**CHECKLISTING TEMPLATE**

|  |  |
| --- | --- |
| **Higher Education Institution** | University of Mpumalanga |
| **HEQC Reference number:** | **H/H23/AR065CAN** |
| **Programme title:** | Bachelor of Arts Honours |
| **Name of checklister:** | **Khosi Molala** |
| **Date returned to Institution** |  |
| **Date finalized** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
|  | The declaration is signed by the DVC/Academic Head / CEO |  |  |  |

**SECTION B: INSTITUTIONAL INFORMATION**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
| 1. 1 | The contact information in the Institutional profile is up to date |  |  |  |
|  | The policies on the institutional profile are not older than 5 years and a formal document on a letter of the Institution without track changes |  |  |  |
|  | The policies are that of the Institution and not from any other institution |  |  |  |
|  | The sites of delivery on the application are the sites of delivery captured on the Institutional profile of the Institution |  |  |  |
|  | The name of the Holding Company is made available, if applicable |  |  |  |
|  | The DHET registration number is available |  |  |  |
|  | For private higher institutions the latest DHET certificate is uploaded |  |  |  |
|  | If the institution is not owned by the institution an updated lease agreement is uploaded. |  |  |  |

**SECTION C: SITE OF DELIVERY**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | The name of the institution in the case of the public university is the registered name of the institution |  |  |  |
|  | The name of the private institution is the same name that is on the CIPC document attached |  |  |  |
|  | The title of the programme is aligned with the nomenclature in the *HEQSF* | √ |  |  |
|  | The title of the programme is not indicated in capital letters only |  |  |  |
|  | No abbreviations, punctuation, number of signs are used in the title of the programme |  |  |  |
|  | The qualification title abbreviation is correct and aligned with the HEQSF | √ |  |  |
|  | Only 1 site of delivery is selected in the case of a distance programme |  |  |  |
|  | The full address of the site of delivery is available |  |  |  |
|  | The email address of the institutional administrator is linked to the institution and is not a gmail account |  |  |  |

**SECTION D: PROGRAMME / QUALIFICATION INFORMATION**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | The programme is not advertised on the institution’s website |  |  |  |
|  | If the answer is “yes”, the approval / endorsement /validation letter of the statutory professional body is attached |  |  |  |
|  | The letter from the professional body is not merely an indication of the request received from the Institution. |  |  |  |
|  | The professional body indicated is registered by SAQA |  |  |  |
|  | The PQM letter is uploaded (public university) |  |  |  |
|  | The PQM letter is not older than 15 months since the date of the submission of the application |  |  |  |
|  | The title of the PQM letter is the same as the title of the programme submitted for accreditation |  |  |  |
|  | In the case of the existing private institution, the Report of Good Standing from the DHET is uploaded |  |  |  |
|  | In the case of an existing institution, the confirmation letter from HEQCIS is uploaded |  |  |  |
|  | If this is an educational programme, the DHET approval letter is uploaded |  |  |  |
|  | This is not an application for a 240 credit Diploma application. If yes, the application must be returned |  |  |  |
|  | The NQF level is aligned to the qualification type | √ |  |  |
|  | The credits indicated are aligned with the qualification type and are not more than 10% more than the prescribed maximum credits, except in the case of a professional programme |  |  |  |
|  | The number of research credits are indicated in the case of a postgraduate programme / qualification |  |  |  |
|  | The CHE reference code, SAQA ID and programme/qualification name are indicated for underpinning programmes/qualifications |  |  |  |
|  | The SAQA ID indicated refers to a HEQSF aligned programme |  |  |  |
|  | Both the SAQA organizing field and sub-field are indicated | √ |  |  |
|  | The CEMS categories are indicated |  |  |  |
|  | If a qualifier is indicated in the title, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum credits at the qualification’s exit level are in the field of specialisation denoted by the qualifier. |  |  |  |

