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RESPONSE TO REVIEW COMMENTS:

DIPLOMA FINANCIAL INFORMATION SYSYTEMS.

The information below is the university’s direct response to the review comments raised by the CHE in relation to the submission of the **Diploma in Financial Information Systems** as part of the HEQSF review process.

**Query 1**

*The Institution stated that the programme changed from a National Higher Diploma in Financial information systems of 120 credits (section 1) to a Diploma of 360 credits (section 2). However, the SAQA ID 80183 provided is for a National Higher Certificate (240 credits). The question is whether this is a category B qualification or category C?*

**Response 1**

The department reviewed the curriculum in line with the new HEQSF requirements and made the relevant changes to the curriculum design as necessary to be compliant with the requirements of HEQSF. The SAQA ID was submitted in error. The correct ID is 80163

Prior to 2004, before the merger to form the university, the Technikons had a three year diploma (360 Credits). Subsequently, it was changed to a two year NHC (240 credits) programme and a one year Diploma (120). This structure provided an opportunity for undecided students to complete a generic qualification followed by a more focused final year. The Technikon accounting body at the time felt that an exit point after two years was desirable for students. It was, thus, decided to split the diploma to provide this opportunity. After the merger this structure remained. The programme is now being returned to its original (pre-merger) structure, through this application, to comply with the requirements of the HEQSF document dated January 2013

(Please refer to attachment for detailed curriculum)

The changes to the curriculum are mainly those of consolidation of two programmes and aligning the curriculum with the HEQSF. These changes do not result in a more than 50% change to the curriculum and the university submits that this is a category B change.

**Query 2**

*The institution needs to describe how the curriculum of this programme has been redesigned so that it aligns with the HEQSF, specifically in relation to the programme title, intended purpose, exit level outcomes and assessment criteria.*

**Response 2**

* + To be compliant with the requirements of the HEQSF the programme title has been changed to Diploma in Financial Information Systems and “National“has been dropped from the title.
  + The intended purpose of the qualification, learning outcomes, teaching and learning methods, exit level outcomes and assessment criteria have not fundamentally changed. They have, as expected, been modified and properly articulated, updated where necessary and properly documented so as to respond to and be aligned with the HEQSF as well as South African Institute of Professional Accountants (SAIPA), IIA (Institute of Internal Auditors), Chartered Institute of Management Accountants (CIMA) and South African Institute of Chartered Accountants(SAICA).
  + The purpose of the qualification can be summarized as follows:
* To produce graduates who have the requisite skills and who have a firm understanding of the underlying concepts in the field of accountancy and financial information systems capable of practising as Accountants, Auditors, Internal Auditors or Information Systems managers.
* The graduates should also be able to enter the next level of the education programme, leading to qualification as a Information Systems Auditor(ISA), Professional Accountant(SAIPA), Chartered Accountant CA (SA), Certified Internal Auditor (CIA) and Chartered Management Accountant(CIMA).
* Graduates will also be provided with sufficient depth of knowledge and skills that promote intellectual growth and lifelong learning that will lead to further studies in the various fields of accountancy and financial information systems.
  + The intended purpose of the qualification has also been embedded in the teaching philosophy of department which houses the qualification and is clearly documented and provided as part of the student study guide at all levels.
  + The purpose of this qualification is todevelop critical and independent thinkers and to equip the graduates with the necessary skills, knowledge base, theory and methodology of the field of accounting, confidence and independence to allow the graduate to adapt to any environment and scenario.
  + (Exit level outcomes)

The exit level outcomes for this qualification are as follows:

* The student understands the underlying principles which drive the application of the knowledge acquired
* The student is a critical thinker
* The student has a firm grasp of the English language especially in the context of accounting and business
* The student relies on teacher/lecturer only for guidance/direction
* The student places emphasis on understanding principles as opposed to repetition for learning
* The student understands the importance of being a lifelong learner
* The student is an efficient and smart worker
* The student is aware of the bigger picture and the broader relevance of their subject areas in the sphere of business, over and above understanding the finer details.
  + A Graduate of this qualification is expected to be capable of working as a Database Administrator, Accounting Information Systems Administrator, Information Systems Auditor, General Accountant, Internal Auditor and Financial Accountant. The graduate will also be competent enough to study further to become a Chartered Accountant (CA), Chartered Management Accountant (CIMA), Certified Internal Auditor or to pursue other post graduate studies in the field of financial information systems and accountancy.
* After completing this programme, our learners should have the competence to use appropriate financial principles, financial information systems principles, management principles, and auditing, communication and system skills.
* Perform information processing taking into account most recent changes and developments in auditing environment including the standards, and information technology.
* The learner should be competent enough to prepare tax returns and provide tax advice, prepare cost statements, financial statements, evaluate internal controls for weaknesses.
* The learner should be competent enough to effectively execute auditing tasks and management tasks in a business environment.
* The programme is intended to provide the learners with a broader understanding of the general principles of commercial law. Learners will be able upon completion of the programme be able to apply them efficiently.

The university has strict and documented policies and processes to ensure that the process of assessment, which is an integral part of the teaching and learning process, is compliant with the criteria detailed above. These polices have always been in place and the programme is fully compliant with these requirements. The programme is thus aligned to the HEQSF in this regard. The university policies ensure that all non-exit level papers are internally moderated and all exit level papers externally moderated. There are processes in place to monitor student performance and to implement remedial action where necessary. There are also clear policies for security, etc.

Assessment of the student progress is monitored consistently in the course of the programme through tests and assignments. The examination for all exit level courses is externally moderated and all other examinations are internally moderated as outlined above. The exit level outcomes of the programme are listed above.

**Query 3**

*In the programme design details the programme only offers NQF level 6 modules across all three year. There are no NQF level 5 credits.*

**Response 3**

* + The initial submission had errors regarding NQF levels. Refer to the updated document attached.

**Query 4**

*Although the HEQSF only prescribe minimum total credits of 120 at exit level, the institution needs to factor articulation and progression into consideration as student coming to this programme will be having an NSC which is at level 4.*

**Response 4**

* + The initial submission had errors regarding NQF levels. Refer to the updated document attached.

**Query 5**

*At least some modules at NQF level 5 should be available in year 1.*

**Response 5**

* + The initial submission had errors regarding NQF levels. Refer to the updated document attached.

**Query 6**

*The institution did not discuss the overall assessment strategy of the programme in a way that indicates constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes.*

**Response 6**

* The initial document submitted was submitted in error and did not clearly articulate the assessment strategies

There are various Programme Assessment strategies used to evaluate the effectiveness of teaching and learning. Some of the assessment strategies include Participative assessment, Assessing achievement of learning outcomes and Continuous Assessment.

Other assessment strategies include Formative assessment, Summative assessment, and balancing formative with summative assessment.

Tests, presentations, assignments, projects, case study methods and practical exercises in the case of information administration are used to evaluate the performance of the students. At the end of the year we promote those who have obtained the minimum pass percentage in accordance with faculty and institutional guidelines.

Assessment policies, procedures and practices match and support the programme purpose.

Students at different delivery sites write common tests, common exercises and common examinations (same day and at the same time). There are generally 2 common tests per semester or 4 common tests during the year. The question papers and memoranda are internally and externally moderated by the lecturers or experts. The final examinations and memos are also moderated, and a sample of the exam answer papers are moderated. At exit level, moderation is done by externally appointed examiners. The learner guides specify the minimum requirements for assessment and promotion.

The leaner guides mention summative assessment requirements that learners must satisfy for each course. Some core courses make use of formative assessment and requirements that need to be satisfied for these are also mentioned in the learner guides.

Final mark for each module is calculated by adding 40% of Semester marks and 60% of Examination marks.

