**2016**

**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.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Site name | Physical Address | Postal Address | Contact Name | Contact Title | Contact email | Contact Tel. No. | Contact Fax No. |
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| --- |
| **IMPORTANT INFORMATION: Please read the following before completing this form.**  ***NOTE: The text in blue and green in this form provides HEQC and UJ guidelines to*** ***assist applicants with the completion of this form. You are requested to delete it as well as this table after completion of the form.***   1. The online application form only addresses the first nine of the nineteen criteria for programme accreditation. These ‘**input’** criteria mainly concentrate on evidence that the **resources** and **conditions** which are needed to offer the proposed programme are in place. The main purpose of the online application form is therefore:  * to demonstrate that the resources and conditions to offer a programme are in place;   **or**   * to demonstrate potential and capacity to meet these minimum standards in a stipulated period in time if it is not yet in place.  1. The evaluation of the online-application form is evidence-based. 2. Each criterion/question should be addressed as complete as possible and the necessary evidence should be provided. 3. Keep in mind that an overload of information is just as unacceptable as insufficient information. 4. If reference is made to a policy the emphasis in the narrative should be on the application of it and not a mere summary of the policy, unless specifically asked to summarise policy e.g. when addressing Criterion 9. 5. There must be cohesion between narratives and policies. 6. If a specific criterion/question is *not applicable* to an application, indicate N/A clearly instead of leaving it blank. 7. Do not ‘cut & paste’ from previously approved programmes. Mistakes are likely to happen and it gives the impression that little thought went into the planning of the programme. It can also delay the process because additional information is often required. 8. Brief guidelines on what to include under each criterion are shown at the beginning of each criterion in order to assist you in completing the form. |

**A PROGRAMME INFORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme Name:** | | | | **Indicate with X** |
| **Mode of Delivery:** | |  |  | | --- | --- | | Contact | #HEDA\_Dev\_Contact# | | Contact and Distance | #HEDA\_Dev\_ContactAndDistance# | | Distance | #HEDA\_Dev\_Distance# | | Mixed mode | #HEDA\_Dev\_MixedMode# | | | | |
| **Programme Type:** | |  |  | | --- | --- | | Professional |  | | Non-professional |  | | Teacher Education Programme |  | | | | |
| **Qualification Type:** | |  |  | | --- | --- | | Higher certificate |  | | Advanced certificate |  | | Diploma |  | | Advanced diploma |  | | Bachelor’s degree (3 years) |  | | Bachelor’s degree (4 years) |  | | Postgraduate diploma |  | | Bachelor Honours degree |  | | Master’s degree |  | | Doctoral degree |  | | | | |
| **Qualification Designation:** *(This only applies to degree programmes)* | |  |  | | --- | --- | | Art | #HEDA\_QualD\_Art# | | Commerce | #HEDA\_QualD\_Commerce# | | Education | #HEDA\_QualD\_Education# | | Engineering | #HEDA\_QualD\_Engineering# | | Law | #HEDA\_QualD\_Law# | | Medicine | #HEDA\_QualD\_Medicine# | | Science | #HEDA\_QualD\_Science# | | Social Science | #HEDA\_QualD\_SocialScience# | | Other-Alternative Designator | #HEDA\_QualD\_Other-AlternativeDesignator# | | | | |
| **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\_AltDesignMotivation# | | | |
| **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\_DCSM\_fQual# - #HEDA\_DCSM\_FirstOrder\_Name# | | | |
| **Second Qualifier:** (e.g. 070305 Higher Education) *(refers to DOE CESM classification)* | #HEDA\_DCSM\_sQual# #HEDA\_DCSM\_SecondOrder\_Name# | | | |
| **NQF Level:** (e.g. Level 5,6,7,8,9 or 10) | #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\_GoveranceApproved# | |
| **If Yes: Date of approval:** | |  | | |
| **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?**

The current vision, mission and values of UJ are:

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.**

Recommended aspects to address in the rationale are:

1. Provide details of the reasoning that led to identifying the need for the qualification.
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.
4. Indicate the learning pathway where the qualification resides.
5. Indicate how the qualification will provide benefits to the student, society and the economy and the university.
   1. **Describe the articulation possibilities of this programme.**

Horizontal and vertical articulation – Do **not** describe job opportunities here.

* 1. **Provide the names of the modules/courses which constitute the programme - and for each module/course, specify:  
     NOTE:** The UJ module design template, sections 1 and 2, should be submitted with this application to support the information required in the table below. Please use this table, as it is required for the actual online-submission.

