##

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

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**FORM 3: COMBINED EXTERNAL APPLICATION FORM FOR**

* New qualifications
* More than 50% change to a qualification, i.e. change to qualification standard which include changes to qualification rationale, purpose, outcomes, total credits.

|  |
| --- |
| **Key for the template**  |
| Red | Provides guidelines |
| Blue  | Standard responses |
| *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 process map?** Choose an item.

**A) PROGRAMME INFORMATION** (Please complete)

|  |
| --- |
| **Programme Name:**  |
| **Mode of Delivery:** | Choose an item. |
| **Programme Type:** | Choose an item. |
| **Qualification Designation** *(This only applies to degree programmes):* | Choose an item. |
| **Alternative designator** *(This only applies if “Other” was selected above):* |  |
| **Motivation for use of designator alternative:** *(This only applies if an alternative designator is specified)* | Use professional designation or broad knowledge area with international recognition |
| **CESM Classification:** (e.g. Education)*(refers to DOE CESM classification)* |  |
| **First Qualifier:** (e.g. 0703 – Education Management and Leadership) *(refers to DOE CESM classification)* |  |
| **NQF Level:** (e.g. Level 5, 6, 7, 8, 9, or 10) |  |
| **Total Number of Credits:**  |  |
| **Minimum duration for completion – Full time:** (number of years) |  |
| **Minimum duration for completion – Part time:** (number of years) |  |
| **Has the programme been approved by the relevant governance structure (SCAS) within the institution?** (Yes or no) | Choose an item. |
| **If yes, date of approval:****If not yet, date at which application will serve at SCAS meeting:**  | Click or tap to enter a date. |
| **Date by which you plan to start offering the programme** | Click or tap to enter a date. |
| **Date of Resident Faculty Board approval** (Attach resolution): | Click or tap to enter a date. |
| **Other Faculty(ies) approvals** (Attach resolution(s)): |  |

**B) APPLICATION FORM FOR PROGRAMME ACCREDITATION**

This part of the form requires an evaluation of the extent to which the proposed programme fulfils the HEQC accreditation criteria. Please note that the information provided should demonstrate compliance with the minimum standards. Minimum standards provide the full text of the minimum standards programmes are expected to meet in relation to each criterion.

**CRITERION 1: PROGRAMME DESIGN**

Minimum standards:
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.

There are 10 sub-questions related to programme design. Ensure alignment throughout: programme rationale ↔ purpose ↔ admission requirements programme outcomes ↔ Graduate attributes ↔ NQF exit level descriptors ↔ curriculum composition (modules, credits, CESM allocations) ↔ teaching, learning, assessment strategy. These include the admission requirements and articulation possibilities and will constitute the internal NWU qualification standard.

* 1. **How does this programme fit in with the mission and plan of the institution?**

Align with NWU Strategic Plan 2015-2025 & the NWU APP 2020.

Start from the NWU Strategic Plan …down to faculty level (quote from your FITLP) …and to your programme level. The golden thread that links the development should be evident.

Closing paragraph under 1.1:

Further confirmation that the programme is consonant with the institution’s mission, plan and goals and forms part of institutional planning and resource allocation is its approval by the appropriate institutional structures, including the Senate Committee for Academic Standards (SCAS). SCAS has been established for the purpose of considering matters related to the compliance, quality, relevance and responsiveness of the NWU formal academic offering and to make recommendations to Senate in this regard. Ratification of the SCAS recommendation by Senate indicates the institutional approval of the development of a new programme.

**1.2 Provide a rationale for this programme, taking into account the envisaged student intake and stakeholder needs.** (Use from Section A above)

The rationale should:

i. Provide details of the reasoning that led to identifying the need for the qualification/academic programme.

ii. Indicate how the qualification/programme meets specific needs in the sector for which it is developed. Details of consultation with a recognised professional body or industry body must be provided in respect of the need.

iii. Identify the range of typical students and indicate the occupations, jobs or areas of activity in which the qualifying students will operate.

iv. Indicate how the qualification/academic programme will provide benefits to the student, society and the economy.

v. How does this qualification/academic programme compare nationally?

vi. How does this qualification/academic programme compare internationally? (Discuss how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world. Identify international institutions that offer similar qualifications and clearly outline by stating the names of the identified countries, the names of the institutions and the titles of the identified international qualifications. Furthermore, discuss how the qualifications compare by distinguishing between the similarities and/or the differences of the identified international qualification(s) and the South African qualification).

