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**APPLICATION FOR PROGRAMME ACCREDITATION AND QUALIFICATION REGISTRATION**

## SECTION A: GENERAL INFORMATION

The following should be noted before completing the application.

Refer to the accompanying guidelines for completion of this form.

The institution must comply with the requirements in number 2 – 11 below.

1. The application form allows for a single application process that requires all the information necessary for the accreditation of a programme by the Council on Higher Education (CHE) and the registration of the qualification by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF).

2. Incomplete or plagiarised applications will be returned, and the applicable application fee will not be refunded. Plagiarised content includes information copied from the internet, SAQA website (copying a registered qualification), or another institution’s information. Policy documents must be on the institutional letterhead and aligned with the vision and mission of the institution.

3. The institution is not permitted to offer the accredited programme / registered qualification of another institution. The institution is not permitted to outsource delivery of its accredited programme / registered qualification. Note that institutions operating as separate legal entities under a holding company are regarded as separate institutions. The institution (i.e. “juristic person”; HE Act, 1997) assumes full responsibility for the programme / qualification. Submitting an application across different brands of a holding company / affiliated brands that presents high similarity in programme / qualification design will be regarded as plagiarism.

4. Information found to be misrepresented will result in the application being returned and the applicable fee will not be refunded.

5. The programme / qualification may not be marketed or offered prior to accreditation by the CHE, PQM approval or registration by the Department of Higher Education and Training, and registration by SAQA on the NQF. Institutions found to be advertising a programme / qualification on their websites prior to such registration will be liable to having the programme accreditation / qualification registration withdrawn.

6. The conceptualisation, design, delivery, and assessment of the programme / qualification (including the development of study / learning material) is the responsibility of, and must be undertaken by, the institution and the academics in its employ. The CHE recognises that relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, may be involved in the development of the programme / qualification. However, the aforementioned activities must not be outsourced to consultants or other third parties as the CHE will verify institutional capacity for curriculum development and programme delivery.

7. The institution must be acquainted with the relevant policy documents of the DHET, CHE, SAQA and relevant statutory professional body (if applicable) when applying for programme accreditation and registration of the qualification. The information provided must comply with the Higher Education Qualifications Sub-Framework, Criteria for Programme Accreditation and Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework. In addition, there must be compliance with the Level Descriptors for the South African National Qualifications Framework, and relevant national legislation and policy.

8. Following approval by the relevant institutional structures, the application must be submitted by the Institutional Administrator or Academic Head / Deputy Vice-Chancellor (Academic / Teaching and Learning), or Chief Executive Officer (for private institutions) or any suitable, designated person, who is a permanent employee of the institution.

9. If the programme / qualification is not accredited, the institution will receive ONE opportunity for a representation in this regard (Note that the representation must be submitted within 21 working days. The application will be closed if the due date is not met). If the programme / qualification is not accredited following the representation, the application will be closed, and the institution will have to submit a new application. The decision of the Higher Education Quality Committee will be final. The institution may only submit a new application after one year of receipt of the Higher Education Quality Committee’s decision on the representation.

10. All institutional policies and procedures relating to this application must be up to date and aligned to the CHE and national higher education policies and guidelines and must be approved and signed by the authorised person(s) at the institution, dated, and uploaded on the institutional profile.

11. The institution consents, in line with the Protection of Personal Information Act (POPIA), that personal information provided in the application and Institutional Profile may be used by parties involved in the processing of the accreditation application and the registration of the qualification on the National Qualifications framework and the Department of Higher Education Registers.

*I confirm that, on behalf of the institution, I have read, understood, and will comply with the requirements indicated in points 2 to 11 above.*

## SECTION B: INSTITUTIONAL INFORMATION

Prior to completing an application for accreditation, the institution must update its institutional profile on HEQC-Online.

All contact details in the institutional profile must be kept up to date as the CHE uses this information for correspondence purposes.

All policies must be the latest policies used by the institution. Any document older than five (5) years, and/or not presented as a final document, will not be considered.

The sites of delivery for the institution must be captured in the institutional profile prior to applying to offer a programme / qualification at that site of delivery.

