

**Programme Specification** (Form A)

**Submission of a new programme**

Please complete this **programme specification document** as well as a separate **module specification document[[1]](#footnote-1)** for each module.

This form is based on the **Higher Education Quality Committee (HEQC**) online accreditation template and focuses on the Council on Higher Education (CHE)’s programme criteria, available at [www.che.ac.za](http://www.che.ac.za). The completed submission should demonstrate compliance with the **minimum standards**.

Also integrated into this form is the **Department of Higher Education and Training (DHET)** requirements for approval on Stellenbosch University (SU)’s Programme Qualifications Mix (PQM) and the information needed by the **South African Qualifications Authority (SAQA)** to register new programmes on the National Qualifications Framework (NQF).

The latest *“Programsake”* | *Programme Affairs* document provides the dates of Stellenbosch University’s internal processes.

**COLOUR CODE**

The submission of a new programme requires us to think of the enrolment plan of Stellenbosch University and the criteria posed by the CHE, DHET and SAQA. The following colour code refers to the different internal and external stakeholders:

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|  | Department of Higher Education and Training (DHET) for the approval of subsidy according to the Classification of Educational Subject Material (CESM) on our Programme Qualification Mix (PQM) |
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|  | Higher Education Quality Committee (HEQC) for accreditation by a panel of disciplinary experts who review the submission according to the Council on Higher Education (CHE)’s programme criteria |
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|  | South African Qualifications Authority (SAQA) for registration on the National Qualifications Framework (NQF) with a unique SAQA identification number |
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|  | Internal faculty approval and/or consultation with professional academic support services, such as the Centre for Academic Planning and Quality Assurance (APQ), the Centre for Teaching and Learning (CTL) and the Centre for Learning Technologies (CTL) | |
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|  | Sections completed for internal use, in consultation with a Faculty Manager and the Division for Information Governance, to contemplate the financial sustainability, and Higher Education Management Information System (HEMIS) data | |

