**GUIDELINES FOR COMPLETING THE APPLICATION FOR PROGRAMME ACCREDITATION AND QUALIFICATION REGISTRATION**

**PURPOSE OF THE GUIDELINES:**

* The guidelines will assist with completion of the application form. **The section in the guidelines corresponds with the section in the application form.**
* The guidelines should be carefully followed to ensure that all sections of the application form are completed correctly.
* The guidelines include references to policy documents pertinent to all applications for accreditation and registration. In addition, the applicant must be familiar with the Higher Education Act (Act 101 of 1997, as amended), National Qualifications Framework Act (Act 67 of 2008, as amended) and other legislative and policy documents applicable to the Higher Education sector. Refer to the website of the Professional Body on the requirements for professional qualifications. Visit the following websites for more information:

<https://www.che.ac.za/>

<https://www.saqa.org.za/>

<https://www.dhet.gov.za/>

<https://www.gov.za/>.

**ACRONYMS**:

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| AAC | Associated Assessment Criteria |
| CAT | Credit Accumulation and Transfer |
| CHE | Council on Higher Education |
| CIPC | Companies and Intellectual Property Commission |
| DHET | Department of Higher Education and Training |
| ELO/s | Exit Level Outcome/s |
| HEQC | Higher Education Quality Committee |
| HEQSF | Higher Education Qualifications Sub-Framework |
| LMS | Learning Management System |
| NQF | National Qualifications Framework |
| PHEI | Private Higher Education Institution |
| RPL | Recognition of Prior Learning |
| SAQA | South African Qualifications Authority |
| QA | Quality Assurance |
| WIL | Work-Integrated Learning |

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| **SECTION A: GENERAL INFORMATION**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]** |

* Note points no.1 – 9.
* Comply with the requirements indicated in points no.2 – 9.
* See point no.6 and refer to the following documents (Ctrl + click on the link):
* *Criteria for Programme Accreditation* (CHE, 2004) & *Higher Education Qualifications Sub-Framework* (CHE, 2013)

<https://www.che.ac.za/#/moreitems>

*Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework* (SAQA, 2013; amended 2020) & *Level Descriptors for the South African National Qualifications Framework* (SAQA, 2012)

<https://www.saqa.org.za/documents/policies-and-criteria>

* Refer to point no.9: The information in the application form must reflect how the different policies and procedures will be implemented for the specific programme/ qualification.

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| **SECTION B: INSTITUTIONAL INFORMATION**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]** |

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| **Institution** | This refers to the name of the institution as reflected on the Institutional Statute for universities or as registered with theCIPC*.* |
| **Public Institution** | A public institution refers to a university, public nursing, or agricultural college. |
| **New Institution** | An institution that has not yet been registered by the DHET as a PHEI |
| **Existing Institution** | An institution that has been registered by the DHET as a private higher education institution (PHEI) |

**Complete for each proposed site of delivery for the programme: [NOTE: One site should be adequate for delivery at a distance.]**

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| **Name of site** | Provide the physical site address for:  Main site of delivery (Main Campus):  Additional site/s: |
| **Planned Headcount enrolment planned for the first enrolment** | Provide enrolment figure per site. |
| **Planned Headcount enrolment growth over the next 5 years** | Provide figures per site over 5 years. |
| **Provide a description of any specialised facilities and equipment required, excluding lecture rooms** | Provide details per site. Refer to the *Criteria for Programme Accreditation*, particularly criterion 7. |

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| **SECTION C: QUALIFICATION INFORMATION**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]** |

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| **Qualification Title**  ***(HEQSF aligned)*** | Refer to the *Higher Education Qualifications Sub-Framework*.  The title must align with the nomenclature in the *Higher Education Qualifications Sub-Framework*. |
| **Qualification Title abbreviation** | Refer to the *Higher Education Qualifications Sub-Framework*. |
| **CHE reference number** | This is a unique number automatically assigned when an application is submitted on the HEQC online system. The CHE reference number must be cited in all correspondence at all times. |

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| **Is this a professional qualification with oversight by a statutory professional body? If yes, provide the name of the relevant Professional Body as registered by SAQA.** | Refer to the *Criteria for Programme Accreditation,* particularly criterion 1.  ***“Statutory Professional Body”***means a professional body that is established by and operates in terms of an Act of Parliament and is registered by SAQA as a statutory professional body.  ***“Professional Designation”*** is a title or status conferred by a statutory professional body in recognition of a person's expertise and/or license to practice in an occupational field.  **Note: The DHET will not register the qualification until approval/ endorsement from the relevant statutory professional body is received.**  **Ensure that the approval letters are attached (PQM/ Professional Body/MRTEQ, etc.).** |

