***NOTES ABOUT USING THE MODULE AND UNIT TEMPLATES***

1. *These Templates are designed to be completed on a computer. Cells in the tables below will expand to accommodate any amount of text. But we strongly suggest that you keep the narrative as short as possible, whilst supplying all the necessary information.*
2. *It may not be convenient to use these Templates, depending on the process to be used to construct the on-line portions of the module you’re developing. Nonetheless, the Templates should be completed with the same text that will subsequently be uploaded to the LMS.*
3. *Every single element of both Module and Unit Templates must be completed.*
4. *Please keep the use of text formatting to a minimum. Just use plain text. Importing formatted text into a virtual learning platform of ten causes problems.*
5. *The templates assume that you are planning a module. A module is typically10,15 or 20 credits–100,150 or 200 student learning hours. It may have other sizes according to local custom and practice.*
6. *The module, in turn, would be part of a “course”, or may be “programme”, such as a degree.*
7. *Eachmodulewillhaveaseriesofcomponentsections.Wehavecalledthese“units”. They may be called something different in your design, for example “weeks”, or “sections”. Feel free to change the terminology to match how things are done and described locally.*
8. *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. You shouldacknowledgeanybodywhomakesasignificantcontributiontothemodule.*
9. *We have also provided space for you to acknowledge a language editor, if you use done. The use of a language editor is not a formal requirement. But we very strongly recommend that you use a language editor, to improve the quality of the finished product.*
10. *Please use student-friendly language throughout. The intended learning outcomes should say “You will be able to…”, not “The student will be able to”. (We understand that his may be at odds with what you understand to*
11. *You should write a few; we suggest as few as possible, certainly no more than 4; module-level out comes. These shouldspelloutwhatitmeanstobeableto*do*–whateveristhesubjectofthemodule.*
12. *Module level learning outcomes should be overall or overarching outcomes. They should tell a potential student; in clear, non-technical language; what they will be able to do on completing the module. Module learning outcomes give students, teachers and assessors the big picture, the destination of their learning journey.*
13. *You should write a few (maybenomorethan2or3) unit-level outcomes for each unit.*
14. *The unit-level outcomes should map on to these module-level out comes. This means that, as students complete each unit, they can see how what they’ve achieved in the unit contributes to their achievement of the module learning outcomes. And, when a student has achieved the learning outcomes of all of the units, they can see clearly how they have achieved the module outcomes.*
15. *To aid this process, you may consider making the final unit of a module an assessment unit, a place where students pull together everything that they have learned in the module so far, and make a clear case that they have achieved the module learning outcomes. This is a suggestion, not a requirement.*
16. *The unit-level template should be copied and pasted so that there is a copy of the template for EACH unit/week/section. Thus, if there are15units/weeks/sections in a module, you will paste the template14 times, and complete each copy for one unit/week/section.*
17. *In the unit level template, there is a space for a detailed description of student and teacher activities in the unit. Here, we would expect to see a step-by-step account of how the unit works. This should describe and explain:*

* *What happens first?*
* *And then?*
* *Who does what when?*
* *What resources will students need to access for each part of the unit’s work?*
* *Where will they find these resources?*
* *Where is collaboration expected to happen?*
* *How are individual work and collaboration scaffolded, structured, supported?*
* *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?*

*And soon.*

1. *This description is NOT just a list of things that students (or teachers) do. It is a detailed, readily understood, account of the unit learning process.*
2. *We have used a generic set of headings in the unit Templates. You are free to change the headings to suit the particular unit, or particular institutional or national, practice.*
3. *Butyouarenotfreetoignoreanyoftherequiredinformation.Becausegoodblendedlearningmodulesand units include ALL of these elements.*
4. *An assessment blue print has been included. This enables you, as developers, to suggest how your module might be assessed. You the developer will be guided by your institution’s regulations. However, of course, institutions using the module will have to follow any institutional guidelines and regulations.*

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David Baume and Ruth Brown

May 2019

MODULE LEVEL TEMPLATE

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| Details of institution that has developed the module | |
| Name of University | Maseno University |
| Name Department(s) or School(s) where it was written, If appropriate | School of Public Health and Community Development  Department of Public Health |
| Name of lead author | Dr. Namuyenga Toko Eunice |
| Email address of lead author | [etoko@maseno.co.ke](mailto:etoko@maseno.co.ke); [eunicetoko@gmail.com](mailto:eunicetoko@gmail.com) |

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| Details of Creative Commons (CC) license (<https://creativecommons.org/licenses/>) | |
| CC License type | CC https://licensebuttons.net/l/by/3.0/88x31.png |

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| --- | --- |
| Details of the authors of/contributors to the course and their role | |
| Lead author | Dr. Namuyenga Toko Eunice |
| *Responsible for:* | Course expert and Development |
| Co-author/co-contributor | Beatrice Akoth Okoth |
| *Responsible for:* | Course development |
| Co-author/co-contributor | Dr. Mildred Ayiere |
| *Responsible for:* | Team Leader |
| Co-author/co-contributor | Peter Kiprotich |
| *Responsible for:* | Technical Support |
| Co-author/co-contributor | Dr. Ndunyu Loisa |
| *Responsible for:* | Course Review |
| Co-author/co-contributor |  |
| *Responsible for:* |  |
| Editor |  |

