REPUBLIC OF RWANDA

HIGHER EDUCATION COUNCIL
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NOTES OF GUIDANCE:

MODULE DESCRIPTION FORM

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Module Code: this will be assigned later. Note that if a module is being taught at more than one level and/or to different groups with different learning objectives, you will need more than one module code and more than one form (though each should indicate that a block of teaching, or whatever, is shared with another module). Where a module is taught to different groups but at the same level and sharing learning objectives (e.g. introductory science modules shared between different degrees) one module code and form will suffice, but the form should explain how the objectives and curriculum are equally appropriate for all groups.

Module Title: the title, or at least that portion of it that precedes a colon, should be short (preferably not more than five or six words) and distinct from the titles of all other modules.

Level: Semester: Credits: First year of presentation: (self-explanatory)
Administering Faculty: the Faculty that takes responsibility for the module (but if there is collaboration between Faculties, this should be indicated below)

Pre-requisite modules: those which the student needs to have taken in order to cope with this module.

Allocation of study and teaching hours:
Student hours: this method of planning is predicated on a 'budget' of notional student learning hours. One credit is worth ten hours, so a 20-credit module would have a budget of 200 hours. These are not just face-to-face hours, but everything that the student is expected to do on the module. Some of the more obvious possibilities are listed in the table, but you may well want to add others.
'Lectures', 'seminars' and 'practical classes/laboratories' are the face-to-face component. This can be calculated as 12 teaching weeks times the number of hours each week, if the sessions are spread equally across the weeks. A similar, if rough, allowance can be made for activities directed by the lecturer but not requiring his or her physical presence – set reading before seminars, the

writing of poems or preparation of presentations, structured group or individual activities, visits to museums, etc. Allowance should also be made for examination revision (ten hours? more, if more than working over notes is required?) and for each piece of in-course assessment (10-15 hours? more, if library work is required?). Beyond this, students should always be allowed a couple of hours a week (25 in total?) for self-directed activity – transcribing and working over notes, for example – and a good bit more than this (50 or 60 hours? more?) if you require them to use the library or the web or to do independent work on the computer or in the laboratory or studio. The total should of course add up to the total budget.

Staff hours measures the need for staff resource. Allow two hours for every hour of lecture (which has to be prepared as well as given). One hour of seminar or practical class per student may well generate several hours for the staff (for a class of a hundred in groups of 20, for instance, one hour of seminar per student is five staff hours, perhaps plus one to prepare); also allow for attendance by technicians etc. Make some allowance also for preparation of structured activities, materials handed out or put on the web etc and for the setting and marking of assignments and examinations. If you are intending to write distance/self-study material for the module, allow two hours for every hour that the work is expected to take the student (but put in a footnote that these occur only once, in the year when the material is written).

The main use of this column is for workload planning, but it will also be used to assess resource needs, and modules that make very heavy demands on staff time will have to justify this or risk not being approved.

Description of module

Brief description of aims and content (not more than five lines). This will go in module catalogues etc as the description of the module.

Learning Outcomes

These are what the students are expected to learn or acquire and what may be examined/ assessed. Make them comprehensive – they have to cover <u>everything</u> that you want to examine – but not too detailed. It would be better to put that students ‘should show familiarity with main

events and persons in the political history of 18th century England' than to list twenty or thirty specific people or events with which they were expected to be familiar.

Knowledge and Understanding is self-explanatory.
Cognitive/Intellectual skills/Application of Knowledge: analysis, evaluation, critique, but also diagnosis, planning, applying knowledge in unfamiliar situations.
Communication/ICT/Numeracy/Analytic Techniques/Practical Skills Self-explanatory. Consider, particularly at fourth level and above, helping student learn how to present material orally or on the computer as well as in writing and how to present to (probably notional) lay, commercial/industrial or government audiences.
General transferable skills: these are what we, and employers, expect graduates to be able to do: for example, taking responsibility, acting autonomously, showing the ability to do extended and self-programmed work, locating information to answer questions, working with little supervision or direction, working in groups … Level 4 and 5 modules should definitely be inculcating or facilitating some of these.

Learning objectives become more complex and demanding as the student progresses up the levels. A summary of what is required by the *National Framework* is attached as an Appendix.

Modules should discuss their learning objectives with each other. The set of modules that constitutes a Level within a Programme should deliver all the learning objectives claimed for that level, but not every module has to deliver every objective.

Indicative Content
Not necessarily a complete list of lectures etc, but the main areas of curriculum you intend to cover. Indicate which of the 'knowledge and understanding' objectives each element covers. Where an element does not correspond to a learning objective, justify its presence (e.g. as necessary preparation for what follows). Also indicate where specific skills which feature as learning objectives are taught or practised.

Learning and Teaching Strategy

Describe how each component of the 'student hours' contributes towards achieving the learning objectives. Describe any innovations you are making or any good practice you are importing from e.g. another module or course. Describe how achievement of the 'general skills' objectives is facilitated by your teaching.