**GENERAL INFORMATION**

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|  |  | | This programme submission was discussed by the Click or tap here to enter text. (faculty committee) on Click or tap to enter a date. (date) |
| **a** | **Full qualification title (English)** e.g. Master of Philosophy in Infant Mental Health | | Click or tap here to enter text. |
| **Abbreviated title** e.g. MPhil (Infant Mental Health) | | Click or tap here to enter text. |
| **b** | **Volle kwalifikasie title (Afrikaans)** | | Click or tap here to enter text. |
| **Afkorting van titel (Afrikaans)** | | Click or tap here to enter text. |
| **Full qualification title (IsiXhosa)** | | Click or tap here to enter text. |
| **Abbreviated title (IsiXhosa)** | | Click or tap here to enter text. |
| **c** | **Programme leader details** | Name | Click or tap here to enter text. |
| E-mail address | | Click or tap here to enter text.@sun.ac.za |
| Telephone number | | (021) Click or tap here to enter text. |
| **d** | **Department(s) in which the programme will be housed** | | Click or tap here to enter text. |
| **e** | **Primary faculty** The faculty that takes responsibility for the programme | | Click or tap here to enter text. |
|  | **Secondary faculty/faculties**  Should the qualification be offered in collaboration with other faculties, these faculties should be mentioned here. Alternatively indicate *not applicable* | | Click or tap here to enter text. |
| **f** | **Programme Type** choose: professional, non-professional, teacher education programme | | Click or tap here to enter text. |
| **g** | **Qualification designation[[2]](#footnote-2)** e.g. Higher Certifi-cate, Diploma, Bachelor of Science, Postgraduate Diploma, Master of Arts, Doctor of Philosophy | | Click or tap here to enter text. |
| **h** | **First Qualifier[[3]](#footnote-3)** e.g. Chemistry | | Click or tap here to enter text. |
| **i** | **Second Qualifier[[4]](#footnote-4)** e.g. Organic Chemistry  Note: Master’s and PhDs do not have 2nd qualifiers | | Click or tap here to enter text. |
| **j** | **Classification of Educational Subject Matter (**[**CESM**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/CESM_August2008_%26Addendum_2014.pdf)**)** Please classify the new programme in terms of one of the knowledge field categories in the list and write its corresponding number in the form field | | Choose an item.  (01) Agriculture, Agricultural Operations and related sciences  (02) Architecture and the Built Environment  (03) Visual and Performing Arts  (04) Business, Economics and Management Studies  (05) Communication, Journalism and related studies  (06) Computer and Information Sciences  (07) Education  (08) Engineering  (09) Health Professions and related Clinical Sciences  (10) Family Ecology and Consumer Sciences  (11) Languages, Linguistics and Literature  (12) Law  (13) Life Sciences  (14) Physical Sciences  (15) Mathematics and Statistics  (16) Military Sciences  (17) Philosophy, Religion and Theology  (18) Psychology  (19) Public Management and Services  (20) Social Sciences |
| **Majors/fields of study by 2nd order Classification of Educational Subject Matter (CESM) categories**  Note: For office use only | | Choose an item.   1. New qualification in new cell of grid 2. Existing qualification in new cell of grid 3. New qualification in approved cell of grid 4. New qualification in approved cell but in new second order CESM category 5. Existing qualification in approved cell but in new second order CESM category 6. Change of name/title of existing Qualification 7. Other |
| **k** | [**NQF**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/HEQSF%20Government%20Gazette%2038116%2017%20October%202014.pdf) **level** Please refer to the HEQSF for the NQF levels 5 to 10 i.e. from HCert to PhD | | Choose an item. |
| **l** | **Total number of actual credits** | | Click or tap here to enter text. |
| **m** | **Minimum duration FULL time[[5]](#footnote-5)** years/months | | Choose an item. |
| **n** | **Minimum duration PART time** years/months | | Choose an item. |
| **o** | **Registered site(s) of delivery**  Indicate which of the four registered sites of delivery this programme will be associated with. | | Choose an item. |
| **Main location(s) for lectures**  Main location(s) where lectures will be offered (e.g. Faculty of Economic and Manegement Sciences or Sustainability Institute, Lynedoch) | | Click or tap here to enter text. |
| **p** | **Date by which you plan to start offering the programme** | | Click or tap here to enter text. |
| **q** | **Do you have regional clearance from UCT, CPUT, and UWC?[[6]](#footnote-6)** | | Choose an item. |
| **r** | **Mode of offering**  Indicate whether this programme will be offered as a full-contact or hybrid learning programme | | Choose an item. |
| **Brief justification of application**  Justify why the Department of Higher Education and Training (DHET) should fund this programme in terms of our Programme Qualification Mix (PQM) and enrolment planning targets. Provide a short description (approximately 150 words) explaining why this programme should be implemented. (Please note that if this proposed programme does not form part of our existing PQM an additional business plan may have to be submitted to the DHET.)  Click or tap here to enter text. | | | |

# 1. PROGRAMME DESIGN CRITERION 1

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.

**Proposed internal consultation**

Please verify that you have consulted with the **Centre for Academic Planning and Quality Assurance (APQ**) before submitting this new programme to your faculty’s programme committee:

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| We consulted with Click or tap here to enter text. (staff member) from the Centre for Academic Planning and Quality Assurance on/since Click or tap to enter a date. (date) |

**1.1 How does this programme fit in with the mission and plan of the institution (and faculty)?**

Please refer directly to the [*Stellenbosch University Vision 2040 and Strategic Framework 2019 - 2024*](https://www.sun.ac.za/english/Documents/Strategic_docs/2018/Vision-2040-Strategic-Framework-2019-2024.pdf)and the strategic documents of your faculty.

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| Click or tap here to enter text. |

**1.2 Provide a rationale for this programme, taking into account the envisaged student intake and stakeholder needs.**

How does this programme address local, national and international needs, or the needs as articulated by the profession? Who are the students at which this programme is aimed? Please cover the following aspects:

• Reasons that led to the identification of the need for the new programme

• Statement as to how the new programme meets the needs of the sector

• Evidence of consultation with the recognised professional body or industry, if applicable

• The range of typical learners, given the focus of the programme and the learning pathway in which it resides

• How the qualification will benefit the learner, society and the economy

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| Click or tap here to enter text. |

**(b) International comparability**

Please provide a statement on how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world. (Perhaps use the proposed programme name as a *Google* search term or visit the websites of peer universities.) Qualifications that are internationally comparable could assist in determining the articulation possibilities of the qualification with qualifications in other national and regional qualification frameworks. Also, cover the following aspects:

* Indicate the correct countries, institutions, qualification titles and levelwith which the proposed programme is compared (and ensure that the qualifications referred to are accredited in the country of origin)
* Indicate the areas of comparison (differences and similarities in terms of Exit Level Outcomes, Associated Assessment Criteria, Duration, Qualification type, Content, Structure, Level of the qualification)
* Compare with a minimum of two or more qualifications from different countries
* State why you are comparing the new programme to these qualifications.