**Query 7**

*The Assessment Purposes and Assessment Methods are the same from year 1 to year 3, which is not appropriate.*

**Response 7**

The initial document was submitted in error. Please find detailed below the correct assessment purpose and methods.

|  |  |  |
| --- | --- | --- |
| **Year level** | **Assessment purpose** | **Assessment methods** |
| Level I | * To assess whether the students have gained the requisite knowledge and understanding of basic and foundational concepts and principles in accountancy and in business in general. * The assessment is designed to inform the student and the assessor about the student’s readiness, based on the skills and competencies acquired, to proceed to the next level of study. | Internally moderated tests, projects, objective tests, assignments and internally moderated examinations. |
| Level II | * To assess whether the students have gained the requisite knowledge and understanding of basic and fundamental concepts and principles in accountancy and in business in general. * To assess whether the students have learned how to manage and organize their own learning and development activities in responsible manner. * The assessment is designed to inform the student and the assessor about the student’s readiness, based on the skills and competencies acquired, to proceed to the next level of study which is compromised mostly of NQF 6 level course. | Internally moderated tests, projects, objective tests, assignments, computerised assessments and projects presentations and internally moderated examinations. |
| Level III | * To assess whether the students have gained the requisite knowledge and understanding of basic and fundamental and pervasive concepts and principles in all four disciplines of accountancy and in business in general. * To assess whether the students have learned how to manage and organize their own learning and development activities in responsible manner. * To assess whether the students have developed a culture and ability to think critically and to be problem solvers. * To assess if the student has developed the requisite skills coupled with the skills they will learn at the next level of studies. * To assess whether the various programme outcomes as detailed in the earlier parts of this document and in the various student guides have been met. * To assess whether the students have learned how to manage and organize their own learning and development activities and whether they will be able to impart these skills and/or be able to use them to seek sustainable employment | Internally moderated tests, projects, objective tests, assignments, computerised assessments and projects presentations and externally moderated examinations. |

Walter Sisulu University (19)



HEQSF CATEGORY B ALIGNMENT QUESTIONS: DIPLOMA IN FINANCIAL INFORMATION SYSTEMS

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

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| --- | --- | --- | --- |
| **Sheet (S1/S2)** | **Column Title** | **Current Data** | **Correction** |
| S1/2 | Qualification title | National Diploma in Financial Information Systems | Diploma in Financial Information Systems |
| S1/2 | Qualification title abbreviation | ND FIS | Dip(Financial Information Systems) |
| S1/2 | NQF Exit Level | 6 | 6 |
| S1/2 | Minimum admission requirements | National Higher Certificate (NHC)or  its equivalent | National Senior Certificate (NSC) or  its equivalent, rating of 3 or more in 4  recognised subjects which include  English, Mathematics or Maths  Literacy, Accounting and Business  Studies or Economics |
| S1/2 | Qualification reference number | H19 | H19 |

**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, 5 ii).*

Programme Details: Dip Financial Information Systems previously National Diploma Financial Information Systems.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DIPLOMA IN FINANCIALINFORMATION SYSTEM (360 CREDITS)**  Note: All modules are compulsory and the mode of delivery is contact. | | | | | | | | |
| **LEVELS** | **MODULES** | **NQF LEVELS** | **CREDITS** | | **NUMBER OF NOTIONAL HOURS /WEEK (INCLUDING EXAMS)** | **NUMBER OF WEEKS (INCLUDING EXAMS)** | | **MODULE STATUS**  **(ADDED/MODIFIED/**  **UNCHANGED)** |
| **Semester I** | **Year one** | | | | | | | |
|  | Financial Accounting I Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Financial Information Systems I Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Commercial Law for Accountants I | 5 | 12 | | 8 | 15 | | Unchanged |
| Business Calculations | 5 | 12 | | 8 | 15 | | Unchanged |
| Communication I | 5 | 12 | | 8 | 15 | | Unchanged |
| **Semester II** |  |  |  | |  |  | |  |
|  | Financial Accounting I Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| Financial Information Systems I Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| Cost Accounting Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Entrepreneurial Skills I | 5 | 12 | | 8 | 15 | | Unchanged |
| Software Skills 1 Module I | 5 | 12 | | 8 | 15 | | Unchanged |
|  |  |  | **120** | |  |  | |  |
| **Semester I** | **Year two** | | | | | | | |
|  | Financial Accounting II Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Cost Accounting II Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Financial Information Systems II Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Auditing II Module I | 5 | 12 | | 8 | 15 | | Unchanged |
| Software Skills I Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| **Semester II** |  |  |  | |  |  | |  |
|  | Financial Information Systems II Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| Financial Accounting II Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| Cost Accounting II Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| Auditing Module II | 5 | 12 | | 8 | 15 | | Unchanged |
| Taxation I | 5 | 12 | | 8 | 15 | | Unchanged |
|  |  |  | **120** |  | |  |  | |
| **Semester I** | **Year three** | | | | | | | |
|  | Financial Accounting III Module I | 6 | 12 | 8 | | 15 | Unchanged | |
| Financial Information Systems III Module I | 6 | 12 | 8 | | 15 | Unchanged | |
| **\*Note 1** | 6 | 12 | 8 | | 15 | Unchanged | |
| Software Skills II Module I | 6 | 12 | 8 | | 15 | Unchanged | |
| Taxation II Module I | 6 | 12 | 8 | | 15 | Unchanged | |
| **Semester II** |  |  |  |  | |  |  | |
|  | Financial Accounting III Module II | 6 | 12 | 8 | | 15 | Unchanged | |
| Financial Information Systems III | 6 | 12 | 8 | | 15 | Unchanged | |
| **\*Note 1** | 6 | 12 | 8 | | 15 | Unchanged | |
| Software Skills II Module II | 6 | 12 | 8 | | 15 | Unchanged | |
| Taxation II Module II | 6 | 12 | 8 | | 15 | Unchanged | |
|  |  |  | **120** |  | |  |  | |

