## <http://services.nwu.ac.za/qualification-and-academic-programme-planning>

**FORM 1: SITUATION ANALYSIS**

This form must be completed for a new qualification application or a new mode of provision. The following template must be completed by the Curriculum team, and submitted to the Faculty Teaching and Learning Committee, followed by the Faculty Board (or its Faculty Board Executive Committee) for approval. The faculty board-approved form for new qualification applications must then be submitted to the Q&APP SCS & SCAS administrator for SCAS consideration and recommendation.

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| **Key for the template** | |
| Red | Provides guidelines |
| *Kindly apply principles of academic writing, the NWU writing style and have your submission language-edited.* | |

* **Before completing this application, did you consult with your Faculty Q&APP SCS?** Choose an item.
* **Did you familiarise yourself with the Q&APP Curriculum document?** Choose an item.

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| **SECTION A: PROPOSED NEW QUALIFICATION INFORMATION** | | | |
| Name of Faculty | Choose an item. | | |
| School: |  | Subject group: |  |
| Curriculum team: |  | | |
| Curriculum team leader: |  | | |

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| **1. NEW QUALIFICATION INFORMATION** | | |
| 1.1 | Qualification type | Choose an item. |
| 1.2 | NQF exit level of proposed new qualification | Choose an item. |
| 1.3 | Mode(s) of provision (delivery) of the proposed new qualification: | Choose an item. |
| 1.3.1 | If contact, will the programme be presented on full time, part time basis or both? | Choose an item. |
| 1.4 | Select the campuses where the proposed new qualification will be offered  \**Also include Addendum A – Proof of consultation with ALL campuses* | Campus 1: Choose an item.  Campus 2: Choose an item.  Campus 3: Choose an item. |
| 1.5 | Provide a campus phase-in plan for the qualification. |  |
| 1.6 | Is this envisaged qualification part of your Faculty Integrated Teaching and Learning Plan (FITLP) curriculum planning? | Choose an item. |
| 1.7 | Are the envisioned qualification included in the Faculty’s enrolment planning? | Choose an item. |
| **2. QUALIFICATION DESIGN** | | |
| 2.1 | Qualification name |  |
| 2.2 | NQF exit level | Choose an item. |
| 2.3 | Total credits |  |
| 2.4 | CESM codes of new qualification in the 2nd order |  |
| 2.5 | How does the proposed new qualification link with the [NWU T&L Strategy 2015-2025](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/2017.NWU.TeachingLearningStrategy.pdf) strategic drivers and goals? |  |
| 2.6 | How would you ensure that your proposed new qualification adhere to responsiveness? |  |
| 2.7 | How will you approach the following in the design of the curriculum? | |
| 2.7.1 | Access with success |  |
| 2.7.2 | The student voice (input) |  |
| 2.7.3 | Social justice, decolonisation, Africanisation, curriculum transformation. |  |
| 2.7.4 | Innovative teaching and learning strategies, self-directed learning |  |
| 2.7.5 | Blended learning and multimodal education |  |
| 2.8 | Will service learning be incorporated in the qualification? *(If yes, please answer section 2.9)* | Choose an item. |
| 2.9 | Will there be a dedicated service learning component (module)? If not a dedicated module, how? |  |
| 2.10 | Will WIL (Work integrated be incorporated in the qualification? *(If yes, please answer section 2.11)* | Choose an item. |
| 2.11 | Will there be a dedicated learning component (module)? If not a dedicated module, how? |  |
| 2.12 | How will the proposed qualification link with the [NWU Graduate attributes](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/2017.NWU.TeachingLearningStrategy.pdf)? |  |
| **3. PROOF OF MARKET APPETITE AND SUSTAINABILITY AND FINANCIAL VIABILITY** | | |
| 3.1 | Motivate the need (rationale) for the envisaged qualification.  i Details of the reasoning that led to identifying the need for the qualification.  ii How the qualification meets specific needs in the sector for which it is developed  iii Details of consultation with a recognised professional body or industry body  iv Range of typical students and indicate the occupations, jobs or areas of activity in which the qualifying students will operate  v How the qualification will provide benefits to the society, economy, discipline to articulate its responsiveness  vi The way is the curriculum is shaped by students’ needs. Reflect how to prepare students for local and/or global context; how students are inducted into the literacy of specific disciplines or fields; how multilingualism is recognised as a resource to enhance teaching and language; relevance to students’ everyday lives; how the learning needs of the underprepared students will be met |  |
| 3.2 | Why was the specific qualification type selected? |  |
| 3.3 | What will be the value of the new addition - justification, drive or push) of the new qualification / academic programme (purpose)? |  |
| 3.4 | Target market and enrolment targets (projection over a three-year period) and explain the basis for the projection. |  |
| 3.5 | How does the qualification compare against national and international trends and qualifications? Ensure that you make use of 3 national and 2 international qualifications and include the URL for the webpage of the institution. Clearly outline by stating the names of the identified countries, the names of the institutions and the titles of the identified international qualifications, the level purpose and focus. |  |
| 3.6 | Provide tangible proof of market appetite for the new development – liaise with the NWU Corporate Relations and Marketing department and the Career Centre for assistance (e.g. industry demand/trends, job market sites, student demand, societal needs, etc.). |  |
| 3.7 | Articulation pathway to and from the qualification. |  |
| 3.8 | Career opportunities for graduates of the qualification / academic programme. |  |
| 3.9 | Use of integration of ICT within the modules of the academic programme and qualification. |  |
| 3.10 | Clarify existing staff capacity (academic and administrative) within faculty on the campus(es) of delivery for the proposed new qualification and/or academic programme.  Will additional academic staff be required and how do you propose funding this? |  |
| 3.11 | Provide proof of financial viability for the new offering after consultation with Strategic Intelligence. (Include as Addendum D) |  |
| 3.12 | Is there any other financial implications not stated in 3.11, e.g. study guide development, e-learning platforms etc.? |  |
| 3.13 | Clarify the need for infrastructure for implementation of the proposed new qualification and/or programme.  • Library use  • ICT  • Lecture rooms  • Laboratories  • Academic professional development needs  • Student support |  |
| 3.14 | Is this application supported by Facilities Management? |  |
| **4.** **INTENDED TIMELINE FOR THE NEW QUALIFICATION**  *(Please see Q&APP Process summary document map and Q&APP Process map 1 External processes for assistance)* | | |
| 4.1 | Step A3: Submit Form 1 to Faculty TL committee followed by Faculty Board[[1]](#footnote-1). | Click or tap to enter a date. |
| 4.2 | Submit Form 1 to Faculty Board. | Click or tap to enter a date. |
| 4.3 | Step A4: Commence with the population of Form 3: Combined external application form | Click or tap to enter a date. |
| 4.4 | Step A5: Curriculum team leader submit Form 3 and Module outlines to Faculty TL committee | Click or tap to enter a date. |
| 4.5 | Step A6: Form 3 and Module outlines are submitted to Faculty Board | Click or tap to enter a date. |
| 4.6 | Step A7: Form 1 and/or Form 3 and Module outlines are submitted to Q&APP SCS for SCAS by Faculty Administrator | Click or tap to enter a date. |
| 4.7 | Step A8:TEPEC submission (Only for Faculty of Education) OR Professional body approval (where applicable) | Click or tap to enter a date. |
| 4.8 | Step A9: DHET PQM clearance submission (Form 2a) | Click or tap to enter a date. |
| 4.9 | Step A10: CHE accreditation submission (Form 3, Module outlines, SAQA form and other addenda) | Click or tap to enter a date. |
| 4.10 | Steps A11-14: Planned roll out year | Click or tap to enter a date. |