The Institutional Profile is accessible from the menu option Tools / Institutional Profile

Note: Once you exit this page to go to the Institutional Profile you will need to start the application again.

## SECTION C: SITE OF DELIVERY

## PROGRAMME / QUALIFICATION INFORMATION:

|  |  |
| --- | --- |
| **Institution Name:** | University of Johannesburg |
| **Programme / qualification title (HEQSF-aligned format):** | #HEDA\_Programme\_Name# |
| **Programme / qualification title abbreviation (HEQSF-aligned format):** | #HEDA\_Programme\_Abbreviation# |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Site** | **Year site established** | **Contact Name** | **Contact Surname** | **Contact Email** | **Contact Tel.No.** | **Physical address** | **Postal Address** |
|  |  |  |  |  |  |  |  |

## SECTION C: PROGRAMME / QUALIFICATION INFORMATION

|  |  |
| --- | --- |
| **CHE Reference No.:** | *A reference number has not yet been generated for this application* |
| **Institution name:** | University of Johannesburg |
| **Provider type:** |  |
| **Programme name:** | #HEDA\_Programme\_Name# |
| **Site(s) of delivery:** | #HEDA\_ORG\_Campus# |
| **Date of submission:** |  |

|  |  |
| --- | --- |
| **Is approval / endorsement/ validation by a statutory professional body a requirement for this programme / qualification?** | #HEDA\_Status\_Endorsement\_Council# |
| **For an existing private institution:** | Upload the ‘report of good standing’ provided by the DHET: |
|  | Upload the confirmation letter from HEQCIS to verify institutional bi-annual uploads: |
| **Is this an education programme/ qualification?** | #HEDA\_IsEducation# |
| **HEQSF Qualification Type:** | #HEDA\_HEMIS\_Qualification\_Type\_Name# |
| **NQF level of the programme / qualification:** | #HEDA\_NQF\_NQFLevel# |
| **Number of credits linked to the qualification type as prescribed in the HEQSF**  *Minimum credits as prescribed by the HEQSF* | #HEDA\_NQF\_Min\_Requirements# |
| **Number of total minimum credits as per Professional Body requirements (may exceed the total minimum credits on the HEQSF)**  *Minimum credits as prescribed by the professional body if different to the HEQSF* | 0 |
| **Total number of credits for this programme / qualification:**  *Actual total credits of the programme* | #HEDA\_NQF\_TotalCredits# |
| **If the total number of credits exceeds the minimum total credits as prescribed in the HEQSF, provide a motivation (Note: the total number of credits for the programme / qualification may not be exceeded by more than 10%):**  *This is for any programme that exceeds the minimum required. The motivation could be, for example, that the professional body requires it, or that there is clinical experience, or additional time needed for another academic reason.* |  |
| **Minimum duration (years) for completion - Full Time:** | #HEDA\_DurCompletion\_FT# |
| **Minimum duration (years) for completion - Part Time:** | #HEDA\_DurCompletion\_PT# |
| **If this is a postgraduate programme / qualification, indicate the number of research credits:** | #HEDA\_NQF\_ResearchCredits# |

**If this is a postgraduate programme / qualification indicate the accredited underpinning qualification/s of the institution.**

*For example, if accreditation is sought for a Master’s degree, what would the underpinning honours or PGDips be. Note: must be UJ programmes. Contact CAPQP if you require assistance here.*

|  |  |  |  |
| --- | --- | --- | --- |
| **CHE Reference Code** | **SAQA ID** | **Programme/Qualification Name** |  |
|  |  |  | Del |
| Click on the 'Add' link in the rightmost column of this table in order to add a row in which to supply the relevant information. *Note that you can add multiple rows*. | | | Add |

**Indicate the National Qualifications Framework Organising Field:**

|  |  |
| --- | --- |
| **Field:** | #HEDA\_First\_Qualifier\_Full# |
| **Sub-Field:** | #HEDA\_Second\_Qualifier\_Full# |

