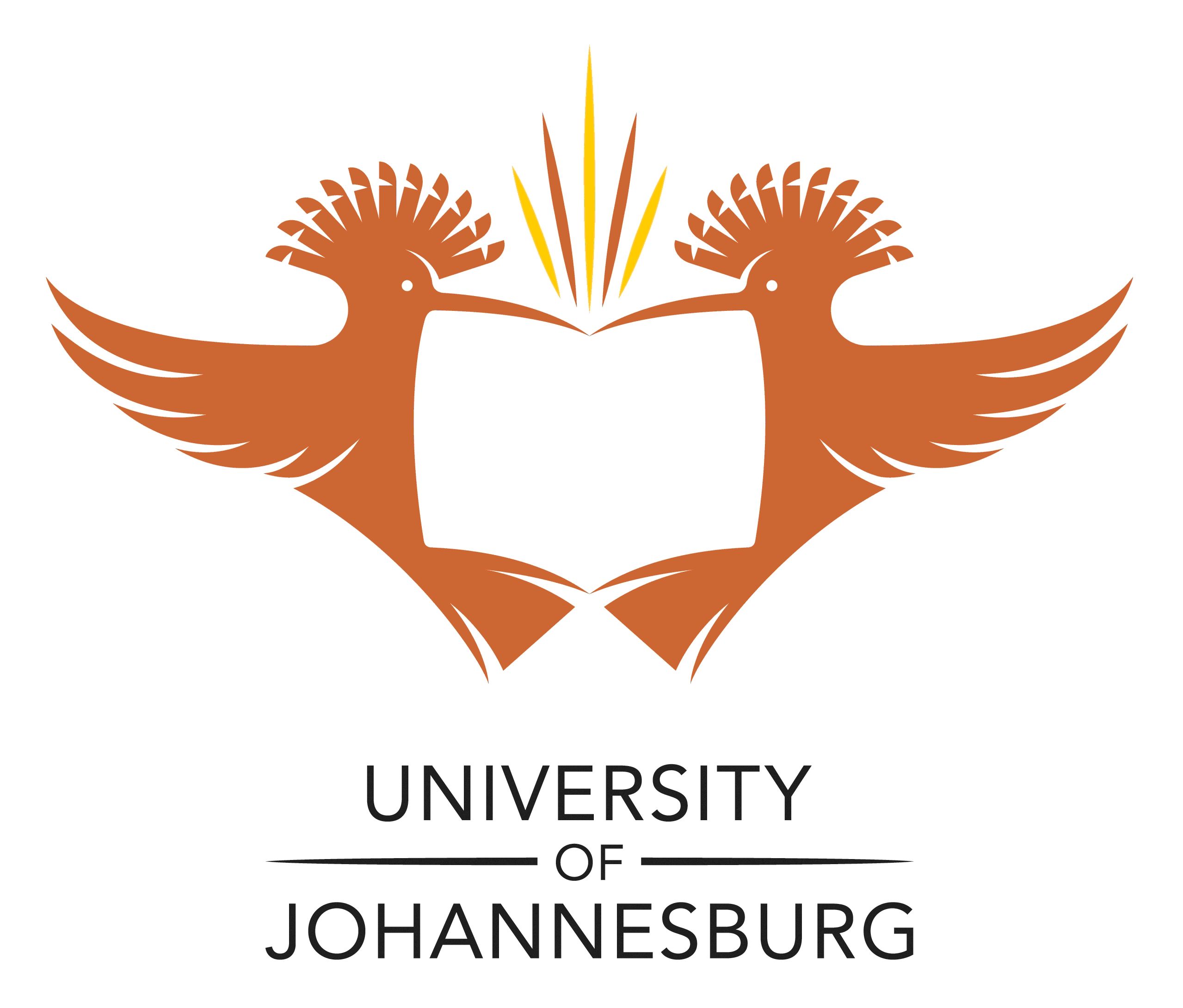
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| **APPLICATION TO OFFER A SHORT LEARNING PROGRAMME** |

***\*To complete this template, please consult the guidelines below***

|  |  |
| --- | --- |
| **FACULTY** | **#HEDA\_OrgStructure\_Faculty#** |
| **DEPARTMENT** | **#HEDA\_OrgStructure\_Department#** |
| **SUBMITTED BY:** |  |
| **Physical address** |  |
| **Telephone no** |  |
| **Fax** |  |
| **E-mail** |  |
| **DATE SUBMITTED TO FACULTY BOARD** |  |
| **DATE SUBMITTED TO PWG** |  |

**Type of Short Learning Programme**

|  |  |
| --- | --- |
| Credit bearing towards a UJ qualification |  |
| Credit bearing but not towards a UJ qualification |  |
| Non-credit bearing short learning programme |  |
| CPD Programme in association with a professional body |  |
| Distance Education SLP |  |
| Other e.g. dual purpose (please specify) |  |