**\*Note 1**

**Management Accounting III and Internal Auditing III are electives.**

The student has an option to choose between the two options detailed above to complete the required 120 credits for the final academic year.

1. *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).*

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| The intended purpose of the qualification, learning outcomes, teaching and learning methods, exit level outcomes and assessment criteria have not fundamentally changed. They have, as expected, been modified and properly articulated, updated where necessary and properly documented so as to respond to and be aligned with the HEQSF.  The purpose of the qualification can be summarized as follows;   * To produce graduates who have the requisite skills and who have a firm understanding of the underlying concepts in the field of accountancy and financial information systems, who capable of implement and maintain accounting systems in compliance with basic principles, analyse cost management accounting and accounting systems in compliance with national and international principles, apply and use a variety of quantitative techniques, do advanced assessments of individual, company tax and value added tax and assess accounting systems and internal control systems. * Graduates will also be provided with sufficient depth of knowledge and skills that promote intellectual growth and lifelong learning that will lead to post graduate studies in the various fields of accountancy. * The curriculum of the programme has been designed to equip the students with the skills and aptitudes that are relevant to respond to the challenges that face the corporate world. * In terms of the exit level outcomes, the students should have a competency to use appropriate financial information systems and general accounting principles. The learner should be competent enough to effectively execute information system tasks in a business environment. * The qualifying person will be able to: implement and maintain accounting systems in compliance with basic principles, analyse cost management accounting and accounting systems in compliance with national and international principles, apply and use a variety of quantitative techniques, do advanced assessments of individual, company tax and value added tax and assess accounting systems and internal control systems.   The intended purpose of the qualification has also been embedded in the teaching philosophy of department which houses the qualification and is clearly documented and provided as part of the student study guide at all levels.  The purpose of this qualification is todevelop critical and independent thinkers and to equip the graduates with the necessary skills, knowledge base, theory and methodology of the field of accounting and financial information systems, confidence and independence to allow the graduate to adapt to any environment and scenario.  The targeted student profile at graduation is best described by the following phrases.   * The student understands the underlying principles which drive the application of the knowledge acquired * The student is a critical thinker * The student has a firm grasp of the English language especially in the context of business * The student relies on teacher/lecturer only for guidance/direction * The student places emphasis on understanding principles as opposed to repetition for learning * The student understands the importance of being a lifelong learner * The student is an efficient and smart worker * The student is aware of the bigger picture and the broader relevance of their subject areas in the sphere of business, over and above understanding the finer details. |