**Indicate the Classification of Education Subject Matter (CESM):**

*Avoid using CESMs which end in 99. They can be used in exceptional cases, with a motivation.*

|  |  |
| --- | --- |
| **CESM (e.g. 07 – Education):** | #HEDA\_First\_Qualifier\_Full# |
| **First Order (e.g. 0703 – Education Management):** | #HEDA\_Second\_Qualifier\_Full# |
| **Second Order (e.g. 070305 Higher Education):** |  |

## SECTION D: PROGRAMME / QUALIFICATION DESIGN

## This part of the form (from Section D on) 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.

1. **How does the programme / qualification fit in with the vision and mission of the institution?**

The proposed #HEDA\_Programme\_Name#is congruent with the vision, mission, values, and strategic goals of the University and Faculty. As a comprehensive university, UJ envisions itself as an international university of choice, anchored in Africa, and dynamically shaping the future. The University’s mission is to ’Inspire its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge’.

The University’s mission is underscored by four core values, namely: imagination, conversation, regeneration, and an ethical foundation. As noted in 1.2 below, the #HEDA\_Programme\_Name# is consonant with each of these values and their associated meanings. In 2013 the university embarked on a process to refine its strategic objectives in line with achieve its aims of global excellence and stature.

The following six strategic objectives were identified for 2025:

1. Global Excellence in Research and Innovation

2. Global Excellence in Teaching and Learning

3. An International Profile for Global Excellence and Stature

4. An Outstanding Student Experience

5. Active Global Reputation Management

6. People and Institution fit for Global Excellence and Stature

The #HEDA\_OrgStructure\_Department# offers quality education founded on excellence in teaching and research. The proposed #HEDA\_Programme\_Name#specifically subscribes to aspects of the University’s vision, mission, values, and strategic goals that relate to distinguished scholarship, reputable research, and innovative creative outcomes, which build on the critical intellectual capacity of staff and students alike. *Provide* ***brief*** *programme-specific links to the vision and mission here, as relevant.*

The proposed programme focuses on … ***Briefly*** *outline how the programme focus links broadly to the vision and mission here.*

1. **Provide the rationale for the programme / qualification, considering the envisaged student intake and stakeholder needs:**

#HEDA\_Programme\_Rationale#

1. **Provide the purpose of the programme / qualification:**

#HEDA\_Programme\_Purpose#

1. **Indicate how the proposed curriculum and exit level outcomes contribute to the achievement of the purpose:**

The purpose of the programme is to develop students’ ……...

The programme will equip students with …...

In keeping with the University’s focus on promoting African scholarship, this programme addresses the need for academically adept, discipline-sophisticated, and civic-minded graduates who are able to complete this programme and contribute to the demand for ……

#HEDA\_Exit\_Level\_Outcome#

*Briefly outline how the exit level outcomes and assessment criteria allow a student through the completion of the various modules, to achieve the purpose of the programme.*

*Include in the response, and as specific / relevant to this programme, a brief indication of the following:*

* *balance between theory and practice*
* *allocation of credits*
* *scaffolding of skills from one NQF level to the next*
* *familiarity with theoretical perspectives*
* *contextual sensitivity*
* *critical thinking, language and numeracy skills*
* *knowledge and skills specific to the discipline*
* *ethics*
* *etc.*

*It is recommended that you use the SAQA level descriptors to assist you in drafting this section.*

**5. Complete the Table in terms of the module structure of the programme / qualification:**

#HEDA\_ModuleTable\_Electives\_NoTotal#

**6. Specify the rules of combination for the constituent modules to indicate coherence:**

*The rules of combination are those rules which establish which modules are pre-, co- or post-requisites for each other. Rules of combination for a Master’s for example, may set out which must be passed before the research paper may be embarked. In a Bachelor’s degree, the rules of combination would specify which modules are required for a major, for example, or whether a specific module must be done prior to or at the same time as another module (such as a mathematics or states module, for example).*

**7. Indicate the rules of progression (semester / year) if applicable:**

#HEDA\_Motivation\_RuleOfProgression#

*Rules of progression set out the requirements for moving from one year of study to the next. So, for example, a student who has failed a module in first year may still proceed to second year, provided that a certain number of modules have been passed. This can apply equally to an undergraduate qualification as to a two year Master’s qualification, for example.*

