



Master of Science in Agriculture in Soil Science

(Qualification Reference: A2G)

Review comments	The institution should resubmit two separate programmes (by full-dissertation and by coursework + mini-dissertation) with different outcomes for each programme.
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Institution's response to the reviewer's comments

The institution is offering this programme by **full dissertation only** (not by coursework + mini dissertation)

1.1	Qualification Reference Number	A2G
1.2	Qualification Title Abbreviation	MSc (Agriculture) (Soil Science)
1.3	HEQC Reference Number (If applicable)	N/A
1.4	Proposed new title of amended qualification	Master of Science in Agriculture in Soil Science
1.5	Existing SAQA Qualification ID (where applicable)	N/A
1.6	Replacing which Qualification	A2G
1.7	Qualification Type	Master's Degree
1.8	Qualification Designator	Science
1.9	Motivation Other Designator	N/A
1.10	CESM category of proposed designator	01 Agriculture, Agricultural Operations and Related Sciences
1.11	Mode of Delivery	Contact
1.12	Professional Classification	Non-professional
1.12.1	Professional Body	N/A
1.13	NQF Exit Level	9
1.14	Total Number of Credits	180
1.15	WIL EL Credits	0
1.16	Research Credits	180
1.17	Minimum Admission Requirements for the amended qualification	The minimum admission requirement is a relevant Bachelor of Science in Agriculture (Soil Science related), or a relevant Postgraduate Diploma in Soil Science. A relevant Bachelor of Science Degree at NQF Level 8 may also be recognised as meeting the minimum entry requirement for this master's programme
1.18	Minimum Duration Full-time	2
1.19	Minimum Duration Part-time	N/A
1.20	Qualification Purpose	The purpose of this qualification is to provide qualifiers with specialized knowledge, specific skills and applied competence in the field of Soil Science, that provide for continued personal intellectual growth by means of supervised research,

		gainful economic activity and rewarding contributions to society.
1.21	Qualification Rationale	The rationale of this qualification is to provide southern Africa with Soil Science specialists, who will have a clear understanding of the soil, based on the sound knowledge and understanding of mathematics, chemistry and physics.
1.22	Structured/Electives	Electives
1.23	Graduate Attributes/Exit level Outcomes	<p>Learners will have advanced knowledge and understand the principles and practices of the various fields of Soil Science. Learners will have the ability to do research under leadership of a member of staff, and have the specialized skills required in identifying problems and developing solutions in the field of Soil Science.</p> <p>Critical cross-field outcomes: Identifying and solving problems using critical and creative thinking; Working effectively with others as a member of a team, group, organisation, community; Collecting, analysing, organising and critically evaluating information; Demonstrating an understanding of the world as a set of related systems by recognising that the problem-solving context do not exist in isolation; Exploring education and career opportunities; Developing entrepreneurial opportunities; Communicating effectively, using visual mathematical and language skill in the modes of oral and written persuasion; Demonstrating an understanding of the economic world in context as a dynamic interactive world that does not exist in isolation; Demonstrating effective and responsible decision-making; Stimulating and developing thinking patterns involving creativity; Interpreting information received via the media; Remaining receptive and responsive to current trends and developments; Using technology effectively and responsibly.</p>
1.24	Integrated Assessment	The candidate must demonstrate integration of learning by successfully completing an advanced research project and present it in the form of a dissertation / thesis
1.25	Articulation and progression	Completion of this programme meets the minimum entry requirement for admission to a Doctoral degree, in Soil Science.
1.26	Moderation	External moderator/examiners with at least the same qualification are chosen from sister academic institutions or from recognized institutions in this country or beyond our borders. They must be well qualified in the area of study and must be approved by Senate.
1.27	Recognition of Prior Learning	N/A
1.28	International Comparability	This qualification is comparable with similar master's programmes offered in South African Higher Education institutions as well as around the world.
1.29	Major fields of study by second or third order CESM category of amended qualification	010901 Soil Science and Agronomy, General
1.30	HEMIS qualification type of amended qualification	Master's Degree
1.31	HEMIS minimum experiential time of amended qualification	0
1.32	Total subsidy units of amended qualification	1.0

1.33	Funding level of amended qualification	3 Funding level 3 = Masters & equivalent
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SECTION 2:

2.1 Complete the table below indicating the specific amendments to the design of the learning programme that have been made. Please ensure that you indicate whether a module of the programmes has been added, removed, modified or remains unchanged. The amendments indicated should clearly illustrate that the proposed curriculum changes do not differ from the original programme design by more than 50% (Criteria 1 vi, 5 ii).							
Title of all modules	Compulsory (C)/ Elective (E)	NQF level	Year 1/2/3/4	No. of contact hours	Mode of delivery	Module status: Removed / Added / Modified / Unchanged	Credits
SSC 6099 Dissertation	C	9	1 & 2	1800	Contact	Unchanged	180
						Total Credits for the qualification:	180

SECTION 3:

3.1 Briefly describe the purpose of this programme in relation to its alignment with the relevant HEQSF qualification type (Criterion 1 i, ii, iii, iv, v).

