For APTS finalised 28 May 21

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**APPLICATION FORM FOR PROGRAMME ACCREDITATION:**   
  
The first part of the form requires information about the programme submitted for accreditation. Once the application is submitted a reference number will be issued. This reference number is for use in subsequent correspondence.

Please indicate all delivery sites for the proposed programme. (Tuition Centres to be used for Distance Education should not be listed in this form.)

**FREE ENTRY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Site name | Physical Address | Postal Address | Contact Name | Contact Title | Contact email | Contact Tel. No. | Contact Fax No. |
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**A PROGRAMME INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme Name:** #HEDA\_Programme\_Name# | | | |
| **Mode of Delivery:** | |  |  | | --- | --- | | Contact | /\* #HEDA\_DCSM\_DeliveryName# |Contact|X| \*/ | | Contact and Distance | /\* #HEDA\_DCSM\_DeliveryName# |Contact and Distance|X| \*/ | | Distance | /\* #HEDA\_DCSM\_DeliveryName# |Distance|X| \*/ | | Mixed mode | /\* #HEDA\_DCSM\_DeliveryName# |Mixed Mode|X| \*/ | | | |
| **Programme Type:** | |  |  | | --- | --- | | Professional | **FREE ENTRY** | | Non-professional | **FREE ENTRY** | | Teacher Education Programme | **FREE ENTRY** | | | |
| **Qualification Type:** | |  |  | | --- | --- | | Higher certificate | /\* #HEDA\_Programme\_QualificationType# |60|X| \*/ | | Advanced certificate | /\* #HEDA\_Programme\_QualificationType# |61|X| \*/ | | Diploma | /\* #HEDA\_Programme\_QualificationType# |62|X| \*//\* #HEDA\_Programme\_QualificationType# |63|X| \*/ | | Advanced diploma | /\* #HEDA\_Programme\_QualificationType# |64|X| \*/ | | Bachelor’s degree (3 years) | /\* #HEDA\_Programme\_QualificationType# |66|X| \*/ | | Bachelor’s degree (4 years) | /\* #HEDA\_Programme\_QualificationType# |67|X| \*//\* #HEDA\_Programme\_QualificationType# |68|X| \*/ | | Postgraduate diploma | /\* #HEDA\_Programme\_QualificationType# |69|X| \*/ | | Bachelor Honours degree | /\* #HEDA\_Programme\_QualificationType# |70|X| \*/ | | Master's degree | /\* #HEDA\_Programme\_QualificationType# |72|X| \*//\* #HEDA\_Programme\_QualificationType# |73|X| \*/ | | Doctoral degree | /\* #HEDA\_Programme\_QualificationType# |74|X| \*//\* #HEDA\_Programme\_QualificationType# |75|X| \*/ | | | |
| **Qualification Designation:** *(This only applies to degree programmes)* | |  |  | | --- | --- | | Art | /\* #HEDA\_Qualification\_Designation# |8|X| \*/ | | Commerce | /\* #HEDA\_Qualification\_Designation# |9|X| \*/ | | Education | /\* #HEDA\_Qualification\_Designation# |10|X| \*/ | | Engineering | /\* #HEDA\_Qualification\_Designation# |11|X| \*/ | | Law | /\* #HEDA\_Qualification\_Designation# |12|X| \*/ | | Medicine | /\* #HEDA\_Qualification\_Designation# |16|X| \*/ | | Science | /\* #HEDA\_Qualification\_Designation# |13|X| \*/ | | Social Science | /\* #HEDA\_Qualification\_Designation# |15|X| \*/ | | Other-Alternative Designator | /\* #HEDA\_Qualification\_Designation# |14|X| \*/ | | | |
| **Alternative designator:** *(This only applies if Other-Alternative Designator was selected as Qualification Designation above)* | #HEDA\_Programme\_AltDesignator# | | |
| **Motivation for use of designator alternative:** *(This only applies if an alternative designator is specified)* | #HEDA\_Programme\_AltDesignator\_Motivation# | | |
| **CESM Classification:** (e.g., Education)*(refers to DOE CESM classification)* | #HEDA\_DCSM\_MFOS# | | |
| **First Qualifier:** (e.g., 0703 – Education Management and Leadership) *(refers to DOE CESM classification)* | #HEDA\_First\_Qualifier\_Full# | | |
| **Second Qualifier:** (e.g., 070305 Higher Education) *(refers to DOE CESM classification)* | #HEDA\_Second\_Qualifier\_Full# | | |
| **NQF Level:** (e.g., Level 5,6,7,8,9 or 10) | Level #HEDA\_NQF\_NQFLevel# | | |
| **Total Number of Credits:** | #HEDA\_NQF\_TotalCredits# | | |
| **Minimum duration for completion - Full Time:** (number of years) | | | #HEDA\_DurCompletion\_FT# |
| **Minimum duration for completion - Part Time:** (number of years) | | | #HEDA\_DurCompletion\_PT# |
| **Has the programme been approved by the relevant governance structure within the institution?** (yes or no) | | | #HEDA\_Status\_Gov\_Approved# |
| **If Yes: Date of approval:** | | **FREE ENTRY** | |
| **Date by which you plan to start offering the programme** | | #HEDA\_PQM\_FirstEnrolmentDate# | |

**B) APPLICATION FORM FOR PROGRAMME ACCREDITATION**   
  
This part of the form requires an evaluation of the extent to which the proposed programme fulfils the HEQC accreditation criteria. Please note that the information provided should demonstrate compliance with the minimum standards.

Minimum standards provide the full text of the minimum standards programmes are expected to meet in relation to each criterion.

1. **PROGRAMME DESIGN (criterion 1)**

Minimum standards:  
The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently, and articulates well with other relevant programmes, where possible.

* 1. **How does this programme fit in with the mission and plan of the institution?**

*Write a narrative indicating how the programme aligns to UJ current* ***mission****. Brief references to the vision, values, and strategic objectives where necessary:*

UJ Vision

An international University of choice, anchored in Africa, dynamically shaping the future.

