Dear Colleague,

It is my pleasure to inform you that the national review of the BSW programme is the first national review (NR) project to go online. As you know, this is a pilot and we appreciate your participation in this project. Insofar as possible it is not meant to disrupt the process of completing the SER.

The BSW review is the first step towards moving national reviews online. Though NRonline system is not activated, you can already use the SER template to present your data. We will notify you by email as soon as the NRonline system is ready to go live. This will be well before the 30 June deadline. To assist you in preparing the online submission, we are providing you with the prototype of the SER online template in Word format together with other relevant documents required to complete the review.

To access NRonline, click on the URL/link provided. This will open onto the NR splash page with the list of uploaded documents which can be printed and/or saved. We suggest that you save the SER template and fill in the data or cut and paste data where required.

To assist us in maintaining a record of institutions using NRonline we would appreciate it if you would appoint a coordinator. This is the person who will be in contact with the CHE as well as authorized to upload the completed SER document and who will be working with your Quality Assurance administrator.

We are aware that many Departments of Social Work have started compiling their SERs and this was a major consideration in taking the NR process online. The pilot project takes this into account and allows you to insert data already compiled onto the template. The online system will allow you to upload data in Word format using the cut/copy and paste method for example. Statistical/logistics data are completed in the tables provided. The shift to an online system does not restrict the amount of data per criterion you wish to upload.

At the last reviewer-training workshop, participants raised questions around the compatibility of a narrative SER and the online system. The Directorate raised this with the ICT designers and are pleased to confirm that the narrative emphasis of the SER has not been compromised.

The SER is an opportunity for each Department to critically interact with its BSW programme and identify areas of good practice and other interventions where appropriate to enhance the quality of the programme. To assist us in this regard, each criterion should constitute a section in the SER. The NRonline pilot takes this into account and allows you to upload data for each criterion with its accompanying outcome. **Do refer to the manual and the Programme Accreditation Criteria and their minimum standards against which to benchmark your responses for any further explanation regarding the characteristics of the SER.** Also note that the criteria to be uploaded do not follow a numerical sequence pattern but rather a thematic one. The CHE programme accreditation criteria adapted for the review of undergraduate programmes 2013, setting out the thematic coupling is attached.

The online methodology imposes certain conditions that are different from the traditional reporting method. In this instance we agreed that tables and other statistical data would be placed after the narrative. If however you consider inclusion of the data crucial/essential to the narrative, do include it as in both places: as part of the narrative and in the allotted space.

Thank you for your understanding and cooperation in taking National Reviews online. Do not hesitate to contact us for any further information regarding the online submission you may require.

I would like to thank you in advance for the online submission of the SER.

Kind regards,

Rehana

# ****COVER SHEET FOR SIGN-OFF****

|  |  |
| --- | --- |
| **Dean of the Faculty** | |
| Name: |  |
| Signature: |  |
| Date: |  |
| **Head of Programme** | |
| Name: |  |
| Signature: |  |
| Date: |  |
| **Quality Assurance Representative** | |
| Name: |  |
| Signature: |  |
| Date: |  |



**Self-evaluation Report**

INSTITUTION:

DATE:

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# Focus area: PROGRAMME DESIGN & PROGRAMME COORDINATION

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 1: Programme Design: Input*** *The programme is consonant with the institution’s mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.*



**Departmental performance in relation to Criterion 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 10: Programme Coordination: Process****The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes.*

**Departmental performance in relation to Criterion 10:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: STUDENT RECRUITMENT, ADMISSION AND SELECTION & STUDENT RETENTION AND THROUGHPUT RATES

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 2: Student recruitment, admission and selection: Input***  
*Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme’s academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme’s intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).*

**Departmental performance in relation to Criterion 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 17: Student retention and throughput rates: Process*** *Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.*



**Departmental performance in relation to Criterion 17:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: STAFFING & ACADEMIC DEVELOPMENT FOR STUDENT SUCCESS

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 3: Staffing: Input***

*Academic staff 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. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.*

**Departmental performance in relation to Criterion 3:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 4: Staffing: Input****The academic and support staff complement is 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. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.*

**Departmental performance in relation to Criterion 4:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 11: Academic development for student success: Process***

*Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary.*

**Departmental performance in relation to Criterion 11:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: TEACHING AND LEARNING STRATEGY & TEACHING AND LEARNING INTERACTIONS

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 5: Teaching and learning strategy: Input****The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.*

**Departmental performance in relation to Criterion 5:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 12: Teaching and learning interactions: Process and review***

*Effective teaching and learning methods and suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of the programme.*

**Departmental performance in relation to Criterion 12:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: STUDENT ASSESSMENT POLICIES AND PRACTICES & STUDENT ASSESSMENT POLICIES AND PROCEDURES

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 6: Student assessment policies and procedures: Input***

*The different modes of delivery of the programme have appropriate policies and procedures 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.*

**Departmental performance in relation to Criterion 6:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 13: Student assessment practices: Process***

*The programme has effective assessment practices which include internal (or external) assessment, as well as internal and external moderation.*

**Departmental performance in relation to Criterion 13:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 14: Student assessment practices: Process***

*The programme has taken measures to ensure the reliability, rigour and security of the assessment system.*

**Departmental performance in relation to Criterion 14:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: INFRASTRUCTURE AND LIBRARY RESOURCES

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 7: Infrastructure and library resources: Input***

*Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development for library personnel takes place on a regular basis.*

**Departmental performance in relation to Criterion 7:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: PROGRAMME ADMINISTRATIVE SERVICES AND STUDENT RETENTION & THROUGHPUT RATES

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 8: Programme administrative services: Input***

*The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.*

**Departmental performance in relation to Criterion 8:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 17: Student retention and throughput rates: Output and impact***

*Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.*

**Departmental performance in relation to Criterion 17:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: COORDINATION OF WORK-INTEGRATED LEARNING & PROGRAMME OUTPUT AND IMPACT

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 15: Coordination of work-based learning***

*The coordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.*

**Departmental performance in relation to Criterion 15:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 18: Criterion for programme output and impact***

*The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme.*

**Departmental performance in relation to Criterion 18:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Focus area: PROGRAMME REVIEWS

Address the following criterion taking into account the minimum standards of the Programme Accreditation Criteria. Please note that you are not limited to a page per criterion and must provide comprehensive data.

***Criterion 19: Programme reviews***

*User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. Results are used to improve the programme’s design, delivery and resourcing, and for staff development and student support, where necessary.*

**Departmental performance in relation to Criterion 19:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commend** | **Meets Minimum Standards** | **Needs Improvement \*** | **Does not Comply** |
|  |  |  |  |

\*If *Needs Improvement* is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

# Annexure 1: Footnotes

Refer to Annexure 2 - Documentation/Evidence Map

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Footnote** | **Section** | **File** | | **Sub section** | | **Page** |
| 1 | A proposed academic architecture for the Programme at the University of Good Education | A - Governance | 2 | Governance: Faculty | 3 | A proposed academic architecture and management structure | 1 - 77 |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

# Annexure 2: Evidence Guidelines

A national review is an evidence-based exercise. The list below provides examples of the types of documentation that Departments/Units can provide as material support for each criterion.

**Criterion 1: Programme Design**:

Supporting documentation demonstrating the process that was followed in developing the programme can include:

* Minutes of relevant meetings
* Detailed syllabi/curricula
* Assessment tasks and criteria
* Details of tutoring systems (where applicable)
* Writing centre (where applicable)
* Library training (where applicable)

**Criterion 2: Student Recruitment, Admission and Selection:**

Supporting documentation demonstrating the process that is followed in accepting students into the programme can include:

* Institutional policy on student admission and selection
* Institutional policy on student selection
* Institutional policy on student admission
* Institutional Prospectus
* Faculty Yearbook (where relevant)
* Marketing Plan of institution
* Marketing Plan of Faculty/Department
* Bursary information of institution
* Faculty specific bursary/financial aid information
* RPL Policy (where applicable)

**Criteria 3 & 4: staffing:**

Supporting documentation that demonstrates staffing criteria can include:

* Institutional policy/procedures on selection, appointment, induction, and payment of staff members
* Institutional policy on health and safety in the workplace
* Promotion criteria for academic staff members
* Promotion criteria for administrative staff (support) members
* Examples of Institution wide staff development for academic and support staff
* Equity programme of the Institution
* Institution/Faculty or Departmental policy on workload allocation

