

**APPLICATION FOR RE-ACCREDITATION**

**AS A PRIVATE HIGHER EDUCATION PROVIDER**

**2013**

**BACKGROUND TO THE RE-ACCREDITATION PROCESS**

**Please note:** All applications for re-accreditation 2013 must be submitted via the HEQC-online accreditation system. No hard-copy submissions will be accepted by the HEQC. This offline copy of the re-accreditation form is available only to allow institutions to collect and prepare documentation necessary for this evaluation. The online version of the Re-accreditation Application Form 2013 will be available via the HEQC-online accreditation system. To access the online form, please ensure that you have registered for a username and password via the HEQC-online accreditation system (<http://heqc-online.che.ac.za/>).

The HEQC is responsible for the accreditation of higher education institutions as education and training providers and for the accreditation of higher education learning programmes by virtue of the provisions of the Higher Education Act 101 of 1997[[1]](#footnote-1) and the South African Qualifications Authority Act, 1995. In terms of the *Framework for Programme Accreditation* (CHE, November 2004), provision is made for the re-accreditation of existing institutions and programmes.

Twelve months before the end of each accreditation cycle, institutions are required to apply for re-accreditation. In order to enable the Registrar of Private Higher Education Institutions to evaluate the re-accreditation review reports, the HEQC is required to submit the necessary re-accreditation reports to the Registrar six months prior to the end of the cycle.

The HEQC has developed a set of programme accreditation criteria which specify minimum standards for academic programmes.[[2]](#footnote-2) The criteria take into account national policies and regulatory frameworks, the institutional quality landscape and international trends with respect to quality and standards in higher education.

The HEQC’s programme accreditation criteria serve as quality indicators for institutions undertaking self-evaluations in preparation for re-accreditation of existing programmes.

The following principles guide the HEQC’s programme accreditation model:

* Academic programmes in the higher education system should be of acceptable quality. Only those programmes which satisfy at least minimum quality requirements will be allowed to enter and remain in the higher education system.
* The primary responsibility for programme quality rests with higher education institutions themselves. Institutions should seek to establish and sustain effective mechanisms that facilitate programme quality and yield reliable information for internal programme-related planning and self-evaluation, external evaluation, and public reporting.
* The HEQC’s responsibility is to establish a value-adding external system of programme accreditation that can validate institutional information about the effectiveness of arrangements for ensuring the quality of academic programmes.
* To ensure credible and consistent programme evaluations, the HEQC uses a system of peer and expert review.

**THE RE-ACCREDITATION APPLICATION FORM**

This re-accreditation application form aims to enable institutions to demonstrate that they meet all of the accreditation criteria. It is designed in such a way that new information submitted may augment, and be read in the light of, information submitted by the institution during the process of accreditation. Particular emphasis is placed on developments within the institution, in terms of policy, procedures and practice, since the submission of the application for accreditation. Thus, for example, policy and procedural documentation needs to be submitted only if it has been drafted and approved, or significantly amended, since the date of submission of the application for accreditation.

In the initial programme accreditation process, the emphasis was on the extent to which the proposed programme would satisfy the minimum standards pertaining to *Input Criteria* (programme design; student recruitment, admission and selection; staffing; teaching and learning strategy; student assessment policies and procedures; infrastructure and library resources; programme administrative services; postgraduate policies, regulations and procedures).[[3]](#footnote-3)

While these Input Criteria form part of the present re-accreditation exercise, particular emphasis will be placed on:

* *Process Criteria* (programme coordination; academic development for student success; teaching and learning interactions; student assessment practices; coordination of work-based learning; delivery of postgraduate programmes).[[4]](#footnote-4)
* *Output and Impact Criteria* (student retention and throughput rates; programme impact).[[5]](#footnote-5)
* *Review* (all of the above programme areas).[[6]](#footnote-6)

The form provides the format in which applications for re-accreditation should be submitted. It has two sections:

**Section 1:** Institutional information.

**Section 2:** Programme information.

**Institutions should note that judgments in the evaluation of re-accreditation applications will be based on the evidence provided. Institutions are asked to ensure that the narrative provided is evidence-based and that relevant supporting documentation is included.**

**SECTION 1: INSTITUTIONAL INFORMATION**

**Please ensure that you update the Institutional Profile for your institution.**

**SECTION 2: PROGRAMME INFORMATION**

**Complete a copy of Section 2 for each programme**

**2.1 Programme name, level, SAQA credits and registration**

|  |  |
| --- | --- |
| Programme name |  |
| NQF level |  |
| Number of SAQA credits |  |
| Minimum duration (years) for completion – Full Time |  |
| Minimum duration (years) for completion – Part Time |  |
| Is the qualification registered by SAQA on the NQF? |  |
| If Yes, SAQA Registration Number |  |
| If Yes, date of registration |  |
| If Application in process, date of registration |  |
| Please indicate all delivery sites for the proposed programme |  |

