

HEQSF Category B Alignment Questions

*Note: Please note that all references to criteria made in this document refer to the Criteria for Programme Accreditation*

**COMPULSORY QUESTIONS**

**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)

Modules and/or courses in the programme **are coherently planned** with regard to content, level, credits, purpose, outcomes, rules of combination, relative weight and delivery

**N/A The course is by dissertation.**

Criterion 5 (ii)

A **teaching and learning strategy is in place** which:

• Is appropriate for the institutional type as reflected in its mission (programme types, research, teaching), mode of delivery (contact), student composition (youth, full-time, disadvantaged backgrounds), etc.

At Faculty level support provided in terms of the teaching and learning strategy is in line with the mission of the University. Workshops and seminars related to research methodology are provided on a regular basis. Each student is also allocated a supervisor who is a direct contact throughout the period of study. The student composition reflects a majority from a historically disadvantaged background, inclusive of a good representation of women. Most are practicing teachers in schools or education officials, with the majority registered on a part-time basis.

• Has mechanisms to ensure that teaching and learning methods are appropriate for the design and use of learning materials and instructional and learning technology.

As it is a qualification obtained by dissertation, the appropriate learning technology relates to electronic data-bases, supervision via contact sessions, as well as e-mails.

• Provides for staff development opportunities where staff can upgrade their teaching methods.

At Institutional level, the Dean of Research organizes supervision workshops. In addition, the Institution offers a module on supervision which is part of the Diploma in Higher Education and Training (DHET) qualification. This provides an opportunity for less experienced supervisors to obtain a qualification in supervision. At Faculty level supervisors also hold regular supervisors’ meetings to deliberate on issues pertaining to supervision. There is a mentorship programme to support less experienced supervisors.

• Contains targets, plans for implementation, ways of monitoring progress and evaluating impact, and mechanisms for feedback and improvement

Targets are set in terms of a work plan agreed to between the student and supervisor. Progress of students is monitored by supervisors, feedback given orally during face-to-face sessions between student and supervisor, or electronically via e-mails. Written records of each supervision session is kept and used in compiling a semester progress report to the Senate Higher Degrees Committee.

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| **Programme Details** | | | | | | |
| Title of all modules | Compulsory (C)/  Elective (E) | NQF level | Credits | No. Of contact hours | Mode of delivery | Module status: Removed/Added/ Modified/No change |
| M Ed by dissertation only | C | 9 | 180 | Full-time -40 contact hours  Part-time – 80 contact hours | Research and seminars | No change |
|  |  |  |  |  |  |  |
|  |  |  | Total: 180 |  |  |  |

2. **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.

1. The programme is consonant with the institution’s mission and goals and was approved by the appropriate institutional structures, including Senate/equivalent structure. Provision is made for the programme in the institution’s planning and resource allocation processes.

Approval of the programme was given by all internal structures culminating with approval by

Senate. Institutional planning and resource allocation make provision for the delivery of the

Programme. The Programme also appears on the University Programme Qualification Mix.

1. The programme corresponds to the national requirements (aligned to purpose of HEQSF qualifications)

The primary purpose of this Master’s Degree is to educate and train researchers who can contribute to the development of knowledge at an advanced level within their area of educational specialisation.

1. Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials 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.

Students are made aware of Exit Level 9 outcomes during workshops. This guides them into how they should pitch their work. Expected completion time for full time students: 2 years; and for part time students: 4 years

(iv)The design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth to serve its educational purposes.

This is covered during workshops and one-on-one supervision sessions. It is a Master’s by research only; and supervisors are allocated on the basis of disciplinary content knowledge.

1. The design offers students learning and career pathways with opportunities for articulation with other programmes within and across institutions, where possible

The Master’s in Education articulates towards a PhD by thesis within UFH, as well as at any other institution.

**3. 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) Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials 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.

See 2.iii above

8(iv) The design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes

See 2.iv above

**4.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**

Criterion 6 (i) The programme has appropriate policies and procedures in all modes of delivery for:

• Internal assessment of student learning achievements by academic staff responsible for teaching a course /module of the programme in a system that includes internal moderation.

The Institution has published a post-graduate student guide which outlines the policies and procedures for post-graduate students. This is in addition to those that are published in the University Prospectus.

The Faculty Research and Higher Degrees Committee assesses and approves all research proposals as part of internal quality control measures.

• External moderation of students’ learning achievements by appropriately qualified personnel. Moderators are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines.