Closing paragraph under 1.2:

The programme will be housed in the School / Centre of … in the Faculty of …. The School / Centre is headed by … The Programme Director, responsible for the coordination of this proposed programme, reports to… The School / Centre consists of … full-time (number of) academics: … senior lecturers, … lecturers, … junior lecturers (give breakdown). Lecturers in the proposed programme have published in a wide range of topics, including … and are members of a wide range of academic bodies, including the …. Administrative staff that will provide support to this programme consist of…. The department has the academic capacity and infrastructure to deliver a programme of high quality.

**1.3 Describe the articulation possibilities of this programme.**

(A) statement describing the horizontal and vertical articulation possibilities within the HEQSF must be provided, where appropriate. Align with HEQSF.

Successful completion of the …. will enable both horizontal and vertical articulation opportunities on the premise that the graduate meets all the minimum entry requirements of the chosen articulation pathway. For horizontal articulation, the qualification will provide access to enter relevant cognate programmes that exist at NQF level …, such as the … offered by the NWU, or the … offered by (other South African universities).

With this qualification, graduates could articulate vertically to other relevant cognate programmes, such as the … offered by the NWU and …. (other universities).

**1.4 Provide the names of the modules/courses which constitute the programme, and for each course specify:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE** | **S1/S2/Y** | **3rd ORDER CESM** | **NQF****LEVEL** | **CREDITS** | **COMPULSORY/****ELECTIVE** | **EXISTING (provide code)/****NEW MODULE**  |
| **Year 1** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Students choose electives totalling (?) credits from the list below: |
|  |  |  |  |  |  |  |
| Compulsory credits:  |
| Elective credits:  |
| Total credits for Year 1:  |
| **Year 2** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits:  |
| Elective credits:  |
| Total credits for Year 2:  |
| **Year 3** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits:  |
| Elective credits:  |
| Total credits for Year 3:  |
| **Year 4** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Students choose one elective from the options below, totalling (?) credits: |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits  |
| Elective credits:  |
| Total credits for Year 4:  |
|  |
| **Total NQF 5 Credits:** |
| **Total NQF 6 Credits:** |
| **Total NQF 7 Credits:** |
| **Total NQF 8 Credits:** |
| **Total minimum credits for the programme:** |

**1.5 Learning activities**

Complete the following table for the whole programme:

This table must align with the response to 5.2 and 6.1. Please ensure that whatever is written in this block is linked to the narrative in 5.2 and 6.1. For an explanation of the terminology, please refer to the NWU GLOSSARY OF TEACHING-LEARNING-RELATED ACRONYMS, CONCEPTS AND DESIGNATIONS.

Please note the content of this table is static and appears exactly like this on the HEQC platform and cannot be changed.

If you select the option “other”, you need to explain it underneath the block on the HEQC online platform. See the following text:

(a) If you selected "Other" as the mode of delivery in the third column of the table above, please give a detailed explanation in the box below.

(b) If you selected "Other" as a type of learning activity in the last row of the table above, please give a detailed explanation in the box below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ContactY/N** | **Distance****Y/N** | **Other (specify) Y/N** | **Types of learning activities** | **% Learning time** |
|  |  |  | Lectures (face-to-face, limited interaction, or technologically mediated)For contact: Minimum of 30% for NQF levels 5 and 6Minimum of 25% for NQF levels 7 and above |  |
|  |  |  | Tutorials: individual groups of 30 or less  |  |
|  |  |  | Syndicate groups |  |
|  |  |  | Practical workplace experience (experiential learning/work-based learning, etc.) |  |
|  |  |  | Independent self-study of standard texts and references (study guides, books, journal articles) |  |
|  |  |  | Independent self-study of specially prepared materials (case studies, multi-media, etc.) |  |
|  |  |  | Other (specify) |  |

**1.6 Specify the programme purpose** **and indicate how the proposed curriculum will contribute towards the intended outcomes.**

A. Firstly, write the programme purpose. Guidelines:

i. The purpose must be aligned with the HEQSF for the specific qualification type.

ii. The purpose should describe the context of the qualification and what it is intended to achieve in the national, professional and/or career context.

iii. The purpose statement should capture what the qualifying learner will know and be able to do on achievement of the qualification or part qualification. The exit level outcomes must be linked to the purpose of the qualification and the NWU graduate attributes.