UJ Mission

Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

UJ Values

* Imagination
* Conversation
* Regeneration
* Ethical Foundation

UJ Strategic Objectives 2014-2025

1. Excellence in Research and Innovation
2. Excellence in Teaching and Learning
3. International Profile for Global Excellence and Stature
4. Enriching Student-friendly Learning and Living Experience
5. National and Global Reputation Management
6. Fitness for Global Excellence and Stature
   1. **Provide a rationale for this programme, taking into account the envisaged student intake and stakeholder needs.**

#HEDA\_Programme\_Rationale#

*The following needs to be addressed in the rationale:*

1. Provide details of the reasoning that led to identifying the need for the qualification, including stakeholder needs.
2. Indicate how the qualification meets specific needs in the sector for which it is developed. Details of consultation with a recognised professional body or industry body could be provided in respect of the need.
3. Identify the range of typical students and indicate the occupations, jobs or areas of activity in which the qualifying student will operate. Mention the envisaged student intake.
4. Indicate the learning pathway where the qualification resides.
5. Indicate how the qualification will provide benefits to the student, society, the economy and the university.
   1. **Describe the articulation possibilities of this programme.**

#HEDA\_Programme\_Articulation#

Vertical articulation *(to a higher NQF level #HEDA\_NQF\_NQFLevel#)*

The completion of this qualification will allow articulation to the/a #HEDA\_Programme\_Name# at UJ and may articulate to the/a #HEDA\_Programme\_Name# in the same or a cognate discipline at other public or private higher education institutions, e.g., #HEDA\_Programme\_Name# at NQF Level *#HEDA\_NQF\_NQFLevel#*

Horizontal articulation *(at the same NQF Level #HEDA\_NQF\_NQFLevel#)*

Horizontally, articulation may be considered to the/a #HEDA\_Programme\_Name# at UJ or cognate qualification at other public or private higher education institutions, e.g., #HEDA\_Programme\_Name# at NQF Level *#HEDA\_NQF\_NQFLevel#*

* 1. **Provide the names of the modules/courses which constitute the programme - and for each module/course, specify:**

***NOTE:*** *Use the module outcomes and assessment criteria template (MOAC) for this section. You can use the UJ module design template, sections 1 and 2, to assist you with the structuring of the programme.*

#HEDA\_Module\_Table#

***Matrix for alignment of modules with exit level outcomes (ELOs):***

*The matrix below is a* ***tool*** *to assist with programme design. It will ensure that the modules indicted above in par. 1.4 are aligned with the exit level outcomes in par.1.6).*

*Tick next to each module title, which ELO or ELOs are addressed by the module.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Title** | **ELO 1** | **ELO 2** | **ELO 3** | **ELO 4** | **ELO 5** | **ELO 6** | **ELO 7** | **ELO 8** |
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**FREE ENTRY**

**1.5 LEARNING ACTIVITIES:**

Complete the following table for the whole programme.

*(Please do not change this table, because it is an HEQC online requirement). Note that the percentages (%) below should total 100.*

**FREE ENTRY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contact Y/N** | **Distance**  **Y/N** | **Other (specify) Y/N** | **Types of learning activities** | **% Learning time** |
| Y | N | N | Lectures (face to face, limited interaction or technologically mediated) |  |
| N | N | N | Tutorials: individual groups of 30 or less |  |
| N | N | N | Syndicate groups |  |
| N | N | N | Practical workplace experience (experiential learning/work-based learning etc.) |  |
| Y | N | N | Independent self-study of standard texts and references (study guides, books, journal articles) |  |
| Y |  |  | Independent self-study of specially prepared materials (case studies, multi-media, etc.) |  |
| N | N | N | Other (specify) |  |

If you selected "Other" as the mode of delivery in the third column of the table above, please give a detailed explanation below.

If you selected "Other" as a type of learning activity in the last row of the table above, please give a detailed explanation below.

* 1. **Specify the programme purpose and indicate how the proposed curriculum will contribute towards the intended (exit level) outcomes.**

#HEDA\_Programme\_Purpose#

*The purpose should describe the context of the qualification and what it is intended to achieve in the national, professional and/or career context. It should capture what the qualifying student will know and be able to do on achievement of the qualification or part qualification. The Exit Level Outcomes must be linked to the purpose of the qualification. Graduate attributes may be used where appropriate.*

*Please write the purpose statement is paragraph format. Below is an* ***example*** *to assist in the formulation of a purpose statement:*

|  |
| --- |
| **Programme Purpose** |
| |  |  | | --- | --- | | The purpose of this programme | Title the programme | | is to provide/introduce/prepare | Who? e.g., prospective students/candidate architects/registered professionals in the field, etc. | | with | What? content (brief description) | | so that | Why? / competence (brief summary) | |

**Exit Level Outcomes** (for the programme not individual modules)

*(Please add row according to number of outcomes)*

*It is important to formulate outcomes* ***as generically as possible*** *and to focus on the overall outcomes of the programme and not on content. This would enable you to accommodate content amendments to the programme without changing the exit level outcomes. Depending on the discipline, about 5-6 outcomes with 4-5 assessments criteria linked to each Exit Level Outcome.*

|  |  |
| --- | --- |
| **Exit Level Outcomes** | **Assessment Criteria** |
| **#HEDA\_Exit\_Level\_Outcome#** | * **#HEDA\_Programme\_AAC#** |

**1.7 Specify the rules of combination for the constituent modules/courses and, where applicable, progression rules from one year to the next. *(No tables please)***

**FREE ENTRY**

*It is important to indicate cognitive progression especially with regard to major fields of study, for example from NQF 5 to the next level. For a year programme (e.g., Advanced Diploma or Honour’s degree), there is usually no progression because all credits are on the same level. A theoretical module can however still be a prerequisite for a practical module and should be indicated as such.*

*Also Indicate the number of electives (if applicable) here.*

**1.8 Provide a brief explanation of how competences developed in the programme are aligned with the appropriate NQF level.**

**FREE ENTRY**

*(Do not add tables please, because the HEQC’s system rejects tables not provided by them.) Should you wish to do this in table format – please provide this as a separate document and indicate that you have done so here.*

The NQF Level Descriptors give an indication of the applied competencies (foundational, practical and learner/student autonomy), which a student has to demonstrate on exit level for a programme (these need to be linked to the programme), namely:

1. Scope of knowledge
2. Knowledge literacy
3. Method and procedure
4. Problem solving
5. Ethics and professional practice
6. Accessing, processing and managing information
7. Producing and communicating of information
8. Context and systems
9. Management of learning
10. Accountability

**1.9 If the proposed programme is a professional degree, has approval been applied for from the relevant professional body?**

**FREE ENTRY**

*If not applicable, indicate with N/A.*

* 1. **WORK PLACEMENT FOR EXPERIENTIAL LEARNING:**

**FREE ENTRY**

*If not applicable, indicate with N/A.*

**The following documentation to be uploaded as it pertains to this programme:**

*Please make sure that all the documents listed below are uploaded with the online application, because they serve as reference for the Accreditation Committee when the application is discussed.*