Assessment Strategy

Outline the in-course and end-of course assessment and which learning objectives each task is assessing (and how, if this is not obvious). Indicate how you will guard against cheating and impersonation – that there is at least one assessment that is demonstrably done by the student and only the student.

Note that this does not necessarily have to be an examination. Presentations, individual creative work some of whose construction has been observed, practical tasks and placements linked with a reflexive diary or essay, role plays, laboratory tasks and performance in class on unprepared tasks can also be appropriate. A little imagination might be used here.

Assessment Pattern: this follows from the above. The weights must add up to 100%.

Note: there is a tendency to over-assess – which turns students away from academic work and towards memorising notes. As a general rule a ten-credit module should have one two-hour examination and a piece of coursework, or the equivalent. A twenty-credit module might reasonably have two pieces of coursework (e.g. a 3000-word essay, or a research/ laboratory report), and a three-hour examination or equivalent.

Consider, under appropriate circumstances, the 'lab book' or 'portfolio' principle, where seminars or practical classes are linked to short pieces of assessable work; the student has to write up a certain number of these, and the mark will be based on all of these or a certain number of the best of them. Remember that you can also use assessed oral presentations, assessed role-plays, plans or proposals for construction or research, pieces of construction or research or performance … The important thing is that the assessment clearly assesses one or more learning outcomes. Remember also that the final examination or other assessed work does not have to assess every learning outcome for the module; those that refer to earlier parts of the

module can be assessed by coursework, leaving the examination for material occurring later in the module and themes that run through the whole module.

Strategy for feedback and student support during module: how do you intend to tell students how they are doing – formatively as well as by giving feedback on assessed work? What arrangements will the module team make to be accessible to students who have problems or queries? Judging by past experience of the subject-matter and skills, will there be a need for extra or remedial sessions for some students?

Indicative Resources: what resources are needed to teach the module, and do we have them? The purpose of this section is (a) to ensure that the learning objectives are realistic in the light of the available resources (or almost so), (b) to assure us that the students will have the resources to meet the learning objectives, (c) to demonstrate that the module team is aware of the available resources, and/or (d) to see what extra resources will be needed, in time to make sure we acquire them.

APPENDIX: LEVEL DESCRIPTORS (FROM THE *NATIONAL QUALIFICATIONS FRAMEWORK)*

HE Level 1 (Certificate of Higher Education)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a broad knowledge of the subject/discipline knowledge embedded in the main theories, concepts and principles *an awareness of the evolving/changing nature of knowledge *an understanding of the difference between explanations based on evidence and other types of explanations and the importance of this	Use some of the basic and routine skills, techniques, practices and /or materials associated with the subject/ discipline Practice these in routine and non-routine situations	Present and evaluate arguments, information and ideas which are routine to the subject/discipline Use a range of approaches to addressing defined and /or routine problems and issues within familiar contexts	Use a range of routine skills associated with the discipline. for example: *convey complex ideas in a well structured and coherent form *use a range of forms of communication effectively in both familiar and new contexts *use standard ICT applications to process and obtain a variety of information and data *use a range of numerical and graphical skills	Be able to work with little or no supervision Be able to work with others to achieve defined objectives Take responsibility for own work Be able to take a leadership role in group work

HE Level 2 (Diploma in Higher Education)

Demonstrate: *a broad knowledge base with substantial depth in their area(s) of study *understanding of a limited range of core theories, principles and concepts *limited knowledge of some major current issues and specialisms *an outline knowledge and understanding of research in the subject	Use a range of appropriate methods and procedures Carry out routine lines of enquiry, development or investigation into problems and issues Adapt routine practices within accepted standards	Have command of analytical interpretation of a wide range of data Use a range of approaches to formulate evidence based solutions/responses to defined and /or routine problems/issue. Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues	Use a range of routine skills and some advanced and specialised skills associated with the subject e.g. Convey complex information to a variety of audiences and for a variety of purposes Use a range of applications to process and obtain data Use and evaluate numerical and graphical data	Exercise autonomy and initiative in some activities at a professional Level Take significant managerial/ leadership responsibility for the work of others in a defined area of work Take the lead in planning in a familiar context Take responsibility for carrying out and evaluating tasks

Level HE Level 3 (Advanced Diploma in Higher Education)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *specialised knowledge with depth in their area(s) of study *understanding of a range of the main theories, concepts and principles of the subject *an understanding of a range of current issues and specialisms *a knowledge of the main research methodologies used in the subject	A command of analysis, diagnosis, planning and evaluation across a broad range of technical functions Formulate appropriate responses to resolve problems	Identify and analyse routine professional problems and issues Draw on a limited range of sources in making judgements	Communicate in a variety of forms and to a variety of audiences using structured and coherent arguments Communicate the results of their work accurately and reliably, identifying the broader principles, issues and impact Be able to use a range of IT skills	Take responsibility for their own learning Exercise some degree of autonomy in a few activities at professional Level Demonstrate an ability to take decisions at a professional Level in familiar contexts