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| Click or tap here to enter text. |

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

Indicate what the prerequisite requirements are for students to be accepted into the programme (preceding) and what further study possibilities students might be able to follow with this qualification (next level). Also, if applicable, indicate what horizontal articulation possiblities exist, e.g. preceding to an Honours programme, will be a Bachelor’s degree; it could possibly relate to a cognate Postgraduate Diploma or another Honours programme, and the next level will be a Master’s degree.

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| **Preceding** | Click or tap here to enter text. |
| **Horizontal** | Click or tap here to enter text. |
| **Next level** | Click or tap here to enter text. |

**1.4 Provide the names and details of the modules which constitute the programme.**

For each module specify:

* The National Qualifications Framework (NQF) level of the module (between levels 5 to 10)
* Credits per module, typically in factors of 8 or 15, according to faculty guidelines
* Total number of credits per year, typically 120 credits for NQF levels 5 to 8 and 180 credits for NQF levels 9 and 10
* Classification of Educational Subject Matter (CESM) code, to the third order for each module

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| **Module name** | **Module code** | **NQF level**  **of the module** | **Credits of the module** | **Compulsory or Optional**  for programme as a whole | Only applicable where programme consists of **streams** or **focal areas** | | **Year**  1,2,3,4, 5, 6 | **Total credits per year**[[7]](#footnote-7) | **3rd order** [**CESM**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/CESM_August2008_%26Addendum_2014.pdf) **category of module** |
| List stream(s) or focus area(s) to which module belongs | Compulsory or Optional in stream or focal area |
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**1.5 Learning activities – complete the following table for the whole programme:**

Please note that:

* SU only offers contact modules and programmes
* Hybrid learning is regarded by the DHET and CHE as contact learning, if it adheres to the minimum required contact time:
* For qualifications at NQF levels 5, 6 and 7 the % of contact time should be ≥30% (i.e. NFQ level 7 requires ≥ 10 800 learning hours)
* For qualifications at NQF level 8 the % of contact time should be ≥25% (that is ≥300 learning hours)
* There are no requirements for minimum required contact time on NQF level 9 and 10
* Also make sure that these percentages speak to the module specification documents.

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| **Types of Learning activities** | **% of learning time[[8]](#footnote-8)** |
| **Lectures** (face to face, limited interaction or technologically mediated) | Click or tap here to enter text. % |
| **Tutorials**: individual groups of 30 or less | Click or tap here to enter text. % |
| **Syndicate groups**  *(Also known as breakout groups or small group work. This could consist of different types of syndicate groups, i.e.*   * *Self-contained – students discuss in small groups but there is no reporting back* * *Syndicate pairs – two students discuss a topic, but no feedback is given* * *2-4-8 merge – students are divided up in pairs for short discussions, and after a set amount of time pairs are merged into a bigger group, that is merged again after a set period of time, etc.* * *Modified Delphi groups – small group of students led by a volunteer facilitator* * *Feedback syndicate – students discuss work in groups and have to provide feedback or hand in completed assignments* * *Debates – a class is divided into groups to discuss and afterwards debate an issue* * *Hypotheticals – i.e. role playing “case study” / scenario* * *Any other form of small discussion groups* | Click or tap here to enter text. % |
| **Practical workplace experience** (experiential learning/ work-based learning etc.) | Click or tap here to enter text. % |
| **Independent self-study of standard texts and references** (study guides, books, journal articles) | Click or tap here to enter text. % |
| **Independent self-study of specially prepared materials** (case studies, multi-media, etc.) | Click or tap here to enter text. % |
| **Other** (specify) | Click or tap here to enter text. % |
| If you selected "**Other**" as a type of learning activity in the last row of the table above, please give a detailed explanation:  Click or tap here to enter text. | |

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

**Masters:** Purpose – to educate and train researchers who can contribute to the development of knowledge at an advanced level, or prepare graduates for advanced and specialized professional employment.

