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**GUIDELINES FOR COMPLETING THE**

**APPLICATION FOR PROGRAMME ACCREDITATION, AND REGISTRATION OF QUALIFICATION**

**PURPOSE OF THE GUIDELINES:**

* The guidelines will assist with completion of the application form. [The sections in the guidelines correspond with the sections in the application form.]
* The guidelines should be carefully followed to ensure that all sections of the application form are completed correctly.
* The guidelines include references to policy documents pertinent to all applications for accreditation and registration. In addition, the applicant must be familiar with the Higher Education Act (Act 101 of 1997, as amended), National Qualifications Framework Act (Act 67 of 2008, as amended) and other legislative and policy documents applicable to the Higher Education sector. Refer to the website of the Professional Body on the requirements for professional qualifications. Visit the following websites for more information:

<https://www.che.ac.za/>

<https://www.saqa.org.za/>

<https://www.dhet.gov.za/>

<https://www.gov.za/>.

**ACRONYMS**:

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| AAC | Associated Assessment Criteria |
| CAT | Credit Accumulation and Transfer |
| CHE | Council on Higher Education |
| CIPC | Companies and Intellectual Property Commission |
| DHET | Department of Higher Education and Training |
| ELO/s | Exit Level Outcome/s |
| HEQC | Higher Education Quality Committee |
| HEQSF | Higher Education Qualifications Sub-Framework |
| LMS | Learning Management System |
| NQF | National Qualifications Framework |
| PHEI | Private Higher Education Institution |
| RPL | Recognition of Prior Learning |
| SAQA | South African Qualifications Authority |
| QA | Quality Assurance |
| WIL | Work-Integrated Learning |

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| **SECTION A: GENERAL INFORMATION**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]** |

* Note points no.1 – 10.
* Comply with the requirements indicated in points no.2 – 10.
* See point no.6 and refer to the following documents (Ctrl + click on the link):
* *Criteria for Programme Accreditation* (CHE, 2004) & *Higher Education Qualifications Sub-Framework* (CHE, 2013)

<https://www.che.ac.za/#/moreitems>

*Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework* (SAQA, 2013; amended 2020) & *Level Descriptors for the South African National Qualifications Framework* (SAQA, 2012)

<https://www.saqa.org.za/documents/policies-and-criteria>

* Refer to point no.10: The information in the application form must reflect how the different policies and procedures will be implemented for the specific programme/ qualification.
* Indicate that you have read, understood, and will comply with the requirements indicated in points 2 to 10 by clicking the checkbox. ***You will not be allowed to proceed if you do not comply.***

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| **SECTION B: INSTITUTIONAL INFORMATION** |

**Prior to completing an application for accreditation, the institution must update its institutional profile on HEQC-Online.**

* **All contact details in the institutional profile must be kept up to date as the CHE uses this information for correspondence purposes.**
* **All policies must be the latest policies used by the institution. Any document older than five (5) years, and/or not presented as a final document, will not be considered.**
* **The sites of delivery for the institution must be captured in the institutional profile prior to applying to offer a programme / qualification at that site of delivery.**

**The institutional profile is accessible from the menu option *Tools / Institutional Profile*.**

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| **SECTION C: PROGRAMME / QUALIFICATION TITLE AND SITE OF DELIVERY**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]**  **‘Programme’ means: A purposeful and structured set of learning experiences that leads to a qualification as defined in the HEQSF.**  **‘Qualification means: Formal recognition and certification of learning achievement awarded by an accredited institution.** |

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| **Programme / Qualification Title** | Refer to the *Higher Education Qualifications Sub-Framework (HEQSF)*.  The title must align with the nomenclature in the *HEQSF*.  Do not use abbreviations, punctuation, numbers or signs in the title. Use capital letters only where necessary.  ***Note*** regarding the use of a qualifier in the title:  ***In order to use a qualifier, 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 must be in the field of specialisation denoted by the qualifier. The same applies to the use of a second qualifier.***  Before deciding on a title, ensure that the title aligns with the programme/qualification (as designed), and consider whether the title is linked to an established field and that there are similar registered titles in terms of articulation.  If the title is not HEQSF-aligned and/or does not meet the above stipulations, the application will be returned for review.  The programme/qualification title must be always referenced correctly in correspondence, marketing material, brochures, etc.  Note: The CHE will endeavour to stem the proliferation of qualifications on the HEQSF. |
| **Qualification Title abbreviation** | Refer to the *HEQSF*. |
| **CHE reference number** | This is a unique number automatically assigned when an application is submitted on the HEQC online system. The CHE reference number must be always cited in all correspondence. |