1. *Describe how the curriculum of this programme has been redesigned so that it aligns with the HEQSF, specifically in relation to the programme title (including the use of designators and/or qualifiers), intended purpose, exit level outcomes and assessment criteria for this programme (Criterion 1 iii, iv, 6 i, 13 i).*

|  |
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| * The programme title (Type and Designator) has however been changed to be in alignment with the HEQC. The change was from National Diploma Financial Information Systems to Diploma in Financial Information Systems. The programme title does not have a qualifier. The NQF level/exit level has remained unchanged at Level 6. * The programme maintains in its design the required balance between theoretical knowledge and the practical application of this knowledge and acquired skills. The programme is benchmarked against similar accredited and aligned programmes from similar comprehensive universities. * The programme has clear learning outcomes which are communicated to the students. The learning materials (prescribed textbooks etc.) and modes of delivery complement each other and are tailored specifically for the student profile that we service. The approach to teaching and learning is also informed by the above. This is also clearly communicated to the students in their learner guides. * The intended purpose of the qualification, learning outcomes, teaching and learning methods, exit level outcomes and assessment criteria have not fundamentally changed. They have, as expected, been properly articulated, updated where necessary and properly documented so as to respond to and be aligned with the HEQSF. * The university has strict and documented policies and processes to ensure that the process of assessment, which is an integral part of the teaching and learning process, is compliant with the criteria detailed above. These polices have always been in place and the programme is fully compliant with these requirements. The programme is thus aligned to the HEQSF in this regard. The university policies ensure that all papers are internally moderated and all exit level courses externally moderated. There are processing in place to monitor student performance and to implement remedial action where necessary. There are also clear policies for security, etc. * Assessment of the student progress is monitored consistently in the course of the programme through Tests and assignments. The examination for all exit level courses are externally moderated and all other examinations are internally moderated. The exit level outcomes of the programme are listed below. |

1. *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 (Criteria 6 i, 13 i).*

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| --- |
| **Programme assessment approach (e.g. case-based assessment approach)** |
| **Assessment Approach and Strategies**  There are various Programme Assessment strategies used to evaluate the effectiveness of teaching and learning. The assessment strategies include but not limited to, participative assessment, assessing achievement of learning outcomes and continuous Assessment.  Other assessment strategies includes, Formative assessment, Summative assessment and balancing formative with summative assessment.  Tests, presentations, assignments, projects, case study methods and practical exercises in the case of information administration are used to evaluate the performance of the students. At the end of the year those who have obtained the minimum pass percentage in accordance with faculty and institutional guidelines will be promoted.  Assessment policies, procedures and practices match and support the programme purpose.  Students at different delivery sites write common tests, common exercises and common examinations (same day and at the same time). There are two per semester or four common tests during the year. The question papers and memos are internally and externally moderated by the lecturers or by experts. The final examinations and memos are also moderated, and a sample of the exam answer papers are moderated. At exit level, moderation is by externally appointed examiners. The learner guides specify the minimum requirements for assessment and promotion.  The leaner guides mention summative assessment requirements that the learner has to satisfy for each course. Some core courses make use of formative assessment and requirements that need to be satisfied for these are also mentioned in the learner guides.  Progression to the next level of study is based on continuous assessment which is comprised of a year mark of 40% and a final summative exam of 60%. A student is required to score a weighted average of 50% for the relevant course to proceed to the next year study. |
| **Exit level outcomes** |
| The qualifying learner should be able to;  1. Prepare and interpret financial statements of companies and groups of companies in accordance with GAAP, including the valuation of interests represented by these statements;  2. Record the accounting implications of changes within company structure and investments;  3. Analyse, design and implement a software system as a member of a team;  4. Understand the components, steps, functions and techniques of project management;  5. Apply the principles of technologies needed to implement software systems in a database environment;  6. Audit manual and computerised business cycles;  7. Determine and apply various techniques whereby timeous and accurate information could be made available for decision-making and control and  8. Determine the tax liability of individuals, assist in determining the tax liability of other legal entities and prepare submissions to the South African Revenue Services.  Furthermore, after completing this programme, our learners should have the competence to:   * Take decisions and accept responsibility * Communicate effectively, using models, graphic and language skills * Work effectively as member of a team * Collect, organise and critically evaluate information in order to assess the situation correctly * Demonstrate an understanding that the problem-solving contexts do not exist in isolation and therefore require a look at any system as a whole. |