**Honours:** Purpose – to consolidate and deepen the student’s expertise in a particular discipline, and to develop research capacity in the methodology and techniques of that discipline.

**Postgraduate Diploma:** Purpose – to strengthen and deepen the student’s knowledge in a particular discipline or profession. The primary purpose of the qualification is to enable working professionals to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation.

The intended outcomes are typically unpacked in terms of the **knowledge, skills** and **values** that a graduate will be able to demonstrate. The programme outcomes should be aligned with the NQF exit-level and speak to the respective module outcomes as a coherently designed programme. Please cover the following aspects:

* A description of the context of the programme: what it is intended to achieve in the national, professional or career context
* What the graduate will know and be able to do, linked to the exit-level outcomes of the programme, i.e. the outcomes at the programme level (not the detailed outcomes at modular level)
* How [graduate attributes](https://www.sun.ac.za/english/learning-teaching/student-affairs/about/graduate-attributes) are developed

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| Click or tap here to enter text. |

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

The Rules of Combination should show the coherence between the constituent parts of the qualification. The following aspects should be verified against the HEQSF:

* Number of credits at each level that the qualification spans across, with a clear delineation of compulsory and elective modules and the number of credits per module
* The total credits for all modules, aligned to the requirements for the qualification type on the HEQSF

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| Click or tap here to enter text. |

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

**Masters:** NQF exit-level 9

**Honours** and **Postgraduate Diploma:** NQF exit-level 8

**Bachelors:** NQF exit-level 7 (three years degree) and NQF exit-level 8 (professional four-years degree)

This question builds on Question 1.6. Please look at the SAQA level descriptors and ensure that the competences (another word for “outcomes”) speak to the correct level of complexity. Are the competencies specified related directly to the competences required for further learning or work for which the qualification is designed? Do the Associated Assessment Criteria written for the qualification indicate the nature and the appropriate level of assessment associated with the qualification?

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| Click or tap here to enter text. |

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

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| Click or tap here to enter text. |

**1.10 Work placement for experiential learning**

Work Integrated Learning (WIL) is an integration of theory and practice in student learning and is primarily intended to enhance student learning. WIL is primarily intended to enhance student learning, and to this end several innovative curricular, pedagogical and assessment approaches have been developed in response to concerns about graduateness, employability and civic responsibility. When WIL includes work placement / experiential learning, the intention is to encourage students to reflect on their experiences. Planning for WIL should ensure that the appropriate structures are in place for the induction, mentoring, supervision and assessment of WIL assessment practitioners.

WIL can be implemented in one of two ways, with the following implications:

**As a component (percentage) of a module(s):** This means that a module consists of classroom-based and workplace-based forms of learning that are appropriate for the professional qualification

**As a single module:** A module that consists only of work-placement, i.e. learning from experience / practical training. If 100% of a module consists of experiential learning, no subsidy can be claimed for this module.

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| Does your programme have work placement/experiential learning | | | Click or tap here to enter text. | |
| Year(s) of study when experiential learning takes place  *If you select “Other”, please clarify:*  Click or tap here to enter text. | | | Choose an item. | |
| Duration of the placement | | | Click or tap here to enter text. | |
| Total credit value of WIL | | | Click or tap here to enter text. | |
| Expected learning outcomes for WIL component:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. | | | | |
| Assessment methods for WIL component:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. | | | | |
| Monitoring procedurs during WIL:  Click or tap here to enter text. | | | | |
| Is placement an institutional responsibility? | Choose an item. | Who is responsible for placement (if answered “no” in previous question)? | | Click or tap here to enter text. |
| Is WIL integrated as part of a module / modules or is it treated as a component (module) on its own? If it is integrated, please indicate which modules contains components of work placement / experiential learning.  Click or tap here to enter text. | | | | |

**The following documentation to be uploaded as it pertains to this programme**

The following will be prepared and uploaded by APQ:

Budget for the development of learning materials.

SAQA submission.

Outline of all courses and modules (core, fundamental and optional) that constitute the programme and list of prescribed and recommended readings (*this is taken from the submitted Form B for each module)*.

The following documents must be included in the submission to PAC if applicable to this programme submission:

Examples of contract arrangements with workplaces for student placements.