**List the sites of delivery for the programme/qualification**

****[NOTE: One site should be adequate for delivery at a distance.]****

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| **Site(s) of delivery** | Provide the physical site address for:  Main site of delivery (Main Campus):  Additional site/s:  [Note that full site details are required. The site should be owned by the Institution or there needs to be a valid lease agreement in place. The programme/qualification will be accredited for offering at the site/s included in the application. A programme/qualification must not be offered at an unapproved site of delivery.] |
| **Institution** | This refers to the name of the institution as reflected on the Institutional Statute for universities or as legal entity registered with theCIPC*.* No T/A name may be used. |
| **Public Institution** | A public institution refers to a university, public nursing, or agricultural college. |
| **New Institution** | An institution that has not yet been registered by the DHET as a PHEI |
| **Existing Institution** | An institution that has been registered by the DHET as a private higher education institution (PHEI) |
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| **Indicate the number of facilities or venues required, available and the maximum capacity of available venues. If any other facilities or venues are required specify and provide a motivation.** | Provide details per site in the tables provided. Refer to the *Criteria for Programme Accreditation*, particularly criterion 7. |
| **Number of teaching staff members per site for this programme / qualification;** | * Provide information per site of delivery. * Indicate the number of full-time and part-time staff available/required. |
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| **Name of Programme Coordinator per site for this programme / qualification; CV of programme coordinator** | Provide details per site and upload the relevant CV/CVs. |
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| **Planned Headcount enrolment for the first enrolment** | Provide enrolment figures per site in the tables provided. |
| **Planned Headcount enrolment growth over the next 5 years** | Provide figures per site over five years in the tables provided. |
| **Documentation to be uploaded as it pertains to this programme and site/s of delivery** | Upload the CVs for academic staff members, the workload allocation model, and the staff recruitment plan for this programme per site of delivery.   * **For the workload allocation model:** Clearly indicate the staff to be appointed for each module (with their relevant qualifications and experience). Provide a detailed description of your workload allocation model considering the number of academic staff attached to the programme and the envisaged student enrolments. * **For the staff recruitment plan:** The CHE is aware that institutions may not have staff at the time of submission of the application for accreditation. Institutions must therefore provide a comprehensive recruitment plan that includes the number of existing vacant positions, the required qualifications and experience of staff to be recruited for each module in relation to the vacant positions, and the envisaged date/s of appointment. |

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| **SECTION D: STUDENT RECRUITMENT, ADMISSION AND SELECTION** |

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| **1. Indicate the admission requirements for this programme/qualification.** | | * The minimum admission requirements must be clearly stated. Refer to the *Higher Education Qualifications Sub-Framework*, relevant legislation inter alia the *Higher Education Act* (as amended 2008 - *National Gazette* No. 31231); *National Gazette* No. 42092 of 07-December-2018, Volume 642) and the institutional admission policy. * In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated.   Refer to the *Criteria for Programme Accreditation,* particularly criterion 2. | |
| **2. Specify the selection criteria for this programme/qualification.** | | * Selection criteria may be applied in addition to the admission criteria. For example, students might be required to have Mathematics as a subject or a specific achievement in an NSC subject to be admitted to an Engineering programme. * In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated. Also indicate whether there are additional requirements for entry to the postgraduate qualification.   Refer to the *Criteria for Programme Accreditation,* particularly criterion 2. | |
| **3. Describe how the objective of widening access to higher education will be promoted.** | | Explain how, through this programme, the institution will promote the objective of widening access. | |
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| **4. Provide details of how Recognition of Prior Learning (RPL) will be applied in this programme/qualification.** | | * Indicate alignment of the institutional RPL policy with the *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* (CHE, 2016) and *National Policy and Criteria for the Implementation of Recognition of Prior Learning* (SAQA; 2013, amended 2019):   <https://www.saqa.org.za/index.php/documents/policies-and-criteria>   * RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development. * The institutional policy must clearly state how RPL will be applied to:   + Gain admission.   + Achieve module exemption or advanced standing.   Note: Not more than 10% of a cohort of students in a programme should be admitted through an RPL process.  Refer to the *Criteria for Programme Accreditation,* particularly criteria 2 and 6. | |
| **5. If RPL is not envisaged for this programme/qualification, please indicate the reason/s for this.** | | See policy requirements. | |
| **6. Provide details of how Credit Accumulation and Transfer (CAT) will be applied in this programme/qualification.** | | * Indicate alignment of the institutional CAT policy with the *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* (CHE, 2016) and *Policy for Credit Accumulation and Transfer within the National Qualifications Framework* (SAQA, 2014):   <https://www.saqa.org.za/documents/policies-and-criteria>   * Credit accumulation and transfer is a term that refers to the arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace. * Credit accumulation is the totaling of credits towards the completion of a qualification. Credit transfer is the vertical, horizontal, or diagonal relocation of credits towards a qualification.   Refer to the CHE *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* for the maximum number of credits that may be transferred. | |
| **SECTION E: PROGRAMME / QUALIFICATION INFORMATION** | |
| **Is this a professional qualification with oversight by a statutory professional body? If yes, provide the name of the relevant Professional Body as recognised by SAQA.** | | Refer to the *Criteria for Programme Accreditation,* particularly criterion 1.  ***“Statutory Professional Body”***means a professional body that is established by and operates in terms of an Act of Parliament and is registered by SAQA as a statutory professional body.  ***“Professional Designation”*** is a title or status conferred by a statutory professional body in recognition of a person's expertise and/or license to practice in an occupational field.  **Note: The DHET will not register the qualification until approval/ endorsement from the relevant statutory professional body is received.**  **Ensure that the relevant approval/endorsement letters, as applicable, are attached (PQM/ Professional Body/MRTEQ, etc.). Private institutions to also upload the ‘report of good standing’ provided by the DHET, and the confirmation letter from HEQCIS to verify institutional bi-annual uploads** | |