**Criterion 5: Teaching and Learning:**

Supporting documentation that demonstrates the institution’s policy on teaching and learning can include:

* The institution’s division responsible for academic student support/student learning centre/student service bureau
* Programme specific learning policies and strategies
* Student evaluation of the programme
* Faculty Yearbook

**Criterion 10: Programme Coordination:**

Supporting documentation that demonstrates work-integrated learning can include the following. This may not be applicable to all programmes can include:

* Curriculum Vitae of Programme coordinator/Head of Department
* Minutes of relevant meetings/workshops and discussions
* Student evaluation of the programme
* Information of guides to students
* SMS or other communication systems, as necessary
* ‘Call in letters’

**Criteria 13 & 14 Student Assessment:**

Supporting documentation that demonstrates the assessment policy/strategies of the Faculty/programme can include:

* Assessment strategy of faculty
* Faculty and/or programme based training opportunities for academic staff in assessment
* Policies for the certification process
* Faculty policy on security of assessment tasks/marks and processes
* Programme specific assessment guidelines
* Information guides to students/learners explaining all assessment tasks
* Assessment guidelines to external moderators
* Examples of student assessments tasks (exam papers, group work, tests etc.)
* Procedure for summative assessment opportunities
* Procedure for external moderation of summative assessment opportunities
* Procedure for supplementary assessment opportunities
* Procedure for external moderation of summative assessment opportunities
* Procedure (and form) for changing of assessment results
* Procedure for submitting assessment results for computing and finalising by support staff
* Examples of moderator/external reports
* Procedure for student dispute with regards to assessment results

**Criterion 7: Infrastructure and library Resources:**

Supporting documentation that demonstrates the Institution’s policy on support to faculties can include:

* Institutional policy on library support to faculties
* Institutional policy on computers/computer supply to faculties
* Detail on venues, timetable and computer facilities
* Detail on offices and other resources available to staff members in the programme
* Library support specific to the programme
* Computer training (where applicable)

**Criterion 17 & 18: Student Retention, Throughput rates and Programme Impact:**

Supporting documentation that demonstrates student retention, throughput rates and programme impact can include:

* Institution/faculty policy on monitoring and managing throughput rates
* Registration and graduation data for thepast 6-8 years
* Case studies of students exceeding the recommended time to complete the programme
* Improvement plan for throughput rate
* Feedback from alumni

**Criterion 19: Programme Review:**

Supporting documentation on self-evaluations of the unit can include:

* Information on the quality unit at the Institution responsible for self-evaluations
* Reports of previous faculty/programme/departmental self-evaluations and/or reviews
* Relevant minutes of Senate/Faculty Board meetings
* Student feedback on programme
* Alumni feedback on programme
* Minutes of relevant meetings/discussions on programme
* Development plans for programme

## **Examples of Site Documents**

The following are an example of documents that can be displayed.

* Prospectus, faculty handbooks, academic calendars, student guides
* Strategic plans of institution and unit (if available)
* Learner material, syllabi, course packs (per module/semester, per mode of delivery)
* Institution reports, committee meeting minutes, school/departments/faculty minutes
* Data summaries of surveys and instruments
* Schedule of courses offered over the last 3 years with faculty members identified
* Assessment tasks and instruments, internal moderation reports and external examiner reports
* Degree completion rates, module performance and assessment records for the last 6-8 years
* Admission policies, RPL practice and learner records of relevant applicants, degree completion requirements
* Tuition and fee structures
* Examples of student work and research dissertations
* Faculty curricula vitae
* Facilities, equipment and supplies
* Library catalogues
* Records of student complaints and grievances over the past 3 years
* Summary of academic faculty members accomplishments and publications for quick reference
* Advertising material, promotional material, information brochures, etc.
* HR polices, samples of contracts and other personnel data retained by the department
* Course/lecturer evaluation responses and summaries
* Student tracking mechanisms post degree completion
* Any other relevant policies or documents that support the unit’s mission, goals, objectives

