**PROGRAMME / QUALIFICATION DESIGN INFORMATION**

1. How does the programme / qualification fit in with the vision and mission of the institution?

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1. Provide the rationale for the programme / qualification, considering the envisaged student intake and stakeholder needs.

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1. Provide the purpose of the programme / qualification and indicate how the proposed curriculum contributes to the achievement of the intended outcomes.

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1. Indicate the minimum admission requirements for the programme / qualification.

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1. Specify the selection criteria for the programme / qualification.

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1. Complete Table A and Table B in terms of the module structure of the programme / qualification. (Upload the module outlines here- S.)

**Table A: Compulsory modules**

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| --- | --- | --- | --- |
| Module name | NQF Level of module | Credits per module | Year of study |
|  |  |  |  |
|  |  |  |  |
| Total |  | X |  |

**Table B: Elective modules (if applicable)**

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| --- | --- | --- | --- |
| Module name | NQF Level of module | Credits per module | Year of study |
|  |  |  |  |
|  |  |  |  |
| Number of electives required |  | X |  |
| Total |  | XXX |  |

1. Specify the rules of combination for the constituent modules to indicate coherence. Indicate the rules of progression (semester / year) if applicable.

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1. Indicate the exit level outcomes and associated assessment criteria of the programme / qualification:

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| **ELOs** | **AAC** |
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10. Explain how the competences that will be developed in the programme are aligned to the NQF level of the qualification.

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11. Explain how the programme design - in terms of the proportion of theoretical, practical and experiential learning (if applicable) – meets the requirements of the qualification *level* and *type*.

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12. International comparability: Indicate how this programme / qualification compares with or relates to professional standards, or to comparable accredited programmes / qualifications offered in other parts of the world.

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13. If no comparable programmes / qualifications are indicated, provide substantive reasons why this qualification should be considered ‘terminal’ (in other words, there are no articulation pathways on the NQF).

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14. Provide details of how Recognition of Prior Learning (RPL) will be applied in this programme / qualification.

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15. If RPL is not envisaged for this programme / qualification, please indicate the reason/s for this.

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16. Provide details of how Credit Accumulation and Transfer (CAT) will be applied in this programme / qualification.

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17. Describe the horizontal, vertical, and diagonal articulation possibilities of this qualification in relation to other registered qualifications. If there are no articulation possibilities, provide substantive reasons why the programme / qualification should nonetheless be considered viable.

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18. Provide the following information if the programme / qualification includes any form of experiential learning / work-integrated learning (WIL), e.g. problem-based learning / work-directed theoretical learning / project-based learning / workplace-based learning.

18.1 Indicate the institution’s role and responsibility in the placement of students in a workplace-based environment.

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* 1. Explain the process for the supervision and monitoring of experiential learning/WIL (in the case of workplace-based learning).

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* 1. Discuss how the learning outcomes will be assessed.

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* Upload the document in which the following should be indicated: - S

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| - Type/s of experiential learning/WIL in the programme | |
| - Duration of placement (if applicable) | |
| - Credit value (per year of study and in total for the programme) | |  |  |  |  | | --- | --- | --- | --- | | Year of study |  |  |  | | Number of credits |  |  |  | | Total credits for experiential learning/WIL |  | | | |
| - Are the credits for experiential learning/WIL included in the total number of credits for the qualification? | |
| - Learning outcomes (per year of study) | |
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