Form B for each module

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

# 2. STUDENT RECRUITMENT, ADMISSION AND SELECTION CRITERION 2

Recruitment documentation informs students accurately and sufficiently, and admission adheres to 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, the capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

**Proposed internal consultation**

The minimum admission requirements for similar programmes in a faculty can be checked with your faculty administrator. Selection criteria are further used to identify, select, diversify and limit the number of students enrolled for the new programme.

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| We consulted with Click or tap here to enter text. (faculty administrator) from the Division for Academic Administration on Click or tap to enter a date. (date)  We consulted with Click or tap here to enter text. (Faculty Manager) on Click or tap to enter a date. (date) to ensure that the enrolment plan for the programme is incorporated in the faculty enrolment plan. |

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

Admission requirements refer to the minimum standards that have to be met by applicants in order to be considered for selection to the programme. Many faculties have standardised admission requirements that are reflected in the University Calendar.

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| Click or tap here to enter text. |

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

Selection criteria are applied when there are too many students that qualify for admission and a reduced number of applicants need to be selected. These criteria need to be explicit, fair and measurable.

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| Click or tap here to enter text. |

**2.3 Enrolment plan for this programme (for next 5 years).**

This will be addressed in Criterion 10.

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

How does this programme speak to new knowledge markets? Is this programme purposefully designed to widen access to prospective students who do not form part of our traditional student base, e.g. students from the learn-and-earn market or students from other parts of the world? How is access widened in terms of purposeful transformation?

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| Click or tap here to enter text. |

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

The institutional document [*Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)*](https://www.sun.ac.za/english/learning-teaching/ctl/Documents/Regulation%20for%20the%20Recognition%20of%20Prior%20Learning%20%28RPL%29%20and%20Credit%20Accumulation%20and%20Transfer%20%28CAT%29.pdf) states that up to 10% of students may be **admitted** through a faculty- (and sometimes programme-) specific RPL-process. Please read your faculty-specific procedural document and consider – and describe – how it would be applied to this particular programme (especially if your intake is <10 students). Please take note that differentiation is made between:

* **RPL for access**:

Where applicants do not meet the minimum formal admission requirements for entry into the programme. RPL for access is a process using workplace learning and knowledge to evaluate equivalence to the entry requirements of the programme.

* **RPL for exemption**:

Advancement within academic qualifications where recognition is given for specific subjects and / or modules within a programme. No more than 50% of the qualification can be exempted. Please take note: no marks are allocated to modules for which a student receives exemption and the final programme average is calculated on a weighted average.

* **CAT** (Credit Accumulation and Transfer):

Credits previously completed through formal learning can be transferred to another qualification. This can consist of modules completed as part of another SU qualification or a formal qualification at another institution (where the credit allocation, NQF level and content are similar). In this case the student’s mark can also be transferred to the new programme.

Altough each application for RPL and CAT is considered on its own merits, please consider the following in formulating your answer:

* Whether there are current examples of RPL for access or RPL for exemption that can be used;
* If this programme is replacing another programme at SU, please consider whether any of the current modules can be considered for RPL for exemption or CAT.

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| Click or tap here to enter text. |

**The following documentation to be uploaded as it pertains to this programme**

The following documents are institutional documents and will be uploaded by the Centre for Academic Planning and Quality Assurance:

General Admission Procedure of Stellenbosch University

Stellenbosch University Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)

Please provide copies of the faculty policies if they differ from the institutional policies

Admission Procedure / Regulation for this programme (only add if a specific admission policy was written for this programme)

Faculty-specific RPL procedure

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

# 3. STAFF QUALIFICATIONS CRITERION 3

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

1. All the academic staff (full-time/part-time/contract) teaching on this programme hold the required minimum qualifications (one level above that of programme) and have sufficient relevant experience and teaching competence, and their assessment competence and research profiles are adequate for the nature and level of the programme.
2. The unit responsible for the programme has identified a programme coordinator (or programme leader).
3. 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.
4. 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.
5. 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.
6. The unit (department/school/faculty) 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.