B. Secondly, state the programme outcomes (aligned with the SAQA exit level descriptors) and associated assessment criteria. Assessment criteria indicate how the programme outcomes could be assessed in an integrated way. Numbering the outcomes will assist with 1.8.

C. Lastly, connect the curriculum (modules) to the outcomes stated above (explain the curriculum).

The programme is structured and consists of … fundamental, … core modules (and … electives) across the three years, totalling … credits. This compulsory component of the curriculum provides the core learning for … In the first year, the modules …. contribute to …, followed by … in the second year and culminates in … in the third year. These third-year modules form the majors of the programme and ensure learning progression in …. The focus of each year, respectively, is:

Now discuss the electives: how they were chosen to retain coherence and how they contribute to the programme outcomes.

Summarise the curriculum and state how it supports the attainment of the programme outcomes.

Following the module outlines, a summary of the credit breakdown is provided:

Compulsory modules in … : … credits

Compulsory modules in … : … credits

Electives: Minimum … credits

TOTAL MINIMUM CREDITS: ….

CREDIT BREAKDOWN IN TERMS OF NQF LEVELS:

NQF 5: … compulsory credits

NQF 6: … compulsory credits

NQF 7: … compulsory credits

**1.7 Specify the rules of combination for the constituent modules/courses and, where applicable, progression rules from one year to the next.**

The programme will comply with the progression rules of the NWU and Faculty of ….

There must be coherence between the constituent parts of the qualification, aligned with faculty policy. State any prerequisites.

**1.8 Provide a brief explanation of how competences developed in the programme are aligned with the appropriate NQF level.**

Explain how the programme outcomes will deliver the competences against the exit level competencies (refer to [SAQA level descriptors](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj30YPJhKToAhUwDWMBHYxlD8kQFjAAegQIAxAB&url=http%3A%2F%2Fwww.saqa.org.za%2Fdocs%2Fmisc%2F2012%2Flevel_descriptors.pdf&usg=AOvVaw2RQfSCvzo3R8Uyh3aKUDDB)).

Firstly, complete the table by matching the programme outcomes as stated in 1.6 to the [SAQA NQF level descriptors](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj30YPJhKToAhUwDWMBHYxlD8kQFjAAegQIAxAB&url=http%3A%2F%2Fwww.saqa.org.za%2Fdocs%2Fmisc%2F2012%2Flevel_descriptors.pdf&usg=AOvVaw2RQfSCvzo3R8Uyh3aKUDDB) in the table. The level descriptors in column 1 are mandatory for all qualifications. You can also make use of the [NWU Outcomes builder](http://nwu-ob.octoplus.co.za/) here for assistance with outcomes and the NWU graduate attributes.

|  |  |  |
| --- | --- | --- |
| **Addendum A****NQF level … descriptors**(Example: NQF 8 is selected here) as indicated per category. There are 10 categories to be responded to. | **Programme outcomes / exit level outcomes** | **The NWU’s graduate attributes** (See the [NWU TL Strategy](https://intranet.nwu.ac.za/system/files/2017.NWU_.TeachingLearningStrategy_1.pdf)) |
| *Scope of knowledge*, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understandingof how to apply such knowledge in a particular context |  |  |
| *Knowledge literacy*, in respect of which a learner is able to demonstrate an ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production |  |  |
| *Method and procedure*, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice |  |  |
| *Problem solving*, in respect of which a learner is able to demonstrate an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems, drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice |  |  |
| *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts |  |  |
| *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues  |  |  |
| *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context  |  |  |
| *Context and systems*, in respect of which a learner is able to demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system |  |  |
| *Management of learning*, in respect of which a learner is able to demonstrate an ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others |  |  |
| *Accountability*, in respect of which a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources and full accountability for the decisions and actions of others where appropriate |  |  |

Secondly, now **construct a narrative** from the table above to state HOW the programme outcomes respond to the particular NQF level descriptors.

**1.9 If the proposed programme is a professional degree, has approval been applied for from the relevant professional body?**

If “yes”, please upload the letter of application or the letter of approval.

**1.10 WORK PLACEMENT FOR EXPERIENTIAL LEARNING:**

* Does your programme have work placement/experiential learning?
* Please note that the following table is mandatory if the programme includes experiential learning:
* Year(s) of study when experiential learning takes place:
* Duration of the placement:
* Credit value:
* Expected learning outcomes
* Assessment methods
* Monitoring procedures
* Placement is an institutional responsibility *(yes/no)*
* Who is responsible? (only if answered "no" in the previous question)

**NOTE ON ADDENDA:**

Include any other documentation which will indicate your compliance with the criterion.

