1. **PROGRAMME DESIGN**

**2.1**

**Accreditation criterion 1**

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| **Instructions:**   * Interrogate each statement, consider all relevant data available and rate whether the programme:   + meets minimum standards   + needs improvement   + does not meet the minimum standards. * Justify the ratings in a concise, analytical and reflective summary. * Where the programme needs improvement, indicate what actionable improvements will be taken by the institution within specified timeframes to ensure that the programme meets minimum requirements. * Compile supporting evidence to substantiate the institution’s response and list it systematically in the space provided. The actual supporting evidence should be uploaded on the HEQC Online system at the time of submission and should correspond to the list of evidence below. |

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| **STATEMENT** | **Meets minimum standards** | **Needs improvement** | **Does not meet the minimum standards** | **Comment** |
| The purpose and rationale of the programme is clear and aligned to the exit level outcomes of the programme. |  |  |  |  |
| The module outcomes are aligned to the exit level outcomes of the programme. |  |  |  |  |
| The competences that will be developed in the programme are aligned with the appropriate NQF level of the programme (Min. requirement ii & iii) |  |  |  |  |
| The design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills for the nature of the programme (Min. requirement iv). |  |  |  |  |
| The programme has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes and to articulate with other programmes (Min. requirement iv). |  |  |  |  |
| The articulation and progression possibilities of this programme are clearly indicated – internal and external to this programme (Min. requirement v). |  |  |  |  |
| The modules are coherently planned with regard to the content, NQF level, credits, purpose, outcomes, rules of combination and mode of delivery (Min. requirement vi). |  |  |  |  |
| The rules of combination for the constituent modules as well as the progression rules form one year to the next are clearly explained and correct (Min. requirement vi). |  |  |  |  |
| There is a policy and/or procedures for developing and evaluating learning materials and ensuring their alignment with the programme goals and underpinning philosophy. Where necessary, members of the academic staff are trained to develop learning materials (Min. requirement vii). |  |  |  |  |
| The characteristics and needs of professional and vocational education are catered for in the design of the programme, where applicable. This includes:   1. The programme promotes the students’ understanding of the specific occupation for which they are being trained. 2. Students master techniques and skills required for a specific profession or occupation. 3. Work-based learning and placement in a work-based environment form an integral part of the curriculum, where possible (Min. requirement ix). |  |  |  |  |

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| **OVERALL RATING**  **(Consider the individual ratings above and provide an overall rating)** | **Meets minimum standards** | **Needs improvement** | **Does not meet the minimum standards** | **Comment** |
| Programme Design |  |  |  |  |

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| **JUSTIFY THE RATINGS (in a concise, analytical and reflective summary)** |
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| **ACTIONABLE IMPROVEMENTS (within specified timeframes to ensure that programme meets minimum requirements)** |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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**2.2**

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| **Instructions:**   * Respond to each statement in the space provided. * Attach supporting evidence to substantiate the institution’s response where necessary. |

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| **STATEMENT** |
| Tabulate the programme structure at the point of accreditation and as it is offered in 2019. |
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| **STATEMENT** |
| Provide a critique on the key changes made from when the programme was initially accredited by the CHE or aligned and deemed accredited through the HEQSF alignment process and the adequacy and effectiveness of the current programme design. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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| **STATEMENT** |
| Reflect upon the design of the programme in the current accreditation cycle.  Provide a critique on the adequacy and effectiveness of the current programme design and its constituent parts (modules/courses/subjects) in relation to the exit-level outcomes of the programme and the target graduate attributes of the programme.   * Include a list of the constituent parts, i.e. modules/courses/subjects   Provide a critique on the design of the programme in relation to the facilitation of teaching and learning and promotion of student success in the current accreditation cycle.  Comment on any proposed changes to make to the programme design or modules during the next three years and explain the need for the changes. Explain the mechanisms and procedures to bring about these changes (e.g. policy adjustments) including arrangements for the approval thereof and a proposed timeframe for doing so. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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