1. **PROGRAMME DESIGN, STUDENT SELECTION; STUDENT RECRUITMENT, ADMISSION AND SELECTION**

**2.1**

**Accreditation Criteria 1 and 2**

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| **Instructions:**   * Interrogate each statement, consider all relevant data available and rate whether the programme:   + meets minimum standards   + needs improvement   + does not meet 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 the 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 the HEQC Online system at the time of submission and should correspond to the list of evidence below. * Evidence to be submitted includes:   + Curriculum (module outlines-including purpose, credit allocations, NQF levels etc.) as first accredited and current   + Evidence that any changes to the curriculum were informed by impact studies etc.   + Evidence that changes were approved by appropriate Institutional structures e.g. Minutes of meetings   + Confirmation that changes effected do not constitute more than 50% |

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| **STATEMENT** | **Meets minimum standards** | **Needs improvement** | **Does not meet the minimum standards** | **Comment** |
| The purpose and rationale of the programme are clear and aligned to the exit level outcomes of the programme and there is evidence |  |  |  |  |
| Modules and/or courses in the programme are coherent with regard to  content, level, credits, purpose, outcomes, rules of combination, relative weight and  delivery. |  |  |  |  |
| Advertising and promotional material contain accurate and sufficient information about the programme with regard to admission policies, completion requirements and academic standards. |  |  |  |  |
| Admission, age exemption, and RPL policies and practice adhere to legislation and comply with the CHE’s guidelines |  |  |  |  |
| There are appropriate procedures for RPL including the identification, documentation, assessment, evaluation and transcription of prior learning against specified learning outcomes |  |  |  |  |

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| **OVERALL RATING**  **(Consider the individual ratings above and provide an overall rating)** | **Meets minimum standards** | **Needs improvement** | **Does not meet the minimum standards** | **Comment** |
| Programme Design |  |  |  |  |
| Student recruitment, admission and selection |  |  |  |  |

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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 currently offered. The Module outlines, credit allocations and NQF levels must be clearly specified. |
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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. Your analysis should include the rationale for any changes effected and how these were approved. |
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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.  Comment on any proposed changes to make to the programme design or modules during the next three years and explain the need/ rationale 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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