Highlight all addenda in your text in dark green throughout the whole document.

Create a folder per criterion on your desktop where you keep the documents you referred to (highlighted green in this document).

All additional documents will be uploaded as a zip file at the end of a specific criterion.

**ADDENDA REQUIRED FOR CRITERION 1**

1. YOUR qualification PQM clearance document.

2. In the case of an education qualification: YOUR qualification TEPEC approval document.

3. [NWU T&L Strategy.](https://intranet.nwu.ac.za/system/files/2017.NWU_.TeachingLearningStrategy_1.pdf)

4. [NWU Annual Performance Plan](https://intranet.nwu.ac.za/sites/intranet.nwu.ac.za/files/files/2020%20APP%20approved%20by%20Council%20on%2021%20Nov%202019.pdf).

5. Faculty FITLP.

6. SAQA Form (Your SCS will complete the SAQA form).

7. Budget for the development of learning materials.

8. Examples of contract arrangements with workplaces for student placements (if applicable).

9. Module outlines (Curriculum map - outline and outcomes of all modules that constitute the programme).

(See the Module outline template at the end of this document).

10. List of prescribed and recommended readings - not older than five years.

11. Financial sustainability report – Strategic Intelligence will assist with this.

12. Additional documents to comply with criterion 1.

**CRITERION 2: STUDENT RECRUITMENT, ADMISSION AND SELECTION**

Minimum standards:
Recruitment documentation informs 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).

**2.1 State the admission requirements for this programme.**

The minimum entry requirements to the qualification must be stated. The entry requirements should be aligned to the approved institutional/provider admissions policies (copy from the Admissions Policy). These are minimum requirements.

Admission to the proposed programme is subject to the NWU’s General Academic Rules and the specific requirements of the Faculty of ….

In addition, students must be in possession of:

The National Senior Certificate or the National Certificate (Vocational), or equivalent, with the following subject combinations and levels of achievement:

**2.2 Specify the selection criteria for this programme.**

Should the qualifying applicants exceed the number of places available, how will you **select** students for the programme?

**2.3 Provide the enrolment plan for this programme.**

Provide a narrative of the enrolment plan, providing the enrolment projections for at least three years (relevant for all programmes, irrespective of minimum duration of the programme).

**2.4 Describe how the objective of widening access to higher education will be promoted.**

Can students access this programme via an extended curriculum programme? State equity targets and the plans for attaining them, where relevant. Provision is made, where possible, for flexible entry routes, which includes RPL with regard to general admission requirements as well as additional requirements for the programme, where applicable.

Students who do not meet the admission requirements in terms of the admission point score, will be registered in the … extended curriculum programme where they will be supported during the first and second academic years by means of foundational modules in language proficiency, numeracy and general formative life skills.

**2.5 Provide details of how RPL will be applied (if applicable).**

SAQA requires very specific reasons why RPL for access will not be applied. Therefore, the default response would be to allow for access through RPL.

Where applicants do not meet the minimum admission requirements, RPL may be used to grant access to the programme. RPL will be applied according to the recognition of prior learning, credit accumulation and transfer, and assessment (CHE 2016) and the NWU RPL policy. The process will be managed by the Faculty of …

• Not more than 10% of a cohort of students in the … programme will be admitted through an RPL process.

• Through its RPL policy, the Faculty of … will ensure that quality assurance processes that address the specificities of the RPL process (including applications, assessment, and reporting and management systems) are implemented and that administrative and support systems, both prior and subsequent to RPL assessment, are in place.

• Applicants will be assessed against NQF level … competencies.

**ADDENDA REQUIRED FOR CRITERION 2**

1. Enrolment planning of your Faculty and YOUR qualification.

2. Admission policy for this programme.

3. [NWU Admissions policy](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-7.1_Admissions%20Policy_e2019.pdf).

4. NWU RPL Policies – [TLA Policy](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8_%20TLA%20policy_e.pdf) and [Rules for TLA](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019-02-27%20Senate%20approved%20Rules%20for%20TLA%20for%20web-E_1.pdf), [NWU General Academic rules](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019.06.20_A-Rules_e.pdf) (latest).

5. Faculty rules for feedback about teaching and learning by students.

6. Any other documentation, including advertising of the programme, which will indicate your compliance with this criterion.