* Budget for the development of **learning materials.**
* Examples of contract arrangements with workplaces for student placements.
* Outcomes and assessment criteria of all courses and modules (core, fundamental and optional) that constitute the programme. *(****Please note*** *although the official HEQC online application form still refers to “outlines” of modules, the HEQC requires the outcomes and assessment criteria for all modules)*

*The MOAC as mentioned in par. 1.4 template below should be completed and uploaded.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Module information**  Purpose statements, outcomes and assessment criteria for the modules in (programme name: Please use the template provided   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **MODULE**  **NAME** | **NOF**  **level** | **CREDITS** | **MODULE PURPOSE** | **MODULE OUTCOME** | **MODULE**  **ASSESSMENT CRITERIA** | | **FIRST YEAR** |  |  |  |  |  |  | |  |  |  |  |  |  | | **SECOND YEAR** |  |  |  |  |  |  | |  |  |  |  |  |  | | **THIRD YEAR** |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  |  | |

* SAQA submission.
* List of prescribed and recommended readings.
* Any other documentation, which will indicate your compliance with this criterion.

1. **STUDENT RECRUITMENT, ADMISSION AND SELECTION: (Criterion 2**

Minimum standards:  
Recruitment documentation informs students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

**2.1 State the admission requirements for this programme.**

#HEDA\_NQF\_Minimum\_AdmissionReq#

*Clearly indicate what the* ***admission requirements for this programme*** *are and make sure that they are in line with those specified for each entry (higher certificate, diploma and bachelor’s degree) qualification, according to the DHET Minimum Admission Requirements.*

**2.2 Specify the selection criteria for this programme.**

#HEDA\_NQF\_SelectionCriteria#

*Specify* ***selection*** *criteria additional to admission requirements. All programmes have admission requirements, but not all programmes have selection criteria. If a programme has selection criteria, these should indicate here.*

**2.3 Provide the enrolment plan for this programme.**

The projected enrolment figure is based on current staffing levels, infrastructure, training equipment and the number of WIL training centres.   
*(Do not add tables please, because the HEQC’s system rejects tables not provided by them, rather use the paragraph format below.)*

#HEDA\_Operations\_EnrollmentPlan#

**2.4 Describe how the objective of widening access to higher education will be promoted.**

Integral to the Faculty’s/CBE’s commitment to excellence, is the provision of a uniform admission process across all departments that is fair, clear and explicit and supports, where practically possible, broad and diverse access for applicants with the potential to benefit from higher education. To this end, the Faculty’s/CBE’s admissions procedure is directed by the University of Western Cape’s Admission Policy that provides specific guidelines on admissions, a framework for admission procedures and mechanisms for entering the University, based on national legislation in respect of admission to higher education institutions. Admission is subject to the Faculty’s/CBE’s enrolment management plan, and provision is made for alternative routes of access. Admission requirements for this programme include **[Type]**, Recognition of Prior Learning (RPL), where applicable and certification of equivalence by the South African Qualifications Authority (SAQA), if required

**2.5 Provide details of how RPL will be applied (if applicable).**

The Faculty of **#HEDA\_OrgStructure\_Faculty#** accepts Recognition of Prior Learning (RPL) as an integral part of education and academic practice. It is acknowledged that all learning has value and the Faculty/CBE will endeavour to assess prior learning and award credit where relevant.

The Faculty of **#HEDA\_OrgStructure\_Faculty#** manages RPL according to the *University of Western Cape’s RPL policy*, which will be applied as follows for purposes of this programme as set out in RPL policy of the University:

i. Through RPL a student may gain access, or advanced placement, or recognition of status, on condition that he/she continues his/her studies at the UJ.

ii. Recognition takes place in terms of requirements and procedures applied by the **#HEDA\_OrgStructure\_Faculty#**

iii. RPL in the case of a student not complying with the formal entry requirements

- is conducted after payment of the prescribed fees in accordance with the policy and guidelines of the University

- is based on other forms of formal, informal and non-formal learning and experience

- is considered only where prior learning corresponds to the required NQF-level

- takes place where prior learning in terms of applied competencies is relevant to the content and outcomes of the programme

- is considered in terms of an assessment procedure that includes a motivated recommendation by an assessment panel to the Dean’s Committee of the Faculty of **#HEDA\_OrgStructure\_Faculty#**

- is finally decided upon by the Dean’s Committee of the Faculty of **#HEDA\_OrgStructure\_Faculty#**

**The following documentation to be uploaded as it pertains to this programme:**

* Admission policy for this programme
* RPL policy
* Any other documentation, including advertising of the programme, which will indicate your compliance with this criterion.

**5. TEACHING AND LEARNING STRATEGY: (Criterion 5)**

*In Criterion 1 (question 1.1), the programme was discussed in relation to the mission and plan of the institution. Under criteria, 5 & 6 the emphasis is on* ***teaching, learning******and assessment*** *and how it is applied in the programme. It is essential to respond to this question in ways that address the specific needs of the programme being proposed (Please do not just cut and paste). Please make sure that the strategy discussed here is* ***practical in terms of content, outcomes and credits.***

Minimum standards:   
The institution gives recognition to the importance of **promoting student** learning. The teaching and learning strategy is appropriate for the **institutional type** (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.

**5.1 Describe how the teaching and learning strategy reflects the institution's mission.**

**FREE ENTRY**

*Consider how quality education in this programme can be achieved by referring amongst others to the following:*

* Research when applicable to the proposed programme.
* Refer to the linkage of teaching, research and community engagement.
* Student composition/profile

UJ’s mission is:

Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

**5.2 Explain the teaching methods, mode of delivery and the materials development for the achievement of the stated outcomes of the qualification.**

**FREE ENTRY**

* *Please address the following (1) Teaching Methods, (2) Mode of Delivery, (3) Material Development.*
* *Comment on the effectiveness of the learning resources in assisting students to attain the intended outcomes. The appropriate utilisation of educational technology in teachings should be addressed. It is important that the use of technology should be adding value. The quality of teaching aids and learning material supplied should be evaluated.*
* *Please make sure that teaching methods mentioned here are included in the table on learning activities (par 1.5).*

**5.3 Provide an overview of academic support programmes or assistance provided to students on the programme per site.**

Centre for Academic Technology (CAT) Provides support with IT and online services and programmes including Blackboard, Atlas TI.