# Annexure 3: Documentation/Evidence Map

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SECTION A – GOVERNANCE | | | | |
|  | | **GENERIC EVIDENCE** | | **PROGRAMME SPECIFIC EVIDENCE** |
| File 1: Governance University | | | | |
| *(Examples of evidence in file) 1* | | *Regulations* | |  |
| *2* | | *Assessment policy* | |
| *3* | | *Programme Qualification Mix of the University (PQM)* | |
| *4* | | *University policy A* | |
| *5* | | *University policy B* | |
| File 2: Governance: Faculty | | | | |
| *(Examples of evidence in file) 1* | | *Faculty yearbooks* | |  |
| *2* | | *Management structure: Faculty of Education* | |
| *3* | | *Academic architecture for the Faculty of Education* | |
| *4* | | *Vision and mission of the Faculty of Education* | |
| *5* | | *Assessment strategy of the Faculty of Education* | |
| *6* | | *Annual reports of the Faculty of Education* | |
| *7* | | *Faculty specific strategy A* | |
| File 3: Finances | | | | |
| *(Examples of evidence in file) 1* | | *University finances policy* | |  |
| *2* | | *Policy on additional remuneration for staff* | |  |
| *3* | |  | | *Specific income generated by the programme (if applicable)* |
| *4* | |  | | *Summarised expenditure for the programme* |
| File 4: Health and Safety | | | | |
| *(Examples of evidence in file) 1* | | *Terms of reference: Health Advisory Committee and Primary Health Care Committee* | |  |
| *2* | | *HIV/AIDS* | |  |
| *3* | | *Policy: Health and safety* | |  |
| *4* | | *Occupational Health Service report* | |  |
| *5* | | *Campus Health Services* | |  |
| *6* | | *Managerial Consultancy* | |  |
| *7* | | *Persons with disabilities* | |  |
| Miscellaneous | | | | |
| *(Examples of evidence in* ***Miscellaneous****) 1* | | *Faculty Information Guides* | |  |
| *2* | | *University Information Guides* | |  |
| SECTION B – STAFF | | | | |
|  | | **GENERIC EVIDENCE** | | **PROGRAMME SPECIFIC EVIDENCE** |
| File 1: Minutes of Meetings | | | | |
| *(Examples of evidence in file) 1* | | *Minutes of meetings of faculty specific committee A* | |  |
| *2* | | *Minutes of meetings of faculty specific committee B* | |  |
| *3* | | *Minutes of meetings of faculty specific committee C* | |  |
| *4* | | *Minutes of meetings of faculty specific committee D* | |  |
| *5* | |  | | *Minutes of meetings related to programme.* |
| File 2: Curriculum Vitae | | | | |
| *(Examples of evidence in file) 1* | | *CV’s of academic staff members* | | |
| *2* | | *CV’s of support staff* | | |
| *3* | | *CV’s of temporary staff members* | | |
| Miscellaneous | | | | |
| *(Examples of evidence in* ***Miscellaneous****) 1* | | *Rewards awarded to staff members relevant to the programme(s)* | | |
| *2* | | *Books written by staff members* | | |
| SECTION C – STUDENTS | | | | |
|  | **GENERIC EVIDENCE** | | **PROGRAMME SPECIFIC EVIDENCE** | |
| File 1: Marketing | | | | |
| *(Examples of evidence in file) 1* | *Marketing plan* | |  | |
| *2* | *Prospectus* | |  | |
| *4* | *Student fees* | |  | |
| *5* | *Marketing brochures* | |  | |
| File 2: Student support | | | | |
| *(Examples of evidence in file) 1* | *Library* | |  | |
| *2* | *Student services and learning centre* | |  | |
| *8* |  | | *Programme specific student support:*  *Tutoring System*  *Undergraduate writing centre*  *Support during Work-integrated Learning (where applicable)* | |
| FILE 3: Student Statistics | | | | |
| *(Examples of evidence in file) 1* | *University student statistics: race and gender* | |  | |
| *2* |  | | *Registration and graduation*  *Race*  *Gender*  *Semester/Module pass rate* | |
| SECTION D – PROGRAMME  (In the case of multiple programmes, please divide files per programme) | | | | |
|  | | **GENERIC EVIDENCE** | | **PROGRAMME SPECIFIC EVIDENCE** |
| File 1: Programme | | | | |
| *(Examples of evidence in file) 1* | |  | | ***Programme Approval and Accreditation***  *SAQA proposal*  *NQF Data*  *Documents supporting phases of the programme development* |
| *2* | |  | | ***Study material***  *Handouts*  *Assessment activities* |
| *3* | |  | | ***Programme administration***  *Programme process flow chart*  *Applications and selection*  *Registration schedule*  *Examples of correspondence to students (admission letters, progress reports, warning letters)*  *Time table and lecture rooms* |
| Miscellaneous | | | | |
| *(Examples of evidence in* ***Miscellaneous)*** | |  | | *Learner guides*  *Examples of student work* |
|  | | *Graduation programmes* | |  |