**CRITERION 3: STAFF QUALIFICATIONS**

Do not complete; unless where a novice programme is applied for, a staff profile will be required. Q&APP will advise on this.

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.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

In verifying compliance, the following minimum standards as they pertain to Criterion 3 should be addressed:

* All the academic staff (full time/part time/contract) teaching on this programme hold the required minimum qualifications (one level above that of the programme) and have appropriate experience to teach on the programme.
* The unit responsible for the programme has identified a programme coordinator.
* The programme coordinator is trained and informed on the roles and responsibilities of the programme coordinator and is able to provide academic leadership for the programme.
* The unit responsible for the programme makes provision for opportunities for academic staff to enhance their competences and to support their professional growth and development in the interest of programme quality.
* The unit (faculty/school/centre) responsible for the programme makes adequate provision for the programme in the workload allocation model, taking into account the number of academic staff attached to the programme and envisaged student enrolments.

**CRITERION 4: STAFF SIZE AND SENIORITY**

Do not complete.

Minimum standards:
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.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

The institutional quality assurance office must verify that:

* 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 follow relevant legislation and appropriate administrative procedures, including redress and equity considerations.
* Support staff are adequately qualified, and their knowledge and skills are regularly updated.

**CRITERION 5: TEACHING AND LEARNING STRATEGY**

Minimum standards:
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.

**5.1 Describe how the teaching and learning strategy reflects the institution's mission.**

Unlike question 1.1, you now need to align the programme's teaching and learning strategy with the **NWU T&L Strategy,** the **Faculty FITLP** and the **NWU’s vision.** Do not repeat your answer to question 1.1 here.

**5.2 Explain the teaching methods, mode of delivery and the materials development for the achievement of the stated outcomes of the qualification.**

What are you going to teach and how are you going to teach this programme? Make sure that this T&L strategy aligns with the purpose of the programme and will deliver the programme outcomes through the module outcomes.

Align with Table 1.5 (learning activities).

Note the three parts to respond to:

i teaching and learning methods

ii mode of provision

iii materials development

**5.3 Provide an overview of academic support programmes or assistance provided to students on the programme per site.**

Firstly, how do you plan on supporting students in this programme? Also state support for part-time students as relevant.

Secondly, provide institutional response (ARAS, library services, etc.)

The NWU Student Counselling and Development provides the following services to NWU students: psychological services, which include individual and group psychotherapy and counselling; life and leadership skills and personal development; social support services, including HIV/Aids and community-engagement programmes; psychometric assessments for both prospective and current students; career guidance and counselling; enhancing the first-year experience (including adjustment to campus life, and general development for first-time entrants); support for students with disabilities; concessions and extended writing time. (Please follow the link for a campus-specific breakdown and contact numbers for each service: <http://services.nwu.ac.za/student-counselling-and-development>).

The following services are provided by the Centre for Teaching and Learning Student Academic Support Services (<http://services.nwu.ac.za/ctl>): Supplemental Instruction, Tutoring, Mentoring, ALDE/a Reading component, Student eFundi support, and academic advising.

**5.4 Describe the mechanisms in place to monitor student progress, evaluate programme impact and effect improvement.**

Student progress will be monitored via…

Programmes will be evaluated….

Student feedback will be obtained by means of Student Teaching and Learning Experience Survey (STLES) (<http://services.nwu.ac.za/student-teaching-and-learning-experience-survey/welcome-lecturers>) of modules and lecturers by students at the end of a module so as to establish whether or not their teaching facilitates learning sufficiently. Internal programme evaluation (IPE) and external programme evaluation (EPE) will be organised by the Institutional Quality Office under the supervision of the Dean of the Faculty and/or the Director where the programme resides so as to ensure quality evaluation of the qualification. A report on the results of these evaluations is compiled by the programme leader who presents the report to the Teaching Committee who then evaluates it and makes recommendations to the Faculty Board. These procedures contribute to the overall improvement of teaching and learning. Academic staff is provided with the opportunity to improve their teaching-learning skills by means of workshops facilitated by the campus academic support structures.

**5.5 If the institution offers the programme at different sites or modes of delivery, an account should be provided on how the quality of teaching and learning is maintained.**

* Areas to be covered in the report should include:
* Learning materials and study guides
* Details of student assistance and support

 **5.6 Describe processes in place to identify and support inactive and/or underperforming students.**

**ADDENDA REQUIRED FOR CRITERION 5**

1. [The NWU T&L Strategy](https://intranet.nwu.ac.za/system/files/2017.NWU_.TeachingLearningStrategy_1.pdf).