**SECTION D: PROGRAMME/QUALIFICATION DESIGN**

|  | **ITEM** | Yes | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | The programme / qualification is aligned with the institutional vision and mission as indicated in the Institutional profile |  |  |  |
|  | The rationale of the programme / qualification indicates the reasons that led to the identification of the need of the programme / qualification | √ |  |  |
|  | The purpose of the qualification is a description of the context of the programme / qualification, what it is intended to achieve in the national, professional / career context | √ |  |  |
|  | The module outline document is available and uploaded as one document | √ |  |  |
|  | The total credits are aligned to the qualification type | √ |  |  |
|  | The rules of progression is available | √ |  |  |
|  | The Associated Assessment Criteria are listed per Exit level outcome | √ |  |  |
|  | Integrated assessment must indicate how the assessment will be undertaken to  determine a learner’s applied competence and successful completion of learning  in the qualification or part-qualification;  II. Integrated assessment should include:  a) formative and summative assessment;  b) Work integrated learning (WIL), where | √ |  |  |
| relevant; and  III. Examples may include the ratio of assignment work to academic examinations,  other forms of integrated learning as well as assessment practices. | √ |  |  |
|  | The Institution provides details of how the programme / qualification compares internationally by identifying at least two countries as well as registered / recognized / accredited institutions and titles of qualifications | **√** |  |  |
|  | The institution provides and reasons if a programme / qualification in not internally comparable |  |  |  |
|  | The articulation pathways indicated are linked to HEQSF aligned accredited and SAQA registered programmes and qualifications  Horizontal Articulation | √ |  |  |
| Vertical Articulation | √ |  |  |
| Diagonal Articulation | √ |  |  |
|  | If WIL is included in the curriculum, the WIL template is completed. |  |  |  |

**SECTION E: STUDENT RECRUITMENT, ADMISSION AND SELECTION**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | The minimum admission requirements are clearly stated | **√** |  |  |
|  | In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification are indicated |  |  |  |
|  | The RPL process is explained and if not implemented, a reason is provided | √ |  |  |
|  | It is stated that only a maximum of 10% of the cohort of students will be admitted through RPL |  |  |  |
|  | Information on how CAT will be implemented in the programme is explained |  |  |  |

**SECTION F: PROGRAMME PROVISIONING**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | The total % for the learning and teaching provisioning amounts to 100% |  |  |  |

**SECTION F: PROGRAMME DELIVERY DOCUMENTS**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | All the templates are completed |  |  |  |
|  |  |  |  |  |

**SECTION G: INFRASTRUCTURE, STAFFING, AND HEADCOUNT ENROLMENTS**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | All the information is submitted per site of delivery |  |  |  |
|  | The CV of the programme coordinator is submitted |  |  |  |
|  | The CVs of the Academic staff members are uploaded, if not the staff recruitment plan is available |  |  |  |

1. **SECTION H: LIST OF REQUIRED DOCUMENTS**

|  | **ITEM** | **Yes** | **No** | **Reason for returning to institution** |
| --- | --- | --- | --- | --- |
|  | **The following documents are uploaded** |  |  |  |
|  | Workplace-based learning agreements or contracts / Service Level Agreements |  |  |  |
|  | Support Staff Members for this programme / qualification – CVs (incl. librarian / information specialist) |  |  |  |
|  | External examiners’ CVs |  |  |  |
|  | External moderators’ CVs |  |  |  |
|  | Approved budget for the programme / qualification |  |  |  |
|  | Budget for the development of learning materials for the programme |  |  |  |
|  | Prescribed and recommended reading list for the programme / qualification is the correct field. |  |  |  |
|  | Study guides & programme handbooks |  |  |  |
|  | In the case of an existing institution, upload the minutes from meeting(s) of Senate / Academic Board / governance and management structure indicating approval of this programme / qualification. If this is a new institution, upload evidence of processes that were followed to approve the application for accreditation |  |  |  |