# Annexure 4: Baseline Data Tables

Index table

The following tables should be completed as part of the self-evaluation report.

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4.1 PROFILE OF PROGRAMME UNDER REVIEW

Table 4.1 A Profile of programme and contact details of head of programme

Must also be completed online

|  |  |  |
| --- | --- | --- |
|  | Name of Institution: | e.g. University of XXXX |
|  | Name of Programme: | e.g. MBA |
|  | HEQC reference code: |  |
|  | HEQSF reference code: |  |
|  | SAQA reference code: |  |
|  | Name of Faculty: | e.g. Commerce |
|  | Name of School (if applicable): | School of Commerce and Management |
| **Contact Details of the Head of Programme:** | | |
|  | Title, name and surname: |  |
|  | Physical Address: |  |
|  | Postal Address: |  |
|  | Email: |  |
|  | Telephone number: |  |
|  | Fax Number: |  |
|  | Mobile Number: |  |

Table 4.1 B Contact person

Contact person for programme. (Do not complete this if the contact person is the same as the Head of the programme)

Must also be completed online

|  |  |  |
| --- | --- | --- |
|  | Title, Initial, Surname: |  |
|  | Designation of contact person: |  |
|  | Physical address: |  |
|  | Postal address: |  |
|  | Email: |  |
|  | Telephone number: |  |
|  | Fax Number: |  |
|  | Mobile number: |  |

Table 4.1 C Location of programme

The geographical location of where the programme is offered:  
Must also be completed online

|  |  |  |
| --- | --- | --- |
|  | Name of main site of delivery (Institution or other): |  |
|  | Physical address of main site of delivery (Faculty or other): |  |
|  | Postal address: |  |
|  | Email: |  |
|  | Telephone number: |  |
|  | Fax number: |  |
|  | Mobile number: |  |

Table 4.1 D Additional sites of delivery (where applicable)

This takes into account additional sites where the programme is delivered and a distinction can be made between contact mode of delivery and distance mode of delivery. The table below should be completed to reflect the mode of delivery.

Must also be completed online

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of additional site of delivery (Institution or other):** | **Physical address** | **Postal address** | **Email** | **Telephone number** | **Fax number** | **Mobile number** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Table 4.1 E Staffing: Academic Profile

1. **Current staff complement of the Department/Unit.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full-time; Part-time or Contract** | **Date of Appointment or Duration of Contract** | **Highest**  **Qualification** | **Position held**  **in Department** | **Race** | **Gender** | **Teaching responsibilities**  **(Specify per module)** | **Specify modules taught in BSW programme** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

1. **Staffing: Research Output of Academics for the period 2007-2012 (Table to be expanded per academic)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of Academic:** | | | | | | |
| **Years** | **Full-time; Part-time or Contract** | **Type of research output** (e.g. conference paper, accredited journal article, manuscript, non-accredited journal article | **Current post-graduate students being supervised** | | **Supervised post-graduate students that completed Masters &/or PhD** | |
| **Masters** | **PhD** | **Masters** | **PhD** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Table 4.1 F Criterion 5: Teaching and Learning

|  |  |  |
| --- | --- | --- |
| **Type of Learning Activity for Programme** | **Hours** | **% of Learning Time** |
| Lectures (face to face, limited interaction or technologically mediated) |  |  |
| Tutorials: Individual groups of 30 or less |  |  |
| Syndicate groups |  |  |
| Research |  |  |
| Independent self-study of standard texts and references (study guides, books, journal articles) |  |  |
| Other (specify) |  |  |
| **Total** |  |  |

