

### COUNCIL ON HIGHER EDUCATION

**EVALUATOR’S REPORT**

**ACCREDITATION OF NEW PROGRAMME**

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| **INSTITUTION NAME:** | Cape Peninsula University of Technology |
| **PUBLIC OR PRIVATE INSTITUTION:** | **Public** |
| **PROGRAMME TITLE:** | Postgraduate Diploma in Design |
| **NQF LEVEL:** | 8 |
| **TOTAL NUMBER OF CREDITS:** | 120 |
| **HEQC – REFERENCE NUMBER:** | H/H01/E169CAN |
| **SITE (OR SITES) OF DELIVERY:** | District Six Campus - Zonnebloem |
| **MODE OF DELIVERY:** | Contact |

DETAILS OF THE EVALUATOR:

Name and Title:

Institution:

**DATE OF THE REPORT:**

**INSTRUCTIONS:**

* Write the evaluation of the programme in a narrative style using the minimum standards specified for each criterion statement.
* Please indicate with a tick in the block above the comment section in each criterion whether the programme:
  + has achieved standards at a remarkable level and deserves commendation (C)
  + meets minimum standards (MMS);
  + needs improvement in order to meet minimum standards (NI),
  + does not comply (DNC) with minimum standards.
* In your comments relating to each criterion, please refer to the specific minimum standard(s) that apply to the comments.
* If you have already covered certain aspects under another criterion, please ensure that there is appropriate cross-referencing.
* At the end of the evaluation, make your recommendation in terms of the status of accreditation as accredited, not accredited or accredited with conditions.
* The report should be formatted as follows:
* Calibri, size 11, 1.15 spacing.
* Unnecessary use of **bold**, *italics*, CAPS, or underline should be avoided.
* You are also requested not to change the numbering of questions, conditions or requests for information; and where possible, refer directly to specific minimum standards as they apply to an individual criterion.
* Reports should be checked for correct spelling and grammar.
* Note that poor quality reports or reports with spelling and grammatical errors will be returned to evaluators for correction.

**CRITERION 1: PROGRAMME DESIGN**

*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.*

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| C | MMS | NI | DNC |
|  | X |  |  |
| **COMMENTS:**  This proposed programme has been designed to be consonant with the stated mission of the institution by focusing closely on its Human and Social Dynamics (HSD) research and innovation focus, and will fill a gap in provision between their existing Advanced Diplomas and the proposed Master's degree. By filling this gap, it completes an aspect of institutional planning for its department and faculty.  The qualification further aims to follow the CPUT emphasis on improving and benefitting society, and hence it focuses on aspects of social design.  It will articulate well both with feeder programmes, such as CPUT's Advanced Diplomas, and Bachelor's degrees from other institutions, and with the proposed Master's programme which it will feed applicants to in turn. The department intends primarily to introduce the programme with existing resources, but a budget of R80,000 has been allowed for the development of materials.  In preparing students for Master's study, the programme is centred around an extensive Research Methods module (48 credits), and is framed as an inter-disciplinary course, which still allows and enables students to apply their learning to their existing specialisations. It thus enables recruitment from a range of disciplines. The syllabus appears to be very heavily weighted towards theory and academic as opposed to creative design activities, although it could be that the more applied elements are disguised amongst the academic activities. Even in those modules which focus on practical aspects, namely Materials Technology and UI/UX Design, "Studio-based design" or "Study personal engagement" appears to account for no more than 24 and 40 hours out of the notional 120 for each module. This preponderance of theory and research time would suggest that the programme would be more aptly called a PG Diploma in Design Studies than actual Design. The level of theory and research certainly pegs the qualification at level 8: a concern might be that the theoretical level may actually be in advance of a Post-Graduate Diploma.  It is clear that the proposed programme is intellectually credible, and is designed coherently, but the actual design component could be emphasised more clearly, to demonstrate its role in the course. Perhaps a summary of the course that explains how the component modules are intended to integrate would be wise, as an introduction to the course outline.  Minor points which should be corrected:  a) Some of the readings prescribed readings need updating: a programme that concentrates as much as this one on the future needs to keep literature as current as possible, and in these sorts of areas a source even ten years old will almost certainly be out of date, particularly with regard to the Materials and UI/UX modules.  b) Some inconsistencies of titling were found. In the course outline, the research methodology module is called "Interdisciplinary Research Methods", whereas in the Application Form (1.4), it is referred to as "Interdisciplinary Design Research"; and the UI/UX module is referred to in the Application form as User Experience and User Interface Design", whereas in the outline it is referred to as "User Experience and User Interaction Design". The SAQA form follows the Application form versions. These inconsistencies should be corrected.  Despite these minor criticisms, overall the application **meets the requirements of this criterion**. | | | | |

**CRITERION 2: STUDENT RECRUITMENT, ADMISSION AND SELECTION**

*Recruitment documentation informs potential 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).*

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| C | MMS | NI | DNC |
|  |  | X |  |
| **COMMENTS:**  No recruitment documentation was found, so this should be provided, in order that its accuracy and sufficiency can be evaluated. No information regarding means of advertising the programme or recruiting students could be found either. As mentioned above, the inter-disciplinary nature of the qualification will enable recruitment from a wider range of potential applicants than a specialised qualification would do, and so its recruitment target should be easier to meet.  The programme adheres to current legislation, as indicated in the Admissions Policy document provided. It is open to all applicants who have achieved a complete NQF level 7 qualification, either Bachelor's degree or Advanced Diploma., or who successfully apply through the institution's RPL process. A portfolio and written motivation are required, which are both appropriate.  The RPl process is detailed through the RPL policy, and a dedicated unit in CPUT is set up in order to provide individualised "identification, mediation, assessment and acknowledgement of knowledge and skills obtained through informal, non-formal and/ or formal learning" by means of a body of evidence, which the CPUT unit also assists with.  The institution anticipates growth to a maximum of twenty students with current resources. This number should be viable in terms of industry uptake of graduates, as many will already be working. At this level, twenty students indicates considerable capacity to offer post-graduate education.  The institution envisages that this PG Diploma will enable graduates of their own and other institutions' diploma stream programmes to progress to Master's study, and it has been designed to enable this access. It will also offer access to Bachelor's graduates. Section 2.4 includes this as part of the promotion of widening access, but its effect in this regard is mostly benefitting the forthcoming Master's qualification. This Diploma itself doesn't appear to add any specific widening-access measures beyond those that apply to the undergraduate Diploma from which ich will draw Advanced Diploma and then PG Diploma students. This shortcoming could be addressed by a promotional camapign aimed specifically at under-represented groups, but in the absence of any publicity of recruitment material it cannot be ascertained whether this is an intention.  In most respects this criterion has been met, but the absence of recruitment material or information about means of recruitment, and specifically re widening access, means that it still **needs improvement.** | | | | |

**CRITERION 3: STAFFING (qualifications, experience and competence)**

*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.*

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| C | MMS | NI | DNC |
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| **COMMENTS:**  **N/A** | | | | |

**CRITERION 4: STAFFING (size, seniority and employment conditions)**

*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 members are adequately qualified and their knowledge and skills are regularly updated.*

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| C | MMS | NI | DNC |
|  |  | X |  |
| **COMMENTS:**  **N/A** | | | | |

**CRITERION 5: TEACHING & LEARNING STRATEGY**

*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.*

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| C | MMS | NI | DNC |
| X |  |  |  |
| **COMMENTS:**  The documentation provided gives ample evidence of the commitment of CPUT to the importance of student learning. A wide range of institutional documents are provided, and two in particular are commendable: the T&L Charter, and the T&L Report, which informs about a very commendable range of research activity related to this criterion.  The Policy on Postgraduate Education and Research refers specifically to NQF levels 9& 10: this policy should be amended to include NQF level 8 and thus this qualification. In all other respects the poilcy is comprehensive and appropriate, and aligns well with other relevant policies.  Academic staff development is referred to in a number of policies, and strongly supported in these. Details of the approach are given in the Staff Education, Training,(etc) Policy, as well as Strategy 3 in the T&L Strategy document.  Documentation refers extensively to the concept and use of blended learning, especially in the Course Outline, in the context of individual modules, which is highly appropriate given the current uncertainties about on-campus teaching. The information about the modules is comprehensive and includes descriptions of the subject content, learning outcomes, assessment criteria, prescribed readings, T&L strategy per module, assessment strategy and techniques. This is comprehensive and appropriate for the institutional type, although the department should also consider including details of staff, venue, and class times. In general the course outline document is very thorough, but as mentioned above (Cr.1), there is concern that actual design work is under-emphasised in it.  The institutional Teaching and Learning Strategy document contains explicit strategic goals and operational strategies for achieving each one, broken down into Action Steps, Resources needed, Measures of Implementation, Owner, and Deadline. Particularly commendable in this document is a corresponding Risk register, describing what might go wrong and how the institution may counter any reverses or unforeseen consequences. A table is included that maps the likelihood of occurrence against the severity of the likely consequences. This strategy is mirrored in the T&L strategies given in the individual module information in the Course Outline.  Progress can be monitored via the frequent formative submissions, as well as via the institutional LMS warning system. Interventions may then be applied, including the use of support units such as the Writing Centre and the Postgraduate Centre/Library. Feedback and impact valuation are monitored through semester feedback sessions between staff and students, which are reviewed for quality assurance purposes. Feedback regarding impact is also gathered from external partners, mentors and moderators.  Overall, this is a very impressive set of documents, and CPUT is to be **commended** on their thorough and progressive approach. | | | | |