**8. Exit level outcomes: List and number all the ELOs:**

#HEDA\_Exit\_Level\_Outcome#

**9. Associated Assessment Criteria: List the AAC per ELO or as integrated across all ELOs:**

#HEDA\_Programme\_AAC#

**10. Explain how the competences that will be developed in the programme are aligned to the NQF level of the qualification:**

*This builds on what you have answered in question 4. Expand on 4 using the information in 8 and 9 to explain how students will acquire the knowledge / skills at each succeeding NQF level in a programme. In a programme where all credits are at the exit level, such as in a doctorate or research Master’s, explain for the supervision process ad other activities in the programme (sch as seminars, etc) are designed to ensure that students achieve the outcomes and the NQF level indicated.*

#HEDA\_AdditionalField\_DevelopedCompetences#

**11. Explain how the programme design – in terms of the proportion of theoretical, practical and experiential learning (if applicable) – meets the requirements of the qualification level and type:**

*Explain how the proportion of theoretical and practical learning meets the requirements of the qualification type (as set out in the HEQSF), at the appropriate NQF level.*

*In a programme with work-based, experiential or clinical learning, it is essential to explain how the curriculum – in terms of the balance of credits, and allocation of notional learning time – will enable the student to acquire the competencies (knowledge, skills, attitudes, attributes, etc) in line with the programme type and purpose.*

**12. International comparability: Indicate how this programme / qualification compares with or relates to professional standards, or to (at least two) comparable accredited programmes / qualifications offered in other parts of the world:**

*Choose at least two programmes internationally that are similar to the programme in this application. The point of this question is to determine that the programme is sufficiently similar to those offered internationally to provide the student with a qualification that has portability / comparability to those offered elsewhere. If you are usure of whether a programme is a valid comparison, contact CAPQP for assistance.*

**13. If no comparable programmes / qualifications are indicated, provide substantive reasons why this qualification is not internationally comparable:**

*This may be the case in certain disciplines or with certain qualification types. For example, many countries do not have an honours separate from the undergraduate programme. In this case, it may be useful to look for programmes that achieve a similar purpose, even if not at the exact same level.*

**14. Describe the horizontal, vertical, and diagonal articulation possibilities of this qualification in relation to other registered qualifications (institutional/internal or external). If there are no articulation possibilities, provide substantive reasons why the programme / qualification should nonetheless be considered viable:**

*Horizontal articulation is into another programme at the same NQF level – for example, an honours into a PGDip or another honours.*

*Vertical articulation is into a programme at the next NQF level – for example, an honours into a Master’s.*

*Diagonal articulation is into a qualification at the same exit level, but into the subsequent year of study. For example, from a BCom Accounting first year to a BCom general second year.*

*Articulation options in each should be both internal to UJ and external at other public or private providers. The programme/s should be named, as should the institutions. For example: Graduates rom this programme may articulate vertically into a Master of Business Administration at UP, Wits, UCT or Milpark Education, subject to the admission requirements of that institution.*

**If a template is provided (e.g. Work-integrated-learning.docx) then the template should be downloaded and completed and then uploaded to the system.**

|  |  |  |
| --- | --- | --- |
| **Description** | **Template** | **Upload the document** |
| MODULE OUTLINES | Upload your institution’s module outline document |  |
| Complete the Work-Integrated learning.docx template if applicable |  |  |

## SECTION E: STUDENT RECRUITMENT, ADMISSION AND SELECTION

**1. State the admission requirements for this programme / qualification:**

#HEDA\_NQF\_Minimum\_AdmissionReq#

**2. Specify the selection criteria for this programme / qualification:**

#HEDA\_NQF\_SelectionCriteria#

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

*If there are programme-specific plans in addition to the general commitment to widening access as set out below, please provide these at the end of this section.*

The University of Johannesburg remains unwavering in its resolve to redress national and provincial access to higher education. Integral to the University’s commitment to excellence is the provision of an admission process across all Departments that is fair, clear, and explicit, and that supports, where practically possible, broad and diverse access for applicants with the potential to benefit from higher education.

