example of a module journey map.)

BLACKBOARD CLICK:

Structure information according to learning units on Blackboard. This will allow students to find all resources pertaining to a specific unit in one place, e.g., PowerPoint, reading materials, assessments and tutorial sessions.



5. PREREQUISITES

Students must have successfully completed [please add module code/s] before they can register for [please add module code]. Please consult the faculty yearbook for more information.



6. CREDITS AND NOTIONAL LEARNING HOURS

'Notional learning hours' indicate the amount of learning time taken by the 'average' student to achieve the specified learning outcomes of the course unit or programme. This includes all learning relevant to achieving the learning outcomes, e.g., directed study, essential practical work, group work, private study, preparation and assessment.

This module has [number of credits] credits, requiring [number of credits x 10] notional learning hours from students.



7. MODULE CALENDAR

The module stretches over a [please add the duration of module, e.g. 14 week] period, during which the following programme will be followed:

[Please add information in table format, see example below].

UNIT	WEEK	DESCRIPTION	ACTIVITIES
1	E.g. 1–5 February	E.g. Vector functions...	E.g. 3 class lectures + 1 practical
2			E.g. 3 class lectures + 1 practical
[Please add public holidays if applicable, e.g. Human Rights Day 21 March]			
3			E.g. 3 class lectures + 1 practical
4			E.g. Assignment 1

[Please add any other contact session (e.g. tutorials) that students are required to attend in order to successfully complete this module.]

[Please indicate where contact sessions (class timetable) information will be made available to students, e.g. Blackboard.]

It is the responsibility of each student to ensure that he/she receives all the information in connection with this module provided during the [please insert applicable contact sessions,

e.g. theoretical session, practical session etc.]. This information will be made available on Blackboard, on [please insert the department name] notice boards, and in the faculty yearbook. Attendance of all [please insert the contact sessions that are compulsory, e.g. practical sessions] are compulsory. Please note that only registered students will be allowed to attend the [please insert the module code] contact sessions.



8. STUDY MATERIAL

- The prescribed textbook in this module is [Please insert reference of textbook].
- Additional reading materials is provided [printed or on Blackboard]. [Please insert reference of additional reading material if appropriate.]
- In addition to the textbook, there is study material that will be used as part of the teaching and learning in this module. This material and activities will be made available on Blackboard throughout the semester. It is each student's responsibility to ensure that he/she obtains and prepares all study material in time.

PEDAGOGY BRICK:

To achieve the main aim of the module, students need to see the alignment between prescribed textbooks and other teaching and learning materials. A few examples include: formal lectures, audio files, videos, additional resources, extra reading material and self-study activities.

A General Reading Guide can also assist in enhancing your students' understanding of the reading material that they will work through during this module. Please see appendix B for the General Reading Guide Template.

Copyright clearance of all materials is the responsibility of each lecturer. For more information contact the library.

BLACKBOARD CLICK:

It is a good idea to also make available all the information for each learning unit on Blackboard. To help organise this information, contact your relevant faculty learning designer.



9. ASSESSMENT

[Please add additional sick test forms and assignment cover pages, if applicable.]

9.1. ASSESSMENT BREAKDOWN

Your module mark (predicate) will be calculated as follows:

[Please add information in table format, see example below.] [If it is not possible to include specific information (e.g. date, time or venue) in the printed version, please make sure to indicate to students that this information will be made available on Blackboard.]

ASSESSMENT	TYPE (E.G. WRITTEN/ORAL/PRACTICAL)	CONTRIBUTION TO MODULE MARK
Test 1		
Test 2		
Test 3		
Assignment 1		
Assignment 2		
Blackboard activities		
Class activities and participation		

[Please give an outline of the minimum requirements] to be successful in the module e.g. 2 out of 3 tests etc.

9.2. ASSIGNMENTS

[Please add an overview of assignments and what will be expected from students.]