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| Information regarding format of material to upload on to the OER Africa repository | |
| Primary resource (must be readily editable–not PDF) | Course notes, books and video |
| Willa Moodle common cartridge be uploaded as well? | Yes |

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| Course details | | | |
| Module title: | HIV AND AIDS, Determinants, prevention and Management | | |
| Academic level: | Undergraduate | Number of credits: | 3 credit hours |
| Class contact time(hours): | 2 hrs a week |
| Online study hours: | 4 hrs per week | Number of weeks of study: | 10 weeks |
| Total student learning hours: | 192 hrs | Number of units of study: | 10 |

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| Aim of module: | To introduce you to the Causes, Spread, impact, Prevention and control of HIV and AIDS epidemic | |
| Brief description of module: | This course / module is designed to enable you apply knowledge and skills in the prevention and control of HIV & AIDS. This is in response to efforts to combat the spread of HIV & AIDS in the universities and campuses. It is generally accepted that university students in particular, and the university Community in general, represent high risk groups as far as infection by HIV is concerned. Thus, universities are in enormous need of increased awareness and knowledge about HIV & AIDS. Consequently, every university must play its rightful role in this war, first because the Institution is an integral part of the larger East African community, and second, because the highly skilled graduates must be protected and provided with a conducive atmosphere to develop best practices for prevention and control of HIV and AIDS; care and support for those infected and affected. | |
| Programme(s) which might include this Module: | | All undergraduate Programmes |
| Any pre-requisite or co-requisite modules: | | None |

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| Intended learning outcomes: | *At the end of this module, you will be able to:*   1. Demonstrate an understanding of the origin, biology and clinical aspects of HIV / AIDS. 2. Describe the global, regional and local status of HIV & AIDS. 3. Examine the socio-cultural impact of HIV/AIDS and emerging issues on education, economy and the society. 4. Understand HIV exposure risk factors and mode of transmission. 5. Explain the roles and challenges of youths and adults in the prevention and control of HIV transmission. |
| Content covered in module: |  |
| Form official/summative module assessment: |  |

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| Assessment blueprint | |
| *This assessment blue print is a guideline to how this module might be assessed, in the opinion of the developers.*  *Users should adapt the blueprint to suit your local conditions and regulations, always bearing in mind the constructive alignment between module-and unit-level outcomes, learning activities and assessment tasks.*  *Thereisatableofconstructivealignmentforeachoftheunitscomprisingthemodule.Usethistabletoensurethatalloutcomesarebothmasteredandassessed.* | |
| *Inthiscourseyouwillbeassessedformativelyandsummatively.Formativeassessmentwillcarry40%ofmarksand60% will be for summative. Informative assessment will consist of the following:*   1. *Assignments: 10%* 2. *Online Quizzes: 10%* 3. *Online Chats: 0%* 4. *Online discussion forum:10%*   *Summative assessment will be done through Final University Examination which consist of 70% of the module marks.* | The text in the cell on the left is only an example.  You should   * Delete the text in *this* cell * Merge the two cells and, make sure that there is no background colour, and * Use the text in the cell on the left as a guide to the text of *your a*ssessment blueprint |

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| Significant features or elements of module *(You might use this space to explain important features that are not obvious from other descriptions. For instance, if a module uses problem-based learning as a pedagogy, or if site visits are prominent features of the module, you would put this kind of information here.)* |
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| Student profile: | |
| For whom has this blended learning Module been designed? | University Students and Educators |
| What skills should *students* have already mastered before they start this Module? | Basic computer skills, analytical skills, collaborative skills |
| What prior knowledge of the subject matter should *students* have? | Basic general science knowledge, knowledge of English for academic purposes |
| How might it be ensured that *students* have these skills and knowledge? | Pre- course enrolment survey |

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| Non-expert teacher profile: | |
| What skills and knowledge of the subject matter should *non-expert teachers* have already mastered before they start to teach this Module? | Basic science knowledge, Computer skills, LSM Use, Knowledge on HIV and AIDS, Communication skills |
| How might it be ensured that *non-expert teachers* have these skills and knowledge? | Pre –course teacher/lecturer survey |

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| Support related to Learning Management System required for students and teaching staff:*(The* developer *should explain the support considered necessary for students and non-expert teaching staff who engage with this module)* | |
| Support for students | Orientation on LSM for one week after online enrolment, Online user manual |
| Support for staff | Orientation on LSM for one week after online enrolment, Online user manual |

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| Quality assurance matters | | |
| How will feedback on module be obtained from students? | Online survey on course feedback | |
| How will student feedback be used to improve the module? | It will be used to review learning resources, assessments and time allocation | |
| Has this module been professionally language-edited? | | No |
| If the answer above is “No”, why has it not been language edited? | | To be filled at the end of module development |
| Is a signed certificate attached confirming that the module meets each of the requirements of the PEBLQA rubric? | | No |
| If the answer above is “No”, why is there no QA certificate? | | To be filled at the end of module development |