To this end, the Admissions Procedure is directed by UJ’s Admission Policy (please refer to uploaded document) which provides specific guidelines on admissions and a framework for admission procedures and mechanisms into the University, based on national legislation in respect of admission to higher education institutions. Admission is subject to the Faculty’s enrolment management plan, and provision is made for alternative routes of access, where relevant.

**4. Provide details of how recognition of prior learning (RPL) will be applied for this programme / qualification, including the assessment process:**

*If RPL is planned for this programme, please set out any additional requirements to the University requirements below.*

The manages RPL according to the University of Johannesburg’s RPL policy, which will be applied as follows for purposes of this programme as set out in the faculty policy:

1. 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.
2. ii. Recognition takes place in terms of requirements and procedures applied by faculty
3. 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 and is finally decided upon by the Dean’s Committee.

**5. If RPL is not envisaged for this programme / qualification, please indicate the reason/s for this:**

*For example, RPL may not be possible into programmes where registration with a professional body is a pre-requisite, or they may be other academic reasons for not permitting for RPL admission.*

1. **Provide details of how Credit Accumulation and Transfer (CAT) will be applied in this programme / qualification:**

*If there is a programme- specific approach to this question, please add to the following / ensure it is in line with the below.*

The University’s academic regulations, published annually, make provision for granting of module credit/s which means that a module successfully completed at a specified NQF level within an academic programme that may be used to exempt a student from, and grant credit for an equivalent module in another academic programme, provided that the module for which the student is registered is at the same NQF level and for the equivalent NQF credits.

The Regulations provide:

EXEMPTION AND RECOGNITION REQUIREMENTS

8.1 An HOD may, in consultation with the Executive Dean or his/her delegated authority in accordance with a list of exemptions approved by the Executive Dean, grant exemption from and award a credit for a module, of which the content of the module was at least 80% the same, to students on the grounds that they have passed a relevant module at the University or at another accredited higher education institution.

8.2 Exemption from and awarding of credit for modules, as stipulated in AR 8.1, may not be granted for more than half the number of modules required in an undergraduate programme in which exemption and recognition are requested. A faculty/college may determine rules and regulations in this regard in agreement with the existing Faculty/College Rules and Regulations, and subject to approval by Senate.

At least half the number of semester modules, including the exit level modules where appropriate, should be passed at the University for the University to award the diploma or confer the degree. The Executive Dean or his/her delegated authority concerned, in consultation with the Registrar, may give permission to the student (for legitimate reasons) to complete such exit level module(s) at another HEI in South Africa, or abroad in accordance with the academic record/transcript concerned. For the purposes of this sub-regulation, a year module counts as two semester modules, and one term module counts as half a semester module.

8.3 Only in exceptional circumstances may the Executive Dean or his/her delegated authority grant exemption from an exit level or semester core module that has been passed at another institution or in another programme. 8.4 Exemption from or credit for a module may only be granted for one further programme in addition to the programme in which the module was originally completed.

## SECTION F: PROGRAMME PROVISIONING

**1. TEACHING AND LEARNING**

**Select the modes of provisioning for this programme**  
**Note that only 1 application for accreditation must be completed irrespective of mode of provisioning.**

*This is good news – it means that we submit one application for programmes in more than one mode of delivery.*

#HEDA\_MOP\_Table#

**2. Discuss the assessment strategy for the programme / qualification. Provide the types and forms of assessment undertaken to determine students’ conceptual understanding and applied competencies and successful completion of learning. Refer to integrated assessment (formative and summative assessment, including percentage weighting of tasks; WIL):**

*The response to this question must not be generic, it must relate to the programme for which application is sought. Consider the purpose, NQF level and descriptors and type of programme in this response.*

**PROGRAMME PROVISIONING DOCUMENTS**

**Templates need to be downloaded, completed and uploaded.**

| **Description** | **Template** | **Upload the completed template** |
| --- | --- | --- |
| 1. LEARNING AND TEACHING |  |  |
| 2. ASSESSMENT STRATEGY |  |  |
| 3. STAFFING: staff members relevant to this programme / qualification |  |  |
| 4. LEARNING MANAGEMENT SYSTEM |  |  |
| 5. MANAGEMENT INFORMATION SYSTEM |  |  |
| 6. POSTGRADUATE PROGRAMME / QUALIFICATION |  |  |