- Compulsory number of assignments
- How would you deal with late submissions?
- Group/individual assignments
- Ethical expectations
- Corrective measures if students do not comply
- Excuses for late/no submission

More detailed assignment information will be made available on Blackboard throughout the semester. It is each student's responsibility to ensure that he/she takes note of all the information and aligns him/herself with the expectations. **[Please exclude this paragraph if it is not applicable to your module.]**

PEDAGOGY BRICK:

In order to improve students' understanding of assessment-related questions (if this is a challenge in your module), a table is provided in appendix C (please see **assessment action words** section in the Faculty Rules and Regulations Guide) which gives examples and definitions of action verbs often used in assessment questions.

Please refer to faculty or departmental plagiarism policy for more information about plagiarism (see Faculty Rules and Regulations Guide).

BLACKBOARD CLICK:

It is a good idea to also set up formative assessment activities on Blackboard [e.g., Turnitin assignment (plagiarism testing tool), online quizzes, rubrics, etc.]. To help with the design and set up of such activities on Blackboard, contact your relevant faculty learning designer.

Examples of old test and exam papers are valuable learning resources for students. Examples of these can be made available on Blackboard.

9.3. CALCULATION OF THE FINAL MARK

- In terms of rule **[please add the applicable rule]** of the Faculty of **[please add the Faculty name]**, the final mark of this module is calculated as follows (see example below):
 - a) **[Please add the percentage]** of the module mark plus **[please add the percentage]** of the examination mark; or
 - b) **[Please add the percentage]** of the module mark plus **[please add the percentage]** of the examination mark in the case of e-learning.



10. TIPS FOR TESTS AND EXAMS

[Please add a list of questions that students are advised to consider to help them in preparation for tests or exams.]



11. UPDATING OF MODULE INFORMATION AND RESOURCES

The module schedule and syllabus (study material), either orally or in writing, can be updated or modified at any time by the lecturer or [please add the department name]. It is the responsibility of students enrolled in this module to stay up to date with the schedule and syllabus. An announcement of this type can be given in face-to-face class sessions or communicated on Blackboard. It is recommend that students check Blackboard daily to keep up to date with the latest developments in [please add the module code]. Any work discussed during contact sessions can be used for assessment purposes.

[This section makes reference to communication on Blackboard. Please remove this part if no use will be made of Blackboard.]



12. LEARNING UNIT GUIDE

12.1 EXAMPLE: UNIT 1



12.1.1. UNIT OVERVIEW

[Please add a brief explanation of the purpose and scope of the unit, as well as an explanation of how the particular unit in the module relates to the other units in the module.]

PEDAGOGY BRICK:

A concept map of the key concepts or a unit overview map can be used. The purpose of the concept map is to explain to students the most important terminology and concepts within the unit in a simple and understandable fashion. This will help students in their preparation before coming to class.

[Please add the preparation material students will need to work through before class].



12.1.2. LEARNING AND ASSESSMENT ACTIVITIES

[Please add a description of the learning and assessments activities to be completed within this unit.]

[Please add a rubric for each assessment activity, if applicable.]