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| **Year level** | **Assessment purpose** | **Assessment methods** |
| Level I | * To assess whether the students have gained the requisite knowledge and understanding of basic and foundational concepts and principles in accountancy and in business in general. * The assessment is designed to inform the student and the assessor about the student’s readiness, based on the skills and competencies acquired, to proceed to the next level of study. | Internally moderated tests, projects, objective tests, assignments and internally moderated examinations. |
| Level II | * To assess whether the students have gained the requisite knowledge and understanding of basic and fundamental concepts and principles in accountancy and in business in general. * To assess whether the students have learned how to manage and organize their own learning and development activities in responsible manner. * The assessment is designed to inform the student and the assessor about the student’s readiness, based on the skills and competencies acquired, to proceed to the next level of study which is compromised mostly of NQF 6 level course. | Internally moderated tests, projects, objective tests, assignments, computerised assessments and projects presentations and internally moderated examinations. |
| Level III | * To assess whether the students have gained the requisite knowledge and understanding of basic and fundamental and pervasive concepts and principles in all four disciplines of accountancy and in business in general. * To assess whether the students have learned how to manage and organize their own learning and development activities in responsible manner. * To assess whether the students have developed a culture and ability to think critically and to be problem solvers. * To assess if the student has developed the requisite skills coupled with the skills they will learn at the next level of studies. * To assess whether the various programme outcomes as detailed in the earlier parts of this document and in the various student guides have been met. * To assess whether the students have learned how to manage and organize their own learning and development activities and whether they will be able to impart these skills and/or be able to use them to seek sustainable employment. | Internally moderated tests, projects, objective tests, assignments, computerised assessments and projects presentations and externally moderated examinations. |

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)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of learning activities** | | **Hours** | **% Learning time** |
| Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, Syndicate groups) (**Based on a 13 lecture week semester**) | | 1560 | 43% |
| WIL (Practical experiential learning, simulated learning, laboratory work , practicals etc excluding workplace-based learning) | | 240 | 7% |
| WIL (Workplace-based learning only) **\*** | | Not applicable | 0% |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | | 1500 | 42% |
| Assessment | | 300 | 8% |
| **Total: (Based on a 15 Week semester)** | | 3600 | 100% |
|  | **If you selected "Other" as a type of learning activity please give a detailed explanation below:** | | |

**ONLY ANSWER IF APPLICABLE:**

1. *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).*

|  |
| --- |
| This programme is not officially affiliated to any professional body but the curriculum is set based on the expected norms of the following professional bodies:  IIA (Institute of Internal Auditors)  Certified Professional Environment Auditor (CEPA)  Certified Government Auditing Professional (CGAP)  Certified Process Safety Auditor (CPSA)  South African Institute of Professional Accountant (SAIPA) |

1. *Provide details of how Recognition of Prior Learning (RPL) will be applied to this programme (Criteria 6 i, 13 v).*

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| --- |
| **RPL(Recognition of prior learning)**  *The programme redesign did not warrant any change to the universities RPL policy* which is very comprehensive and addresses all the relevant issues surrounding the recognition of prior learning.  RPL may be used to demonstrate competence for admission to this programme. This qualification may be achieved in part through recognition of prior learning processes. Credits achieved by RPL must not exceed 50% of the total credits and must not include credits at the exit level. Learners who already work in the commerce and industry who believe they possess competencies to enable them to meet some or all of the learning outcomes listed in the qualification will be able to present themselves for assessment against those of their choice. The provision that the qualification may be obtained through the recognition of prior learning facilitates access to an education, training and career path in commerce and industry that accelerates the redress of past unfair discrimination in education, training and employment opportunities.  Evidence of prior learning must be assessed through formal RPL processes through Institutions’ approved methods. Any other evidence of prior learning should be assessed through formal RPL processes to recognize achievement thereof.  Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment and will be required to submit a Portfolio of Evidence (PoE) in the prescribed format to be assessed for formal recognition. |

1. ***\*****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)*

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| --- |
| N/A |