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| |  |  | | --- | --- | | **HEQSF Qualification Type: Refer to the *Higher Education Qualifications Sub-Framework*.** | | | **Higher Certificate** | This is an entry-level qualification. The qualification is primarily vocational, with a strong industry-oriented focus. The Higher Certificate typically includes a simulated work experience or WIL. | | **Advanced Certificate** | This qualification is primarily vocational or industry oriented. The Advanced Certificate typically includes a WIL component. | | **NOTE REGARDING THE DIPLOMA**:  There are **two key distinctions** between the 240- and 360-credit Diploma variants. The latter may provide for up to 120 credits of workplace-based learning, while the 240-credit variant does not, and the 240-credit variant may only be offered where it leads to a professional designation or occupational role as determined by a professional body. | | | **Diploma (240 credits)** | This qualification primarily has a vocational orientation, which includes professional, vocational or industry specific knowledge, and may only be offered where it leads to a professional designation or occupational role as determined by a professional body. In this case, the approval from the professional body must be attached.  The vertical articulation opportunities (progression) from a 240-credit Diploma must be considered. | | **Diploma (360 credits)** | This qualification primarily has a vocational orientation, which includes professional, vocational or industry specific knowledge. The Diploma typically includes an appropriate WIL component. | | **Advanced Diploma** | This qualification has a number of different purposes, depending on a student’s circumstances and the nature of the programme. It may provide entry-level vocational or professional preparation or specialisation for Bachelor’s Degree graduates or diplomates. This qualification may also be designed to prepare students for postgraduate study through the deepening of their knowledge and understanding of theories, methodologies, and practices. | | **NOTE REGARDING THE BACHELOR’S DEGREE:**  There are **two types** of Bachelor’s Degrees, namely general and professionally oriented Bachelor’s Degrees. | | | **Bachelor’s Degree (3 years)** | This is typically a 360-credit Degree that provides a well- rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study. The general Bachelor’s Degree emphasises general principles and theory as preparation for entry into general employment or a postgraduate programme. | | **Bachelor’s Degree (4 years) - Indicate NQF level** | This is typically a 480-credit Degree that provides a well- rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study. This can be a Degree at NQF Level 7 or 8. The professional Bachelor’s Degree prepares students for professional training, postgraduate studies, or professional practice in a wide range of careers. Some professionally oriented Bachelor’s Degree programmes are designed in consultation with a professional body and recognised by a professional body as a requirement for a licence to practice that profession.  The 480-credit Bachelor’s Degree (at NQF Level 8) has a higher volume of learning and greater cognitive demand and should prepare students to undertake Master’s level study by providing them with research capacity in the methodology and research techniques of the discipline. | | **Bachelor Honours Degree** | The Bachelor Honours Degree is a postgraduate specialisation qualification which prepares students for research-based postgraduate study. In some cases, a Bachelor Honours Degree carries recognition by an appropriate professional or statutory body. The Honours programme **must include** conducting and reporting research under supervision in the form of a discrete research component (min. 30 credits) that is appropriate to the discipline or field of study. | | **Postgraduate Diploma** | A Postgraduate Diploma is generally multi- or interdisciplinary in nature but may serve to strengthen and deepen the student’s knowledge in a particular discipline or profession. In some cases, a Postgraduate Diploma carries recognition by an appropriate professional or statutory body. A sustained research project is not required but the qualification **may include** conducting and reporting research under supervision. | | **NOTE REGARDING THE GENERAL MASTER’S DEGREE:**  The primary purpose of a general Master’s Degree is to educate and train researchers who can contribute to the development of knowledge at an advanced level. There are **two variants** of the general Master’s Degree: A research Master’s Degree by dissertation, or a research Master’s Degree by coursework and dissertation. Both variants must include a significant research component in the form of a discrete research project. | | | **Master’s Degree (General - indicate variant)** | Master’s Degree by dissertation: A single advanced research project, culminating in the production  and acceptance of a dissertation or other forms of research as indicated below.  Master’s Degree by coursework and mini-dissertation: A coursework programme. In addition, this variant of a general Master’s Degree must contain a research project comprising a minimum of 60 credits at NQF Level 9, culminating in the acceptance of a mini-dissertation or other forms of research. | | **Master’s Degree (Professional)** | The professional Master’s Degree prepares graduates for advanced and specialised professional employment. In some cases, a professional Master’s Degree may be designed in consultation with a professional body or fulfil all or part of the requirements for professional registration or recognition, and may include appropriate forms of WIL. The professional Master’s programme comprises coursework and an independent study component worth at least a quarter of the total credits, which must be at NQF level 9. | | **Doctoral Degree** | The Doctorate provides training for an academic career. It requires a candidate to undertake research culminating in the submission, assessment, and acceptance of a thesis. Candidates **may also present** peer-reviewed academic articles and papers, and, in certain fields, creative work such as artefacts, compositions, public performances and public exhibitions in partial fulfilment of the research requirements. **Coursework may be required** as preparation or value addition to the research, but **does not contribute** to the credit value of the qualification. The Degree may be earned through pure discipline-based or multidisciplinary research or applied research. This Degree requires a minimum of two years’ full-time study. | | **Doctoral Degree (Professional)** | The professional Doctorate provides education and training for a career in the professions and/or industry and is designed around the development of high-level performance and innovation in a professional context. The professional Doctorate programme comprises a combination of coursework and advanced research leading to the submission, assessment, and acceptance of a research component worth at least 60% of the Degree. The professional Doctorate programme may also include appropriate forms of WIL. | |