**SECTION G: INFRASTRUCTURE, STAFFING AND HEADCOUNT ENROLMENTS PER SITE OF DELIVERY**

**INFORMATION PER SITE OF DELIVERY**

|  |  |
| --- | --- |
| ***Please ensure that each question has been completed per site before submitting to the CHE.*** | |
| **Edit** | **Site** |
|  | Site 1 |
|  | Site 2 |

The questions below need to be completed per site for each of the sites selected for the programme

1. **Indicate the number of facilities or venues required, available and the maximum capacity of available venues**

|  |  |  |  |
| --- | --- | --- | --- |
| **Facilities/Venues required** | **Number required** | **Number available** | **Maximum capacity of available** |
| No. of lecture theatres required (indicate max. capacity) |  |  |  |
| No. of laboratories required (indicate max. capacity) |  |  |  |
| No. of IT laboratories required (indicate max. capacity) |  |  |  |
| No. of tutorial rooms required (indicate max. capacity) |  |  |  |
| Venues for staff member use |  |  |  |

1. **If any other facilities or venues are required specify and provide a motivation:**
2. **Number of teaching staff members per site for this programme / qualification:**

|  |  |  |
| --- | --- | --- |
| **Full-time** | Current |  |
| Planned |  |
| **Part-time** | Current |  |
| Planned |  |

1. **Name of Programme Coordinator per site for this programme / qualification**
2. **Upload Programme Coordinator CV**
3. **Complete the planned headcount enrolments for this programme / qualification per site**

#HEDA\_Operations\_PlannedHeadcountEnrolment#

**The following documentation to be uploaded as it pertains to this programme and site of delivery:**

1. Academic Staff members for this programme / qualification - CVs (per site of delivery)
2. Workload allocation model (per site of delivery)
3. Staff recruitment plan (per site of delivery)

**The tables below display the information captured per site of delivery once captured.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Site of delivery** | **Number of teaching staff members per site for this programme/qualification** | | | | **Name of Programme Coordinator per site for this programme/qualification** |
| **Full-time** | | **Part-time** | |
| **Current** | **Planned** | **Current** | **Planned** |
| Site 1 |  |  |  |  |  |
| Site 2 |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Site of delivery** | **Planned Headcount enrolment for the first enrolment** | **Planned Headcount enrolment for Year 2** | **Planned Headcount enrolment for Year 3** | **Planned Headcount enrolment for Year 4** |
| Site 1 |  |  |  |  |
| Site 2 |  |  |  |  |

**SECTION H: REQUIRED DOCUMENTS**

**The following documents as it pertains to this programme/qualification must be uploaded.**

1. Workplace-based learning agreements or contracts / Service Level Agreements
2. Support staff members for this programme / qualification – CVs (incl. librarian / information specialist)
3. External examiners’ CVs
4. External moderators’ CVs
5. Approved budget for the programme / qualification
6. Budget for the development of learning materials for the programme
7. Prescribed and recommended reading list for the programme / qualification is the correct field.
8. Study guides and programme handbooks
9. In the case of an existing institution, upload the minutes from meeting(s) of Senate / Academic Board / governance and management structure indicating approval of this programme / qualification. If this is a new institution, upload evidence of processes that were followed to approve the application for accreditation
10. Library holdings/budget specific to programme
11. For postgraduate programme / qualification: ethical clearance process

**SECTION I: INTERNAL QUALITY ASSURANCE**

**Templates need to be downloaded, completed and uploaded.**

|  |  |  |
| --- | --- | --- |
| Description | Template | Upload the completed template |
| INTERNAL QUALITY ASSURANCE |  |  |

**VERIFICATION AND CONFIRMATION**

**Templates need to be downloaded, completed and uploaded.**

|  |  |  |
| --- | --- | --- |
| Description | Template | Upload the completed template |
| VERIFICATION AND CONFIRMATION BY THE DEPUTY VICE-CHANCELLOR (ACADEMIC / TEACHING & LEARNING) / ACADEMIC HEAD / CEO |  |  |