* Library and Information Centre,
* Professional Information Specialists are trained to address Faculty-specific needs of students. Training is offered by information provision staff on how to use the library and access the databases. Library staff members also offer individualised training to lecturers on demand for specific course requirements. Library staff are also available to assist students with research materials and ordering of inter -library loans when necessary.
* Postgraduate School: Postgraduate students often need support in areas such as the preparation of a research proposal, applying or funding, project management, planning and managing budgets, research design, research methodology, report writing, participation in public debate, statistical analysis, and scientific writing. The PGS provides a hub for inter-faculty and inter-disciplinary research engagement and hold seminars to promote public intellectual engagement on creating a knowledge-based economy.
* The University offers various support services to students via the Centre for Psychological Services and Career Development (PsyCaD) and the Academic Development Centre (ADC). PsyCaD offers students career counselling and development and provides a number of functions, including psycho-educational, therapeutic, and academic functions. Services offered around career counselling and development include, inter alia: career consultation sessions (CV writing, interviewing skills, job search strategies, career development), and psychological assessment (module choice, career guidance). The therapeutic functions include diversity workshops for residences, life skills training, a peer-helper programme, a 24-hour crisis lifeline, as well as individual psychotherapy and counselling (HIV, Trauma, General Therapy).
* The Academic Development Centre (ADC) offers students’ academic support and development in the form of tutor development and Writing Centres. Students have access to the Writing Centres, where they are assisted with academic writing, on the Auckland Park Bunting, Kingsway and Soweto Campuses. The Auckland Park Bunting Road Campus Writing Centre is easily accessible to students. This is a free service, and students make bookings for one-to-one appointments.
* Students are referred to support services by lecturers, or departments invite the support and counselling services staff to conduct workshops in departments if a common need is identified. Year co-coordinators, lecturers and the HoD are available for consultations should students want to discuss problems. During consultation, students are directed to appropriate support services by staff. In addition, information on support and counselling services and contact details are printed in students’ learning guides, and they are free to access this support of their own volition.
* The Department also appoints student tutors who offer tutorials. A tutor is a senior student who has performed well academically and is competent and equipped with knowledge, skills and values which will enable him/her to assist and guide students in their academic studies. A tutorial is a session of intensive tuition led by a tutor. It aims to promote an enabling learning environment, which facilitates the development of discipline-specific skills and enhances the academic success of students. The UJ policy on tutoring and tutors direct the tutoring system and addresses the principles of tutoring, tutorial programme models, roles and responsibilities of all parties involved, procedural guidelines, quality assurance and funding of the tutoring system.

**5.4 Describe the mechanisms in place to monitor student progress, evaluate programme impact and to effect improvement.**

**FREE ENTRY**

*Describe the departmental specific strategies in place to monitor student progress in terms of programme impact and to effect improvement, also consider:*

* *The programme review cycle*
* *Mention feedback from employers (if applicable).*
* *How will professional body processes and feedback be used to improve the programme?*
* *Include the following paragraph:*

The programme's impact evaluation will be based on the UJ Quality Promotion Plan. The Centre for Academic Planning and Quality Promotion (CAPQP) facilitates programme reviews at programme and Faculty level. The review areas include modules and programmes, including postgraduate degrees. The Unit determines the programme review cycles and forms of review systems to be used. The review process will include an assessment of the programme's impact and will be include also input obtained from student evaluations of the programme, and other surveys used to determine student satisfaction with teaching, i.e., module and lecturer evaluations. Other forms of survey may include follow-up mechanisms such as graduate employability and employer surveys.

**5.5 If the institution offers the programme at different sites or modes of delivery, an account should be provided on how the quality of teaching and learning is maintained.**

**FREE ENTRY**

*Please comment on how quality is assured across different campuses and/or modes of delivery. If applicable, areas to be covered in the report should include:*

* Learning materials and study guides.
* Details of student assistance and support.
* Access to resources and facilities.

**5.6 Describe processes in place to identify and support inactive and/or underperforming students.**

**FREE ENTRY**

*The description here is different from what is required in par 5.4 . The emphasis here should be on interventions to support students, such as tutoring and any other activities.*

**The following documentation to be uploaded as it pertains to this programme**

* The teaching and learning policy of the institution/faculty
* Module outcomes, and programme handbooks
* Suggesteddocuments.   
  Please zip documents and upload electronically:
  + Implementation of the teaching and learning policy
  + Policy f or the monitoring and evaluation of teaching and learning or equivalent

**6. ASSESSMENT: (criterion 6)**

*Planned assessment practices must be in line with the institutional assessment policy. Although RPL is not mentioned in no’s 6.1 and 6.2 on the application form, it should also be addressed under this criterion. It is essential that your response to this question addresses the specific requirements of this programme. Please do not simply cut and paste from other applications.*

Minimum standards:  
The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.

**6.1 Describe the assessment policy of the institution in relation to the programme, covering the following areas:** *(Please address each bullet below separately).*

**FREE ENTRY**

* Description of the number and types of tests / assignments / projects / case studies
* Formative and summative assessment
* Internal and external moderation / examination
* Assessment of experiential learning (if applicable).

Align this with the section on experiential learning in question 1.10. Make sure that the expected outcomes can be achieved in the time allocated for experiential learning.

**6.2 Describe processes to provide feedback to students on assessment tasks.**

**FREE ENTRY**

**The following documentation to be uploaded as it pertains to this programme**

* Experiential learning assessment and monitoring policy
* The following documents are required. Please zip documents and upload electronically.
* The unit's policy on assessment and examinations as applicable per module or programme
* Documents describing the policy for student assessment, including internal assessment; external moderation / examination; student progress; validity and reliability of assessment; grievance procedures; supplementary examinations and recording of results and security
* External examiner systems; mark schedules; internal moderation systems: rules and regulations pertaining to the award of the qualification.
* Upload any other documentation which will indicate your compliance with this criterion.

**9. POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS: (Criterion 9)**

*This criterion must be completed for all degree programmes from level 8 or higher. For a Postgraduate Diploma (also on level 8) a research report is not compulsory, but it may include supervised research. If a PGDip includes research, this section must be completed. If PGDip does not include research, please indicate n/a as relevant. This section must be completed in full for Honours, Masters and Doctoral programmes.*

|  |
| --- |
| Minimum standards: Postgraduate programmes have appropriate policies, procedures and regulations for the admission and selection of students; the selection and appointment of supervisors; and the definition of the roles and responsibilities of supervisors and students, etc. |

The questions below need to be completed **per site**:

*The text in blue provides guidelines on what to address in this section – please customise it according to procedures in your faculty.*

**9.1 Provide a description of the process for approval of student research proposals and completed dissertations/theses:**

*(Recommended narrative below to be adjusted according to your needs).*

For Master’s and PhDs, the following process for approval of a proposal and completed dissertations and theses is followed:

**THE CONTACT AND APPROVAL PHASE**

1. A student normally contacts the department of **#HEDA\_OrgStructure\_Department#** or a potential supervisor and seeks advice on admission, a potential research idea and the assignment of a supervisor to his/her study.