**2.2 Programme details**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Site(s) of delivery | Headcount enrolment | Number of diplomats/ graduates |
| 2007 |  |  |  |
| 2008 |  |  |  |
| 2009 |  |  |  |
| 2010 |  |  |  |
| 2011 |  |  |  |
| 2012 |  |  |  |

**2.3 Details of the person who will be the primary contact during the accreditation process.**

|  |  |
| --- | --- |
| Surname |  |
| Name |  |
| Title |  |
| Designation |  |
| Postal address |  |
| Physical address |  |
| Fax no. |  |
| Telephone no. |  |
| E-mail address |  |

**2.4 The programme and its context**

**2.4.1 Describe how the programme aligns with the mission and goals of the institution.**

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**2.4.2 Describe how the programme fits with national, regional and local priorities.**

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| --- |
|  |

**2.4.3 Is the programme offered through distance education?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**2.4.3.1 If Yes, Is the programme accredited for delivery by distance education?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**2.4.3.2 What is the rationale for delivery through distance education to the intended target learners?**

|  |
| --- |
|  |

**2.4.4 What is the organizational structure in which the programme is designed, managed, delivered and administered? Provide this information in narrative form or in the form of an organogram.**

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**2.4.5 Describe how the institution’s planning, approval, and quality assurance processes ensure the continuing viability of the programme.**

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**2.4.6 Describe how the institution’s resource allocation ensures the continuing viability of the programme. Provide this information in narrative form or/and in the form of a table that details the allocation of resources to the programme.**

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**2.5 Programme coordination**

**2.5.1 Details of the programme coordinator/manager (if there is more than one site of delivery, provide details for each site).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Site name | Name | Title | Designation | Highest qualification | Number of years in programme | Number of years as programme coordinator |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**2.5.2 Describe the role of the programme coordinator and indicate how it is integrated within the institutional system of academic and administrative management.**

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|  |

**2.5.3 Describe the role played by the programme coordinator in providing intellectual leadership of the programme and in ensuring its academic coherence, professional integrity, effective delivery and the quality assurance of delivery of the programme.**

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**2.5.4 What provision is made for lecturer/tutor input and participation in relevant aspects of programme coordination?**

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| --- |
|  |

**2.5.5 What provision is made for student input and participation in relevant aspects of programme coordination?**

|  |
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|  |

**2.6 Work-based learning**

**Complete section 2.6 if the programme requires work-based learning as a fundamental requirement for the completion of the qualification.**

**Does this programme require work-based learning as a fundamental requirement for the completion of the qualification?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**2.6.1 If Yes, Is the work-based learning component credit-bearing?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**If Yes, How many SAQA credits are allocated to work-base learning?**

|  |
| --- |
|  |

**2.6.2 Does the work-based learning component of the programme require formal agreements between the work-place, the student and provider?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**If Yes, Are the required formal agreements in place? (Provide appropriate detail.)**

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**2.6.3 Please describe how all parties (institution, student, workplace managers, workplace mentors) are informed about guidelines on roles and responsibilities relating to ethical and educational considerations.**

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**2.6.4 Please provide details of work-based learning environments and how they relate to the purpose of the programme.**

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**2.6.5 Who takes responsibility for placement of students in appropriate work-based learning sites, and how does the responsible person organize the placements?**

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**2.6.6 Are the academic and administrative staff engaged in the programme suitably informed about and engaged in the work-based learning component to ensure that the academic, administrative and work-based learning components of the programme are well coordinated, monitored and assessed? If Yes, please provide details.**

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**2.6.7 Do the coordination, infrastructure and mentoring systems associated with work-based learning promote occupational development and professionalism? If Yes, please provide details.**

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**2.6.8 How is work-based learning assessed?**

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**2.7 Programme design**

**2.7.1 Programme design details**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of course/ unit | Core (C)/  Elective (E)  unit | NQF level | SAQA credits | No. of contact hours | No. of notional hours of study |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**2.7.2 How is the programme design aligned with the prescribed level and purpose of the qualification?**

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**2.7.3 In the case of professional programmes, how does the programme design articulate with the professional/occupational purpose of the qualification?**

**(In the case of a professional qualification include as an Annexure a letter from the professional council regarding the approval of the programme.)**

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**2.7.4 In the case of programmes that include elective units, describe any rules of combination that govern students’ choices of elective units. Include details of how the rules of combination are communicated to students.**

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**2.7.5 How does the programme make provision for learner support and for the learning needs of the target student intake?**

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**2.8. Student recruitment, admission and selection**

**2.8.1 Describe the admission and selection criteria for the programme.**

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**2.8.2 Describe the procedures in place to ensure that admission and selection criteria are clearly documented and communicated to applicants.**