Examination of the completed dissertation is done by two external examiners. The appointment of examiners is based on criteria determined by Senate. Examiners must be experienced in their field of study. Proof of supervision experience and publication must be provided. Examiners are guided by rules communicated to them by the UFH Examination Section.

• Monitoring student progress in the course of the programme.

Student progress is monitored at faculty level by regular reports to the Faculty Research and Higher Degrees Committee (FRHDC); and at institutional level by the Senate Higher Degrees Committee (SHDC) in semester 1 and semester 2.

• Ensuring the validity and reliability of assessment practices.

Validity and reliability are ensured by subjecting assessment reports to FRHDC and SHDC; and by using experienced and knowledgeable national examiners. In the case of a dispute between two examiners regarding the outcome of the examination of the dissertation, a third national examiner is appointed as an arbiter.

• Secure and reliable recording of assessment results.

All examination reports are received and distributed by the Examination Department. The supervisor and the candidate review all examiners’ reports and recommendations, and where appropriate makes corrections designed to improve the final dissertation. Evidence of corrections are consolidated and presented at the Senate Higher Degrees for approval.

• Settling of student disputes regarding assessment results.

Rules of re-assessment guide disputes regarding assessment results. In the case of dispute between external examiners, a third examiner is appointed as an arbiter.

• Ensuring security of the assessment system, especially with regard to plagiarism & other misdemeanours.

The University of Fort Hare recently acquitted Turnitin software to assist in plagiarism cases.

• Development of staff competence

Staff competence in research is developed through on-going staff workshops. These workshops are run within the faculty and at institutional level by the Dean of Research.

Criterion 13. (i)Assessment is an integral part of the teaching and learning process and is systematically and purposefully used to generate data for grading, ranking, selecting and predicting, and for providing timely feedback to inform teaching and learning and to improve the curriculum.

Each student is allocated a supervisor who reviews student’s drafts as and when they are ready, offering guidance to improve the draft. This process is done until the student submits a final examined dissertation is produced.

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| **Programme assessment approach (e.g. case-based assessment approach)** | | |
| By dissertation | | |
| **Exit level outcomes** | | |
| Level 9:   1. Contributes to the development of knowledge at an advanced level 2. Prepares students for advanced and specialised professional employment 3. Involves a high level of theoretical engagement and intellectual independence 4. Dealing with complex issues, both systematically and creatively, making sound judgments, using data and information 5. Communicate research outcomes clearly to specialists and non-specialists in the area of specialisation or discipline 6. Demonstrates self-directed; and originality in problem-solving 7. Acts autonomously in planning and implementing tasks at a professional level 8. Continues to advance knowledge, understanding and skills | | |
| **Year level** | **Assessment purpose** | **Assessment methods** |
| Two years full time  Four years part time | To meet exit level outcomes | X 2 National Examiners for dissertation |

5. **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. (should refer to the table above)**

Criterion 1 (vi) Modules and/or courses in the programme are coherently planned with regard to content, level, credits, purpose, outcomes, rules of combination, relative weight and delivery.

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| --- | --- | --- | --- |
| **Types of learning activities** | | **Hours** | **% time** |
| Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, Syndicate groups) | | 40 | 2% |
| IL (Practical experiential learning, simulated learning, laboratory work , practicals etc excluding workplace-based learning) | | N/A |  |
| WIL (Workplace-based learning only) **\*** | | N/A |  |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | | 1750 | 97% |
| Assessment | | 10 | 1% |
| Other (specify) | |  |  |
| **Total** | | 1800 | 100% |
|  | If you selected "Other" as a type of learning activity please give a detailed explanation below: | | |

**ONLY ANSWER IF APPLICABLE:**

6. **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) Programme outcomes meet national/regional labour market, knowledge or other socio-cultural needs. The requirements of professional bodies are taken into consideration, where applicable. Relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, are involved in the development of the programme.

N/A

**7. Provide details of how Recognition of Prior Learning (RPL) will be applied to this programme**

Criteria 6 i, 13 v.

13 (v) RPL is done in an effective, reliable and consistent manner.

The University has an RPL policy which recognizes previous experience in research.

**8. \*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)

1 (ix) The characteristics and needs of professional and vocational education are catered for in the design of the programme, where applicable. This includes the following, in addition to (i) – (vii) above:

• The programme promotes the students’ understanding of the occupation for which they are being trained.

• Students master techniques and skills required for a specific profession or occupation.

• Work-based learning and placement in a work-based environment form an integral part of the curriculum.

N/A