*The explanation of how the programme is structured (number of electives required, etc.) is addressed in par. 1.7 below.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module name** | **NQF level of the module** | **Credits per module** | **Compulsory / optional** | **Year (1, 2, 3, 4)** | **Total credits per year** |
|  | #HEDA\_NQF\_NQFLevel# |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

**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).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.

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

|  |
| --- |
| **Programme Purpose** |
| |  |  | | --- | --- | | **The purpose of this programme** | **Name the programme** | | **is to provide/introduce…** | **What?/content (brief description)** | | **for…** | **Who? e.g. prospective students/candidate architects, etc.** | | **so that…** | **Why?/competence (brief summary)** |   Recommended example to formulate purpose statement: |
| **Exit Level Outcomes** *(Please add row according to number of outcomes)* |
| In terms of the formulation of outcomes it is important to formulate it as generic as possible and to focus on skills and not on content. This would enable you to accommodate content amendments to the programme without changing the exit level outcomes. |
|  |
|  |

Complete the table below to indicate how the proposed curriculum will contribute towards the exit level outcomes and purpose of the programme.

**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)***

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.**

***(No tables please, please address under each category below)***

The NQF Level Descriptors give an indication of the applied competencies (foundational, practical and learner/student autonomy), which a learner has to demonstrate on exit level for this 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?**

If not applicable indicate with N/A.

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

If not applicable indicate with N/A.

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

* 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 now requires the outcomes and assessment criteria for all modules)

*Module outcomes and assessment criteria, as indicated in the UJ module design template.*

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

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

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.**

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.**

Clearly distinguish between admission requirements and selection criteria. All programmes have admission requirements, but not all programmes have selection criteria. If a programme has selection criteria it should indicated here.

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

The enrolment plan should be realistic in terms of academic and infrastructural capacity and should correspond with the criteria 3 and 4. The Accreditation Committee has access to the institutional profile of each institution and will therefore be able to verify information which is given here.

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

* State equity targets and plans for attaining national goals.
* Faculty avenues towards widening access.

**2.5 Provide details of how RPL will be applied (if applicable). *(Recommended narrative below to be adjusted according to your needs).***

The Faculty of … 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 of … will endeavour to assess prior learning and award credit where relevant.

The Faculty of … 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 of … policy:

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 Faculty of …

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 … and

- is finally decided upon by the Faculty of … Dean’s Committee.

iv A (name qualification) does not satisfy the formal entrance requirements for an …... programme, but the holder of a (name qualification) may apply for admission to the …... degree through RPL, which application may be granted subject to such conditions as may be considered to be appropriate.

**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.

1. **STAFF QUALIFICATIONS: (Criterion 3)**

For a new programme it is accepted that not all academic staff may have been appointed at the time when the application for accreditation is made. Evidence should however be provided that a core of suitable qualified and experienced staff are available to provide academic leadership for the development of the programme.

Academic staff teaching on the programme should hold qualifications one level higher than that of the programme and should have some teaching experience in higher education. Note: This requirement is not applicable to Master’s and PhD programmes.

There should be at least a core of full time permanent staff teaching on the programme. The workload allocation of staff should be in line with what is reasonable in a higher education environment, in terms of modules responsible and student numbers.

Academic staff members responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

In verifying compliance, the following minimum standards as they pertain to Criterion 3 should be addressed: *(****Please address each bullet below separately).***

* **All the academic staff (fulltime/part-time/contract) teaching on this programme hold the required minimum qualifications (one level above that of programme) and have appropriate experience to teach on the programme.**

Complete the table below for all staff members that will be teaching on this programme:

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff member/position** | **Qualification** | **Years teaching experience** | **Area of expertise** |
|  |  |  |  |
|  |  |  |  |

* **The unit responsible for the programme has identified a programme coordinator.**

Provide the name of the programme coordinator.

* **The programme coordinator is trained and informed on the roles and responsibilities of the programme coordinator and is able to provide academic leadership for the programme.**

Give a **brief** description of academic experience and leadership roles of the programme coordinator.

* **The unit responsible for the programme makes provision for opportunities for academic staff to enhance their competences and to support their professional growth and development in the interest of programme quality.**

Describe how staff members are provided with staff and career development opportunities based on detailed objectives. The development opportunities should reflect their needs and requirements.

* **The unit (department/school/faculty) responsible for the programme makes adequate provision for the programme in the workload allocation model taking into account the number of academic staff attached to the programme and envisaged student enrolments.**

Describe your workload allocation model.

**4 STAFF SIZE AND SENIORITY: (Criterion 4)**

Minimum standards:  
The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

The institutional quality assurance office must verify the information provided by the applicant. *(****Please address each bullet below separately).***

* **The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively.**

Please complete the table below (only for support staff members – academic staff members are already indicated above):

|  |  |  |
| --- | --- | --- |
| Staff member | Position | Years of experience |
|  |  |  |
|  |  |  |

* **The ratio of full-time to part-time staff is appropriate.**

Please provide the actual ratio and explain.

* **The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations.**

Please elaborate.