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| We consulted with the Faculty Manager, Click or tap here to enter text.(name), on/since Click or tap to enter a date. (date) |

**3.1 Verify compliance with the above**

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| Click or tap here to enter text. |

**3.2 Staff information - academic and support staff** (Please complete table below)

*Please complete the table below by providing information on the existing academic and support staff who will participate in the programme,*

*Note: the need for additional staff members should be stated in criterion 10, section 10.5(a) and 10.5(b).*

*If the programme will be offered via Hybrid learning, provision must be made for at least one online learning academic tutor to offer academic support during online learning blocks.*

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| **Title** | **Initials** | **Surname** | **Age** | **Gender** | **Race** | **Highest qualification** | **Teaching** experience in Higher Education (years) | **Profes­sional and work­-place** experience (years) | **Position** | **Post level** | Full time **(F)**  Part time **(P)**  Temporary **(T)** | **Projected working hours OR percentage of notional hours spent per programme / module per staff member[[9]](#footnote-9)** |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |
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# 4. STAFF SIZE AND SENIORITY CRITERION 4

The institution must verify that:

1. 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.
2. The ratio of full-time to part-time staff is appropriate.
3. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations.
4. Support staff are adequately qualified and their knowledge and skills are regularly updated.

**4.1 Verify compliance with the above**

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| Click or tap here to enter text. |

**Proposed internal consultation**

Further consultation with stakeholders in and beyond the home department’s faculty may be necessary, depending on the inter- or trans-disciplinary nature of this particular programme submission. Please verify that you have consulted with all the necessary stakeholders before submitting this new programme to your faculty’s programme committee:

|  |
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| We consulted with:  1. Click or tap here to enter text.(staff member) from Click or tap here to enter text.(department) on/since Click or tap to enter a date.(date)  2. Click or tap here to enter text.(staff member) from Click or tap here to enter text.(department) on/since Click or tap to enter a date.(date)  3. Click or tap here to enter text.(staff member) from Click or tap here to enter text.(department) on/since Click or tap to enter a date.(date) |

# 5. TEACHING AND LEARNING STRATEGY CRITERION 5

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.

**Proposed internal consultation**

Designing a new academic programme is a creative process. We have to imagine what capabilities or attributes a student would need to develop in order to become a successful graduate. Apart from discipline-specific knowledge, we also need to assess students’ skills and values – and in order to do so, we have to be explicit about the outcomes we would like them to achieve. Please verify that you have consulted with the Centre for Teaching and Learning (CTL) before submitting this new programme to your faculty’s programme committee:

|  |
| --- |
| We consulted with Click or tap here to enter text. (staff member) from the Centre for Teaching and Learning on/since Click or tap to enter a date. (date)  We consulted with Click or tap here to enter text. (staff member) from the Learning Technologies on/since Click or tap to enter a date. (date) |

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

Please refer to the [SU Strategy for Learning and Teaching](https://www.sun.ac.za/english/learning-teaching/ctl/Documents/SU%20TL%20Strategy.pdf) and make use of the [Stellenbosch University Graduate Attributes](http://www.sun.ac.za/english/learning-teaching/student-affairs/about/graduate-attributes) in your description. Please also include information regarding the hybrid learning[[10]](#footnote-10) strategy (if applicable). The information must please align with the information provided in the module specification documents for the modules that are included in this programme.

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| Click or tap here to enter text. |

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

Please remember to include “supervision” as a teaching method, if applicable. Please consult with the Centre for Learning Technologies with regard to the inclusion of blended and hybrid modes of delivery, and if the programme will use hybrid learning, please provide information about synchronous and asynchronous activities. The information must please align with the information provided in the module specification documents for the modules included in this programme.

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| Click or tap here to enter text. |

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

Remember the Language Centre’s Writing Lab and the support provided by Faculty Librarians, but also include tutors, mentors, etc. and programme-specific measures. If tutors/online tutors will be required for any of the modules in the programme, briefly describe the expected role and responsibilities.

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| Click or tap here to enter text. |

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

Please answer all the aspects of this question. How do you monitor e.g. the progress of your M-students? And how do you, as programme committee, evaluate the impact of the programme (e.g. with graduate tracking surveys) and decide on curriculum renewal activities?

