

HEQSF Category B Alignment



**Master of Arts**

**MA**

**Section 3**

Describe how the curriculum of this programme has been redesigned so that it aligns with the HEQSF, specifically in relation to:

**The Programme Title: Master of Arts (Various major fields in the institution offer the programme by Dissertation only. However, it also makes a provision for coursework and Mini-dissertation)**

**NQF Level 9**

The programme comprises both Masters by research only and Masters by coursework and mini dissertation.

The African Linguistics and Literature option and that of English Linguistics and Literature have both research only and coursework and mini dissertation while Afrikaans and History offer the research only option.

All of them having the total number of 180 credits each by the end of the programme.

**Intended Purpose:**

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| * **Master of Arts**   The MA programme is designed to enable graduates to become specialists in the specific areas of their choice in the Arts. It seeks to deepen and enhance their knowledge and capacitate them in research activities in the Arts discipline and give them demonstrable practical and leadership skills once out in the field. It is also envisaged that this MA Programme should enable graduates to be actively engaged in the effort to record, maintain and promote the rich South African cultural heritage as well as meet the need to develop further and promote its indigenous languages. The MA graduates with training in the Arts discipline will enjoy enhanced opportunities for employment across a wide range of fields.  The MA programme will additionally contribute to the national educational objectives regarding the up-grading of teaching at the primary and secondary school levels. Other specific objectives include :To cater for the instructional demand for an integrated programme which incorporates all the major disciplines in the arts; to keep abreast of the developments in methodologies, theories and documentary advancements in the arts; to prepare the postgraduates for work in different types of situations and sectors in the arts; to build a cadre of specialists proficient in the analysis and description of the major concepts in the arts disciplines; to streamline and elevate the arts curricula to internationally accredited standards; to expand and intensify critical and analytical skills of the students through course work, seminars and research projects. |

**Exit Level Outcomes: (of Programme)**

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| Students who successfully graduate from the Masters programme will demonstrate an ability: 1. To develop appropriate skills of engaging with and critique current research or practice, as well as advanced scholarship in a particular field or discipline related to the Arts. 2. To access, process and manage information in order to conduct a comprehensive review of leading and current research in a field of specialisation related to the Arts. 3. To assess and evaluate current processes of knowledge production and choose an appropriate process of enquiry. 4. To use academic resources to communicate and defend substantial ideas that are a product of research. 5. To show sensitivity to the multi-cultural and multi-lingual nature of South African society. 6. To identify, analyse, formulate, using critical and creative thinking skills for solving problems related to individuals, groups, families, and people with special needs within communities as well as work place. 7. To take responsibility for one’s work, decision-making and use of resources, and fully accountable for one’s decisions and actions of others where appropriate.  Specific Outcomes:  Having completed the MA, learners should demonstrate:   * Competent understanding of research models and strategies * Skills and competence in the design and implementation of research * Empirical work judged to constitute a substantial contribution to knowledge. * Evidence of originality as demonstrated by the discovery of new facts by the exercise of independent critical judgements * Being well versed in the theory and practice of the arts * Being skilled at using the arts as subject of inquiry. * Seeing the arts broadly and understanding the role of the arts in our society. * The ability to use the arts to create, become more expressive, and perceive the self as a creative person. * The ability to use the arts to teach, motivate, and assess people with diverse backgrounds and needs * The ability to understand the role of the Arts disciplines in the development of a new South Africa and how these can help the society to be more humane and productive. * Understanding how the arts can be used to empower the disenfranchised, address diversity, and contribute to the process of healing the nation. * The ability to become leaders and advocates of the arts within schools and communities. |

**Assessment Criteria:**

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| The assessment of the learners' performance is both summative and formative for the course-work Masters programme. Continuous evaluation of course work contributes 50% toward the final mark.  Continuous evaluation of course work for the Masters programme is based on the following:   Written seminars   Class presentation of seminar papers   Peer evaluation and self-evaluation of performance  Participation in class discussion and attendance.  Written examination and a mini-dissertation form part of the final assessment for the course-work Masters programme.  The assessment of the Research Masters programme is on the basis of a detailed research proposal that demonstrates the student's command of the theoretical and empirical literature related to the topic, makes a clear statement of the theoretical and methodological approach to be undertaken and include a draft outline and work-plan. The work-plan includes the research instruments to be employed. The supervisor and student are expected to submit 6 monthly progress reports to the Higher Degrees Committee. The final assessment of the student's performance is based on the research dissertation (with at least 40 000 words for a Masters degree), which makes a distinct contribution to the knowledge of the subject and demonstrates familiarity of the student with research methodology. The thesis is examined/ evaluated by one internal examiner, (the supervisor) and two external examiners. |

1. **Complete the table below indicating the specific amendments to the design of the learning programme. Indicate whether a module of the programme 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).**