1.1 To be appointed as supervisor for a master’s degree a staff member must have at least a master’s degree in the specific or cognate discipline.

1.2 It is permissible for a staff member with a master’s qualification to be appointed as supervisor for a master’s dissertation in the specific or cognate discipline, provided that he/she has a record of successful sole supervision at this level or has had experience as co-supervisor with a colleague with a Doctoral qualification.

1.3 To be appointed as supervisor for a Doctoral thesis the staff member concerned must have a Doctoral degree in the specific or cognate discipline.

1.4 If the supervisor is not a UJ staff member, a co-supervisor who is a UJ staff member will be appointed.

2. The student is advised about registration procedures and the assignment of a supervisor (and co-supervisor(s) where appropriate). Guidelines are provided by the supervisor on the structure of a research proposal, and technical requirements pertaining to academic writing and referencing.

3. The student formally registers for the degree programme to qualify for research supervision. Thereafter, Master’s students have 6 and Doctoral students 9 months to complete their project proposals to the standards required by relevant faculty and University policy. During this time they have access to the University resources that they require to formulate their project proposals. In addition, students may already begin with their research where their supervisor deems this appropriate.

4. Research proposals are formally approved by faculties in terms of their quality and research ethics. Faculties deal with approval in different ways, either delegating this responsibility to a department or requiring the Faculty Higher Degrees Committee (FHDC) or an equivalent structure to consider the research proposals. Faculties may require a Doctoral student to defend his/her proposal, and where feasible (depending on numbers), the same requirement may be applied to full Master’s research proposals and coursework Master’s proposals. It is advisable that proposals approved within the academic departments are certified as such by the HOD.

5. The title, supervisor(s) and external assessors (and any subsequent amendments to these) are approved as follows:

5.1 In the case of a minor/mini dissertation or dissertation, these details are approved by the FHDC, ratified by Faculty Board and sent for notification to the Senate Higher Degrees Committee (SHDC).

5.2 In the case of a thesis, these details are finalised by FHDC, noted by Faculty Board, and approved by SHDC.

6. If a research proposal is not approved by the FHDC or delegated authority, the student may rework the proposal, but may only submit it for approval one more time. If the research proposal on this re-submission is not approved, the student’s registration is terminated, unless permission to continue is granted by the HOD/Executive Dean concerned.

**THE ASSESSMENT OF DISSERATIONS AND THESISES**

1. When the minor dissertation is complete, the supervisor signs a form to formally release the study for final assessment purposes. The candidate submits the required number of copies for assessment. The minor dissertation includes a declaration from the student that this is her/his original work and that ideas imported from elsewhere are acknowledged/referenced.

2. When there is a change in supervisors during the process of examination, a formal report must be handed to the incoming supervisor.

3 Faculties decide and communicate to students where the assessment copies are handed in and where the assessment reports are received before dissemination to the supervisor(s).

4. There are four possible responses from the assessors:

(a) They may recommend awarding the degree without conditions; or

(b) They may recommend awarding the degree subject to minor changes to the minor dissertation, dissertation, or thesis; or

(c) They may recommend resubmission of the minor dissertation, dissertation or thesis after certain changes or additional work, or

(d) They may fail the minor dissertation, dissertation, or thesis.

Whatever the recommendations, the FPAC (or equivalent) considers and moderates the results; moderation thereby takes place in the context of a committee and is not done by an individual such as the supervisor.

5. Faculties can decide on the use of a non-examining chair to facilitate the finalisation of assessment results of post-graduate students.

6. The composition and scheduling of the FPACs is left to the discretion of the faculties, though faculties are encouraged to limit the membership of these committees to a minimum of three with the right to co-opt the supervisor(s) if desired.

7. The supervisor oversees and certifies in writing that all corrections requested by the assessors have been addressed.

8. All forms (all assessment reports, including any summary report and FPAC reports) are submitted to the HFA. The FHDC meets to review the results and assessment reports of all Masters and Doctoral candidates, as well as the supervisor certification that minor corrections have been done. All Master’s results (including coursework Master’s) are finalised at this level, approved by Faculty Boards and submitted to SHDC for ratification.

**9.2 Outline the criteria for the selection and appointment of supervisors:**

**FREE ENTRY**

At Master’s degree level supervision of minor/mini dissertations is determined by the topic chosen by the student. The staff member, within whose area of specialisation the topic falls, will act as supervisor.

A supervisor is selected according to expertise, qualifications, and appropriate research track record. Workloads of supervisors are also taken into consideration. In addition, a co-supervisor is sometimes provided, doing so for a number of reasons: first, as a means of providing mentorship for an academic who has not yet acted as supervisor; second, it helps maintain evenness in quality; and third, for some students it draws on complementary skills and interests that are especially important where the research stretches across more than one field.

**9.3 How is supervision built into workload models?**

The workload is distributed in the Faculty of **#HEDA\_OrgStructure\_Faculty** which is based on the following five main responsibilities and the UJ workload model:

1. Teaching and learning

2. Research

3. Administration

4. Community Service

5. Continuing Education programmes

Workload is determined for each individual lecturer. For teaching and learning, the level of teaching, class size, number of lectures / practical / tutorials per week is taken into consideration. For research, the number and level of post-graduate students under supervision as well as the number of research outputs are taken into consideration. Administration is dealt with based on the needs of UJ and the All staff has some administrative responsibilities.

**9.4 Summarise the guidelines governing the roles and responsibilities of students and supervisors.** *Please add to this paragraph as needed.*

The Faculty of **#HEDA\_OrgStructure\_Faculty#** provides guidance to prospective students containing information with regards to the proposal writing and methodology of theses and dissertations, Supervisor/student relationship etc. A code of conduct is signed by the student as well as the supervisor. Several workshops are held to discuss these matters in depth.