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| **NQF Level of the qualification** | Indicate the exit level of the qualification as per the HEQSF. |
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| **Number of credits linked to the qualification type as prescribed in the HEQSF** | Indicate the minimum total credits as per the HEQSF. |
| **Number of total minimum credits as per statutory Professional Body requirements (may be more than the total minimum credits on the HEQSF)** | Consult the requirements of the relevant statutory Professional Body, e.g. the Engineering Council of South Africa (ECSA). Provide a motivation for exceeding the minimum total credits as prescribed in the HEQSF. |
| **Total number of credits for this programme/qualification** | Check the rules of combination for the modules (compulsory + number of elective modules) to determine the total number of credits.  Also consider the statutory Professional Body requirements.  Consider the volume of learning necessary to achieve the intended outcomes. The number of credits is a measure of the volume of learning required for a qualification (see below).  Note that no more than 10% over the minimum total credits for the qualification type will be accepted, e.g. in the case of a Higher Certificate with 120 credits as prescribed in the HEQSF (the programme/ qualification may not have more than 140 credits). Provide a motivation if the qualification exceeds the minimum total credits as per the HEQSF. |
| **Minimum duration (years) for completion - Full Time:**  **(Enter the numeric value)**  **Minimum duration (years) for completion - Part Time: (Enter the numeric value)** | Refer to the *Higher Education Qualifications Sub-Framework:*  Consider the volume of learning necessary to achieve the intended outcomes. The number of credits is a measure of the volume of learning required for a qualification, quantified as the number of notional study hours required for achieving the learning outcomes. The credit-rating system rates 10 notional study hours as equivalent to one credit. Qualifications up to Bachelor (Honours) Degree level assume a 30-week full-time academic year. Master’s Degree and Doctoral qualification types assume a 45-week full-time academic year. On average, a full-time student is expected to study for a 40-hour week, thus requiring a minimum credit-load of 120 credits per academic year for Certificates, Diplomas and Bachelor’s Degrees. The minimum number of credits required at the exit level of a qualification is 120. Master’s Degrees and Doctorates require 180 credits per academic year. |

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| **If this is a postgraduate qualification, indicate the number of research credits** | Refer to the *Higher Education Qualifications Sub-Framework* and the guidelines provided above for the ‘HEQSF Qualification Type’. |

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| **Indicate the accredited underpinning qualification/s offered by the institution that will /enable progression into the programme for which accreditation is being applied.** | For example: If the application is for a Master’s Degree, the institution should have an accredited cognate Honours Degree that will articulate to the Master’s qualification. |
| **Qualification Area: (***This is only to indicate the broad area of study, discipline or profession.)* | Select the relevant area. |
| **SAQA Organising Field** | Select the relevant field and related sub-field. |