* **Support staff is adequately qualified and their knowledge and skills are regularly updated.**

Please elaborate in table format, e.g. skills related workshops, seminars etc.

**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. 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.**

Consider how quality education can be achieved 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.**

* 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.**

Refer to support services offered by Academic Development and Support (ADS) such as the

* Centre for Psychological Services and Career Development (PsyCAD),
* Centre for Academic Technology (CAT),
* Academic Development Centre (ADC),
* Library and Information Centre,
* Postgraduate Centre (especially for postgraduate programmes), and
* Any other departmental specific academic support services that will be offered to students.

***NB Please do not include:***

* The Health and Wellness Centre – they don’t provide academic support to students.
* The Centre for Academic Staff Development (PASD) – they provide support to academic staff.

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

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).

**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.**

If applicable, areas to be covered in the report should include:

* Learning materials and study guides
* Details of student assistance and support

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

The description here is different from what is required in par 5.4 the emphasis here should be 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 ~~outlines~~ 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.

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).***

* 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.**

**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.

1. **INFRASTRUCTURE AND LIBRARY RESOURCES: (Criterion 7)**

Information under this criterion should correlate with those provided in the institutional profile. Students should have access to the facilities that support effective learning. This applies to, e.g. number of computers available, books available, hours during which library is accessible, etc.

Staff Minimum standards:

Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff development for library personnel takes place on a regular basis.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

In verifying compliance, the following minimum standards as they pertain to Criterion 7 should be addressed:

*(****Please address each bullet below separately see undergraduate and postgraduate examples below)***

* **Adequacy of teaching and learning facilities in relation to this programme (classrooms, seminar rooms, work rooms, studios, etc.)**
* **Availability of laboratory or special equipment required for the programme.**
* **Compliance with health and occupational safety, and clinical regulations.**
* **Availability of adequate IT infrastructure (hardware and software) in relation to staff and students.**
* **Adequacy of library and other resources for this programme**
* **Sufficiency of training provided to both staff and students in IT and usage of the library and other resource facilities. Financial plan for the maintenance and upgrading of infrastructure/resources.**

Refer to institutional, faculty and departmental financial plans for the upgrading of infrastructure and resources.