2. Faculty FITLP.

3. Faculty Quality Manual.

4. Module outlines / curriculum map.

5. Any other documentation which will indicate your compliance with this criterion.

**CRITERION 6: ASSESSMENT**

Minimum standards:
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.

**6.1 Describe the assessment policy of the institution in relation to the programme, covering the following areas:**

Under these four headings, please!

* Description of the number and types of tests / assignments / projects / case studies. Must correspond with the module outlines. Modules with the same assessment strategy may be grouped together in the response.
* Formative and summative assessment

 Pay particular attention to formative assessment as its purpose, on the one hand, is to support students during the module.

* Internal and external moderation/examination

Note: Moderation of exit level modules must be done annually.

* Assessment of experiential learning (if applicable). Must correspond with content of 1.10.

**6.2 Describe processes to provide feedback to students on assessment tasks.**

**ADDENDA REQUIRED FOR CRITERION 6**

1. Faculty experiential learning assessment and monitoring guidelines.

2. Faculty guide or quality manual with information on: documents describing the policy for student assessment, including internal assessment; external moderation/examination; student progress; validity and reliability of assessment; grievance procedures; supplementary examinations and recording of results and security, external examiner systems; mark schedules; internal moderation systems – rules and regulations pertaining to the award of the qualification.

3. [NWU TLA policy](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8_%20TLA%20policy_e.pdf).

5. [Rules for teaching, learning and assessment at the NWU](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2019-02-27%20Senate%20approved%20Rules%20for%20TLA%20for%20web-E_1.pdf).

6. Upload any other documentation which will indicate your compliance with criterion 6.

**CRITERION 7: INFRASTRUCTURE AND LIBRARY RESOURCES**

Do not complete.

Minimum standards:

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.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

In verifying compliance, the following minimum standards as they pertain to Criterion 7 should be addressed:

* Adequacy of teaching and learning facilities in relation to this programme (classrooms, seminar rooms, work rooms, studios, etc.).
* Availability of laboratory or special equipment required for the programme.
* Compliance with health and occupational safety, and clinical regulations.
* Availability of adequate IT infrastructure (hardware and software) in relation to staff and students.
* Adequacy of library and other resources for this programme.
* Sufficiency of training provided to both staff and students in IT and usage of the library and other resource facilities.
* Financial plan for the maintenance and upgrading of infrastructure/resources.

**CRITERION 8: PROGRAMME ADMINISTRATIVE SERVICES**

Do not complete.

Minimum standards:

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.

The HEQC-online institutional administrator for your institution is required to sign a declaration regarding the following:

No information regarding this criterion needs to be provided, but the institutional quality assurance office must verify the above minimum standards.

**CRITERION 9: POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS**

Only to be completed for postgraduate qualifications. A PGDip may or may not include a research component. Where such a PGDip does not have a research component, a proper response (and not ‘not applicable’) will be needed for 9.6, 9.7 (last two bullets) and 9.9 as the PGDip remains a postgraduate programme.

Minimum standards:
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.

The questions below need to be completed per site:

**9.1 Provide a description of the process for approval of student research proposals and completed dissertations/theses.**

**9.2 Outline the criteria for the selection and appointment of supervisors.**

**9.3 How is supervision built into workload models?**

**9.4 Summarise the guidelines governing the roles and responsibilities of students and supervisors.** Attach all policies and procedures in relation to supervision (in "Documentation" section, below).

**9.5 Describe policies and procedures in place to deal with student complaints, grievances, plagiarism, re-marking, etc.**

**9.6 Detail the assessment procedures for long essays, dissertations and theses.**

**9.7 Existing postgraduate institutions:**

* Discuss staff development practices undertaken over the last three years in relation to postgraduate supervision.
* Expenditure on research for the past three years

 Expenditure on research for the past three years

 Scientific travels Research workshops

2016 R196 560.11 R 545 636.62

2017 R 597 289.21 R 146 116.13

2018 R 1 067 628.98 R 599 402.97

2019 R 1 478 226.65 R 454 925.25

* Research/scholarly output for the past three years

Faculty postgraduate students (HEMIS year Sept / May Graduations)

2017 only Potchefstroom Campus 2018 All three campuses 2019 All three campuses

M-Degree students graduated 28 40 31

M-Degree students in process 94 119 176

PhD students graduated 15 28 10

PhD students in process 89 87 152

Research outputs:

**9.8 What plans are in place to mentor academic staff into research activities?**

**9.9 Provide a description of how the programme enables students to undertake independent research and other scholarly activities.**

**9.10 Provide a budget for research.**

The total research budget for the Faculty of ….. in 20… was R ………………This excludes other external

 funding not part of Stream 1 funds.