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| |  |  | | --- | --- | | **HEQSF Qualification Type: Refer to the *Higher Education Qualifications Sub-Framework*.** | | | **Higher Certificate** | This is an entry-level qualification. The qualification is primarily vocational, with a strong industry-oriented focus. The Higher Certificate typically includes a simulated work experience or WIL. | | **Advanced Certificate** | This qualification is primarily vocational or industry oriented. The Advanced Certificate typically includes a WIL component. | | **NOTE REGARDING THE DIPLOMA**:  There are **two key distinctions** between the 240- and 360-credit Diploma variants. The latter may provide for up to 120 credits of workplace-based learning, while the 240-credit variant does not, and the 240-credit variant may only be offered where it leads to a professional designation or occupational role as determined by a professional body. | | | **Diploma (240 credits)** | This qualification primarily has a vocational orientation, which includes professional, vocational or industry specific knowledge, and may only be offered where it leads to a professional designation or occupational role as determined by a professional body. In this case, the approval from the professional body must be attached.  The vertical articulation opportunities (progression) from a 240-credit Diploma must be considered. | | **Diploma (360 credits)** | This qualification primarily has a vocational orientation, which includes professional, vocational or industry specific knowledge. The Diploma typically includes an appropriate WIL component. | | **Advanced Diploma** | This qualification has several different purposes, depending on a student’s circumstances and the nature of the programme. It may provide entry-level vocational or professional preparation or specialisation for bachelor’s degree graduates or diplomates. This qualification may also be designed to prepare students for postgraduate study through the deepening of their knowledge and understanding of theories, methodologies, and practices. | | **NOTE REGARDING THE BACHELOR’S DEGREE:**  There are **two types** of Bachelor’s Degrees, namely general and professionally oriented Bachelor’s Degrees. | | | **Bachelor’s Degree (3 years)** | This is typically a 360-credit Degree that provides a well- rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study. The general Bachelor’s Degree emphasises general principles and theory as preparation for entry into general employment or a postgraduate programme. | | **Bachelor’s Degree (4 years) - Indicate NQF level** | This is typically a 480-credit Degree that provides a well- rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study. This can be a Degree at NQF Level 7 or 8. The professional Bachelor’s Degree prepares students for professional training, postgraduate studies, or professional practice in a wide range of careers. Some professionally oriented Bachelor’s Degree programmes are designed in consultation with a professional body and recognised by a professional body as a requirement for a licence to practice that profession.  The 480-credit Bachelor’s Degree (at NQF Level 8) has a higher volume of learning and greater cognitive demand and should prepare students to undertake Master’s level study by providing them with research capacity in the methodology and research techniques of the discipline. | | **Bachelor Honours Degree** | The Bachelor Honours Degree is a postgraduate specialisation qualification which prepares students for research-based postgraduate study. In some cases, a Bachelor Honours Degree carries recognition by an appropriate professional or statutory body. The Honours programme **must include** conducting and reporting research under supervision in the form of a discrete research component (min. 30 credits) that is appropriate to the discipline or field of study. | | **Postgraduate Diploma** | A Postgraduate Diploma is generally multi- or interdisciplinary in nature but may serve to strengthen and deepen the student’s knowledge in a particular discipline or profession. In some cases, a Postgraduate Diploma carries recognition by an appropriate professional or statutory body. A sustained research project is not required but the qualification **may include** conducting and reporting research under supervision. | | **NOTE REGARDING THE GENERAL MASTER’S DEGREE:**  The primary purpose of a general Master’s Degree is to educate and train researchers who can contribute to the development of knowledge at an advanced level. There are **two variants** of the general Master’s Degree: A research Master’s Degree by dissertation, or a research Master’s Degree by coursework and dissertation. Both variants must include a significant research component in the form of a discrete research project. | | | **Master’s Degree (General - indicate variant)** | Master’s Degree by dissertation: A single advanced research project, culminating in the production  and acceptance of a dissertation or other forms of research as indicated below.  Master’s Degree by coursework and mini-dissertation: A coursework programme which must include a research project comprising a minimum of 60 credits at NQF Level 9, culminating in the acceptance of a mini-dissertation or other forms of research. | | **Master’s Degree (Professional)** | The professional Master’s Degree prepares graduates for advanced and specialised professional employment. In some cases, a professional Master’s Degree may be designed in consultation with a professional body or fulfil all or part of the requirements for professional registration or recognition, and may include appropriate forms of WIL. The professional Master’s programme comprises coursework and an independent study component worth at least a quarter of the total credits, which must be at NQF level 9. | | **Doctoral Degree** | The Doctorate provides training for an academic career and requires a candidate to undertake research culminating in the submission, assessment, and acceptance of a thesis. Candidates **may also present** peer-reviewed academic articles and papers, and, in certain fields, creative work such as artefacts, compositions, public performances and public exhibitions in partial fulfilment of the research requirements. **Coursework may be required** as preparation for, or value addition to the research, but **does not contribute** to the credit value of the qualification. The Degree may be earned through pure discipline-based or multidisciplinary research or applied research. This Degree requires a minimum of two years’ full-time study. | | **Doctoral Degree (Professional)** | The professional Doctorate provides education and training for a career in the professions and/or industry and is designed around the development of high-level performance and innovation in a professional context. The professional Doctorate programme comprises a combination of coursework and advanced research leading to the submission, assessment, and acceptance of a research component worth at least 60% of the Degree. The professional Doctorate programme may also include appropriate forms of WIL. | |

