Guidelines for Standard Modular Framework

(Developed as per section 3.8.8.1f of the Academic Regulations 2021

The module descriptor shall comprise of the following:

1. **Module Title**
   - The module title should provide an indicator of the module's scope and content.
   - It should be as explicit and descriptive as possible.
   - The title could be either one word where it is self-explanatory and could generally go up to a maximum of seven words.

2. **Module Code**
   - The module code is the unique identifier for each module.
   - Each module must be assigned a code which is consistent with the module coding system as,

   a) The module shall have a 6-character alphanumeric system in the form **ABC-XYZ,** where ABC (alpha) denotes the module name and XYZ (numeric) are module identifiers. The alpha characters should not end in "I" or "O" to avoid confusion with the numeric "one" or "zero".

   b) Illustration:

ANP	HAN	NUR	COH	HIS	ACS
Anatomy and Physiology	Health assessment and nursing process	Fundamental of Nursing	Community Health	History of Sowa-Rigpa	Academic Skills

   c) The level identifiers shall be assigned as follows:

X	Meaning
1	Modules offered in first year
2	Modules offered in second year
3	Modules offered in third year
4	Modules offered in fourth year
5	Modules offered in fifth year
6	Modules offered in sixth year

d) Some illustrative examples are:
- ➢ MID101: First module on Midwifery taught in first year.
- ➢ MID410: Tenth module on Midwifery taught in fourth year.
- ➢ NUR102: Second module on Nursing taught in first year.

Here, first three alpha denotes module name, first number denotes year, and last two digits denotes frequency of modules offered.

e) The module code and title should be written in a single line in the descriptor and there should be no space between the alpha and the numeric characters.

3. Program Title
- This should mention the program of which a module is part of. Modules borrowed from existing programs, should reflect the name of the program for which the modules were originally approved.
- University-wide modules should be reflected as "University-wide module/s".

4. Credit Value
- This represents the volume of learning or academic load students are required to undertake to attain the learning outcomes of a module.
- A unit of academic credit shall consists of ten hours of theory or fifteen hours of laboratory or twenty hours of practicum which includes notional student effort.

5. Objectives of the Module
- This should be a statement of the general teaching intention and coverage of a module in the form of a synopsis.
- The objectives should be short and written in narrative form.

6. Learning outcomes
- These are statements of what a student is expected to know, understand and/or be able to do on completion of a module (changes in students as a result of the learning process).
- Learning outcomes should be specific, measurable, achievable, realistic and time bound.
- Learning outcomes should address the cognitive, psychomotor and affective domains of behaviour to include explicit statements of the knowledge and understanding, intellectual skills, the practical and transferable skills, and the conception and attitudes a student is able to exhibit/acquire on completion of a module.
- Learning outcomes should be prefaced by the phrase, "*On completion of the module, students will be able to…*" and followed by a verb. The verbs used for module outcomes should be specific and measurable.
- Learning outcomes must be framed at a level that is appropriate for a program.

7. **Teaching and Learning Strategies:**
   - This should provide information on how a module will be taught in order to achieve the learning outcomes.
   - This component should include a breakup of hours for the different teaching and learning approaches to be used in the delivery of the module.
   - The University encourages the use of student-centred teaching learning approaches and the use of technology in the delivery of a module.
   - MD programs shall include a minimum of three months overseas clinical placement for exposure and experience.

8. **Assessment Approach**
   - This component should state the assessment approaches to be used to measure achievement of the learning outcomes with the weighting of the marks allocated to each assessment approach in percentages as Summative – 60% and Continuous Assessment (CA) – 40% for theory papers, and Summative – 50% and Continuous Assessment (CA) – 50% for practical papers.
   - The continuous assessment shall include but not limited to the following:
     - ➢ Assignment.
     - ➢ Presentation.
     - ➢ Class and Course Test.
     - ➢ Viva-voce.
   - The summative assessment shall include but not limited to the following:
     - ➢ Theoretical Examination.
     - ➢ Practical Examination.
     - ➢ Project Works/dissertation/Thesis.
     - ➢ Viva-voce.

9. **Subject matter**
   - This should state the content of a module in sufficient detail to provide a clear view of the subject/topics in terms of depth and breadth of coverage.
   - The level of detail should be sufficient to give the tutors and students an understanding of the content and its relationship to the module's general objective, the learning outcomes and assessment for the module.
   - Subject matter should be arranged in logical order under units and topics.
   - The level of content should be relevant to the program and must be aligned to the learning outcomes.

10. **Reading list**
    - This should list the books and other references (journals, websites) to which a student is expected to refer for the study of the module.

- The list should be categorized into mandatory and supplementary reading list. Every student must have a copy of mandatory book/s.
- The list should be updated regularly and reference must be made to the latest edition where multiple editions exist.
- The reading list should be consistent amongst modules and should be set out in the American Psychological Association (APA) format.

11. Date of Module Development/Revision/Validation
- Indicate the date on which the module is developed/revised and approved for implementation.

12. Format/Layout of the Module
- The module should be designed as per the format given in the Standard Framework for Designing Curriculum.