Module Mapping Template:

1. Module: Here you state the name of the module and describe the broad objectives that this module will help to achieve in relation to the wider scope of the program in which this module is offered.

2. Module Code Number: Here you will follow the **module coding nomenclature** followed in the College

3. **Credits, learning hours and contact hours:** Information relating to credits of the module or unit should be provided. The relation of contact hours to individual learning should be outlined. It is expected that contact hours should be 50% (1/2) of learning hours for qualifications from Certificate 1 to Certificate 3, and 33% (1/3) of learning hours for qualifications from Certificate 4 and above.

   One credit resembles 10 learning hours. Furthermore, information should be provided about how the assessment about the individual study time has been made

4. **Mode(s) of delivery:** Information should be provided about the mode or modes of delivery, i.e. lectures, seminars, workshops, group works, distance education, blended learning, online study or virtual learning.

   When your module that you are developing is planned for online delivery, care must be taken to choose the most efficient methods of delivering the module. This can be properly worked out only after you have completed the module mapping. Hence this section shall be filled after mapping the module.

   It is expected that an explanation is provided about why and how the chosen mode of delivery best contributes to the achievement of the learning outcomes.

   Include options for part-time and fulltime study. If it is a part-time mode, it is necessary to understand the module should be planned to cover in 1.5 times the full time delivery mode. However, this does not increase the total contact hours or the credit hours. This only increase the time span over which the module is delivered.

   Information should also be included about every delivery site at which the HEI intends delivering the Program.

5. **Minimum qualification and experience of instructors/lecturers:** Information should be provided about the minimum academic qualifications required from teaching staff involved in the module or unit. This policy should be consistent with the policies described prescribed in the MQA Guidelines for program approval Section 2.2.
6. **Pre-requisites:** If the module or unit requires any pre-requisites, these should be outlined
7. **Co-requisites:** If the module or unit requires any pre-requisites, these should be outlined
8. **Expected learning outcomes:** Information should be provided about the expected learning outcomes of the module or unit. This should include a description of how the specific teaching and learning methodology is best suitable to acquire the intended learning outcomes.

   This is where you write down the previously worked out ELOs

9. **Curricula content:** Information should be provided about the specific curricula content that is covered in the module or unit. This should include an overview of the individual sessions that form part of the module or unit. This information should be presented in a table format.

   Information about any practical or work-based involvement, if any, should also be provided.

   These components must be linked directly to the expected learning outcomes of the Program and the assessments of the module. In turn the assessments must be linked to the ELOs

   Please complete the Exercise on mapping the module. Care must be taken to ensure that appropriate credit hours are identified for various module ELOs through appropriate content.

   Here is the Expected Format of Presentation:

   1.1.1. *Curricula content:*

	Module Name: *Introduction to Public Administration*	Pedagogy	Total hours	Contact hours
	Unit / Summary of Content			
	• The Topic title should be **short**, yet **descriptive** and **specific** to content being explored. • State the topics's intended measurable learning outcomes. TLOs must describe student performance in specific, observable terms. • Use appropriate action verbs fitting the descriptor level. In parentheses, include the module's Expected learning outcomes (ELOs) that align to each TLO.	**LEARNING ACTIVITIES:** • List all learning activities that promote achievement of the stated topic learning outcomes and align with assessments • Learning Activities may also be listed in the assessment column if they are graded. In parentheses, include the MLOs that are being met wit each activity **ASSESMENTS AND RUBRICS** • Specify all assessments that will be used to measure the stated topic learning outcomes. List the name of rubric (if applicable) that provides descriptive and specific evaluation criteria for the assessment. • Also, list the TLO(s) that align with each assessment. If assessment does not count towards the student's grade they should be marked "Not graded" in place of the rubric name **INSTRUCTIONAL MATERIALS:** List all instructional materials and technology/media used during the topic that promote achievement of the stated module learning outcome. This may include readings, web resources, videos, podcasts, audio, etc. In parentheses, include the TLO(s) that align to the		

		materials. If a learning material does not have an aligned TLO mark it as Supplemental or Optional.		
1				
2				
3				
	Total hours			

10. **Specific assessment methods and grading criteria:** Information should be provided about the specific forms of assessment and grading criteria in the module or unit. An account should be given as to how the chosen form of assessment best relates to the learning outcomes of the module or unit. In general, the amount of work expected from any student across all assessment tasks should relate to the credit point value of the subject and with the complexity of the material studied

11. **List of reference materials, if relevant:** Information should be provided about the reference material to be used in the module or unit. If available, names of documents such as hand-outs, workbooks, teacher guides, lecture notes or textbooks should be annexed as a list.

For all online programs, each set of lessons covering an ELO, should be provided with the necessary learning materials.