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**2.8.3 Describe the procedures in place to ensure that recruitment, admission and selection of students take into account the institution’s equity plan. Include appropriate details.**

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**2.8.4 What measures are taken to ensure that the number of students selected for the programme is compatible with the learning outcomes of the programme, the infrastructure available for its delivery, its capacity to provide sound professional preparation in the area of specialization, and the needs of the target market for qualifying students?**

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**2.8.5  Does the programme make provision for admission via RPL?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**If Yes, How many students have been admitted via RPL?**

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| --- |
|  |

**What criteria have been applied to RPL admissions?**

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| --- |
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**2.8.6 Does the programme make provision for advanced credit, via RPL, for courses/units in the programme?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**If Yes,**

|  |  |
| --- | --- |
| How many students have been granted advanced credit? |  |
| What is the limit for advanced credit as a percentage of the total programme credit value? |  |
| What criteria have been applied to the granting of advanced credit? |  |

**2.9 Staffing**

**2.9.1 Academic staff teaching the programme**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | Designation | Full-time (F)/ part-time (P) | Date of first appointment at the institution | Qualifications | Number of years of teaching the programme | Courses/ units taught |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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**2.9.2 What procedures are in place to ensure that academic staffs, both full-time and part-time, are provided with sufficient time and opportunity for the development of curriculum, course/unit design, learning materials, assessment, and the necessary learner support?**

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**2.9.3  Provide details of academic staff workload allocations, together with details of staff development activities conducted during the last three years.**

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**2.9.4 Administrative and support staff involved in the programme**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Designation | Full-time (F)/ part-time (P) | Qualifications | Number of years involved in the programme | Function(s) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**2.9.5 What procedures are in place to ensure that administrative and support staff, both full-time and part-time, are provided with sufficient time and opportunity for the development of skills necessary for the effective support of the programme?**

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**2.9.6 Provide details of the administrative/support staff workload allocations, together with details of staff development activities conducted during the last three years.**

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**2.10 Teaching and learning**

**2.10.1 Types of learning activities in the programme, and number of hours a student is expected to devote to each type. (Refer to the table provided in 2.7.1 “Programme design details”.)**

|  |  |  |
| --- | --- | --- |
| Type of learning activity | Hours | % of learning time |
| Lectures (face-to-face contact with limited interaction, or technologically-mediated) |  |  |
| Tutorials or seminars (in groups of 30 or less) |  |  |
| One-on-one consultation (lecturer and student) |  |  |
| Practical academic sessions (e.g. laboratory or specialized work-venue sessions) |  |  |
| Practical work-based experience (e.g. required work-based learning) |  |  |
| Individual self-study of specially prepared and prescribed course materials |  |  |
| Independent self-study (e.g. recommended books, journal articles, multi-media, websites) |  |  |
| Assessment (assignments, tests, projects, tasks, examinations) |  |  |

**2.10.2 What provision is made to ensure that all academic staff, both full-time and part-time, are familiar with the teaching and learning policy of the institution, and are able to apply the policy appropriately and in a manner consonant with the programme design, outcomes, mode(s) of delivery, learning materials, assessment criteria, and student profile?**

|  |
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**2.10.3 What systems, structures and procedures are in place to ensure that members of the academic staff participate in and contribute to curriculum development and the revision of learning materials?**

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|  |

**2.10.4 What procedures are in place for monitoring, evaluating and improving teaching and learning?**

|  |
| --- |
|  |

**2.10.5 How does the programme take into account the need to include a focus on HIV/AIDS?**

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| --- |
|  |

**2.10.6 What mechanisms exist for identifying and supporting weak or “at-risk” students?**

|  |
| --- |
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**2.11 Post-Graduate programmes**

**Complete section 2.11 if this is a post-graduate programme**

**Is this a post-graduate programme?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**2.11.1 If Yes, Does the institution have a policy for promoting research?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**If Yes, Please ensure that the institution's policy on research has been attached in the Institutional Profile section.**

**If No, what steps have been taken over the last three years to develop research capacity and increase research output by members of the academic staff?**

|  |
| --- |
|  |

**2.11.2 Budget allocations for research**

|  |  |  |
| --- | --- | --- |
| Year | Budget allocation | Specify the research project(s) / activities |
| 2007 |  |  |
| 2008 |  |  |
| 2009 |  |  |
| 2010 |  |  |
| 2011 |  |  |
| 2012 |  |  |

**2.11.3 Details of the research experience and output of academic staff members involved in the teaching and/or supervision of post-graduate programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of staff member | Period covered (e.g. 2008-2011) | Accredited articles or peer-reviewed books published | Conference papers | Research projects (indicate scale of contribution) | No. of students supervised to completion |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**2.11.4 Does the institution have a policy for the supervision of student dissertations and/or theses, including the development of supervision capacity and the practice of supervision?**