**UJ Campus where short learning programme will be offered**

|  |  |
| --- | --- |
| Auckland Park Kingsway Campus |  |
| Auckland Park Bunting Road Campus |  |
| Doornfontein Campus |  |
| Soweto Campus |  |
| Other, e.g. off campus (please specify) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **Title** | **#HEDA\_Programme\_Name#** | | |
| **2** | **CESM 2nd or 3rd Order** | **#HEDA\_DCSM\_sQual# #HEDA\_DCSM\_SecondOrder\_Name#** | | |
| **3** | **NQF Level** | **#HEDA\_NQF\_NQFLevel#** | | |
| **4** | **Credit/time allocation** | |  |  | | --- | --- | | **ACTIVITY** | **HOURS ALLOCATED** | | **Contact time (Lectures)** |  | | **Workshops** |  | | **Work-based learning** |  | | **Independent reading/ interacting with learning material/online activities** |  | | **Preparation for and completion of assignments and other assessment activities** |  | | **Tutorials** |  | | **Other (specify)** |  | | **Total hours** |  | | **Total number of credits (If applicable)** |  | | | |
| **5** | **Duration specify:**  **Contact time (hours), days, months to complete the SLP.** |  | |  |
| **6** | **Relationship with other programmes/qualifications**  **\**Information in respect of existing qualifications or a defined area of study towards the SLP can arguably contribute*.** |  | | |
| **7** | **Articulation with subsidised UJ programmes (if applicable)** |  | | |
| **8** | **Entry requirements and rules of admission** |  | | |
| **9** | **Rationale for offering this short learning programme: Please address the relevant aspects below.**  *Please address the following***.**   * **Demand/need for the SLP** * **The range of typical students (occupations, jobs or areas of activity in which the student will be able to operate)** * **Value added to the qualifying student** * **Benefits to the society and the economy** * **Benefits to the institution** | | | |
| **10** | **Purpose statement: *(Please consult the guidelines below)*** | | | |
| **11** | **Brief description of content (e.g. topics) (*bullet/number format please)*** | | | |
| **12** | **Outcomes**  **After completion of this SLP, students are expected to:**  **OR**  **The student should be able to:** | | **13 Assessment criteria**  **Students will be considered competent if:** | |
|  | | |  | |
|  | | |  | |
|  | | |  | |
|  | | |  | |
| **14** | **Critical cross-field outcomes *as they relate to the outcomes above.*** | | | |
| **15** | **Teaching and learning strategies** | |  | |
| **16** | **Methods of assessment** | |  | |
| **17** | **Moderation** | |  | |

**DATE OF APPROVAL**

|  |  |
| --- | --- |
| **Date of Senex/Senate approval for credit bearing SLPs** |  |
| **Date of Senex/Faculty approval for non-credit bearing SLPs** |  |

**REVIEW DATE**

|  |
| --- |
| **GUIDELINES TO COMPLETE AN APPLICATION TO OFFER**  **A**  **SHORT LEARNING PROGRAMME (SLP)**  **AT**  **THE UNIVERSITY OF JOHANNESBURG** |

### SHORT LEARNING PROGRAMME

**A short learning programme (SLP) is a programme which has a credit value of less than 120 credits and is offered over a period of less than a year.**