|  |
| --- |
| Example: Undergraduate ***(Recommended narrative below to be adjusted according to your needs).***  ***INFRASTRUCTURE AND LIBRARY RESOURCES: (Criterion 7)***Adequacy of Teaching and learning facilities: *The Faculty of …. Is situated …. The building has sufficient venues in which to offer the new programme and allows for nominal growth in student numbers. Formal lecturing venues are located centrally in the building and are shared among seven other academic Departments and programmes. The lecturing venues include a … raked-seating auditorium. Theory lecture venues are equipped with data projectors, digital overhead projectors and audio equipment; and the lecture venues are air-conditioned. The use of the central lecturing venues are centrally managed and timetabled by the Faculty. The Department of … determine its timetable and venue allocation according to its human capital resources, each semester preceding the commencement of the lecture and studio programme. The timetable is discussed at a staff meeting where the input and buy-in from all academic staff is agreed-upon.*  ***Physical infrastructure: Department facilities (if applicable)***  *The Department of … has dedicated studio areas for its third and fourth year students along with dedicated, well-resourced and maintained discipline-specific studios for Drawing, Painting, Sculpture and Printmaking. The first and second-year students are peripatetic according to the demands of the timetable. The Department studio timetable is drafted by a Senior Lecturer within the Department and managed by the HOD with the input of all full-time academic staff.* Adequacy of teaching and learning facilities in relation to this programme (classrooms, seminar rooms, work rooms, studios, etc.) *The proposed … programme will be offered on a full time basis in the building, on the … campus, Johannesburg. There are adequate fully-equipped facilities including an auditorium, lecture rooms, seminar rooms, computer laboratories as well as a variety of support services to enhance student engagement. The building is also provides Wi-Fi access for students to access the Internet.* Availability of laboratory or special equipment required for the programme. *The Department of … provides…* Compliance with health and occupational safety, and clinical regulations. *The Department of … complies with the Faculty of … health and occupational safety regulations. These matters are monitored, reported and acted upon on regularly, where necessary.*  ***Availability of adequate* *IT infrastructure (hardware and software) in relation to staff and students.***  *Suitable and sufficient high-end IT infrastructure, as determined by the nature of the programmes, is available at all sites of learning. This includes functionally appropriate hardware (computers and printers), the latest industry-standard software (programmes) and databases. The campus student IT division continuously upgrades and maintains the computer infrastructure and adequate funds are available for this purpose. Students and academics are trained in the use of technology required for the programme.* Adequacy of library and other resources for this programme: *Suitable and sufficient library resources exist within The library has ample material available, including journals, electronic databases, books, dissertations and theses. Every year the Department carefully considers its budget for the acquisition of library material. A Departmental assistant manages all orders once academic personnel have provided input. There is a focus on the acquisition of general as well as research-specific material, as for instance referred to in publishers’ catalogues.*  *All registered students have access to the library. In the document “UJ Library Information Centre” an overview of the library, its vision, mission and values, access, library hours, statistics on capacity, collection of material user statistics, user ratios, characteristics and needs, strategic objectives and web page details is presented. The library has a clear policy on user access. Students also have Internet access to library facilities. There is an adequate inter-library loan facility available. Academics make regular use of this facility and are satisfied with the service rendered.*  *The Head of Department has oversight for administering the Department’s procurement of library resources. The subject librarian is available to students for one-on-one enquiries and orientation.*  *The Library and Information Centre Unit is individually managed within the University. This Unit takes responsibility for the Library Policy to properly manage and maintain library resources as well as the renewal and expansion of resources. A professional information specialist takes responsibility for the development and training of library staff. The operation and the execution of Library Policy is integrated into the University financial plan.*  *The University’s Library and Information Centre comprises:*   * *Five campus libraries offering an extensive range of information services and facilities to registered students and staff of the University.* * *A centralised technical support unit, responsible for the acquisition of library materials.* * *The library collections are maintained by the Professional Library Information specialists in collaboration with the Heads of Department and lecturers.* * *The library and Information Centre Management, responsible for the strategic management and development of all library services, facilities and systems.*   *The Auckland Park Kingsway Campus library is located within close proximity to the APB campus (serviced by a UJ bus transport link) thereby providing easy physical access for both staff and students. The Faculty’s library is a specialist art and design library, located in the Faculty building itself, providing adequate support and convenient access to students. The library has professional information specialists who are trained to address the Faculty-specific needs of the students. As part of their first-year orientation students are introduced to the library and 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 and compulsory training for all students and new staff members. Books and periodicals are purchased from the budget allocated to the Department for this purpose. In 2013, the Department received a library budget of R… for books. Over the years an extensive library of resources has been built up on which the new programme can draw. Please refer to the list of prescribed and recommended readings provided as part of Criterion 1 to see a sample of these sources.*  *Apart from the literature available in the libraries, access to literature not available on the shelf is also possible in the following ways:*   1. *The Library has a web page from which the following can be accessed:*    * *University library catalogue with various links to services offered to students and lecturers.*    * *A comprehensive database of national and international academic journals,*    * *A dedicated UJ search facility (UJoogle)for books and articles*    * *A-Z database of periodicals subscribed to,*    * *This includes the hard copies in every library on all campuses as well as subscriptions to electronic periodical titles,*    * *These titles can be accessed from home or in the library through the Internet or Intranet,*    * *Where there are full-text periodicals available they can be downloaded and printed at home.*    * *Should a particular article not be available through this link it can always be requested through interlibrary loans.*    * *A digital archive (DigiSpace) of theses and dissertations that cover a wide range of disciplines,*    * *The library offers IT training to staff and students regarding Internet research and referencing software such as RefWorks.* 2. *The Library has an agreement with all the Universities in the Gauteng area to allow access to staff and students from the University of Johannesburg. Students need to apply for a Letter of Recommendation from the library management for each library they want to visit. This is to ensure that they will be good library users.* 3. *Numerous databases are subscribed to which are either subject-specific or multi- disciplinary.*    * *These databases can also be accessed as above.*    * *Full training on how to access the databases is available in the library and is done by the in- house librarian.*  Sufficiency of training provided for staff and students for IT usage: *The Department of … staff can request specific IT training requirements in their annual development plan submitted in November each year. Academic and non-academic staff have received adequate training in the various graphics software packages in use within the Department. Academic staff members have attended training on Internet research, RefWorks, Turn-it-In and AtlasTi V7.* Financial plan for the maintenance and upgrading of infrastructure/resources: *In … each year, the Department of … is required to submit a budget plan for the forthcoming year. Within this budget, the Department is expected to estimate certain funds for specific …, software, hardware, software licenses and furniture items. The Department also allocates a certain amount of funding to maintenance of equipment and facilities.* |