Table 4.1 G Criterion 7: Assessment: External Examiners for the period 2007-2012

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Qualifications and expertise in programme area** | **Place/s of employment** | **Role and responsibility in relation to programme and year** | **Years used by unit as external examiner/Moderator** |
|  |  |  |  |  |

TABLE 4.1 H Criterion 7: Infrastructure and Library Resources: Physical Infrastructure

Please provide details of ownership of facilities or lease agreements if any. Also indicate different sites of delivery if applicable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Room Types** | **Assigned Square Metres** | **Capacity** | **Present Usage and Anticipated Usage** | **Planned extensions** |
| Lecture Rooms |  |  |  |  |
| Office Space for Academics |  |  |  |  |
| Office Space for Support Staff |  |  |  |  |
| Special Facilities (provide details) |  |  |  |  |

4.2 POSTGRADUATE POSSIBILITIES

Table 4.2 Postgraduate possibilities for BSW graduates

Please indicate all qualifications currently available to those **who successfully complete the BSW programme**. Please include all levels of qualifications.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Qualifications** | **Number of years of**  **Full-time study** | **Number of years of**  **Part-time study** | **Predominant mode of**  **delivery** | **Admission requirements** | **Professional accreditation of programme** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

4.3 ACCREDITATION STATUS

Table 4.3 Accreditation status of academic qualifications

Please provide detailed information for each of the qualifications offered in the Department/Unit of Social Work.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Qualification** | **Does the qualification require accreditation? (Y or N)** | **If yes, was it accredited?**  **(Y/N).** | **Mode/s of delivery ( the appropriate mode/s of delivery/ies: D=Distance[[1]](#footnote-1), M=Mixed[[2]](#footnote-2) C=Contact[[3]](#footnote-3) E=e-learning[[4]](#footnote-4))** | | | | **NQF credits** | **Duration full-time study**  **(In years)** | **Duration part-time study**  **(In years)** |
| **D** | **M** | **C** | **E** |
| Doctoral qualifications |  |  |  |  |  |  |  |  |  |
| Masters qualifications |  |  |  |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |  |  |  |

4.4 MODULES AND COURSES OF THE PROGRAMME

Table 4.4 A Modules/Courses for the period 2007-2012 on the books but not currently offered

Please list all modules/courses for the period 2007-12 that are on your books but which are not currently offered.

|  |  |  |
| --- | --- | --- |
| **List of modules currently on books but not being offered** | **Year last offered** | **Reason/s why module is not offered** |
|  |  |  |
|  |  |  |
|  |  |  |

Table 4.4 B New modules that may be offered in the future

|  |  |  |
| --- | --- | --- |
| **New modules that may be offered in the future** | **Year of first offering** | **Reason/s why module is introduced** |
|  |  |  |
|  |  |  |
|  |  |  |

4.5 BUDGET OF THE PROGRAMME

Indicate the budget of the BSW programme according to the following categories. Do note that budgetary details should correspond to the period 2007-2012.

Table 4.5 A Income

Must also be completed online

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR** | **INCOME** | | | **% of total FTEs and**  **% of total Salaries** | |
| **Subsidy (in relation to) FTEs)** | **Student Fees** | **Other (please specify)** | **% of Total FTEs** | **% of Total Salaries** |
| **2007** |  |  |  |  |  |
| **2008** |  |  |  |  |  |
| **2009** |  |  |  |  |  |
| **2010** |  |  |  |  |  |
| **2011** |  |  |  |  |  |
| **2012** |  |  |  |  |  |

Table 4.5 B Expenses relating to the BSW programme for the period 2007-2012

Must also be completed online

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| YEAR | EXPENSES | | | | | |
| **Salaries** | | | **Fixed assets** | **Supplies and services** | **Other** |
| **Academic staff** | **Support staff (incl. admin staff)** | **Other**  **(staff contracts)** |
| **2007** |  |  |  |  |  |  |
| **2008** |  |  |  |  |  |  |
| **2009** |  |  |  |  |  |  |
| **2010** |  |  |  |  |  |  |
| **2011** |  |  |  |  |  |  |
| **2012** |  |  |  |  |  |  |

Table 4.5 C Student support

Indicate financial support for students enrolled in the BSW programme according to demographic categories and over the period 2007-2012.   
Must also be completed online