**NOTE**: cf. p41 of the *Higher Education Qualifications Sub-Framework* – “APPENDIX 1 – PERMITTED EXCEPTIONS”.

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| **NQF Level of the qualification** | Indicate the exit level of the qualification as per the HEQSF (Level 5 – 10). |
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| **Number of credits linked to the qualification type as prescribed in the HEQSF** | Indicate the minimum total credits per qualification type as per the HEQSF. |
| **Number of total minimum credits as per statutory Professional Body requirements (may be more than the total minimum credits on the HEQSF)** | Consult the requirements of the relevant statutory Professional Body, e.g. the Engineering Council of South Africa (ECSA). Provide a motivation for exceeding the minimum total credits as prescribed in the HEQSF. |
| **Total number of credits for this programme/qualification** | The number of credits is a measure of the volume of learning required for a qualification, quantified as the number of notional study hours required for achieving the learning outcomes.  The credit-rating system rates 10 notional study hours as equivalent to one credit.  Qualifications up to Bachelor (Honours) Degree level assume a 30-week full-time academic year. Master’s Degree and Doctoral qualification types assume a 45-week full-time academic year. On average, a full-time student is expected to study for a 40-hour week, thus requiring a minimum credit-load of 120 credits per academic year for Certificates, Diplomas and Bachelor’s Degrees.  The minimum number of credits required at the exit level of a qualification is 120.  Master’s Degrees and Doctorates require 180 credits per academic year.  Check the rules of combination (refer to p.16) for the modules (compulsory + number of elective modules) to determine the total number of credits. Also consider the statutory Professional Body requirements. Consider the volume of learning necessary to achieve the intended outcomes.  **Note** that the total credits for a programme should not exceed, by more than 10%, the minimum total credits for the qualification type, e.g. in the case of a Higher Certificate with 120 credits as prescribed in the HEQSF, the programme/ qualification may not have more than 140 credits.  Provide a motivation if the qualification exceeds the minimum total credits as per the HEQSF. |
| **Minimum duration (years) for completion – Full-Time:**  **(Enter the numeric value)**  **Minimum duration (years) for completion – Part-Time: (Enter the numeric value)** | Refer to the *Higher Education Qualifications Sub-Framework:*  Consider the volume of learning necessary to achieve the intended outcomes. For example:  Higher Certificate/Advanced Certificate/Advanced Diploma/Postgraduate Certificate/Postgraduate Diploma: **Minimum** 1 year full-time/2 years part-time  Diploma (360 credits)/Bachelor’s Degree (360 credits): **Minimum** 3 years full-time/4 years part-time  Master’s Degree: **Minimum** 1 year full-time/2 years part-time  Doctoral Degree: **Minimum** 2 years full-time/3 years part-time |

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| **If this is a postgraduate qualification, indicate the number of research credits** | Refer to the*Higher Education Qualifications Sub-Framework* and the guidelines provided above for the ‘HEQSF Qualification Type’. |

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| **Indicate the accredited underpinning qualification/s offered by the institution that will /enable progression into the programme for which accreditation is being applied.** | For example: If the application is for a Master’s Degree, the institution should have an accredited cognate Honours Degree that will articulate to the Master’s qualification. |
| **SAQA Organising Field**  **Indicate the National Qualifications Framework Organising Field.**  **Indicate the Classification of Education Subject Matter (CESM).** | Select the relevant field and related sub-field.  Refer to the *Classification of Educational Subject Matter* (2008; as revised/updated) and indicate the CESM Classification (e.g. Education) relating to the programme / qualification title. Indicate the first order CESM code in relation to the first qualifier and, where applicable, the second order CESM in relation to the second qualifier.  **Note:** ***To use a qualifier, 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 must be in the field of specialisation denoted by the qualifier. The same applies to the use of a second qualifier.*** (Refer to section C: programme / qualification title) |