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| Example: Postgraduate (Recommended narrative below to be adjusted according to your needs).***INFRASTRUCTURE AND LIBRARY RESOURCES: (Criterion 7)*** ***Adequacy of teaching and learning facilities in relation to this programme (classrooms, seminar rooms, work rooms, studios, etc.)***  *The facilities on the Auckland Park Kingsway/Bunting Road/Doornfontein/Soweto Campus include lecturing facilities comprising of a total of 89 lecture halls providing 9511 seats for lecturing. The size of lecture venues varies from 20 to the large venues which could seat 678 students per session. Lecture rooms are well equipped with writing boards, over-head projectors and data-projectors and are air-conditioned to control temperatures. There is sufficient lighting and control thereof in each venue. The university has sufficient IT facilities and technical support available. There are computer laboratories (micro labs) at the Auckland Park Kingsway Campus with 1667 work stations which students may utilise. Printing may be done at printers which are provided for close to the work stations. Microcomputer laboratory assistants are all trained on end-user computing and uLink to support students working in the laboratories. There are additional work stations in the library.*  ***Availability of laboratory or special equipment required for the programme.***  N/A  ***Compliance with health and occupational safety, and clinical regulations.***  *The University complies fully with health and occupational safety regulations, and has the relevant programmes in place.*  ***Availability of adequate IT infrastructure (hardware and software) in relation to staff and students.***  *UJ’s currently uses Blackboard as its Learning Management System, which can host the features required for the proposed programme: e-mail, the posting of notes, lectures, and videos, synchronous and asynchronous discussions, group and individual projects; and would be accessible by laptop, tablet or smart phone.*  *A possible alternative might be to host the programme on either Moodle or Sakai, which have the advantage of being open-access platforms; the advantages and disadvantages of each approach will need to be clarified in future discussions and will also be dependent on any decisions taken by University Management regarding its Learning Management System.*  *All staff teaching on the programme will have desktops or laptops, and the necessary internet access and software. The IT requirements of the programme will be clarified with students prior to registration.*  ***Adequacy of library and other resources for this programme***  *The Library and Information Centre of the University of Johannesburg consists of:*  *• Four campus libraries and one Faculty library offering an extensive range of information services and facilities to registered students and staff of the University.*  *• A centralised technical support unit responsible for the acquisition of library materials, creating and maintaining of the library catalogue, and development and support of library systems.*  • *The Library and Information Centre Management responsible for the strategic management and development of all library services, facilities and systems.*  *• The Library and Information Centre Unit is individually managed within the University. This Unit takes responsibility for the Library policy that properly manages and maintains library resources as well as the renewal and expansion of resources. The unit also takes responsibility for the development and training of the library staff. The operation and execution of Library policy are integrated into the University financial plan.*  *Books and periodicals are purchased from the budget allocated to the Department for this purpose. Over the years an extensive library of resources has been built up from which the new programme can draw.*  *Apart from the literature available in the libraries, access to literature not available on the shelf is also possible in the following way:*  *The Library has a webpage from which the following can be accessed:*  *• University library catalogue with various links to services offered to students and lecturers. It includes information on the hard copies in every library on all campuses as well as subscriptions to electronic periodical titles.*  *• A-Z list of periodicals and databases subscribed to.*  • *These titles may be accessed from home or in the library through the library web page.*  *• Where there are full text periodicals available they can be downloaded and printed at home.*  *• Should a particular article not be available through this link it can be requested through Inter Library Loans.*  *• Library support includes access to wider electronic knowledge resources, as well as the information literacy skills to handle these resources appropriately.*  *• The Library has an agreement with all the universities in South Africa to allow access to staff and students from the University of Johannesburg on submission of a letter of introduction from the Executive Director: Library and Information Centre.*  *Students registered on the programme will be given full access to the Library’s holdings, which they will be able to access from their home workplace. Care will be taken to ensure that the majority of prescribed and recommended texts are available in soft copy, in terms of the Library’s policy for new acquisitions.*  *• Sufficiency of training provided to both staff and students in IT and usage of the library and other resource facilities.*  *Postgraduate students are normally computer literate and training in research software, e.g. referencing software such as RefWorks, Zotero or Endnote, as well as the econometric software packages used will be offered during the first immersive, if needed. Self-training for these packages is generally also available on-line.*  *For staff, IT training is offered by the university; specialised training if required can be included in departmental budgets.*  *As mentioned above, staff involved in the programme will be offered training in on-line facilitation, and in the development of suitable materials for on-line teaching and learning; this training will normally be done by the Centre for Academic Technologies. However, certain functions (e.g. creation of digital multimedia objects, preparation of learning materials, and management of learning platforms) may be outsourced.*  ***Financial plan for the maintenance and upgrading of infrastructure/ resources.***  *Institutional, Faculty and Departmental annual budgets include necessary expenditure for the upgrading of infrastructure and resources.*  *The University of Johannesburg Council Planning and Resource Committee ensures that a strategic plan for the development and maintenance of the physical infrastructure of the University is developed and implemented in line with the overall strategic plan of the University, monitors and evaluates its implementation by Management and reviews the plan from time to time.* |

1. **PROGRAMME ADMINISTRATIVE SERVICES: (Criterion 8)**

In reaching judgement on administrative support, it is important to consider the number of administrative staff available to the programme, their level of training and expertise and how they fit in and are supported by the institutional structures and processes.

Minimum standards:

The programme has effective administrative services for providing information; managing the programme information system; dealing with a diverse student population; and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

No information regarding this criterion needs to be provided, but the institutional quality assurance office must verify the above minimum standards.