The purpose of this qualification is to provide qualifiers with specialized knowledge, specific skills and applied competence in the field of Soil Science, that provide for continued personal intellectual growth by means of supervised research, gainful economic activity and rewarding contributions to society. This is in line 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. The programme is designed coherently and articulates well with other relevant programmes, where possible.

3.2 Describe how the curriculum of this programme has been redesigned so that it aligns with the HEQSF, specifically in relation to the intended purpose, exit level outcomes and assessment criteria for this programme (Criterion 1 iii, iv, 6 i, 13 i).

The Department offers MSc Agriculture (Soil science) by Research Dissertation.

Learning outcomes and expected completion time cater for the learning needs of its target student intake. Competences expected of students who successfully complete the programme are made explicit. The programme has appropriate policies and procedures in its delivery.

3.3 Discuss the overall assessment strategy and shows the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes (Criteria 6 i, 13 i).

The programme has appropriate policies and procedures for:

- Development and approval of the students' research project proposals.
- Appointment of supervisors and co-supervisors for students research projects.
- Monitoring student progress in the course of the programme.
- Ensuring validity and reliability of research data collected.
- External examination of the students' research dissertation.

Programme assessment approach (e.g. case-based assessment approach)

The progress of students' research work is continuously monitored by the supervisor and co-supervisor.

- Procedures are in place and are followed by the supervisor and co-supervisor to receive draft dissertation and to go through and provide feedback within a time frame that allows students to benefit from feedback prior to the submission of the final dissertation for examination.

The dissertation is internally assessed by the supervisor and co-supervisor and is externally moderated by appropriately qualified people who have been appointed according to clear criteria and procedures and who conduct their responsibilities in terms of clear guidelines.

Exit level outcomes

Learners will have advanced knowledge and understand the principles and practices of the various fields of Soil Science. Learners will have the ability to do research under leadership of a member of staff, and have the specialized skills required identifying problems and developing solutions in the field of Soil Science.

Critical cross-field outcomes: Identifying and solving problems using critical and creative thinking; Working effectively with others as a member of a team, group, organisation, community; Collecting, analysing, organising and critically

evaluating information; Demonstrating an understanding of the world as a set of related systems by recognising that the problem-solving context do not exist in isolation; Exploring education and career opportunities; Developing entrepreneurial opportunities; Communicating effectively, using visual mathematical and language skill in the modes of oral and written persuasion; Demonstrating an understanding of the economic world in context as a dynamic interactive world that does not exist in isolation; Demonstrating effective and responsible decision-making; Stimulating and developing thinking patterns involving creativity; Interpreting information received via the media; Remaining receptive and responsive to current trends and developments; Using technology effectively and responsibly.

Year Level	Assessment Purpose	Assessment Methods
1	To determine the ability of the student to be able to identify problems, conduct research and develop a solution within a specific field/area of Soil Science (literature, experimental design, analysis, presentation and scientific writing skills).. To provide timely feedback to inform research direction and progress.	Progress assessment of professional skills in Soil Science. Satisfactory at this level is problem solving research proposal that is developed by the student and presented to the learned audience and peers in the field of Sciences and other related fields.
2	To assess the level of proficiency in the field of Soil Science that has been attained by the student.	Assessment of the dissertation by Two External Examiners having appropriate qualifications in the area in which research had been conducted.

3.4 In the table below, indicate the types of learning activities of the amended programme design, and number of hours a student is expected to devote to each type. (This should refer to the table above relating to Programme details) (Criterion 1 vi)

Types of learning activities	Hours	% Learning time
If you selected "Other" as a <u>type of learning activity</u> please give a detailed explanation here:		

SECTION 4: ONLY ANSWER IF APPLICABLE:

4.1 Indicate the name of the statutory and non-statutory Professional Body that has a role in this programme and indicate whether the amendments to the programme design comply with the requirements of this statutory and non-statutory Professional Body (Criterion 1 viii).

4.2 Provide details of how Recognition of Prior Learning (RPL) will be applied to this programme (Criteria 6 i, 13 v).

4.3 *Where a workplace-based learning component is included, provide details as to how students will be placed into WIL programmes, how the WIL programme is appropriately structured, and how the WIL programme will be supervised and assessed. (Criteria 1 ix, 15 i-iv)