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| Click or tap here to enter text. |

**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**

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| Click or tap here to enter text. |

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

This question also speaks to Questions 6.1 and 6.2 in terms of formative assessment with which to identify students who are at risk of failing. How do you identify at-risk students and what intervention strategies do you have in place?

|  |
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| Click or tap here to enter text. |

**The following documentation to be uploaded as it pertains to this programme**

*(These documents will be uploaded by the Centre for Academic Planning and Quality Assurance)*

The teaching and learning policy of the institution/faculty

Module outlines, student guides, and programme handbooks (already included in Form B)

Implementation of the teaching and learning policy

Policy for the monitoring and evaluation of teaching and learning or equivalent

# 6. ASSESSMENT CRITERION 6

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.

The most recent institutional policy and management documents are available on the Centre for Teaching and Learning’s [website](https://www.sun.ac.za/english/learning-teaching/ctl/t-l-policies-and-guidelines/institutional); however, where a faculty-specific policy or management document exists, please refer to it as well.

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

* **Description of the number and types of tests / assignments / projects / case studies**
* **Formative and summative assessment**
* **Internal and external moderation / examination**
* **Assessment of experiential learning (if applicable)**

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| Click or tap here to enter text. |

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

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| Click or tap here to enter text. |

**The following documentation to be uploaded as it pertains to this programme**

The Centre for APQ will upload the following documentation for this criterion:

Experiential learning assessment and monitoring policy

The unit's policy on assessment and examinations as applicable per module or programme

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.

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

Please provide the following documents / policies should they differ from the institutional policy or if a programme specific policy is in place:

- Faculty-specific rules for assessment as applied per module or programme

- Documents describing the regulations 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

# 7. INFRASTRUCTURE AND LIBRARY RESOURCES CRITERION 7

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

1. Adequacy of teaching and learning facilities in relation to this programme (classrooms, seminar rooms, work rooms, studios, etc.)
2. Availability of laboratory or special equipment required for the programme.
3. Compliance with health and occupational safety, and clinical regulations.
4. Availability of adequate IT infrastructure (hardware and software) in relation to staff and students.
5. Adequacy of library and other resources for this programme
6. Sufficiency of training provided to both staff and students in IT and usage of the library and other resource facilities.
7. Financial plan for the maintenance and upgrading of infrastructure/resources.
8. Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme.
9. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff.
10. Staff development for library personnel takes place on a regular basis.

**7.1 Verify compliance with the above.**

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# 8. PROGRAMME ADMINISTRATIVE SERVICES CRITERION 8

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.

* 1. **Verify compliance with the above**

Please refer to the SU policy document on the *Guidelines for Proramme Committee Chairs and Programme Leaders* (link will be included as soon as an electronic copy is available).

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| Click or tap here to enter text. |

# 9. POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS CRITERION 9

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.

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

Please provide a short description; do not merely refer to a faculty policy or management document.

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| Click or tap here to enter text. |

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

Faculty programme committees could standardize an answer for this question.

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| Click or tap here to enter text. |

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

What is the supervision capacity per person – and how are the undergraduate and honours teaching balanced with supervision responsibilities?

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| Click or tap here to enter text. |

**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)

Try to use a standardised answer within your faculty.

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| Click or tap here to enter text. |

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

Please give a short description of the relevant policy documents and internal procedures and how it will be applied to this particular programme.

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| Click or tap here to enter text. |

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

With the research component of e.g. a Master’s programme that can weigh 60, 90, 120 or 180 credits it becomes important to have a clear idea of the different expectations in terms of length, depth and complexity of the differently weighted theses.

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| Click or tap here to enter text. |

**9.7 Existing postgraduate institutions:**

* **Discuss staff development practices undertaken over the last three (3) years in relation to postgraduate supervision.**
* **Expenditure on research for the past three (3) years**
* **Research/scholarly output for the past three (3) years**

Please consult with the Head of Department and Faculty Manager and review the research records of everyone involved in supervision in terms of this programme. Only active researchers can be effective supervisors and there needs to exist a scholarship of teaching and learning in terms of supervision and research guidance.

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

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| Click or tap here to enter text. |

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

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| Click or tap here to enter text. |

**9.10 Provide a budget for research:**

Please consult with the Head of Department and Faculty Manager. A rudimentary budget needs to be explained below.