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| 1. **How does the programme / qualification fit in with the vision and mission of the institution?** | Refer to the *Criteria for Programme Accreditation,* particularly criterion 1.  The programme/qualification needs to be aligned with the institutional vision and mission and should demonstrate both fitness for purpose and fitness of purpose. | |
| 1. **Provide the rationale for the programme / qualification, considering the envisaged student intake and stakeholder needs.** | The rationale for the qualification must consider the envisaged student intake and stakeholder needs. Provide the information required in terms of the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.*  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **Provide the purpose of the programme/qualification.** 2. **Indicate how the proposed curriculum and exit level outcomes contribute to the achievement of the purpose.** | State the purpose of the programme/qualification as it appears in the SAQA document.  Indicate how the proposed curriculum (constituent modules) promotes the achievement of the purpose and exit level outcomes in terms of competencies, graduate attributes, and employability. Refer tothe *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.*  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. Complete Table A and B in terms of the module structure of the programme/qualification. Upload the module outlines. | Table A: Complete all the columns for compulsory modules. Provide the total credits for the compulsory modules.  Table B: List all the electives and specify the number of electives to be selected by the student. Provide the total credits for the elective modules.  **NOTE: The compulsory + elective modules = total credits for the qualification.**  The uploaded module outlines should include the following: module name**,** credits, level, module outcomes, prescribed/recommended texts, learning and teaching activities, assessment strategy, internal and external moderation. | |
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| 1. **Specify the rules of combination for the constituent modules to indicate coherence.** | The rules of combination should demonstrate coherence between the compulsory and elective modules of the qualification. If the programme design includes compulsory and elective modules, provide a rationale for the choice of compulsory and elective modules in relation to the purpose and outcomes of the programme / qualification.  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **Indicate the rules of progression (semester / year) if applicable.** | The rules of progression should indicate coherence between semester- and/or year- modules. Indicate pre- and/or co-requisite modules. | |
| 1. **Indicate the exit level outcomes and,** 2. **Associated assessment criteria of the qualification.** | Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.* | |
| **ELOs** | **AAC** |
| *For Example:*  Apply knowledge of Mathematics, Natural Science and Engineering Sciences to applied engineering procedures, processes, systems, and methodologies to solve well-defined engineering problems. | *For Example:*  ● Apply fundamental and specialist knowledge by bringing mathematical, numerical analysis, statistical knowledge, and methods to bear on engineering problems.  ● Communicate concepts, ideas, and theories with the aid of Mathematics.  ● Describe uncertainty and risk through the use of Probability and Statistics.  ● Use physical laws and knowledge of the physical world as a foundation for the engineering sciences and the solution of engineering problems.  ● Use techniques, principles, and laws of engineering science in at least one specialist area. |
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| 1. **Explain how the competences that will be developed in the programme are aligned to the NQF level of the qualification.** | Refer to the module outcomes and their alignment with the ELOs. Explain how the competences developed in the modules of the programme are aligned with the relevant NQF level and associated level descriptors.  Refer to the *Level Descriptors for the South African National Qualifications Framework.*  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. Also refer to the relevant qualification standard (where applicable). | |
| 1. **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.** | Refer to the *Higher Education Qualifications Sub-Framework* for information on the qualification type*.*  Explain how the programme offers students a sound disciplinary knowledge base and sufficient theoretical and conceptual depth taught at the appropriate level to serve the educational purpose of the qualification.  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |
| 1. **International comparability: Indicate how this qualification compares or relates to professional standards or comparable accredited qualifications offered in other parts of the world.** | Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework.*   * The statement of international comparability must support learner mobility, and in doing so, must include how the qualification compares with relevant good practices in other parts of the world. * The selected good practices must include a relevant comparison as indicated below:  1. At least two countries must be identified, as well as the registered/recognised/accredited institutions and titles of the qualifications: The comparison must indicate the similarities and/or differences in entry requirements; ELOs/ content/ modules; credits; assessments; duration; and articulation; OR 2. International standards in other parts of the world may be compared. The comparison must indicate the international standard used in the development of the qualification and outline how the qualification compares with the international standard;  * The international comparability must provide details of how the qualification compares internationally, and not be a mere reference to websites or links. | |
| 1. **If no comparable programmes / qualifications are indicated, provide substantive reasons why this qualification is not internationally comparable.** | Provide clear reasons for the lack of international comparability. | |
| 1. **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.** | Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework*.   * Provide a statement with examples of registered qualifications. Describe horizontal, vertical, and diagonal articulation possibilities within the HEQSF and across sub-frameworks on the NQF focusing on the following: * ***Systemic articulation*** *(articulation by virtue of the qualification type as stated in the HEQSF)* * ***Specific Articulation*** *(formal and informal agreements of articulation within the institution itself or with qualifications offered by other institutions).* * Vertical articulation with qualifications on the HEQSF creates possibilities for upward mobility. * Horizontal articulation with qualifications on the HEQSF allows mobility between qualifications on the same NQF level. * Diagonal articulation provides mobility between qualifications across sub-frameworks or between different qualification types on the HEQSF.   ***Provide substantive reasons if there are no articulation possibilities for the qualification. Note that there should be no “dead end” on the NQF. Qualifications should provide articulation opportunities on the NQF to enable lifelong learning.***  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1. | |

**Document upload: WIL**

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| **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.** | Refer to *Work-Integrated Learning: Good Practice Guide*. HE Monitor No. 12 (CHE, August 2011).  Refer to the *Criteria for Programme Accreditation,* particularly criterion 1.  WIL is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns. The integration of theory and practice in student learning can occur through a range of WIL modalities, apart from formal or informal work placements. WIL modalities include:   * work-directed theoretical learning * problem-based learning * project-based learning * workplace-based learning |
| **Type of WIL (modality)** | State which modality of WIL is applicable. |
| **Duration of placement** | Specify the Year, Semester, Week &. |
| **Total notional hours for WIL** | Total notional hours spent on WIL |
| **Credits (per year and in total)** | Credit value for WIL (per year of study and in total for the programme). The number of credits must correspond with time spent on WIL (duration and total notional hours). |
| **Are the credits included in the total number of credits for the qualification?** | Yes / No  Indicate total credits for WIL. |
| **Expected learning outcomes** | Indicate the learning outcomes per year of study and indicate how the outcomes align with the NQF Level of the programme/qualification. |
| **Assessment methods** | Discuss how the achievement of the learning outcomes will be assessed. Assessments should be appropriate, fair, transparent, formative as well as summative, valid, authentic, and consistent.  Indicate when feedback will be provided to students. |
| **Monitoring/ supervision procedures** | * There must be effective coordination of WIL. This includes adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring, supervision, liaison, assessment, and moderation. * Describe the procedures to be followed for monitoring and supervision. * Describe the role and responsibilities of the WIL Coordinator. * Discuss and describe the role and responsibility of the internal / academic partners and external / professional partners in terms of partnerships for the relevant WIL modality. * Explain how the learning contracts or agreements are implemented through which the student, institution and employer can negotiate, approve and assess the objectives and outcomes of the learning process. * Explain the system in place (both at the institution and place of employment) to record and monitor the progress of the student’s learning regularly and systematically. |
| **Indicate the Institution’s role and responsibility in the placement of students in the work-based environment.** | Note: The Institution must accept responsibility for the placement of students.   * Outline the process for initiating, establishing, and maintaining partnerships with workplace partners. * Indicate how students will be assisted with work placement. |