**ADDENDA REQUIRED FOR CRITERION 9**

1. [NWU Research and Innovation policy](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/9P-research_and_innovation_e.pdf).

2. [NWU Policy on academic integrity](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.4.3.2_Academic%20integrity_e.pdf).

3. Faculty Academic Integrity guidelines.

4. Faculty Policies/procedures for the appointment of supervisors.

5. [NWU Ethics policy](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/9P-9._Research%20Ethics%20Policy_e.pdf).

6. [NWU Manual for Master’s and Doctoral Studies](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj228GM5t3nAhWGzIUKHUfIDtgQFjAAegQIARAB&url=http%3A%2F%2Fwww.nwu.ac.za%2Fsites%2Fwww.nwu.ac.za%2Ffiles%2Ffiles%2F1%2520PC_Postgraduate%2520Students%2FHigher%2520Degrees%2520Admin%2FManuals%2F8.3.1.2%2520%2520Manual%2520for%2520M%2520and%2520D%2520students.pdf&usg=AOvVaw0jZx6_vffwR8Yrbnh5TapO).

7. Budget for research.

8. Any other documentation which will indicate your compliance with criterion 9.

**C) PROGRAMMES OFFERED THROUGH DISTANCE EDUCATION**

Please note that this section should be completed by public higher education institutions not classified by the DoE as distance education institutions, but who are applying for accreditation to offer a programme through distance education.

**10.1 Provide a rationale for the use of distance education for the delivery of this programme to the intended target learners.**

**10.2 Provide evidence of the institution's systems, structures, policies, procedures and processes for materials development and delivery for distance learning.**

**10.3 Describe quality assurance policy and procedures for monitoring teaching and learning.**

**10.4 Indicate how staff are trained, monitored and supported for the specialised distance education roles they perform, including the design, management and delivery of the programmes.**

**10.5 Indicate how the design of the programme relates to the strategy for teaching and learning at a distance, including arrangements for students to access texts and materials required by the curriculum.**

**10.6 Describe in detail the policy for formative and summative assessment, including mention of feedback to students and the conduct of examinations.**

**10.7 Describe mechanisms for student support. If contact sessions are offered, describe the systems in**

 **detail.**

**ADDENDA REQUIRED FOR CRITERION 10**

1. Faculty FITLP.

2. Faculty Quality Manual.

3. UODL Quality Manual.

4. Any other documentation which will indicate your compliance with this criterion.

**Module Outlines/Curriculum map for the …………………. (name of qualification)**

*(You could use the Yearbook format, but ensure that all elements as required here are provided)*

**Table 1: Module summary** *(As per Table 1.4: arrange modules sequentially)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE** | **S1/S2/Y** | **CESM** | **NQF****LEVEL** | **CREDITS** | **COMPULSORY/****ELECTIVE** | **EXISTING (provide code)/****NEW MODULE**  |
| **Year 1** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Students choose electives totalling (?) credits from the list below: |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits:  |
| Elective credits:  |
| Total credits for Year 1:  |
| **Year 2** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits:  |
| Elective credits:  |
| Total credits for Year 2:  |
| **Year 3** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Students choose one elective from the options below, totalling (?) credits: |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits:  |
| Elective credits:  |
| Total credits for Year 3:  |
| **Year 4** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Students choose one elective from the options below, totalling (?) credits: |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Compulsory credits  |
| Elective credits:  |
| Total credits for Year 4:  |
| **Summary:** |
| **Total NQF 5 Credits:** |
| **Total NQF 6 Credits:** |
| **Total NQF 7 Credits:** |
| **Total NQF 8 Credits:** |
| **Total minimum credits for the programme:** |

**Table 2: Module description list** (Modules arranged in the same order as in Table 1 above)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year of Instruction** | **Module name (no) abbreviations)** | **Module description and content (provide the themes)** | **Outcomes of Module** | **Assessment of Module** | **Credit allocation of Module** | **NQF Level of Module** |
|  |  |  |  | Formative:Summative:Continuous (where relevant): |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |