Question 1 comment: The redesign of the curriculum complies with the HEQSF criteria. The programme is comprehensive with theoretical, clinical and research outcomes.  
Question 2 comment: The programme modules are coherently designed and complies with the HEQSF criteria.  
Question 3 comment: The assessment approach purpose and methods are appropriate for a two year masters degree with theoretical, clinical and research components.  
Question 4 comment: From Question 3, the clinical outcome for the programme is described as assessment and treatment of psychiatric disorders of the medically ill and includes specialist psychiatric knowledge such as psychopathology, assessment tools, medical investigations and treatment modalities including various psychological therapies and medical treatments. The assessment also includes observed clinical examinations. It is unclear how no work-based WIL can be planned for the programme. Due to the decision to classify the WIL as non-work-based WIL, there is no information related to the coordination of the WIL in clinical settings. The planned assessment time constitutes 32% of the learning time, clarification is required.  
Recommended Evaluation Outcome comment: Clarification is required regarding the choice of non-work-based WIL and the 32% assessment time in the learning activity table.

UCT response:

As per the DHET definition we have drawn a distinction between practical learning that is integrally linked to the formal tuition process as opposed to workplace based learning that takes place after the formal instruction (WIL as defined by DHET). In this qualification, all practical/experiential learning takes place within the duration of the qualification. The HEQSF definition of WIL covers both forms. Students are already in their own work environments when they register for the qualification.

Regarding the proportion of time allocated to assessment, in addition to formal examination and a 60-credit dissertation, the qualification uses continuous assessment in the form of regular supervision sessions, case presentations, the production of the dissertation and discussion. Thus we feel it is appropriate to allocate 32% of the total learning time to assessments.