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| **SECTION F: PROGRAMME PROVISIONING**  **[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]** |

**NOTE: Refer to criteria 1 – 8 (and 9 if this is a postgraduate qualification) in the *Criteria for Programme Accreditation* for the minimum standards per criterion*.***

1. **LEARNING AND TEACHING**

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| **Provide information about the appropriate mode of learning and teaching provisioning for this programme. Mark with an X in the right-hand column.** | **Select the mode** (**X**) & indicate % learning time for the different learning activities. |
| **CONTACT (campus-based face-to-face lectures only OR with supporting educational technologies, i.e. blended learning)** | Indicate % learning time allocated to face-to-face lectures / tutorials / WIL / independent study of standard texts and references (study guides, books, journals) /independent study of specially prepared materials (case studies, multi-media, etc.)/other.  • Face-to-face contact must be minimum 30%. |
| **HYBRID (contact with supporting educational technologies)** | Indicate % learning time allocated to face-to-face lectures / tutorials / WIL / independent study of standard texts and references (study guides, books, journals) /independent study of specially prepared materials (case studies, multi-media, etc.)/other. |
| **DISTANCE (remote teaching and learning only OR with synchronous/asynchronous activity via supporting educational technologies)** | Indicate % learning time allocated to lectures/ tutorials / WIL / independent study of standard texts and references (study guides, books, journals) /independent study of specially prepared materials (case studies, multi-media, etc.)/other.  • Refer to *Distance Higher Education Programmes in a Digital Era: Good Practice Guide* (CHE, 2014). |
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| * 1. **Explain why the selected mode of delivery is appropriate for the programme in terms of the intended purpose and outcomes.** | * Refer to the purpose and ELOs. Explain how students are provided with guidance on how the different modules contribute to the learning outcomes of the programme. * Refer to the *Criteria for Programme Accreditation,* particularly criteria 1, 5 and 6. |
| * 1. **If applicable, explain how technology will be used to enhance the quality of learning and teaching for the target group of students.** | Refer to the Criteria for Programme Accreditation, particularly criteria 1, 2, 5 and 7.   * Describe the teaching and learning methods that will be implemented. The learning and teaching methods must be appropriate for the programme design and the mode of provision. Explain how an appropriate balance between, and mix of, different learning and teaching methods will be achieved. * Describe the learning material that will be used and clarify how/why the learning and teaching methods are appropriate in relation to the design and use of the learning materials and instructional and learning technology. Learning material should be appropriate to facilitate achievement of the purposes and outcomes of the programme. |
| * 1. **Provide a description of any specialised facilities and equipment required for learning and teaching in the programme, excluding lecture rooms.** | Refer to the *Criteria for Programme Accreditation,* specificallycriterion 7. |
|  | * Provide details of specialised rooms, laboratories, equipment, etc that are required for learning and teaching in the programme. * The specialised rooms, laboratories and equipment must be adequate in relation to the proposed enrolment plan. * Where inadequacies have been identified, provide details of how the institution plans to address these. * Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5 and 7. |
| **1.4 If it is intended to offer the programme on multiple sites of delivery, explain how parity of provision and programme quality will be assured across the different sites (in terms of policies, processes and procedures for learning and teaching, assessment, student support, etc.).** | * Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5 and 7. * Indicate how students registered for the programme at different sites of delivery will receive the same level of learning and teaching, and the same level of student support and access to learning resources. * Explain how this will be quality assured by the institution. |
| **1.5 How will the institution ensure the effective implementation of its policies and procedures with regard to the identification of, and support for, under-performing/ ‘at-risk’ students?** | * Describe the institutional understanding of underperforming / ‘at-risk’ students and identify the relevant institutional policies. * Explain how the institution ensures that the relevant policies are implemented. * Clarify the processes for the identification of underperforming / ‘at-risk’ students and the interventions that will be implemented to support these students. * Refer to the *Criteria for Programme Accreditation*, particularly criteria 4, 5, 6, 7 and 8. |
| **1.6 Indicate the support services available to students and whether these are readily accessible to all students, including those enrolled in distance education** | Refer to the *Criteria for Programme Accreditation*, particularly criterion 5.   * Describe the range of relevant student support services that is provided and explain how such support is aligned with the diversity of student needs. This would include inter alia academic, psycho-social and financial support appropriate for envisaged or identified needs. * Alignment between the needs and nature of the student support offered should be illustrated. |
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| **1.7 Taking the mode of provision into account, describe the arrangements for students to access appropriate learning resources.** | Access to learning resources should be explained in relation to the mode of provisioning, i.e. contact/hybrid or distance/online learning.  Refer to the *Criteria for Programme Accreditation*, particularly criterion 7. |
| **1.8 Explain how the programme and its delivery will be continuously updated and improved.** | * The institutional QA system should be described in relation to quality assurance of learning and teaching in this programme. * Explain how the effectiveness of learning and teaching interactions is monitored and how the results are used for improvement. * Elaborate on assessment as an integral part of learning and teaching and how it is systematically and purposefully used to generate data for grading, ranking, selecting, and predicting, and for providing timely feedback to inform learning and teaching and to improve the curriculum.   Refer to the *Criteria for Programme Accreditation*, particularly criterion 5. |
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| **1.8 Indicate whether current suitable and sufficient library resources exist which complement the curriculum and support appropriate professional and scholarly activities of students and staff members involved in the programme / qualification** | * Describe the provision of library resources and how staff and students can access these resources. * It is critical for the institution to provide detailed information of electronic databases, contractual agreements, subscriptions, etc. in relation to library resources. |

