1. **PROGRAMME DESIGN**

**2.1**

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

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| **STATEMENT** | **Exceeds minimum standards** | **Meets minimum standards** | **Partially meets minimum standards, but with improvement needed** | **Partially meets minimum standards, but with significant improvement needed** | **Does not meet the majority of the minimum standards** |
| The purpose and rationale of the programme is clear and aligned to the exit level outcomes of the programme. |  |  |  |  |  |
| The module outcomes are aligned to the exit level outcomes of the programme. |  |  |  |  |  |
| The modules are coherently planned with regard to the content, NQF level, credits, purpose, outcomes, rules of combination and mode of delivery. |  |  |  |  |  |
| The articulation and progression possibilities of this programme are clearly indicated – internal and external to this programme. |  |  |  |  |  |
| The rules of combination for the constituent modules as well as the progression rules form one year to the next are clearly explained and correct. |  |  |  |  |  |
| The curriculum maintains an appropriate balance of theoretical, practical and experiential knowledge and skills for the nature of the programme. |  |  |  |  |  |
| The programme has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes and to articulate with other programmes. |  |  |  |  |  |
| There are appropriate procedures for RPL including the identification, documentation, assessment, evaluation and transcription of prior learning against specified learning outcomes. |  |  |  |  |  |
| The competences that will be developed in the programme are aligned with the appropriate NQF level of the programme. |  |  |  |  |  |

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| **OVERALL RATING**  **(Consider the individual ratings above and provide an overall rating)** | **Exceeds minimum standards** | **Meets minimum standards** | **Partially meets minimum standards, but with improvement needed** | **Partially meets minimum standards, but with significant improvement needed** | **Does not meet the majority of the minimum standards** |
| Programme Design |  |  |  |  |  |

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

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

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| **STATEMENT** |
| Tabulate the programme structure at the point of accreditation and as it is offered in 2017. |
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| **STATEMENT** |
| Provide a critique on the key changes made from when the programme was initially accredited by the CHE or aligned and deemed accredited through the HEQSF alignment process and the adequacy and effectiveness of the current programme design. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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| **STATEMENT** |
| Reflect upon the design of the programme in the current accreditation cycle.  Provide a critique on the adequacy and effectiveness of the current programme design and its constituent parts (modules/courses/subjects) in relation to the exit-level outcomes of the programme and the target graduate attributes of the programme.   * Include a list of the constituent parts, i.e. modules/courses/subjects   Provide a critique on the design of the programme in relation to the facilitation of teaching and learning and promotion of student success in the current accreditation cycle.  Comment on any proposed changes to make to the programme design or modules during the next three years and explain the need for the changes. Explain the mechanisms and procedures to bring about these changes (e.g. policy adjustments) including arrangements for the approval thereof and a proposed timeframe for doing so. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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