**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.

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| 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 provide 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 a Master’s and a PhD programme the following process for approval a proposal and completed dissertations and thesis are followed:

**THE CONTACT AND APPROVAL PHASE**

1. A student normally contacts the 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 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:**

At Master’s degree level supervision of minor 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 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 Faculty of …. All staff has some administrative responsibilities.

**9.4 Summarise the guidelines governing the roles and responsibilities of students and supervisors.**

The Faculty of ... 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; and
15. renew his/her annual registration with the University of Johannesburg 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 Johannesburg;
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 in order 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 Johannesburg 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;
13. liaising regularly with each other in order to clarify on an ongoing basis roles and responsibilities in regard to academic supervision;
14. adhering at all times to all general academic ethics with regard to academic integrity and plagiarism, and ethics requirements of research work; and
15. 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, Handling of Student Complaints, and the Faculty of … deals with student complaints in accordance with this policy

***(Recommended narrative below to be adjusted according to your needs, please shorten as far as you can).***

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| ***EXAMPLE:***  ***PROCEDURES FOR THE HANDLING OF STUDENT COMPLAINTS***  ***STAGE 1***  ***1.1 Informal Approach***  *1.1.1 Students should always raise any problem with the person immediately involved, e.g. Lecturer, Faculty Administrative Officer, Academic Administration Assistant, Librarian, Student Counsellor, Financial Administrative Assistant, Bursary/NSFAS Financial Officer, Programme Coordinator, Sports Coach.*  *1.1.2 Recipients of student concerns or informal complaints are responsible for addressing them promptly and fairly. The recipient will normally, within a week of receiving the initial complaint, inform the student as to what steps are to be taken and the expected timeframe.*  *1.1.3 This stage is normally an oral process and a written record will not be made other than in the minutes of meetings, where applicable. The employee involved is encouraged to share the experience where the effectiveness of an academic department or administrative service could benefit.*  *1.1.4 The University expects that, in most cases, a discussion about the complaint or incident, together with an appropriate response, will result in a prompt resolution of the matter which both parties find acceptable.*  ***1.2 Formal Approach***  *1.2.1 Having first attempted to resolve the complaint through informal processes, a student who believes that his or her complaint has not been adequately addressed, or who feels unable to go to the person directly concerned with the incident, is advised to seek information and advice from one or more of the following, as appropriate:*  *(a) In faculties, if problems pertaining to an academic programme and/or related administrative and/or operational or technical issue remain unresolved or if students are unable to discuss the issue with the person concerned, they may have recourse to the immediate line manager, usually the Head of Department and/or Faculty Administration;*  *(b) In areas such as the Library, Student Counselling and Career Development, Academic Development, Cooperative Education, Student Affairs, Academic Administration, Financial Aid and Accounts, Certification and Graduation, Sport, Arts and Culture, students have recourse to the Manager of the relevant department within the division responsible for the service concerned. (The Heads of Academic Departments and Faculty Administration play a role in directing the student appropriately when required).*  *(c) In the case of residence students, the line of authority for reporting complaints is the House Committee or Resident Manager. Complaints may also be directed to the Security Officer who will liaise with the Risk Management Office. Day students have recourse to a SRC representative or the Executive Dean: Student Affairs.*  *(d) In respect to (a) to (c) above, students may seek concurrent assistance and advice from a SRC representative, Student Judicial Services, Student Counselling and Career Development.*  *1.2.2 Having taken this advice, the students may decide to:*  *(a) take no further action; or*  *(b ) lodge a formal complaint.*  ***STAGE 2 – FORMAL COMPLAINT***  *2.1 If the student decides to lodge a formal complaint, he/she must do so in writing, with all relevant documents (where possible) attached as evidence, to the relevant Head of Department or support service. As a last resort at local level, a formal complaint may be directed to the Executive Dean or Director/Executive Director concerned.*  *2.2 Where a formal written complaint has been submitted, a designated employee, usually a Head of Department/Service with no vested interest in the complaint, investigates it. The designated employee acknowledges receipt of the complaint within five (5) working days. The designated employee may wish to discuss the matter with the student who has the right to be represented by a ‘friend’.*  *2.3 The employee investigating the complaint keeps formal records of the actions taken in response to the complaint and the outcome thereof. The student is informed in writing of the outcome of the complaint, normally within four (4) weeks of its submission, or within eight (8) weeks if the complaint is submitted during a recess.*  ***STAGE 3 – REVIEWS***  *3.1 A student who still feels aggrieved after his/or her formal complaint has been considered may consult the Registrar to initiate a procedural review.*  *3.2 The student must lodge the appeal within twenty (20) working days of receiving notification of the resolution.