12.1.3. UNIT SPECIFIC CONTENT (OPTIONAL)

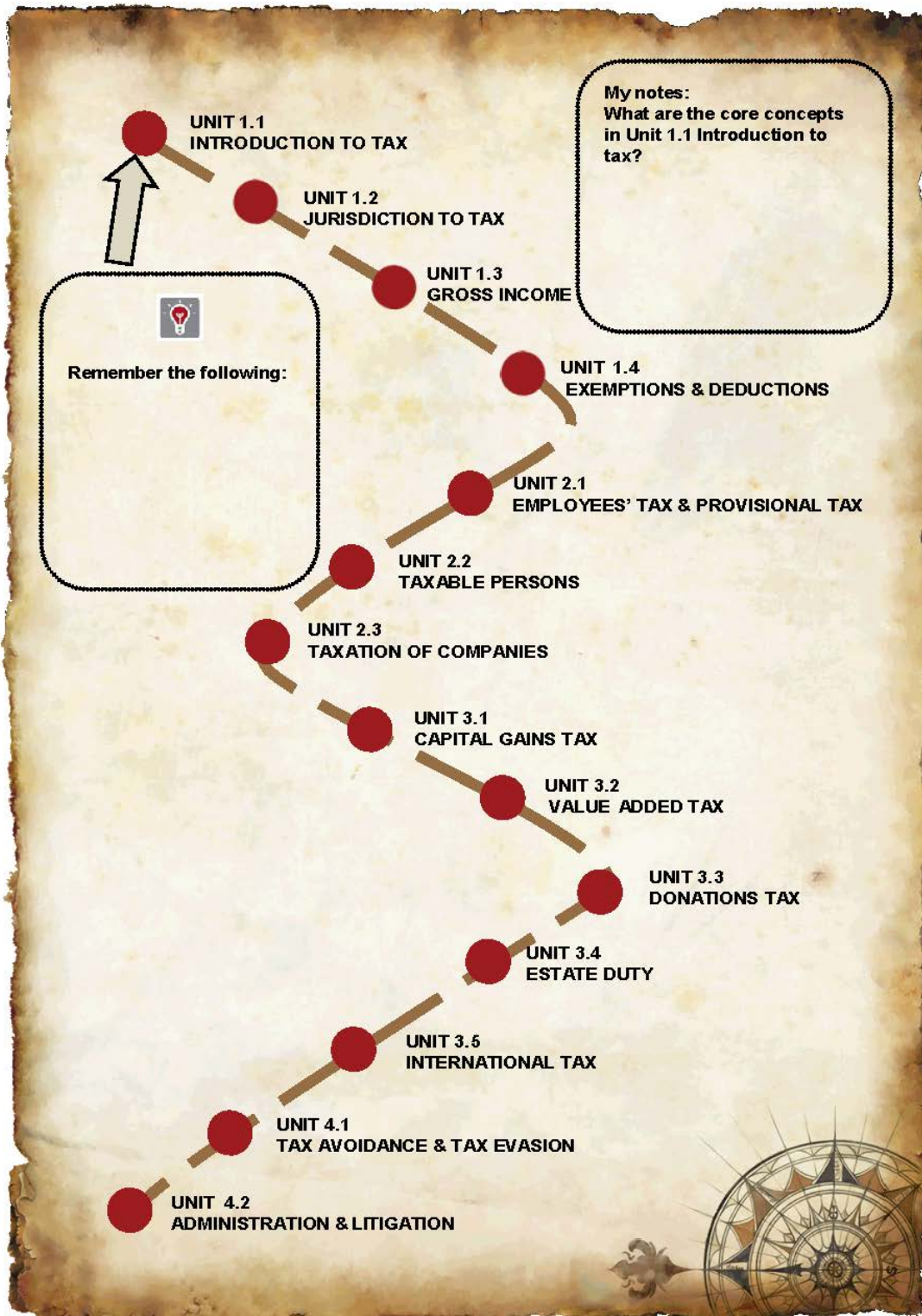
- The following chapters in the prescribed textbook will be relevant to this unit: [Please add the reference of textbook.]. This book must be purchased.
- In addition to the textbook, other study material will also need to be studied. This material can be made available on Blackboard.
- Diligent students who wish to make a deeper study than is required for examination purposes may wish to consult the following material: [Please add the reference of additional reading material if applicable]
-

PEDAGOGICAL BRICK:

A General Reading Guide can assist in enhancing your students' understanding of the reading material that they will work through during this module. Please see appendix B for the General Reading Guide Template.



13. APPENDIX A: EXAMPLE OF A MODULE JOURNEY MAP





14. APPENDIX B: GENERAL READING GUIDE TEMPLATE

The following activities will help you understand and remember what you have read.

1. Look at the heading of the chapter or article and complete the **first two** columns of the following table:

What do I <i>know</i> about this topic? Write down the key words in this column.	What do I <i>want to know</i> about this topic?	What have I <i>learned</i> from the chapter or article?

2. **What information do you predict will be in this chapter?** Write down two or three facts that you are expecting to read in the text.

3. **Survey the whole text (chapter or article).** This means looking over the text, reading all the headings and sub-headings, and looking at all the graphs, tables and illustrations. What information do you get from these? Tell your partner what you have learned from these visuals.

4. Turn each of the headings and sub-headings into questions. Write them down below.

5. Now **read** the text **carefully**. After you have read the text, try to answer the questions you have written down above.

6. When you have completed the reading of the text, fill in the last column of the table in Question 1: What have I learned?