**CRITERION 6: STUDENT ASSESSMENT POLICIES AND PROCEDURES**

*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.*

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| C | MMS | NI | DNC |
|  | X |  |  |
| **COMMENTS:**  The Assessment Policy is thorough, detailed, and well-articulated, and aims to ensure that assessment follows the principles of being transparent, explicit and fair; valid, reliable and credible; and to provide unbiased and accurate measurement of students' learning and achievements. The Policy further provides for Quality Assurance at the departmental level, and specifies processes and measures to be implemented.  A departmental Assessment Plan is required by this policy, but this was not found, although the institutional level is covered by the T&L Strategy and Plan. Module assessment strategies however are covered in the Course Outline document as next paragraph.  Learning outcomes and assessment criteria, assessment strategies and techniques are all described per module in the Course Outline document, and align clearly with the Assessment policy. Both formative and summative assessments are used, and these processes are described in detail. The strategies and techniques are varied and appropriate for the module and qualification type, and include Critical Reviews, Literature Reviews, Process Reports, Case Studies, Visual Mapping Exercises, Formal Discussions and Presentations. These modes of assessment are appropriate for this type of programme. Marking rubrics aligned with the assessment criteria are prescribed.  The Moderation Policy includes programme review, described here as programme moderation, and details principles and processes to be followed for this review. It further provides templates for all the documents to be completed in these processes. However, neither this nor the Assessment Policy specify the requirement of assessors or moderators having a qualification one level above that being assessed or moderated, as far as could be seen. If this requirement is not covered elsewhere, it is recommended that this omission be remedied, even if this requirement is understood and applied at CPUT.  Staff competence in assessment is covered under staff development (See Cr. 5 above) and appears to be well taken care of. The Assessment Policy further prescribes that development should be ongoing and practice refreshed "through regular staff re-development every five years and/or when a new qualification is offered." The Moderation Policy further specifies that staff development in moderation is to be provided.  RPL is covered under Cr. 2 above.  The r**equirements of the Criterion have been met**, but qualification requirements of assessors and moderators should be included if not done elsewhere. | | | | |

**CRITERION 7: INFRASTRUCTURE AND LIBRARY RESOURCES**

*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. Staff development for library personnel takes place on a regular basis.*

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| C | MMS | NI | DNC |
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| **COMMENTS:**  **N/A** | | | | |

**CRITERION 8: PROGRAMME ADMINISTRATIVE SERVICES**

*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.*

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| C | MMS | NI | DNC |
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| **COMMENTS:**  **N/A** | | | | |

**CRITERION 9 (if applicable): POSTGRADUATE POLICIES, REGULATIONS AND PROCEDURES**

*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.*

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| C | MMS | NI | DNC |
|  |  | X |  |
| **COMMENTS:**  Some of the documents need revising: the Guide to Postgraduate Studies does not refer to Postgraduate Diplomas or Honours degrees, and should be amended to include these lower but still postgraduate NQF level 8 qualifications. The Policy on Postgraduate Education and Research likewise refers only to NQF levels 9 & 10 (Policy Section 2.1). It thus appears that arrangements, policies, etc, for Postgraduate Diplomas are not fully in place, and particularly one like this which is framed as a coursework qualification. Policies etc for research and research qualifications are in place for the 'normal' postgraduate levels of NQF 9 and 10, and these could apply to research-based level 8 qualifications, but a course-work qualification at this level does not appear to be covered sufficiently in the documentation related to Postgraduate studies. This concern applies to all the CPUT research and Postgraduate documents provided, to a greater or lesser degree. It is recommended that CPUT review any policy or institutional guide or document that should refer to Postgraduate Diplomas and any course-work qualification above level 7. For this reason this criterion **needs improvement**. | | | | |

**C. PROGRAMMES OFFERED THROUGH DISTANCE EDUCATION**

*Please note that this section should be completed if this is a distance education programme.*

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| C | MMS | NI | DNC |
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| **COMMENTS:**  **N/A** | | | | |

**Please indicate your summary recommendation in relation to each of the criteria.**

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| **Criteria** | **Assessment** | | | |
|  | **C** | **MMS** | **NI** | **DNC** |
| 1. Programme Design |  | X |  |  |
| 1. Student Recruitment, Admission and Selection |  |  | X |  |
| 1. Staffing (qualifications, experience and competence) | ------ | ------ | ------ | ------ |
| 1. Staffing (size, seniority and employment conditions) | ------ | ------ | ------ | ------ |
| 1. Teaching and Learning Strategy | X |  |  |  |
| 1. Student Assessment Policies and Procedures |  | X |  |  |
| 1. Infrastructure and Library Resources | ------ | ------ | ------ | ------ |
| 1. Programme Administrative Services | ------ | ------ | ------ | ------ |
| 1. Postgraduate Policies, Regulations and Procedures |  | X |  |  |
| C. Programme offered through Distance Education | ------ | ------ | ------ | ------ |

**Please indicate below your recommendation with regard to the accreditation of the programme.**

Tick (√) the appropriate box below:

* **The programme should be accredited, without conditions.**

Comments:

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* **X The programme should be accredited, with conditions.**

Prior to commencement conditions:

1. All policy and other documents relevant to this qualification should be amended to explicitly cover the requirements of a course-work Postgraduate Diploma (Cr.9 above).

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Short-term conditions:

1. CPUT should provide recruitment materials for this qualification, even if in draft form (Cr.2 above).

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Long-term conditions:

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Comments:

1. It is also recommended that the Department review the Course Outline with a view to emphasizing or clarifying the design content of the programme.

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**The programme should not be accredited, due to the following reasons:**

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