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**If Yes, Please ensure that the institution's post-graduate supervision policy has been attached in the Institutional Profile section.**

**If No, what steps have been taken over the last three years to develop supervision training and capacity?**

|  |
| --- |
|  |

**2.11.5 What steps are taken to foster research skills and capacity in students?**

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|  |

**2.12 Student assessment**

**2.12.1 Outline all meetings and similar activities over the last three years that have had a focus on assessment, aimed at ensuring that all academic staff, both full-time and part-time, are familiar with the assessment policy of the institution, and are able to apply the policy appropriately, and in a manner that is consonant with the programme design, outcomes, mode(s) of delivery, assessment criteria, and student profile.**

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**2.12.2 Describe procedures and processes in place to ensure that assessment (an appropriate mix, balance, weighting and assessment standard) is commensurate with the level of the programme.**

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**2.12.3 Describe the steps taken to ensure that assessment tasks (assignments, tests, projects) are returned to students in sufficient time to allow them to benefit from assessors’ feedback.**

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**2.12.4 Describe the procedures in place for the internal moderation of assessment.**

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| --- |
|  |

**2.12.5 Details of internal moderators over the last three years**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position | No. of years as internal moderator | Courses/ units moderated |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**2.12.6 Describe the policy for appointment of external examiners, and the process of external examination.**

|  |
| --- |
|  |

**2.12.7 Details of external examiners over the last three years**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Institution | Qualifications | Relevant expertise | No. of years as external examiner | Courses/ units/ dissertations/ theses externally examined |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**2.12.8 Describe the systems in place to ensure the accuracy, consistency, reliability and security of assessment results.**

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**2.12.9 What mechanisms exist to ensure the integrity of the certification process and the validity of the certificates that are issued?**

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**2.12.10. What procedures are in place for the settling of student disputes regarding assessment results?**

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| --- |
|  |

**2.12.11. What provision is made for the development of staff as competent assessors?**

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**2.13 Student retention, throughput and completion rates**

**2.13.1 Details of student completion rates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | No. of students enrolled | No. of students who completed the programme within minimum time | No. of students who completed the programme beyond minimum time | Total no. of students who completed the qualification |
| 2007 |  |  |  |  |
| 2008 |  |  |  |  |
| 2009 |  |  |  |  |
| 2010 |  |  |  |  |
| 2011 |  |  |  |  |
| 2012 |  |  |  |  |

**2.13.2 What procedures are in place to improve completion rates (if necessary) and to attain appropriate demographic diversity in the student cohorts completing the programme?**

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**2.13.3 Outline any tracer studies conducted during the last three years to track the employment of graduates of the programme.**

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**2.14 Programme review**

**2.14.1 What procedures exist for the programme coordinator or the institution to undertake a regular periodic review of the programme in order to monitor its success in enabling students to achieve the required outcome levels and professional competence? Include appropriate evidence of programme review.**

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**2.14.2 What user surveys (graduates, peers, external examiners, employers, relevant professional bodies) does the programme conduct to ascertain whether the programme is achieving its intended outcomes? Include appropriate evidence of user surveys.**

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|  |

**2.15 Self-Evaluation of the programme**

**2.15.1 If the preparation of this application included any self-evaluation of the programme, please give a summary of the evaluation process, and the bodies/persons consulted, distinguishing between internal and external consultation.**

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| --- |
|  |

**2.15.2 Having completed your re-accreditation application, are there any areas identified by your institution for improvement and development? Please provide a brief summary of the steps being taken to address these areas.**

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| --- |
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**2.15.3 Please provide a brief account of any specific areas that you have identified as being especially good practice.**

|  |
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**2.16 Fulfilment of conditions**

Please give details of all conditions set by HEQC and evidence that these have been fulfilled.

**Evidence of fulfilment of institutional and programme specific conditions.**

|  |  |
| --- | --- |
| Conditions | Evidence of fulfilment |
| Institutional |  |
| Programme-specific |  |

Attach any documentation which will indicate evidence of fulfilling conditions.

1. As amended by the Higher Education Amendment Act 55 of 1999, the Higher Education Amendment Act 54 of 2000 and the Higher Education Amendment Act 23 of 2001. [↑](#footnote-ref-1)
2. See the HEQC’s *Criteria for Programme Accreditation,* 2004. [↑](#footnote-ref-2)
3. See *Criteria for Programme Accreditation*, 2004, pp. 6-16. [↑](#footnote-ref-3)
4. See *Criteria for Programme Accreditation*, 2004, pp. 16-22. [↑](#footnote-ref-4)
5. See *Criteria for Programme Accreditation*, 2004, pp. 22-23. [↑](#footnote-ref-5)
6. See *Criteria for Programme Accreditation*, 2004, pp. 23-24. [↑](#footnote-ref-6)