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Black** | | **Coloured** | | **Indian/Asian** | | **White** | | **Type of support (e.g. bursary, scholarship or other)** | **Amount** |
| **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** |  |  |
| **2007** |  |  |  |  |  |  |  |  |  |  |
| **2008** |  |  |  |  |  |  |  |  |  |  |
| **2009** |  |  |  |  |  |  |  |  |  |  |
| **2010** |  |  |  |  |  |  |  |  |  |  |
| **2011** |  |  |  |  |  |  |  |  |  |  |
| **2012** |  |  |  |  |  |  |  |  |  |  |

4.6 ACADEMIC STAFF

Table 4.6 A Academic qualifications

Please provide the qualifications of academic staff by category of employment and per gender.  
Must also be completed online

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total**  **No.** | | **Doctorate degree** | | | | **Master’s degree** | | | | **Honours degree** | | | | **Undergraduate degree (where applicable)** | | | |
|  |  | | Number completed | | Number currently studying | | Number completed | | Number currently studying | | Number completed | | Number currently studying | | Number completed | | Number currently studying | |
| **Gender** (M = Male, F = Female) | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** |
| **BLACK** | | | | | | | | | | | | | | | | | | |
| Permanent full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Permanent part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ad hoc staff (staff appointed for specific responsibilities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **COLOURED** | | | | | | | | | | | | | | | | | | |
| Permanent full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Permanent part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ad hoc staff (staff appointed for specific responsibilities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **INDIAN/ASIAN** | | | | | | | | | | | | | | | | | | |
| Permanent full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Permanent part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ad hoc staff (staff appointed for specific responsibilities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **WHITE** | | | | | | | | | | | | | | | | | | |
| Permanent full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Permanent part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary full-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Temporary part-time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ad hoc staff (staff appointed for specific responsibilities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 4.6 B Demographic profile of staff in the Department/Unit

Please indicate the demographic profile of all full-time, part-time and temporary staff by rank.  
Must also be completed online

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Total number** | **Nationality** | | | | **Demographic categories** | | | | | | | |
|  |  | South African | | Other | | Black | | Coloured | | Indian/Asian | | White | |
| **Gender** (M = Male, F = Female) | | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** |
| Professor (incl. Senior Professor) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Lecturer |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecturer |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Associate/Junior Lecturer |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 4.6 C Academic staff research output for the period 2007-2012

|  |  |
| --- | --- |
| **Research output** | **Number** |
| SAPSE publication units as per DHET policy |  |
| Non-SAPSE publications |  |

4.7 STUDENT RATE OF COMPLETION

Table 4.7 Bachelor of Social Work: Demographic Table indicating student rate of completion

Must also be completed online

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic year** | **2007** | | **2008** | | **2009** | | **2010** | | **2011** | | **2012** | | Graduated or dropped out within 4 years  **n = 2010** | | Graduated or dropped out within 5 years  **n+1 = 2011** | | Graduated or dropped out within 6 years  **n+2 = 2012** | |
| **Gender** (M = Male, F = Female) | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** |
| **BLACK** | | | | | | | | | | | | | | | | | | |
| Registered at the beginning of the year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| At-risk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graduated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dropped out |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **COLOURED** | | | | | | | | | | | | | | | | | | |
| Registered at the beginning of the year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| At-risk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graduated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dropped out |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **INDIAN/ASIAN** | | | | | | | | | | | | | | | | | | |
| Registered at the beginning of the year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| At-risk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graduated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dropped out |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **WHITE** | | | | | | | | | | | | | | | | | | |
| Registered at the beginning of the year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| At-risk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graduated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dropped out |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. The interaction between students and academic staff predominantly takes place through distance education techniques, e.g. correspondence, telematics [↑](#footnote-ref-1)
2. The interaction between students and academic staff takes place through a mixture of contact and distance modes. [↑](#footnote-ref-2)
3. The interaction with academic staff involves personal interaction through lectures, tutorials, practical or other forms of required work, and occurs at the premises of the institution or a site of the institution. [↑](#footnote-ref-3)
4. The mode of delivery is predominantly through electronic media, e.g. Internet and the www. [↑](#footnote-ref-4)