



UNIVERSITY of  
RWANDA

## Template for developing modules

### NOTES ABOUT THE USE OF THIS FORM:

- This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text ... but we suggest that you keep the narrative as succinct as possible!
- Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!
- This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.
- In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.
- Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)
- Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.
- The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.
- In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?

This is NOT a list of things that students (or teachers) do. It is a **detailed description** of the process.

We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are **not** free to ignore any of the required information.

*Template for developing modules*, and all associated materials, by the Association of Commonwealth Universities

A small, handwritten blue mark or signature at the bottom right of the page.

Be sure, when completing the unit-level template to contextualise the content ... by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know **why** they are engaging with the content.



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MODULE LEVEL TEMPLATE

**Details of Module team (In case there are more than 3 members, add new rows)**

Module Team Leader

Responsible for:

Module Team Member

Responsible for:

Module Team Member

Responsible for:

**Course details**

Module title:

Academic level:

Number of credits:

Class contact time (hours):

Private/online study hours:

Number of weeks of study:

Total student learning hours:

Number of units of study:

Programme(s) which might include this Module:

Pre-requisite student abilities and knowledge:

Pre-requisite (or co-requisite) modules:

Aim of the module:

Brief description of module:

**Quality assurance matters**

How will feedback on module be obtained from students?	students who would do it have <b>already</b> mastered	
How will student feedback be used to improve module?	the subject matter should	, you will be able to:
A certificate, signed by the university's Director of Teaching, Learning and Enhancement, confirming that the module meets the requirements of the UR QA rubric is attached.		Yes <input type="checkbox"/> No <input type="checkbox"/>

Assessment of module-level learning outcomes	
Module-level learning outcome	Module assessment task
1.	
2.	
3.	
4.	

Significant features or elements of module





Unit-level overview		Unit/week/section	1.
Topic name:			
Aim of the topic:			
This topic covers:	•		
Intended learning outcomes:	At the end of this topic, you will be able to: 1.		

UNIT/WEEK/SECTION-LEVEL TEMPLATE

Overview of student activity:	
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Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment (Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)			
Intended unit learning outcomes:	No of module-level outcome	Activity where students engage with this outcome	Where and how is this outcome assessed?
<b>At the end of this unit, you will be able to:</b>			
1.			
2.			
3.			
4.			

Detailed explanation of ALL student and teacher engagement with the unit:

(This should be presented in the order that the activities take place. So if students do work online **before** coming to the lecture, that should be shown ahead of what happens in class.

If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)

**Content** – such as lecture material – can EITHER be shown here OR added as **clearly identifiable** addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)

Module-level outcomes addressed:

Purpose of the unit/week/section:

Over to you: (a description of the process of the section)

Pre-topic activity:

Number of  
hours

Face to face time: (if applicable)

Number of  
hours

Online activity:

Number of  
hours

What should students do?

Where do they do it?

By when should they do  
it?

E-moderator/tutor role

How are the learning outcomes in this unit assessed?

Number of  
hours

How does this section link to other sections of the module?

Some important questions	
Which learning resources/ references will scaffold the students' learning?	
How are students enabled to access the resources?	
Where in this unit are students expected to work collaboratively?	
How has an inclusive approach been incorporated in this unit?	
How will feedback on unit be obtained from students?	
How will student feedback be used to improve unit?	
At which point(s) will students receive formative feedback on the work they have done in the unit?	

**END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE**

You should copy sufficient unit templates so that there is one for each unit of your module in the space below.

Approved by the Senate of 16<sup>th</sup> September 2020



**Prof. Philip Cotton**




Vice Chancellor