1. **ASSESSMENT STRATEGY**

**NOTE: There must be appropriate policies and procedures, in terms of the mode of provision, for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.**

**Refer to the *Criteria for Programme Accreditation*, particularly criterion 6.**

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| **2.1 Explain how the assessment strategy for the programme is aligned to the institutional assessment strategy, the programme outcomes and mode of provisioning.** | Include reference to the intended outcomes and mode of provision. The development of an assessment strategy should also consider resource allocation in relation to the quality management of assessment. |
| * 1. **Explain how the assessment strategy will serve to evaluate the achievement of outcomes for the different modules, at all levels of the module / programme.** | * Suitable learning opportunities are provided to facilitate the acquisition of knowledge and skills specified in the programme outcomes, and within the stipulated time. * Explain how the learning activities and the required formative and summative assessment tasks are aligned with the learning outcomes at modular level and the exit level outcomes at programme level. |
| **2.3 Describe the assessment policy in relation to the assessment strategy for the programme with reference to the following:**  **• Formative and summative assessment (including percentage weighting of tasks)**  **• Internal and external moderation**  **• Feedback on assessment.** | * Refer to the Institutional / faculty / professional rules governing assessment and explain when these are published and how these are clearly communicated to students and relevant stakeholders. * Describe the assessment strategy for the programme and clarify the alignment thereof with the NQF level of the qualification. **NB**: Assessment must be aligned with the learning and teaching strategies. * Explain how the assessment strategy is made explicit to staff and students. * Explain the institutional understanding of formative and summative assessment in relation to the institutional Assessment Policy and how formative and summative assessment will be implemented in the programme. Clearly indicate the formative and summative assessment tasks for each module in the programme. Explain the percentage weighting of the respective assessment tasks and how the final mark is calculated for each module. * State how internal and external moderation procedures are conducted, and how external moderators are selected and contracted (incl. reference to qualifications and experience). Include reference to:   + The number / percentage of modules submitted for internal moderation.   + The number / percentage modules submitted for external moderation (indicate if at exit level).   + The % of formative and summative assessment submitted for internal and/or external moderation.   + Processes and criteria for the appointment of internal and external moderators. Moderation must be undertaken by appropriately qualified personnel.   + Moderators Guidelines which include their responsibilities. - Moderation reports and how these feed into review processes. * Explain the procedures that are implemented to receive, record, and process, assessments within a turn-around timeframe that allows students to benefit from feedback prior to the submission of further assessment tasks. State how and when feedback is provided to students (turnaround times to be indicated).   Refer to the *Criteria for Programme Accreditation*, particularly criterion 6. |
| **2.4 How does the institution manage students’ grievances regarding assessment?** | An institutional grievance policy and procedure should be in place. Provide a concise explanation of the process and attach the policy to the application for accreditation. |
| **2.5 Explain how the institution ensures the integrity and security of the assessment process including discussion on the required number and type of examination venues, management, and proctoring of examinations. List the examination centres required for distance learning students and describe the resource provisioning at these centres, taking parity of provision into account.** | Include reference to the following:   * Indicate how the institution ensures that it is the registered student him- or herself that completes the assessment. * Explain the mechanism for providing students with information and guidance on their rights and responsibilities regarding assessment processes (for example, definitions of and regulations on plagiarism, penalties, terms of appeal, supplementary examinations, etc.). * Explain how the institution ensures that student appeals procedures are explicit, fair and effective. * Explain how breaches of assessment regulations, plagiarism, and other misdemeanours/transgressions are dealt with effectively and timeously. |

1. **STAFFING**

**NOTE: Academic staff members responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme.**

**Refer to the *Criteria for Programme Accreditation*, particularly criteria 3 and 4.**

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| **3.1 Describe the roles and responsibilities of the programme coordinator. Refer to programme coordination on one site or across multiple sites of delivery, as applicable.** | * An academic is identified as programme coordinator and operates within the framework of an agreed-upon mandate and defined procedures and responsibilities. * The programme coordinator needs to be a senior discipline expert in the subject area of the programme. |
|  | The responsibilities of the programme coordinator should include:   * Ensuring the academic coherence and integrity of the programme and that all conditions for the delivery of the programme are met. * Coordination of logistical and other issues regarding:   + The day-to-day delivery of the programme.   + All aspects of the programme quality management system, including the provision of resources.   + The review of the programme and feedback with a view to improvement.   + Monitoring of expenditure. |
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| **3.2 Provide information on support staff for the programme, especially those with specialist / technical support skills (e.g. laboratory skills, distance education support skills, library and information management).** | * The academic and support staff complement should be of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. Support staff must be adequately qualified, and their knowledge and skills regularly updated. |
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| **3.3 Indicate the opportunities available for support staff members to enhance their knowledge and skills** | Indicate what provision is made by the institution for capacity building for support staff. Provide evidence of capacity building initiatives as applicable. |
| **3.4 What opportunities does the institution provide for academic staff members to enhance their competences, incl. developing competence in assessment, and to support their professional growth and development?** | Indicate what provision is made by the institution for capacity building for academic staff. This should include the development of competence in assessment as well as institutional support for professional development. Provide evidence of capacity building initiatives as applicable. |