*  *3.3 The criteria for requesting a review by the Registrar are that:*  *(a) there were procedural irregularities in the investigation of the complaint; or*  *(b) evidence can be presented which was not or could not reasonably be made available to the investigation; or*  *(c) The finding of the hearings, outlined under Stage 2, was against the weight of the evidence.*  ***STAGE 4 – REVIEW LETTER***  *Once the University’s internal processes are exhausted, the University will issue a completion of review letter. If a student is still of the opinion that his/her case remains unresolved he/she may apply for external assistance.*  ***WITHDRAWAL OF COMPLAINTS***  *A student may withdraw a complaint or grievance at any stage during the complaint/grievance resolution process and in this case the matter will be concluded and deemed to be resolved. If the complaint or grievance was originally made in writing the notice of withdrawal must also be in writing.*  ***OUTCOMES OF THE COMPLAINTS-RESOLUTION PROCESS***  *Students receive a written advice on the outcome of their complaints. The outcome is determined by the seriousness of the complaint/incident. The outcomes are applied consistently across the University. Conciliation and mediation is the point of departure in dealing with student complaints. The outcome is determined by established procedures as encoded in the rules and regulations for students.*  ***PLAGIARISM***  *The UJ has a formal policy on Student Plagiarism and the Faculty of … deals with plagiarism issues in accordance with this policy.*  *The acceptable level of plagiarism at the University of Johannesburg is zero. No case of reportable plagiarism shall go without a formal response. Responsibility for understanding and avoiding plagiarism lies with the student, and therefore ignorance is not necessarily a defense against plagiarism. The ability to recognise and avoid plagiarism is an academic skill which, like other academic skills and knowledge, students are expected to master. As for other academic skills and knowledge, students are expected to evince clearer understanding of plagiarism as they progress through the years of education, and failure to progress in this regard will affect their academic record.*  *The University and its students have a reciprocal responsibility on the one hand to educate and on the other to learn about plagiarism. The University has a responsibility to take steps to ensure that students understand what plagiarism is and how to avoid it, and students have a responsibility actively to apply themselves in this regard. Plagiarism does not require intent, but intent is one factor that may be considered when deciding on the reportability of a case of plagiarism or on the appropriate response to a case of reportable plagiarism. The judgement as to whether reportable plagiarism has occurred is an academic judgement, since it depends on whether the work can be fairly and meaningfully assessed, and on whether an educational response would be inappropriate. As such it may have discipline-specific aspects, and the responsibility for making the judgement lies in the first instance with the academic(s) assessing the work in question. The response to reportable plagiarism is not a matter of academic judgement and is prescribed by the relevant academic or disciplinary body, which will be either the Faculty Plagiarism Committee or the Student Disciplinary Committee respectively, depending on the case.*  *Plagiarism can most effectively be eliminated at the outset of a student’s academic career, and the consequences of early leniency can be severe later. Although the level of the student may be taken into account in considering the appropriate response, it is only one among other factors. Thus the level of a student is not necessarily a defense against any given response, and all responses are in principle available at all levels. The relevant Department, Faculty Plagiarism Committee (if involved) and Student Disciplinary Committee (if involved) must deal with cases of reportable plagiarism timeously, efficiently, fairly, and without consequences or threat of consequences for the staff member(s) reporting the plagiarism.*  ***PROCEDURES***  *Where an academic, in consultation with Departmental colleagues (including the Head of Department), decides that a case of plagiarism is reportable, s/he refers it to the Plagiarism Committee (or the appropriate structure) of the relevant Faculty.*  *Upon considering the documentary evidence, the Faculty Plagiarism Committee must:*   * *upon confirming the Department’s finding that a case of reportable plagiarism has occurred follow the procedure in that regard which is set out in paragraph 7 of the Policy; or* * *upon disconfirming the Department’s finding that a case of reportable plagiarism has occurred, refer the case back to the Department, for a response in accordance with the procedures for non-reportable plagiarism, as set out in paragraph 8 of the Policy.*   *Where the Faculty Plagiarism Committee deems appropriate a response that includes a penalty that it does not have the authority to enforce, it shall enforce whatever part of the response lies within its authority, and refer the case to the Student Disciplinary Committee. The Faculty Plagiarism Committee may recommend a penalty to the Student Disciplinary Committee. Upon receiving a recommendation from a Faculty Plagiarism Committee, the Student Disciplinary Committee shall administer the case as a disciplinary matter in accordance with its procedures, including where appropriate a hearing with a right to legal representation. Nothing in this Policy detracts from the discretion of the Student Disciplinary Committee to impose any penalty within its jurisdiction that it considers appropriate, including penalties in accordance with the responses to reportable plagiarism (paragraph 7) of the Policy.*  ***DUTIES OF ACADEMIC STAFF***  *While the responsibility for avoiding plagiarism remains entirely with the student, the Policy imposes a duty on academic staff to be vigilant for plagiarism whenever considering students’ work and especially on any occasion where work is assessed. The Policy recognises that academic members of staff exercise academic judgement as to whether a detected case of plagiarism is reportable, and have a duty to report all cases of plagiarism that they deem to be reportable. No method for detecting plagiarism is prescribed by the Policy. However, the use of electronic resources is strongly encouraged. In particular, all Masters and doctoral students shall submit their dissertation / thesis to an electronic plagiarism detection system prior to submission for assessment, and present the report so generated together with their thesis or dissertation.