*PROGRAMME DESIGN*

**Research Masters programme (A student is required to choose only one major field of study for a full dissertation)**

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| **Major Field of Study** | **Module Code** | **Existing Programme/ Module** | **Amended Programme/ Module** | **Compulsory** | **Elective** | **Credits** | **Added/Removed/Modified/Unchanged** |
| **AFRICAN LITERATURE** By Dissertation. IsiXhosa/Sesotho Endorsement. | MDD – 5001 | Drama |  | YES | NO | 180 | Unchanged |
| MDP – 5002 | Poetry |  | YES | NO | 180 | Unchanged |
| MDN – 5003 | Novel |  | YES | NO | 180 | Unchanged |
| MDE – 5004 | Essay |  | YES | NO | 180 | Unchanged |
| MDS – 5005 | Short Stories |  | YES | NO | 180 | Unchanged |
| MTD – 5006 | Traditional Literature |  | YES | NO | 180 | Unchanged |
| MDA – 5007 | Works of a Particular Author |  | YES | NO | 180 | Unchanged |
| MDM 5008 | Mixed Genres |  | YES | NO | 180 | Unchanged | |

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| **Course-Work Masters programme (A student is required to choose only one major field of study for course modules and a Mini-Dissertation)** | | | | | | | |
| **Major Field of Study** | **Module Code** | **Existing Programme/Module** | **Amended Programme/Module** | **Compulsory** | **Elective** | **Credits** | **Added/Removed/Modified/Unchanged** |
| **AFRICAN LINGUISTICS**  By Course- work; IsiXhosa/ Sesotho Endorsement |  |  |  |  |  |  |  |
| MDS 5001 | Sociolinguistics |  | YES | NO | 24 | Unchanged |
| MDL 5002 | Language Families of Africa |  | YES | NO | 24 | Unchanged |
| MDP 5003 | Phonetics and Phonology |  | YES | NO | 24 | Unchanged |
| MDM 5004 | Morphology |  | YES | NO | 24 | Unchanged |
| MSS 2006 | Syntax and Semantics |  | YES | NO | 24 | Unchanged |
| MDD 55MO | Dissertation |  | YES | NO | 60 | Unchanged |
| **ENGLISH LINGUISTICS**  By Course- work. | ELS 51M1 | Language Policies and World Englishes | (separate linguistics and lit., get more lit modules) | YES | NO | 24 | Modified |
| ELS 51M3 | Modern Critical Theory and Practice |  | YES | NO | 24 | Modified |
| ELS 54M1 | Research Methodology |  | NO | YES | 24 | Modified |
| ELS 52M2 | Studies in African Fiction |  | NO | YES | 24 | Modified |
| ELS 51M2 | Advanced Studies on Phonology and Syntax |  | YES | NO | 24 | Modified |
|  | ELS 5219 | South African Literature in English |  | YES | NO | 24 | Modified |
| ELS 55M0 | Mini Dissertation |  | YES | NO | 60 | Modified |
| ELS 53M2 | Studies in Semantics and Pragmatics |  | NO | YES | 24 | Modified |

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| **ENGLISH LITERATURE**  By Dissertation.  **AFRIKAANS LITERATURE**  By Dissertation**.**  **HISTORY**  By Dissertation. |
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1. **Discuss the overall assessment strategy and indicate the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes (Criteria 6 i, 13 i).**

Assessment is an integral part of the whole teaching and learning process where every aspects of this process is systematically and purposely used to generate data for assessment and grading. Enough space is created for timely feedback to inform teaching and learning and to improve the curriculum. Internal assessment of students by the academic staff responsible for teaching the module of the programme are also performed. Ensuring and keeping records of class attendance. Maintaining Internal and external moderators of test and examination scripts, continuous assessment of students learning achievement through test, assignments and presentations, ensure a secured assessment system especially with regards to plagiarism and other misdemeanours.

The programme applies case-based (use of case studies from books, journal articles and their experiences in the communities) assessment during presentations, in their assignments and in their research projects. Research projects are assessed internally and externally (2 external examiners) as prescribed by the Institution Policy.

The research topic should always demonstrate self-direction, originality, good planning and the ability to apply discipline-specific theories and methodology.

1. **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)**

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| **Type of learning activity** | **Hours** | **% of learning time** |
| Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, Syndicate groups) | 90 | 23.7 |
| WIL (Practical experiential learning, simulated learning, laboratory work , practical’s etc. excluding workplace-based learning) | 60 | 15.8 |
| WIL (Workplace-based learning only) \* | - |  |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | 180 | 47.4 |
| Assessment | 30 | 7.9 |
| Other (specify) Conference attendance and presentation and one journal publication | 20 | 5.3 |
| **Total** | 380 | 100% |

1. **Explain how the guidelines for the workplace-based learning component of the programme provide clarity on the roles and responsibilities of all involved parties and incorporate ethical and educational considerations. How is the information in the guidelines communicated to students?**
2. **Who takes responsibility for placement of students in appropriate work-based learning sites, and how does the responsible person organize the placements? Are the required formal agreements in place? (Provide appropriate detail.)**
3. **How is workplace-based learning monitored, supervised and assessed?**

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