1. **LEARNING MANAGEMENT SYSTEM**

**NOTE:** **The LMS is an integrated software application to deliver content and resources online, provide interaction or collaborative workspaces, manage complete student, module and programme administrative functions, including registration, assessment and analytics.**

**Examples of an LMS include Blackboard 2, Moodle4, Desire2Learn, etc. It can also be a custom system catering to the particular needs of the institution.**

**Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5, 6 and 7.**

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| **4.1 Provide details of the learning management system and its appropriateness for this programme.** | Provide details of the LMS used by the institution. Explain why this particular LMS is appropriate for the programme and include reference to:   * Learning and teaching, assessment and student support. * Synchronous and asynchronous activity. * Details of staff who have interaction with students and the frequency of such interaction. * Details of academic and support staff and their roles and responsibilities, qualifications, and experience; structures that are in place at Department, Faculty and institutional level; reporting structures; processes and procedures at Department, Faculty and institutional level. * The enhancement of face-to-face learning and teaching, student support measures, feedback, tracking of students and identifying underperforming students, via the LMS. Describe the relevant processes. |
| **4.2 Describe how the institution will ensure that all students will have the necessary access and support (including technical support) when using the learning management system.** | * Provide a description of infrastructure and provisioning at site/s of delivery in terms of equitable access per site and parity of provisioning, mechanisms in place for remote access, and staff that will provide support. * Include reference to the type and number of workstations, laptops, etc. in relation to the envisaged student enrolment. * Explain what provision has been made for technical support for students working remotely. |
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1. **MANAGEMENT INFORMATION SYSTEM (MIS)**

**Refer to the *Criteria for Programme Accreditation*, particularly criterion 8.**

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| **5.1 Describe the process for ensuring the security and integrity of personal information, assessment practices, student performance and certification.** | * Include reference to the appropriate mechanisms in place, responsible and accountable parties, and the nature/level of access in relation to the system. * Describe the mechanisms to quality assure the processing and issuing of certificates, and the security measures to prevent fraud and the illegal issuing of certificates. |
| **5.2** **How does the management information system serve to strengthen monitoring and evaluation of the programme in order to: i) enable effectiveness of the programme; and ii) enable / support the academic success of students?** | * Explain how the institution ensures that it collects, analyses, and makes use of relevant information for the effective management, review, and enhancement of this programme.   **NB:** The programme information system should be managed effectively in order to provide reliable information on inter alia:   * + The records of students in the programme, including admission, progression, grades/ marks, fees and graduation.   + Identifying academically non-active students, particularly in distance education programmes.   + Monitoring student performance in order to ensure timely identification of at-risk students.   + Dealing with the needs of a diverse student population.   + Venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services.   + Information and communication needs of students in remote areas * Describe the strategies for advising students on how to improve their chances of success and for referral to appropriate academic development programmes. * Explain how the institution ensures that the rules for re-admission to programmes are clear and that they are sensitively applied. |

1. **POSTGRADUATE QUALIFICATION**

**Provide the additional information in the case of a postgraduate qualification in terms of provisioning.**

**NOTE: Postgraduate programmes have appropriate policies, procedures and regulations for the admission and selection of students, the selection and appointment of supervisors, and the definition of the roles and responsibilities of supervisors and students, etc.**

**Refer to the *Criteria for Programme Accreditation*, particularly criterion 9.**

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| **6.1 Where relevant, explain the process for approval of research proposals.** | Include reference to how the supervisory process will enable students to:   * Define a research topic, determine the research design and methodology, and develop an acceptable research proposal * Obtain guidance on appropriate literature * Receive approval of the research proposal |
| **6.2 Where relevant, explain the criteria and procedure for the appointment of supervisors and examiners.** | Include reference to qualifications, experience, expert knowledge, and independence in the research area. |
| **6.3 Explain how the institution monitors supervision.** | * Describe the roles and responsibilities of the supervisor and student within a contractual arrangement. * Refer to the periodicity of contact between student and supervisor, the schedule for the submission of progress reports and written work, and the nature, format and expected turnaround time for work submitted to the supervisor. |
| **6.4 Explain the academic support provided to postgraduate students.** | * Include reference to Department, Faculty and institutional support, with particular reference to the supervisory process and module lecturers (if applicable). * Provide details of the different platforms for interaction that will be made available online and/or offline, the nature and frequency of engagement, whether compulsory or voluntary, etc. |
| **6.5 Explain how the institution supports the development of staff teaching on the programme (for example, support for further studies, the development of supervisory expertise, assessment capacity, etc.).** | Describe continuous professional development initiatives and the type of support and resources available.  Also refer to the *Criteria for Programme Accreditation*, particularly criteria 3 and 4. |
| **6.6 Explain how the research components of the programme are assessed, including (as relevant) internal and external assessment.** | * Appropriate postgraduate policies, procedures and regulations must be in place. These should be communicated to all postgraduate students, and academic and administrative staff, and implemented consistently across the institution and programme. * Explain the processes associated with internal and external examination and the communication of feedback to the student. * Provide information on:   + The criteria for the appointment of internal and external examiners.   + Research ethics, code of conduct, regulations on plagiarism and intellectual property rights. |
| **6.7 Explain the measures to prevent plagiarism.** | * Indicate which plagiarism software will be employed and provide relevant details. * Indicate what regulations are in place regarding plagiarism and intellectual property rights, and how these are communicated. |