4.   PROGRAMME DESIGN

4.1   Initiatives for new/ revised Programmes of Studies may come from various sources. They may be the result of the University strategy in ensuring that academic programmes remain up-to-date, attractive to prospective students and relevant to modern employment expectations, request from a particular Ministry/ Institution or as a response to surveys of market demands.

4.2   Programmes at the University are designed and developed by academic Departments/ Units or Centres, where the Programme Board of Studies is the appropriate decision-making body. The Programme Board of Studies is required to liaise with other Departments/ Centres which may have expertise in the Programme areas.

4.3   The following guidelines have been developed to ensure a common understanding of the requirements for the University of Mauritius Undergraduate and taught Postgraduate Programmes. They are intended to provide a framework within which a Programme should be developed.

It is necessary for the design of a new Programme of Studies to identify the following: level of the award, aims and objectives, curriculum content and organization, mode of delivery and assessment, and learning resources.

4.3.1   Level of the Award

In designing a new Programme of Studies, account needs to be taken of the academic level of the award. The different levels are: Undergraduate Certificate, Undergraduate Diploma, Bachelor degrees with Honours, Postgraduate Certificates, Postgraduate Diplomas or Masters' degrees.

4.3.2   Aims and Objectives

Programmes of Studies should have clearly defined aims and objectives.

The aims should outline the overall rationale and purpose of the Programme and what it is intended to achieve.

The objectives should be clearly given in the form of measurable learning outcomes that will establish whether the aims have been met. They should be stated in terms of knowledge, understanding and skills students are expected to acquire when they have successfully completed the Programme of Studies.

4.3.3   Curriculum Content and Organisation

4.3.3.1 Curriculum content

The material should be up-to-date and relevant to current theory and research in the discipline.

The curriculum content of Programmes which confer accreditation, professional exemptions or have a professional application will be determined to varying degrees by the requirements of the accrediting or other relevant professional bodies.

4.3.3.2 Programme Structure

A Programme will be made up of a number of modules, each of which has a designated credit point value and weighting.

The structure of the Programme should be designed to ensure that its aims, both in terms of subject knowledge and understanding and transferable skills appropriate to subject knowledge are achieved.

The final year of the Programme of Studies should normally include the opportunity for students to undertake independent study, normally by means of a dissertation, extended report, essay or project.

Provision for exit routes in degree Programmes at Certificate and Diploma should normally be available after acquiring a satisfactory number of credits.

There should be an adequate progression in the complexity of the modules so that students can learn to apply knowledge, understanding and skills already acquired in order to enrich their study of other areas. Modules having weighting 1 (Introductory) should introduce materials and concepts that will form the basis of subsequent study. Modules having weighting 3 (Intermediate) should build on these introductory modules and in modules of weighting 5 there should be more advanced work.

4.3.4   *Mode of Delivery and Assessment*

4.3.4.1 Teaching and Learning

Students should be exposed to a range of teaching styles and methods, which should be appropriate to the nature of the discipline. There should be evidence of adequate support, but also of encouragement of independent thought and the development of skills, which will enable students to take increasing responsibility for their own learning within the framework of the Programme.

For students following Programmes or subjects with practical or professional applications, where requisite experience and training cannot be provided within institution-based Programme, there should be appropriate opportunities for fieldwork or work placements.

4.3.4.2 Teaching Staff

Staff should be appropriately qualified and/or competent to teach the Programme. Appropriate staff development should be considered to ensure teaching skills are of a sufficient level to deliver the Programme to a high standard. Where professional practitioners/ part-time staff are employed, there should be an adequate monitoring system to ensure that they are teaching at the required level. Part-time lecturers should normally be appointed at least 15 days before the start of a module.

4.3.4.3 Assessment

Assessment methods should test a student's achievement in relation to the objectives of the Programme. Assessment should test subject knowledge and understanding and also the development of appropriate skills.

4.3.4.4 Student achievement

Students who have successfully completed a Programme of Studies at the University of Mauritius should be able to demonstrate knowledge and understanding of their subject(s), should have acquired subject specific skills and should have developed a number of attributes or skills which can be applied in other areas, particularly in an employment context. These should be developed in the context of their subject studies and some Programmes of Studies might impart more skills than others. Those attributes which all graduates should demonstrate to some extent are as follows:
- ability to work as a member of a team;
- oral and written communication skills;
- ability to work independently;
- ability to gather information and evaluate it critically;

- ability to assimilate knowledge or theories and to use them to analyse and to evaluate a range of data;
- ability to apply knowledge and skills in new contexts and situations;
- appropriate information and communication technology skills.

4.3.5 *Learning Resources*

The learning resources for the Programme should be taken into account to ensure that the required quality and standards are maintained. These can be in the form of:

- library resources which relate to the subject coverage and are appropriate for the level of study;
- adequate facilities available for students to acquire the appropriate level of ICT skills;
- laboratories or equipment for Programmes having practicals, to support the development of the required skills, techniques and subject knowledge.

The minimum information to be included in a Programme proposal is summarized in Table 4.

Table 4: Information to be included in a Programme proposal

SN	DETAILS
1.	Programme Title
2.	Programme Code
3.	Module Code
4.	Aims and Objectives, including Programme Learning Outcomes
5.	Programme Requirements
6.	Programme Duration (F/T or P/T)
7.	Core Credits to be earned
8.	Credits to be earned for Electives
9.	Total Number of Credits to be earned for the Award
10.	Total Number of Hours for Lecturers/ Tutorials
11.	Key Assessment Criteria for the Award
12.	Placement Duration
13.	Pass Marks (40% or 50%)
14.	Programme Plan
15.	Outline Syllabus
16.	Exit Point

4.3.6 *Checklist*

A Checklist for Approval of a Programme Structure is as per **Annex 1**.