|  |  |  |
| --- | --- | --- |
| **1** | **Title of the short learning programme** | **The title of a SLP should be as short as possible (preferably not more than 42 characters). The names of formal qualifications (e.g. certificate or diploma) may not be used in a title.**  **An example of a title for a SLP is: *Strategic Management in Transport*.** |
| **2** | **CESM 2nd or 3rd Order** | **Please make use of the information in the CESM (Classification of Educational Subject Matter) document.** |
| **3** | **NQF level** | **The NQF level refers to the level at which the SLP is offered.** |
| **4** | **Number of credits** | **Credit allocation is a way of indicating the notional time the average student takes to achieve the outcomes of a particular unit of learning.**  **One credit is allocated to ten notional hours of learning –being the total time taken by the average student to achieve the outcomes of that unit of learning.**  **(Thus,if 14 credits areallocated to a SLP it means that an average studentwill take about 140 notional hours of learning to achieve the outcomes).** |
| **5** | **Duration of short learning programme** | **Specify: contact time (hours) and days/months to complete the total programme** |
| **6** | **Relationship with other UJ modules/programmes/**  **qualifications** | **Information in respect of existing qualification or defined area of study towards which the SLP could arguably contribute.** |
| **7** | **Articulation with subsidised UJ programmes (if applicable)** | **Articulation refers to the less traditional processes and pathways through which students my move between programmes and qualification types. It is generally associated with the provision of opportunities to bridge the knowledge/skills gap between the level of the programme of origin and the destination programme.** |
| **8** | **Entry level requirements and rules of admission** | **Do not only refer to pre-requisites for admission to aSLP, refer specifically to:**   * **Knowledge, understanding and cognitive, professional and general skills required in order to undertake the learning required in the SLP.** * **Specific skills needed for admission to the short learning programme (e.g. the application of formulas supplied ...).**   **This important because it will enable a Department to decide whether a student may be admitted to the programme on the basis of recognition of prior learning.** |
| **9** | **Rationale for offering this short learning programme** | **Justify why there is a need for the SLP. also refer to:**   * **Demand/need for the SLP** * **The range of typical students (occupations, jobs or areas of activity in which the student will be able to operate)** * **Value added to the qualifying student** * **Benefits to the society and the economy** * **Benefits to the institution** |
| **10** | **Purpose statement** | **Toformulate a purpose statement, take the following into consideration:**   |  |  | | --- | --- | | **The purpose of the …** | **Name the programme/module** | | **Is to provide/introduce…** | **What?/content**  **(brief description)\*** | | **For…** | **Who?**  **(e.g. prospective students/candidate architectures, etc.)** | | **So that…** | **Why?/competence**  **(brief summary)\*** |   ***\* The whole purpose statement should not be longer than 2-3 sentences*** |
| **11** | **Brief description of the content** | **Provide a list of units/sections/topics to be covered in the SLP. Also indicate if provision is made for fundamental, core or elective units/sections/topics in the SLP.** |
| **12** | **Outcomes** | ***What is an outcome?***  **Learning outcomes are the specific intentions of a programme (SLP), written in specific terms. They describe what a student should know, understand or be able to do at the end of a programme or module.**  ***Writing learning outcomes***   1. **Use action verb (e.g. explain, analyse, solve) so that students are able to demonstrate that they have achieved the outcome.** 2. **Words like ‘know’’ ‘understand’ and ‘appreciate’ are too vague and not used in outcomes.** 3. **Include only one verb per learning outcome and keep the sentence simple to avoid misinterpretation.** 4. **Use Bloom’s Taxonomy to assist with writing outcomes. Bloom identified six categories of learning of which the first two relate to knowledge and understanding. The remaining four involve higher intellectual skills like application, analysis, synthesis and evaluation.**   ***(In other words the use of action verbs indicate what students should do to demonstrate their understanding*)**  **A clear learning outcome should include two (three) components, namely:**   * **A *verb* that indicates what the student should be able to do (e.g. explain and evaluate).** * **An *object* of the verb (e.g. the roles)** * **A clause or phrase that provides the *context/condition* (e.g. which managers play in different organisations)**   **Example:At the end of this SLP, the student will be expected to plan and implement (verb) promotion campaigns (object) to effectively market property (context/condition)** |
| **13** | **Assessment criteria** | **An assessment criterion is a statement that prescribes with greater precision than a learning outcome, the quality of performance that will show that the student has achieved the outcome and at a particular standard.**  **These criteria are considered as a proof of the fact that students have achieved outcomes at a certain level. The criteria indicate the observable processes and products of learning. The assessment criteria are derived directly from the module outcomes.**  **Format of assessment criteria:**   * **Some sort of statement that refers to what the student has to do (verb)** * **Reference to the quality of work that will be evident in the task in order to meet the criteria for success in the task (level).**   **Example:Students will be competent if:**   1. **Marketing and promotion methods used in the marketing of real estate are correctly (level) identified (verb).** 2. **The most appropriate (level) method for planning and implementing a promotion campaign is identified (verb).** 3. **The needs of buyers and sellers to ensure a successful marketing plan is correctly (level) determined (verb).** 4. **The results of marketing activities are accurately (level) described (verb)** |
| **14** | **Critical Cross-field Outcomes** | **One of SAQA’s early visions was *to contribute to the full personal development of each student and the social and economic development of the nation at large*. A key mechanism to achieve this is the incorporation of the so-called Critical Cross Field Outcomes (CCFOs) into all learning programmes.CCFOs refer to capabilities or life skills such as problem solving, teamwork, communication, etc. required (at different levels of competence) to be good at in the work situation. The CCFOs are listed below:**  **(Please note – it is not necessary, nor is it likely that it will be possible, for a short learning programme to include all twelve the CCFOs)**   1. **Identify and solve problems** 2. **Work in a team** 3. **Organise and manage themselves** 4. **Collect, analyse and evaluate information** 5. **Communicate effectively** 6. **Use science and technology** 7. **Recognise problem solving contexts** 8. **Reflect and explore effective learning strategies** 9. **Participate as a responsible citisen** 10. **Be culturally and aesthetically sensitive** 11. **Explore education and career opportunities** 12. **Develop entrepreneurial opportunities** |
| **15** | **Teaching and learning strategies** | **A teaching strategy is a plan for learning, and it encompasses the following:**   * **Presentations which the lecturer might make** * **Exercises and activities designed for students** * **Material which will be supplied or suggested for students to work with, and** * **Assessment methods (addressed under 17 below)** |
| **16** | **Methods of assessment** | **Describe how progress will be monitored during the programmes of the SLP (formative assessment) and how competence will be determined at the end of the SLP (summative).**  **Include a description of the assessment methods that will be used (e.g. tests, written exam, portfolios, assignments, practical work). Also refer to the weighting of summative assessment (e.g. programmes work - 40%, written examination – 40%, case study 20%) and pass requirements.** |
| **17** | **Moderation** | **Refer to the moderation process and appeals procedure for the short learning programme.** |