**PROGRAMME DESIGN INFORMATION**

**[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]**

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| 1. **Provide the rationale for this qualification as it relates to the exit level outcomes of the programme.** | The rationale for the qualification must take into account the envisaged student intake and stakeholder needs. Provide the information required in terms of the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.*  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **Provide the purpose of the qualification and explain how the proposed curriculum aligns with the intended outcomes of the qualification.** | Indicate how the proposed programme will achieve the intended outcomes in terms of competencies, graduate attributes, and employability. Refer tothe *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.*  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **Indicate the admission requirements for this qualification.** | The minimum admission requirements must be clearly stated. Refer to the *Higher Education Qualifications Sub-Framework*, relevant legislation inter alia the *Higher Education Act* (as amended 2008 - *National Gazette* No. 31231); *National Gazette* No. 42092 of 07-December-2018, Volume 642) and the institutional admission policy.  In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated.  Refer to the *Criteria for Programme Accreditation,* particularly criterion 2. | |
| 1. **Specify the selection criteria for this programme.** | Selection criteria may be applied in addition to the admission criteria. For example, students might be required to have Mathematics as a subject or a specific achievement in an NSC subject to be admitted to an Engineering programme.  In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated. Also indicate whether there is a min. percentage (%) or additional requirements for entry to the postgraduate qualification.  Refer to the *Criteria for Programme Accreditation,* particularly criterion 2. | |
| 1. **Complete Table A and B in terms of the module structure of the programme.** | Table A: Complete all the columns for compulsory modules. Provide the total credits for the compulsory modules.  Table B: List all the electives and specify the number of electives to be selected by the student. Provide the total credits for the elective modules.  **NOTE: The compulsory + elective modules = total credits for the qualification.** | |
| 1. **Specify the rules of combination for the constituent modules to indicate coherence. Indicate the rules of progression (semester / year) if applicable.** | The rules of combination should demonstrate coherence between the compulsory and elective modules of the qualification. Indicate the number of credits per module.  The rules of progression should indicate coherence between semester- and/or year- modules.  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **Indicate the ELOs and associated assessment criteria of the qualification and indicate how the proposed curriculum will contribute towards the intended outcomes.** | Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.* | |
| **ELOs** | **AAC** |
| *For Example:*  Apply knowledge of Mathematics, Natural Science and Engineering Sciences to applied engineering procedures, processes, systems, and methodologies to solve well-defined engineering problems. | *For Example:*  ● Apply fundamental and specialist knowledge by bringing mathematical, numerical analysis, statistical knowledge, and methods to bear on engineering problems.  ● Communicate concepts, ideas, and theories with the aid of Mathematics.  ● Describe uncertainty and risk through the use of Probability and Statistics.  ● Use physical laws and knowledge of the physical world as a foundation for the engineering sciences and the solution of engineering problems.  ● Use techniques, principles, and laws of engineering science in at least one specialist area. |
|  | Refer to the module outcomes. Provide a statement on how the competences developed in the modules of the programme are aligned with the relevant NQF level.  Refer to the *Level Descriptors for the South African National Qualifications Framework.*  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **Explain how the programme design - in terms of the proportion of theoretical, practical and experiential learning (if applicable) - is appropriate for the qualification level and type.** | Refer to the *Higher Education Qualifications Sub-Framework* for information on the qualification type*.*  Explain how the programme offers students a sound disciplinary knowledge base and sufficient theoretical and conceptual depth taught at the appropriate level to serve its educational purpose.  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **International comparability: Indicate how this qualification compares or relates to professional standards or comparable accredited qualifications offered in other parts of the world.** | Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.*  Compare the qualification with two or more accredited qualifications. Indicate the country, (accredited) institution, qualification title and level with which the qualification is compared.  Clearly indicate the areas of comparison (differences and similarities in terms of inter alia ELOs, AAC, programme duration, qualification type, content/modules, level of the qualification). | |
| 1. **Provide details of how Recognition of Prior Learning (RPL) will be applied in this qualification.** | Indicate alignment of the institutional RPL policy with the *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment*  *in higher education* (CHE, 2016) and *National Policy and Criteria for the Implementation of Recognition of Prior Learning* (SAQA; 2013, amended 2019):  <https://www.saqa.org.za/index.php/documents/policies-and-criteria>  RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development.  The institutional policy must clearly state how RPL will be applied to:  • Gain admission.  • Achieve module exemption or advanced standing.  Note: Not more than 10% of a cohort of students in a programme should be admitted through an RPL process.  Refer to the *Criteria for Programme Accreditation,* particularly criteria 2 and 6. | |
| 1. **If RPL is not envisaged for this qualification, please indicate the reason/s for this.** | See policy requirements. | |
| 1. **Provide details of how Credit Accumulation and Transfer (CAT) will be applied in this qualification.** | Indicate alignment of the institutional CAT policy with the *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment*  *in higher education* (CHE, 2016) and *Policy for Credit Accumulation and Transfer within the National Qualifications Framework* (SAQA, 2014):  <https://www.saqa.org.za/documents/policies-and-criteria>  Credit accumulation and transfer is a term that refers to the arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.  Credit accumulation is the totalling of credits towards the completion of a qualification. Credit transfer is the vertical, horizontal, or diagonal relocation of credits towards a qualification.  Refer to the CHE *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* for the maximum number of credits that may be transferred. | |
| 1. **Describe the horizontal, vertical, and diagonal articulation possibilities of this qualification with other registered qualifications.** | Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework*.  Provide a statement with examples of registered qualifications. Describe horizontal, vertical, and diagonal articulation possibilities within the HEQSF and across sub-frameworks on the NQF focusing on the following:   * ***Systemic articulation*** *(articulation by virtue of the qualification type as stated in the HEQSF)* * ***Specific Articulation*** *(formal and informal agreements of articulation within the institution itself or with qualifications offered by other institutions).*   Vertical articulation with qualifications on the HEQSF creates possibilities for upward mobility.  Horizontal articulation with qualifications on the HEQSF allows mobility between qualifications on the same NQF level.  Diagonal articulation provides mobility between qualifications across sub-frameworks or between different qualification types on the HEQSF.  ***Provide substantive reasons if there are no articulation possibilities for the qualification.***  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |

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| 1. **The following table is mandatory if the qualification includes experiential learning / work-integrated learning (WIL): problem-based learning / work-directed theoretical learning / project-based learning /workplace-based learning:** | Refer to *Work-Integrated Learning: Good Practice Guide*. HE Monitor No. 12 (CHE, August 2011).  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1.  WIL is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns. The integration of theory and practice in student learning can occur through a range of WIL approaches, apart from formal or informal work placements. |
| **Type of learning** | State which form of WIL is applicable. |
| **Duration of placement** | Specify the Year, Semester, Week & total notional hours spent on WIL. |
| **Credit value (per year and in total)** | The number of credits must correspond with time spent on WIL (duration). |
| **Are the credits included in the total number of credits for the qualification?** | Yes / No  Indicate total credits for WIL. |
| **Expected learning outcomes** | Indicate if the outcomes align with the NQF Level. |
| **Assessment methods** | Assessments should be appropriate, fair, transparent, formative as well as summative, valid, authentic, and consistent.  Indicate when feedback would be provided to students. |
| **Monitoring/ supervision procedures** | There must be effective coordination of WIL. This includes adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring, supervision, liaison assessment and moderation.  Describe the procedures to be followed for monitoring and supervision.  Describe the role and responsibilities of the WIL Coordinator.  Discuss and describe the role and responsibility of the internal / academic partners and external / professional partners in terms of partnerships for the relevant WIL curricular modality, i.e. for:   * work-directed theoretical learning * problem-based learning * project-based learning * workplace-based learning [Explain how the learning contracts or agreements are implemented through which the student, institution and employer can negotiate, approve and assess the objectives and outcomes of the learning process. Explain the system in place (both at the institution and place of employment) to record and monitor the progress of the student’s learning regularly and systematically.] |
| **Indicate the Institution’s role and responsibility in the placement of students in the work-based environment.** | Note: The Institution must accept responsibility for the placement of students.  Outline the process for initiating, establishing, and maintaining partnerships with workplace partners.  Indicate how students will be assisted with work placement. |

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| **SECTION D: PROGRAMME DELIVERY**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]** |

**NOTE: Refer to criteria 1 – 8 (and 9 if this is a postgraduate qualification) in the *Criteria for Programme Accreditation* for the minimum standards per criterion*.***

1. **LEARNING AND TEACHING**

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| **Provide information about the appropriate mode of learning and teaching provisioning for this programme. Mark with an X in the right-hand column.** | **Select the mode** (**X**) & indicate % learning time for the different learning activities. |
| **CONTACT (campus-based face-to-face lectures only OR with supporting educational technologies, i.e. blended learning)** | Indicate % learning time allocated to face-to-face lectures / tutorials / WIL / independent study of standard texts and references (study guides, books, journals) /independent study of specially prepared materials (case studies, multi-media, etc.)/other.  • Face-to-face contact must be minimum 30%. |
| **BLENDED/MIXED (contact with supporting educational technologies)** | Indicate % learning time allocated to face-to-face lectures / tutorials / WIL / independent study of standard texts and references (study guides, books, journals) /independent study of specially prepared materials (case studies, multi-media, etc.)/other. |
| **DISTANCE (remote teaching and learning only OR with synchronous/asynchronous activity via supporting educational technologies)** | Indicate % learning time allocated to lectures/ tutorials / WIL / independent study of standard texts and references (study guides, books, journals) /independent study of specially prepared materials (case studies, multi-media, etc.)/other.  • Refer to *Distance Higher Education Programmes in a Digital Era: Good Practice Guide* (CHE, 2014). |
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| * 1. **Explain why the selected mode of delivery is appropriate for the programme in terms of the intended purpose and outcomes.** | * Refer to the purpose and ELOs. * Refer to the *Criteria for Programme Accreditation,* particularly criteria 1, 5 and 6. |
| * 1. **Explain how the quality of learning and teaching will be enhanced through the use of technology?** | Refer to the *Criteria for Programme Accreditation*, particularly criterion 1 and 5. |
| * 1. **If the programme is fully online or internet supported, provide a rationale for the use of technology for delivery of this programme for the intended target students.** | Refer to the *Criteria for Programme Accreditation*, particularly criteria 1, 2, 5, 6 and 7.  There is an appropriate balance between, and mix of, different learning and teaching methods. Learning and teaching methods are appropriate to the design and use of the learning materials and instructional and learning technology. |
| **1.4 Explain how the institution will develop and review the learning materials for this programme to ensure quality,** **as well as their suitability in terms of the mode of delivery.** | * Learning materials should be appropriate in order to facilitate achievement of the purposes and outcomes of the programme. * Refer to the *Criteria for Programme Accreditation*, particularly criteria 1, 4 and 5. * Learning and teaching methods are appropriate to the design and use of the learning materials and instructional and learning technology. |
| **1.5 Taking the mode of delivery into account and intended offering of the programme at different sites of delivery, explain how consistency of learning and teaching and student support will be maintained across sites.** | * Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5 and 7. * Indicate how students registered for the programme at different sites of delivery will receive the same level of learning and teaching, and the same level of student support and access to learning resources. * Explain how this will be quality assured by the institution. |
| **1.6 Taking the mode of delivery into account, explain the learning and teaching support services available to students in the programme. Include the process of identification and support for at-risk or inactive students.** | * The diversity of student needs indicates that a range of relevant student support services should be provided. This would include inter alia academic, psycho-social and financial support appropriate for envisaged or identified needs. Alignment between the needs and nature of the student support offered should be illustrated. * Refer to the *Criteria for Programme Accreditation*, particularly criteria 4, 5, 6, 7 and 8. |
| **1.7 Taking the mode of delivery into account, state the arrangements for students to access texts and materials and other learning resources required by the curriculum.** | This should be explained in terms of the mode of provisioning, i.e. contact/blended or distance/online learning.  Refer to the *Criteria for Programme Accreditation*, particularly criterion 7. |
| **1.8 If contact sessions are offered, describe how this is undertaken and how quality and equivalence of tuition is ensured with specific reference to compulsory or voluntary attendance.** | Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5 and 7. |
| **1.9 Describe the procedures for monitoring learning and teaching and assessment in online learning or the use of technology in support of learning and teaching.** | Refer to the *Criteria for Programme Accreditation*, particularly criteria 5, 6 and 7. |
| **1.10 Explain how the programme and its delivery will be continuously updated and improved.** | The institutional QA system should be described in relation to quality assurance of the learning and teaching in this programme.  The effectiveness of learning and teaching interactions is regularly monitored and the results are used for improvement. Assessment is an integral part of the learning and teaching process and is systematically and purposefully used to generate data for grading, ranking, selecting and predicting, and for providing timely feedback to inform learning and teaching and to improve the curriculum.  Refer to the *Criteria for Programme Accreditation*, particularly criterion 5. |

1. **ASSESSMENT STRATEGY**

**NOTE: There must be appropriate policies and procedures, in terms of the mode of delivery, 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.**