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| **CHECKLIST FOR REQUIRED ADDENDENDA**  *(Please copy all addenda into this document if possible and number accordingly)* | | **INCLUDED** | **NOT INCLUDED** |
| A | Proof of consultation with all campuses, irrespective of the campus(es) where the qualification will be offered |  |  |
| B | Proof of consultation with other faculties should the curriculum’s modules reside in more than one faculty |  |  |
| C | Proposed qualification outcomes and major subjects |  |  |
| D | Proof of financial viability |  |  |

**ADDENDUM A – PROOF OF CONSULTATION WITH ALL CAMPUSES, IRRESPECTIVE OF THE CAMPUS(ES) WHERE THE QUALIFICATION WILL BE OFFERED**

(Insert proof of consultation: Email and other correspondence here.)

**ADDENDUM B – PROOF OF CONSULTATION WITH OTHER FACULTIES SHOULD THE CURRICULUM’S MODULES RESIDE IN MORE THAN ONE FACULTY**

(Insert proof of consultation: Email and other correspondence here.)

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| **ADDENDUM C – PROPOSED QUALIFICATION OUTCOMES AND MAJOR SUBJECTS** |
| On completion of the qualification the student should be able to demonstrate:  Proposed major subjects: |

**ADDENDUM D – FINANCIAL VIABILITY**

(Please insert document from Strategic Intelligence here.)

1. Or Executive Committee of the Faculty Board when the Faculty Board meeting is not available [↑](#footnote-ref-1)