**Responsibilities of the student, and legitimate expectations by supervisor of the student**

The student is responsible diligently and sincerely to exercise the following responsibilities, and where appropriate to consult with his/her supervisor/co-supervisor in order to give effect to these responsibilities; conversely, the supervisor/co-supervisor may legitimately expect the student to exercise these responsibilities at all times:

1. plan and implement the agreed research programme or project
2. successfully complete all the academic outputs of the study programme
3. finding appropriate literature and obtaining information from literature
4. writing the research proposal in the time stipulated
5. preparing all documents required for obtaining ethics clearance, if applicable
6. assisting in a limited manner in the drafting of funding applications
7. planning work schedules
8. engaging in any required fieldwork or data gathering, laboratory experimentation, data processing and statistical analyses
9. writing and proofreading of his/her dissertation or thesis, including, but not limited to, obtaining professional assistance with the linguistic editing of the dissertation or thesis
10. attending to any amendments or revisions of the dissertation or thesis required by the supervisors, or internal or external assessors, and being responsible for the production of the final bound hard and electronic copies
11. make regular appointments with the supervisor/co-supervisor and inform him/her/them in time if any administrative or academic difficulties should be experienced in the study programme in order that the supervisor/co-supervisor may advise in respect of timely corrective action
12. participate in research projects and programmes as determined by the supervisor/co- supervisor, including attending symposia, seminars and conferences
13. if necessary, purchase items that may be required to complete the production of the dissertation or thesis
14. adhere at all times to all general academic ethics with regard to academic integrity and plagiarism, and ethics requirements relating to the research work
15. renew his/her annual registration with the University of Western Cape at the stipulated times.

**Responsibilities of the supervisor/co-supervisor and legitimate expectations by the student of the supervisor/co-supervisor**

The supervisor/co-supervisor are responsible diligently and sincerely to exercise the following responsibilities; conversely, the student may legitimately expect the supervisor/co-supervisor to exercise these responsibilities at all times:

1. clarify the respective roles of the supervisor and co-supervisor(s) (if appointed), and communicate these clearly to the student
2. administering and managing matters associated with the student’s studies according to the regulations of the University of Western Cape
3. cooperating with each other (where more than one supervisor has been assigned) and with the Head of Department and/or Executive Dean of the faculty and/or other responsible University official, to ensure as far as reasonably possible that the student is provided with the basic infrastructure and necessary resources to undertake the research
4. co-operating with each other (where more than one supervisor has been assigned) and with the Head of Department and/or Executive Dean, to assist with the arrangements for colloquia or seminars which the student may present
5. ensuring that the Faculty Officer and relevant committees are furnished with all relevant documentation at the relevant time
6. providing academic guidance to the student to ensure the development of research skills, and mastery of the research discipline and the field of specialisation, and that this is demonstrated by the relevant dissertation or thesis
7. facilitating the student’s access to necessary research resources, such as the library, laboratories and equipment, or access to chemicals and consumables, while not diminishing the student’s duty to take responsibility for his/her own research, including purchasing items that may be required to complete the production of the dissertation or thesis
8. introducing the student to the Faculty to, where possible and practicable, involve him/her in academic activities appropriate to the field of expertise
9. meeting with the student regularly to provide guidance, monitor progress and agreed- upon timeframes, and recommend corrective measures if necessary
10. keeping a written record of progress and output, and providing timeous feedback, but bearing in mind also his/her other formal UJ responsibilities.
11. providing progress reports required by the University of Western Cape and its research or postgraduate study structures, or by external agencies such as the National Research Foundation
12. assessing the dissertation or thesis (if appointed as an assessor), and overseeing any changes recommended by the assessors and which have been stipulated by the appropriate Faculty or University structure

(m) liaising regularly with each other to clarify on an ongoing basis roles and responsibilities regarding academic supervision

(n) always adhering to all general academic ethics regarding academic integrity and plagiarism, and ethics requirements of research work

(o) encouraging the student to seek external financial support for his/her studies.

**9.5 Describe policies and procedures in place to deal with student complaints, grievances, plagiarism, re-marking, etc.**

The UJ has a formal policy, namely the Handling of Student Complaints policy, and the Faculty of **#HEDA\_OrgStructure\_Faculty#** deals with student complaints in accordance with this policy.

*Further describe applicable sections in the policy.*

**9.6 Existing postgraduate institutions:**

**Discuss staff development practices undertaken over the last 3 years in relation to postgraduate supervision.**

The Faculty of **#HEDA\_OrgStructure\_Faculty#** continued in (date)with the staff development plan/strategy that was devised in (date)As it is a work in progress, the plan is flexible enough to adapt to changing circumstances. A summary of the staff development plan is attached hereto.

In order to enhance the publication and research output of staff members, the Faculty of **#HEDA\_OrgStructure\_Faculty#** has introduced a programme of faculty seminars. At these seminars staff members present papers on research projects in progress, completed research before its submission for publication and sometimes, for the benefit of all Faculty members, papers that have already been delivered at national or international conferences.

Furthermore, some academics attend specialised courses on postgraduate supervision. All staff members attend local and international conferences and postgraduate matters are regularly discussed at departmental and faculty meetings.

* **Expenditure on research for the past 3 years**

**Please do not provide in table format**

* **Research/scholarly output for the past 3 years**

**Please do not provide in table format**

**9.7 What plans are in place to mentor academic staff into research activities?**

**FREE ENTRY**

As far as academic staff development and performance development is concerned, HODs and other senior members of staff act as mentors to assist junior lecturing staff in developing the full range of competencies required for progress in an academic career and, in particular, to develop research and publication skills. A focused research development programme remains in place (including financial assistance to attend conferences and deliver papers), while less experienced staff members can participate in an internal faculty seminar programme.

These initiatives are all aimed at refreshing and developing basic research skills of full and part-time staff members. Individually each academic staff member is encouraged to self-develop professionally through contracting to individual outputs at the beginning of each year. Staff members also participate in individual attendance at academic workshops, conferences nationally and internationally.

**9.8 Provide a description of how the programme enables students to undertake independent research and other scholarly activities.**

**FREE ENTRY**

*Please describe for the proposed programme*

**9.9 Provide a budget for research**

**FREE ENTRY**

In addition to the research funding the university provides for individual applications with merit, the research budget is supplemented by the research funds of individual academics, generated by the subsidy on accredited research output.

*The budget should be indicated in this space.*

**The following documentation to be uploaded as it pertains to this programme**

* Research policy:
* Policies/procedures for the appointment of supervisors:
* Code of Ethics:
* Any other documentation which will indicate your compliance with this criterion.