**Refer to the *Criteria for Programme Accreditation*, particularly criterion 6.**

**Discuss formative and summative assessment practices.**

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| **2.1 Explain how the assessment strategy is aligned to the purpose of the programme.** | Include reference to the intended outcomes and mode of delivery.  The development of an assessment strategy should also take into account resource allocation in relation to the quality management of assessment. |
| **2.2 Explain how the institution will ensure that the assessment tasks are aligned with the module content and ELOs.** | Suitable learning opportunities are provided to facilitate the acquisition of the knowledge and skills specified in the programme outcomes, and within the stipulated time.  Learning activities and the required formative and summative assessment tasks are aligned with learning outcomes at the modular and programme level. |
| **2.3 Explain how the institution ensures the integrity and security of the assessment process.** | Include reference to the following:  Indicate how the institution ensures that it is the student him- or herself that completes the assessment.  Students are provided with information and guidance on their rights and responsibilities regarding assessment processes (for example, definitions of and regulations on plagiarism, penalties, terms of appeal, supplementary examinations, etc.).  Student appeals procedures are explicit, fair and effective. |
| **2.4 Indicate how the institution ensures that the assessment practices are fair and transparent.** | Include reference to the following:  Institutional/faculty/professional rules governing assessment are published and  clearly communicated to students and relevant stakeholders.  Assessment criteria are commensurate with the level of the qualification and are made explicit to staff and students.  Students are provided with guidance on how the different modules contribute to the learning outcomes of the programme.  Assessment must be aligned with the learning and teaching strategies. |
| **2.5 Explain how the institution ensures effective assessment (including feedback) and examination practices for students, particularly when using an online learning platform.** | Include reference to the following:  Procedures that are in place and followed to receive, record, process, and turn around assignments within a timeframe that allows students to benefit from feedback prior to the submission of further assessment tasks.  Throughout the formative assessment process, the focus should be to identify any misunderstandings and provide feedback and guidance (within a reasonable timeframe) for continued progress. |
| **2.6 Discuss internal and external moderation as implemented in this programme.** | Include reference to:   * The modules submitted for internal moderation. * The modules submitted for external moderation (indicate if at exit level). * The % of formative and summative assessment submitted for internal and external moderation. * Appointment of internal and external moderators. There must be external moderation by appropriately qualified personnel. Moderators are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines. * Moderation reports. |
| **2.7** **Provide information on how the security of the assessment system is monitored in this programme.** | The assessment system should be rigorous and secure.  Include reference to:   * How breaches of assessment regulations are dealt with effectively and timeously. * Plagiarism and other misdemeanours/transgressions. |

1. **STAFFING**

**NOTE: 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.**

**Refer to the *Criteria for Programme Accreditation*, particularly criteria 3 and 4.**

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| **3.1 Is there a programme coordinator appointed for this programme? If yes, upload the CV of the programme coordinator.** | * An academic is identified as programme coordinator and operates within the framework of an agreed-upon mandate and defined procedures and responsibilities. * The programme coordinator needs to be a senior discipline expert in the subject area of the programme. |
| **3.2 Describe the roles and responsibilities of the programme coordinator.** | This includes responsibility for:   * Ensuring the academic coherence and integrity of the programme and that all conditions for the delivery of the programme are met. * Coordination of logistical and other issues regarding: * The day-to-day delivery of the programme. * All aspects of the programme quality management system, including the provision of resources. * The review of the programme and feedback with a view to improvement. * Monitoring of expenditure. |
| **3.3** **Is the academic staff required for teaching and learning on this programme currently available?**  **If available, provide a workload allocation model.**  **If not, include a staff recruitment plan.**  **Indicate the ratio of full-time to part-time staff** **in the workload allocation model/staff recruitment plan.** | * Indicate the number of full-time and part-time staff available/required. * For the workload allocation model: Clearly indicate the staff to be appointed for each module (with their relevant qualifications and experience). * For the staff recruitment plan: Clearly indicate the vacant positions and the qualifications and experience of staff who will be recruited for each module. |

1. **LEARNING MANAGEMENT SYSTEM**

**NOTE:** **The LMS is an integrated software application to deliver content and resources online, provide interaction or collaborative workspaces, manage complete student, module and programme administrative functions, including registration, assessment and analytics.**

**Examples of an LMS include Blackboard 2, Moodle4, Desire2Learn, etc. It can also be a custom system catering to the particular needs of the institution.**

**Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5, 6 and 7.**

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| **4.1 Provide evidence of the institution's capacity in terms of systems, structures, policies, procedures and processes for materials design, development and delivery with specific reference to this programme.** | Include references to academic and support staff and their roles and responsibilities, qualifications, experience and so forth; structures that are in place at Department, Faculty and institutional level; reporting structures; processes and procedures at Department, Faculty and institutional level. |
| **4.2 Provide details of the** **availability of IT infrastructure (hardware and software) for the staff and students linked to this programme.** | Include reference to the type and number, e.g. number of workstations, laptops, etc.  Include description of infrastructure per site and parity of provisioning. |
| **4.3 Explain how the LMS is used for this programme.** | Include reference to:   * Learning and teaching, assessment and student support. * Synchronous and asynchronous activity. * Which staff have interaction with students and when (how often). |
| **4.4 If learning activities are offered online, describe how the system will support the learning and teaching interaction including assessment.** | Indicate the enhancement of face-to-face learning and teaching, student support measures, feedback, tracking of students, identifying underperforming students, and so forth via the LMS. Describe the relevant processes. |
| **4.5 Describe how the institution will ensure that all students will have the necessary access and technical support on and off campus.** | Include reference to the provisioning at site/s of delivery in terms of equitable access and parity of provision; mechanisms in place for remote access; staff that will provide support. |