Level 4 (Ordinary Degree)

Demonstrate: *a broad and integrated understanding of the well established principles of their area(s) of study *the ability to evaluate a selection of the principles, principles, concepts and terminology of their area(s) of study, including some advanced aspects *knowledge that is detailed in some areas and/or informed by developments at the forefront *knowledge of routine methods of enquiry	Use of a selection of the principle skills, techniques, practices and/or materials associated with the subject(s) Use of a few skills etc that are specialised or advanced Practice appropriate routine methods of enquiry to solve problems in their area of study Practice in a range of professional Level contexts which include a degree of unpredictability	Identify and analyse routine professional problems and issues An understanding of the limits of knowledge and an ability to evaluate knowledge Draw on a range of sources in making judgements	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non specialist audiences Deploy the key techniques of the discipline/subject with confidence Use a range of IT skills to support and enhance work Use and evaluate numerical and graphical data	Exercise autonomy and initiative in some activities at a professional Level Practice in ways which take account of own and other's roles and responsibilities Work under guidance with qualified practitioners Take responsibility for own work and manage the work of others

Level 5 (Bachelor Degree with Honours)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a systematic understanding of key aspects of their field of study *a critical understanding of the principal theories and concepts *a coherent and detailed knowledge of some areas that are at the forefront of knowledge in the subject(s) *knowledge and understanding of a range of established techniques of enquiry or research methods	Use a range of methods and techniques including some that are specialised, advanced and/or at the forefront of the subject/discipline Be able to transfer knowledge to unfamiliar contexts Carry out a defined research project	An appreciation of the uncertainty, ambiguity and limits of knowledge The ability to identify and solve professional Level problems In familiar and unfamiliar contexts The ability to make judgements where data/information is limited and/or comes from a range of sources Evaluate and consolidate knowledge, skills and thinking in a subject/discipline	Communicate information, ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences Use a range of software solutions to support and enhance work Interpret, use and evaluate a range of numerical and graphical data	Take personal responsibility for decision making Act autonomously in professional/equivalent activities Work with others to bring about change, development and/or new thinking Reflect on own learning needs and take responsibility for gaining the necessary knowledge and/or skills

Level HE Level 6 (Postgraduate Certificate, Postgraduate Diploma, Masters Degree)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a systematic and comprehensive understanding of the main areas of the subject/discipline *a critical awareness of current problems and/or new insights at the forefront of the academic discipline *a comprehensive	Use a significant range of the principle skills, techniques, practices and/or materials, including some at the forefront of developments, associated with their discipline Apply a range of standard and specialised research or	Deal with complex issues and make informed judgements in the absence of complete data Analyse, evaluate and synthesise issues which are at the forefront of knowledge Demonstrate original	Use a range of advanced and specialised skills as appropriate to the discipline: e.g.: *communicate using a range of appropriate methods to a range of audiences with different Level s of subject expertise *communicate with peers,	Exercise initiative and personal responsibility Demonstrate self-direction and originality in tackling and solving problems Act autonomously in planning and implementing decisions at a professional

understanding of relevant techniques applicable to their research or advanced scholarship *an understanding of how established techniques of research and enquiry are used in the discipline	equivalent techniques of enquiry Plan and carry out a significant project of research, investigation or development Demonstrate originality in the application of knowledge	responses to problems and issues	more senior colleagues and specialists *use a wide range of appropriate software solutions *evaluate a wide range of numerical and graphical information.	Level Demonstrate the skills of life-long learning Demonstrate the skills of leadership and the management of resources

Level HE Level 7 (Doctorates)

Demonstrate: *a critical understanding of the subject/discipline, including theories, concepts and practices at the forefront *critical knowledge and understanding of the research methods in the discipline/ subject, including advanced ones *knowledge and understanding generated through personal research or equivalent work which makes a significant contribution to the subject/discipline	Use a significant range of the principal skills, techniques, practices and materials associated with a subject/ discipline Design and execute a research, investigative or development project to deal with new problems and procedures Practice in the context of new problems and circumstances Apply a range of standard and specialist research techniques and techniques of enquiry	The ability to make informed judgements on complex issues in the absence of complete data The ability to apply a constant and integrated approach to the evaluation and synthesis of new and complex ideas, information and issues Identify, conceptualise and offer original insights into new, complex and abstract ideas, information and issues. The ability to modify and develop ideas, policies and practices in the light of evaluative feedback	Communicate ideas and conclusions clearly and effectively to specialist and non specialist audiences Communicate at the standard of peer reviewed published academic work or at the standard for presenting policy proposals to employers and/or public bodies Use a range of appropriate software Evaluate graphical and numerical data.	Exercise personal responsibility in dealing with complex and novel situations in professional or equivalent environments Work autonomously in professional or equivalent environments Take responsibility for the leadership of a team and the management of resources in a professional or equivalent environment Work in ways which are reflective, critical and based on research/evidence Deal with complex professional issues