**C) PROGRAMMES OFFERED THROUGH DISTANCE EDUCATION**

Please note that this section should be completed by public higher education institutions not classified by the DoE as distance education institutions, but who are applying for accreditation to offer a programme through distance education.

* 1. **Provide a rationale for the use of distance education for the delivery of this programme to the intended target learners.**

#HEDA\_Programme\_Rationale#

*In responding to this request, please answer the following questions:*

* Is there a clear need for more graduates in this field nationally (e.g., it’s a scarce skill area), and/or is it a highly sought-after qualification both nationally and on the continent, or even further afield? *Please substantiate your claims.*
* In what way is your target market different from the student market for contact programmes? *(Here, you should identify particular groups, such as working professionals who need the flexibility that an online programme can offer.)*
* Have particular groups been identified that are geographically too remotely located to be able to attend campus-based offerings? *(Only answer this if it is relevant to your target market.)*

*In addition to the text which explains the motivation for offering the specific programme via online, the following needs to be added:*

UJ aims to advance the agenda of widening of access through affordable high quality education. The online qualification proposed is aimed at ensuring that the needs of adult working learners are considered and that constraints such as time and space are obviated.

**10.2 Provide evidence of the institution's systems, structures, policies, procedures and processes for materials development and delivery for distance learning.**

**FREE ENTRY**

*The response here should include the following statement:*

Considerable expertise has already been developed at the University in the adaptation of learning materials for use via electronic devices such as tablets, iPads and laptops. The use of electronically enriched learning is becoming common in our contact programmes, and the University is moving towards a situation where at least one module in every undergraduate programme will be electronically mediated. UJ’s Centre for Academic Technologies has developed a number of workshops (see 10.4 below) to help guide academic staff through the process of adapting learning materials and practices for delivery via electronic devices. The LMS, Blackboard, is used for this purpose.

Development of any programme or part programme for online delivery must go through the normal approval procedures of the University and meet the requirements specific to online delivery contained in the University’s Academic Programme Policy. In particular, learning materials appropriate for online delivery must be developed by academics in conjunction with the instructional designers in the Centre for Academic Technologies within the Division for Academic Development and Support (ADS) or their counterparts in Academic Partnerships (AP), the US-based company with whom the University has entered into an agreement for the provision of a full suite of technical and support services related to online delivery of programmes (see below).

Students are able to access learning material via the LMS whether on campus or off. To this end, the University’s broadband capacity has been greatly extended and there is almost full Wi-Fi coverage on all campuses. In-house expertise has been sufficient in the context of enriching the learning of students in contact programmes and for limited online provision, but because of the greater technical infrastructure required for the fully online delivery of programmes, the University has now entered into an agreement with a very experienced and highly respected company in this field, Academic Partnerships (AP).

AP has partnered with over 50 universities worldwide and provides the online infrastructure and support services for high quality delivery of academic programmes. It has assisted in the conversion over 3,500 modules for online delivery and will make its expert staff available to UJ academics in this process. Actual course content will be produced by UJ staff and will remain part of its intellectual property and all academic support and advising will be provided by UJ staff (see below 10.7).

**10.3 Describe quality assurance policy and procedures for monitoring teaching and learning.**

**FREE ENTRY**

The quality assurance of academic programmes is centred not only on internal departmental and faculty processes, but also on internal reviews which may focus on different units of analysis, namely undergraduate and postgraduate programmes, modules, academic departments, coursework or research-based Master’s and Doctorate programmes and faculty reviews. The criteria, processes and reporting requirements are customised to support the different purposes that these reviews may serve.

The following elements are integral to the comprehensive *programme review practice* in the University:

1. The programme criteria, as applied in programme reviews, include the following:

* National HEQC criteria (including criteria for *Distance higher education programmes in a digital era*) have been customised for programme reviews and aligned with the UJ Strategic Plan. The clusters of criteria focus on strategic alignment, curriculum coherence, teaching and learning (including appropriate pedagogical strategies), platforms for programme delivery and assessment, and student success.
* Additional criteria required by professional and/or statutory bodies (if applicable)
* Other requirements as required by the specific nature of the programme / discipline / structure.

1. Evidence-based self-evaluation reports are developed by academic staff members through consultation in the faculty/department/programme group. The involvement of students in the development of the SER is encouraged. The reviews are informed by a number of institutional surveys, i.e., annual under- and postgraduate surveys on student experience, first year experience, employability surveys, and from 2015 also an Hons student experience survey. Evidence of regular benchmarking, evaluation of modules and teaching and learning and data on student throughput (with a breakdown in terms of gender, race, national and international students) are included in the application of the criteria.

Other aspects of the monitoring of teaching and learning include internal faculty processes involving internal and external evaluators for evaluating the quality of content and assessment; and secondly, completion of an online teaching evaluation (TE) by students at the end of each module aimed at evaluating their teaching and learning experience.  The TE questions will be developed specifically to enquire in a pointed way about the distance and online teaching and learning experience.

**10.4 Indicate how staff are trained, monitored and supported for the specialised distance education roles they perform, including the design, management and delivery of the programmes.**

**FREE ENTRY**

*The Centre for Academic Technologies at UJ provides specific support to academics who have chosen to present either individual modules or whole programmes online. These are detailed in the table below.*

|  |  |
| --- | --- |
| **Academic Development and Support (ADS)** | |
| CAT (Centre for Academic Technologies) | |
| Instructional Designers  (Teaching and Learning Consultants) | * Present workshops on Designing your Blackboard module” * Present workshops on “Developing an online distance module” (includes best practice for online modules) * Assist with the planning, development and building of content – specifically for distance, self-regulated online modules * Recommend structure of online module inclusive of fonts, uniformity, lay-out, use of colour, chunking of content, etc * Recommend collaboration possibilities in the module – collaboration stimulates involvement and motivates learners to remain involved which is a key factor for online learning * Give advice on technical aspects such as file sizes, downloading of materials/clips, format, etc * Supply checklists for online development; assessments with rubrics, feedback, design guidelines, collaboration, assignments and study guides * Advise on the use of Responds and LockDownBrowser for electronic assessments * Advise on the use of similarity checking of assignments via Blackboard using Turnitin * Advise on sequencing and structure of content (chunking) * Advise on group activities within the module as well as individual activities * Advise on online class management – includes netiquette (internet and etiquette) principles and create a ‘physical’ presence in the module * Advise on other technical tools available such as Panopto, Google docs, Prezi for slide presentations and other apps that may be utilised |
| Instructional Developers | * Assist with the sourcing and downloading of visual materials * Assist with the design of graphics where required |
| Audio & Video Developer | * Assists with recording and editing of lecture clips * Assists with downloading of video clips where required |
| Quality and language editor | * Assists with editing content, checks formatting and uniformity of module |