1. **MANAGEMENT INFORMATION SYSTEM (MIS)**

**Refer to the *Criteria for Programme Accreditation*, particularly criterion 8.**

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| **5.1 Describe how the data in the institutional MIS will be used to monitor the quality of provision to enable the academic success of students in this programme.** | The institution should ensure that it collects, analyses, and makes use of relevant information for the effective management and review of this programme.  The programme information system must be managed effectively in order to provide reliable information on venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services. Information and communication needs of students in remote (rural) areas receive due attention. |
| **5.2 Describe the features in place to ensure the security related to the personal information of students and their performance.** | Include reference to the appropriate mechanisms in place, responsible and accountable parties and the nature/level of access in relation to the system.  There must be:  - Effective mechanisms to quality assure the processing and issuing of certificates.  - Effective security measures to prevent fraud or the illegal issuing of certificates. |
| **5.3** **Explain how the performance of the student can be tracked through the MIS.** | The programme information system should be managed effectively in order to provide reliable information on inter alia:  - The records of students in the programme, including admission, progression, grades/ marks, fees and graduation.  - Identifying academically non-active students, particularly in distance education programmes.  - Monitoring student performance in order to ensure timely identification of at-risk students. There are strategies for advising students on improving their chances of success and for referral to appropriate academic development programmes. Rules for re-admission to programmes are clear and are sensitively applied.  - Dealing with the needs of a diverse student population. |

1. **POSTGRADUATE QUALIFICATION**

**Provide the additional information in the case of a postgraduate qualification in terms of provisioning.**

**NOTE: 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.**

**Refer to the *Criteria for Programme Accreditation*, particularly criterion 9.**

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| **6.1 Provide a description of the process for approval of research proposals.** | Include reference to how the supervisory process will enable students to:   * Define a research topic and design an acceptable research proposal; * Getting the proposal approved; * Obtain guidance on appropriate literature; * Determine the research design and methodology. |
| **6.2 Provide the criteria and explain the procedure for the appointment of supervisors and examiners.** | Examiners must be appointed on the basis of qualifications, experience, expert knowledge in the research area and independence.  There must be explicit guidelines on the roles and responsibilities of supervisors and students and other matters relevant to the performance of research. |
| **6.3 Explain how the institution will ensure that students receive the necessary support from their supervisor.** | Describe the roles and responsibilities of the supervisor and student within a contractual arrangement.  Refer to the periodicity of contact between student and supervisor, and the schedule for the submission of progress reports and written work; and the nature, format and expected turnaround time for work submitted to the supervisor. |
| **6.4 Explain the academic support that is provided to the students throughout their postgraduate studies.** | Include reference to Department, Faculty and institutional support, with particular reference to the supervisory process and module lecturers (if applicable). |
| **6.5 Explain how the institution supports the staff in this programme to study further and develop supervisory expertise.** | Describe continuous professional development initiatives and the type of support and resources available.  Also refer to the *Criteria for Programme Accreditation*, particularly criteria 3 and 4. |
| **6.6 Explain the examination procedures of this programme in the case of research components.** | Appropriate postgraduate policies, procedures and regulations must be in place for assessment. These are communicated to all postgraduate students, and academic and administrative staff, and implemented consistently across the institution and programme. The following information should be included:   * Forms of assessment, and the communication of feedback to the student, which includes: * Research ethics, code of conduct, regulations on plagiarism and intellectual property rights. * Examination and qualification requirements. |
| **6.7 Explain what measures will be put in place to ensure that no plagiarism takes place.** | Appropriate postgraduate policies, procedures and regulations must be in place. These are communicated to all postgraduate students, and academic and administrative staff, and implemented consistently across the institution and programme. Regulations on plagiarism and intellectual property rights are clearly communicated.  Indicate which plagiarism software will be employed and provide relevant details. |
| **6.8 Explain how the institution will provide the postgraduate students in this programme with opportunities for communicating and meeting with other students.** | Provide details of the different platforms for interaction that will be made available online and/or offline, the nature and frequency of engagement, whether compulsory or voluntary, etc. |