*  *The Policy imposes a duty on academic staff, Departments, and Faculties to ensure that adequate measures to enable students to understand and avoid plagiarism are in place, such that:*   * *an adequate measure is one that is reasonable to expect will enable a student of that level to recognise and avoid plagiarism; and* * *adequacy is not assessed by whether any given student in fact does recognise and avoid plagiarism;* * *adequate measures may take into account the level of the student, so that at more senior levels, students can be reasonably expected to understand plagiarism to a greater degree already, and adequate measures may be correspondingly less thorough.*   *The duties imposed in this paragraph:*   * *are duties imposed by the University on its academic staff; and* * *are duties owed to the University, not to any student(s); and* * *where they are not discharged, constitute a matter between the University and the staff member(s) involved, and do not constitute any defense to students accused of plagiarism; and* * *do not supplement or replace the factors listed in paragraphs 7 and 8 of the Policy to be considered in assessing the appropriate response to a case of plagiarism.*   ***APPEALS***  *An appeal against a finding or penalty imposed by the Student Disciplinary Committee is through the usual channels for appeals against decisions of the Student Disciplinary Committee. An appeal against a finding of reportable plagiarism or associated response by a Faculty Plagiarism Committee is in writing to the Executive Dean of the Faculty, who shall treat it as an appeal against an academic decision. An appeal against a finding of non-reportable plagiarism or associated response by a Department is in writing to the Executive Dean of the relevant Faculty, who may take advice from the Faculty Plagiarism Committee, as s/he sees fit.*  ***RE-MARKING***  *The UJ has a formal policy in respect of appeals related to re-marking assessments which is set out in UJ’s Academic Regulations. The Faculty of Law deals with re-marking issues in accordance with this Policy.*  *A student may apply to the relevant assessor/lecturer responsible for the allocation of the final summative module for an explanation for the mark, in accordance with the University’s Academic Regulations related to appeals. Requests for an explanation are made within ten days after the commencement of the semester following publication of the results (having due regard to the recess as reflected in the academic calendar). No assessment material (e.g. scripts or portfolios) or copies thereof are provided to the student after the explanatory discussion if such material is not otherwise returned to the student. If, after the explanation has been provided as described above, students are still dissatisfied with the award of marks, they may appeal to the Executive Dean. Executive Deans may, at their own discretion decide to appoint an external arbitrator to reassess the final and/or last summative assessment. A fee, as determined by the University, is payable for the assessment by arbitration. The decision of the Executive Dean is final. The fee is refunded if the arbitrator alters results from a fail to a pass or from a pass without distinction to a pass with distinction. In all other cases the fee is forfeited to the University.*  ***9.6 Detail the assessment procedures for long essays, dissertations and theses.***  *Assessment for dissertations is done in accordance with the faculty-specific regulations as determined by the Faculty Board, approved by the Senate and contained in the Faculty Rules and Regulations. Appointments of assessors take place in accordance with the University’s Higher Degrees and Postgraduate studies policy.*  *The assessment of dissertations and theses are done in accordance with the Higher Degrees and Postgraduate studies policies. The Faculty of … implemented and acts in accordance with the guidelines as set out in this Policy.*   * *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 must include a declaration from the student that this is his/her original work and that ideas imported from elsewhere are acknowledged/referenced.* * *Faculties should decide and communicate to students where the assessment copies are to be handed in and where the assessment reports will be received before dissemination to the supervisor(s).* * *Whatever the recommendations, the FPAC (or equivalent) should consider and moderate the results (the mark assigned in the case of a master’s minor dissertation); moderation thereby takes place in the context of a committee and is not done by an individual such as the supervisor.* * *Faculties can decide on the use of a non-examining chair to facilitate the finalisation of assessment results of post-graduate students.* * *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.* * *The supervisor oversees and certifies in writing that all corrections requested by the assessors have been addressed.* * *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, and 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 the Senate Higher Degrees Committee for ratification.* |

**9.7 Existing postgraduate institutions:**

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

The Faculty continued in … with the staff development plan/strategy that was devised in … 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 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**
* **Research/scholarly output for the past 3 years**

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

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.

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

The compulsory minor dissertation amounts to 60 credits of the programme and also requires independent research. The minor dissertation is done on a topic relevant to the research interests and expertise of a supervisor. Students are guided through the research process in a structured format.

**9.10 Provide a budget for research**

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 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.