**10.5 Indicate how the design of the programme relates to the strategy for teaching and learning at a distance, including arrangements for students to access texts and materials required by the curriculum.**

**FREE ENTRY**

***Using your responses to par. 5 (Teaching and Learning Strategy), explain how the programme design in distance mode will ensure that students are able to achieve the ELOs.***

**10.6 Describe in detail the policy for formative and summative assessment, including mention of feedback to students and the conduct of examinations.**

**FREE ENTRY**

**Assessment Policy and Procedures**

***Assessment procedures***

1. a) The final mark for all modules is cumulatively compiled. The final mark consists of at least four continuous summative assessment opportunities. These may be tests, assignments, portfolios, examinations, etc. The most substantial final summative assessment task or opportunity will be moderated externally and will represent at least 50% of the final mark.

b) The supplementary assessment opportunity takes the form of an examination. This examination may be an oral, written, or open book examination.

2. Assessors must provide written, detailed and constructive feedback to students on their work within ten working days of receiving assessment scripts.

3. If a student anticipates late submission of a task, he/she must contact the Teaching Assistant or module co-ordinator at least three days in advance in order to request alternative arrangements. Module co-ordinators have the discretion to accept late submissions up to two weeks after the due date, provided that this does not impact negatively on the calculation of the final mark. Module co-ordinators have the discretion to deduct marks for late submissions that have not been arrangedbeforehand,as stipulated in the study/learning guide.

***Assessment Supervision***

There are two possible options for the supervision of assessment.

1. Candidates are required to present themselves to designated assessment venues, and the assessment will be supervised by invigilators appointed by the programme co-ordinator. The university will be required to provide venues within a reasonable distance from the candidate’s location. Candidates will be required to bring their own computers.
2. Candidates will be permitted to complete assessments in their own place of work or residence. In this instance, various controls will be in place to ensure that it is the candidate completing the assessment, and not another person. This will include asking candidate-specific questions during the assessment, the use of cameras on computers throughout the assessment, and possibly fingerprinting.

***Students with disabilities/unique needs***

The names/details of students with disabilities/unique needs, e.g., sight impairment, are communicated immediately to the relevant Faculty Officer for alternative and supportive arrangements to be made, in consultation with the Office for Disabilities.

***Assessors and moderators***

1. The module co-ordinator will manage the assessment process. The Teaching Assistants may be involved in the assessment process, and if so, they will receive memoranda for each assessment, and their assessments will be moderated by the Module Co-ordinator, with a minimum of 20% of student submissions being moderated for each assessment.
2. External moderators will be appointed for all modules.

***Assessment information in learning and/or information guides***

*The following must be published in learning/information guides:*

1. number and weighting of assessment opportunities
2. dates of assessment opportunities
3. assessment guidelines e.g., outcomes, types of assessment, expectations (e.g. expected length of assignments), assessment criteria, marking grids and rubrics
4. rules that apply to late submission of assessment activities/assignments and subsequent penalties in the case of non-compliance
5. arrangements regarding special assessment opportunities and supplementary summative assessment opportunities
6. appeal procedures and subsequent policies and procedures
7. a copy of the application form to gain access to a special/supplementary summative assessment opportunity
8. execution of the University’s Policy on the recording of assessment results, such as the return of written assessment scripts/activities, access to and viewing of the final written assessment script/activity, etc.

Written appeals by students should be lodged in accordance with the University’s Assessment Policy and subsequent procedures. Students may lodge an appeal with the Head of Department concerned. If satisfaction is still not reached, the relevant Dean is consulted. The Dean’s decision on assessment results is final. Dishonesty and plagiarism are dealt with in accordance with the University’s Code for Academic Ethics, Academic Regulations and subsequent disciplinary procedure.

**10.7 Describe mechanisms for student support. If contact sessions are offered, describe the systems in detail.**

**FREE ENTRY**

The model will involve three tiers of support for students. First, the programme co-ordinator will be responsible for the overall support provision, supervision of those involved in support, and monitoring of the effectiveness of the support. Second, each module within the programme will be assigned a module co-ordinator, whose function it is to manage all aspects of the implementation of the module, including support for students. The programme and module co-ordinators will all be permanent academic members of staff. The module co-ordinator will work closely with Teaching Assistants. Each Teaching Assistant will be required to have an appropriate Master’s degree, and their principal function will be to work closely online with a cohort of between 15 and 20 students in their day-to-day studies and assessments. This will involve one-to-one communication, group communications and group discussions. Contact enrichment sessions may be offered at one of the UJ campuses. Attendance of these enrichment sessions are strictly voluntary and are not a requirement of the course. Contact sessions do not earn credits and will normally take the form of tutorials. These will be managed and conducted by module co-ordinators, who will also make use of the extensive UJ Senior Tutor and Tutor system where necessary.

In addition, the Academic Development and Support (ADS) division of the UJ will offer online support for developing English Academic Language proficiency. This will be done in two ways:

1) via its online Programmed English Reading and Language System, which is a locally designed intervention into English reading ability and language use. Students enrolled for the distance education offerings will be expected to show progress in developing their English reading and language skills, if they are found to be lacking in English proficiency. This will be determined early on in their enrolment as UJ students, i.e., after they have completed their first formal assessment. 2) All distance education students will have access to the University of Western Cape’s English Language Programme (UJELP). The purpose of UJELP is to facilitate the acquisition and reinforcement of student’s writing, speaking, and listening skills for both communicative and academic purposes. It serves as a platform for students to learn and practice the academic, social, and behavioural skills appropriate for an academic environment. Furthermore, the Writing Centre which forms part of ADS will offers additional online writing support to students who may require assistance with structuring, conceiving, writing and editing an academic essay. Writing consultants are appointed to work with individual student needs.

Students enrolled for distance education modules at the University will also be given access to the Online Study Skills Programme, which is designed as a series of workshops that cover the following areas: note taking, worksheets and personal evaluations for students. This will include pre- and post-assessments and skills such as time management, summarising, mind mapping, test taking and stress management.

Students identified by Teaching Assistants as in need of academic counselling will be referred either to the Academic Counselling Unit of the Centre for Psychological Services and Career Development, or the Academic Development Unit in the Centre for Academic Development.

**Upload documents:**

* Any other documentation which will indicate your compliance with this criterion.