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| Click or tap here to enter text. |

**The following documentation to be uploaded as it pertains to this programme**

*(The following documents only need to be attached if they are different than the institutional documents, i.e. faculty specific policies. If they are not included the institutional policies will be uploaded by the Centre for Academic Planning and Quality Assurance.)*

Research policy

Policies/procedures for the appointment of supervisors

Code of Ethics

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

# 10. FINANCIAL VIABILITY PROJECTIONS CRITERION 10

Universities should be able to ensure the sustainability of new programmes that are introduced. What financial considerations have been taken into account? What are the expected student numbers and how many enrolments is needed for the programme to be financially viable? Will initial investments be needed and how would that be financed? What additional (human) resources will be needed? How does this new programme feed into the faculty’s financial and strategic planning?

Please take note: should it be proposed that this porgramme be offered via Hybrid learning, additional expenses pertaining to hybrid learning programmes will be listed on the financial viability report provided to the programme committee, e.g. programme start-up and development fees, costs for academic tutors, costs for learning design workshops.

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| We consulted with the Faculty Manager, Click or tap here to enter text.(name), on/since Click or tap to enter a date. (date) and with Click or tap here to enter text. (staff member) from the Division for Information Governance on/since  Click or tap to enter a date. (date) |

**10.1 Summary of the outcomes of the market research undertaken by the programme committee or in the department or faculty with regard to this proposed new programme**

|  |
| --- |
| Click or tap here to enter text. |

* 1. **Expected student enrolment (head count) for each of the first five years**

Please take the total number of students into account, e.g. in a Master’s programme you may have the capacity to supervise ten students per year, but not all students will be finishing their theses within the one year period. Consider how many new and old enrolments will be present during each year and indicate what the target number is towards which this programme will grow.

Make provision for each year’s new intake as well as those students who are still in the programme (i.e. students who are in their second / third year of study or students who did not complete their studies, etc.). Please discuss this component with the Faculty Manager to ensure that the enrolment plan for this programme correlates with the enrolment planning of the faculty.

(*Please double-click on the Excel table to enter the information. The cumulative total will be calculated automatically.)*



* 1. **Programme comparison**

Please consider whether this programme:

* Will replace a current programme offered at Stellenbosch University
* Could potentially compete with an existing programme for student enrolments
* Will have a fee structure (direct expenses) that is similar to an existing programme offered at Stellenbosch University (either within your faculty or at another faculty)

Please speak to other faculties or departments about programmes with similar fee structures / direct expenses for an indication of aspects that you might not have thought of. If this programme is replacing another programme or the enrolments will be competing with another programme, it might have an effect on the enrolment projections of the faculty. This field will be used by the Division for Information Governance to calculate the programme feasibility based on models already available.

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| **Is this programme replacing an existing (current) programme offered at SU?** | | Choose an item. |
| **Will this programme compete with a current programme for student numbers?** | | Choose an item. |
| **If selected yes above, please provide the name of the programme(s) it will be competing with:** | Click or tap here to enter text. | |

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| --- | --- | --- | --- | --- |
| **Name of programme that is being compared:**  Take note: the comparison can be with the existing programme it is replacing (if applicable) | | Click or tap here to enter text. | | |
| **Which of the following is similar between the two programmes:** | Programme fee structure  Choose an item. | | Direct expenses  *must speak to 10.5 (c)*  Choose an item. | Other  *(specify)*  Click or tap here to enter text. |

* 1. **Proposed fees for the programme**

This planning is in preparation for the submission to the student fees committee, which the faculty will submit before implementation of the programme.

The costs for newly accredited programmes must be presented and based on similar modules in the same academic year in the same department and similar credit values. This also applies to structured postgraduate programmes. Fees for a full-thesis and doctoral programmes must be based on similar programmes in the same department. Reference modules/programmes must be listed and deviations motivated.

1. **Study fees**

Provide a description of how study fees will be calculated (e.g. rand value per credit, or based on actual expenses of module, etc.)

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| Click or tap here to enter text. |

Layout of study fees per module

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of module** | **Credits** | **Compulsory or Optional** | **Fee per module** |
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1. **Additional fees**

Would students be required to pay additional fees, i.e. programme fees / sundry fees / specified registration fee required at the beginning of the year (e.g. Engineering programme fees)? If yes, provide a summary and motivation:

*Where sundry fees are requested, please indicate the sundry fee per module.*

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| **Type of compulsory sundry fees**  *i.e. programme / module fee* | **Fee** | **Motivation** |
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| **Other additional fees**  *i.e. laptop, books, etc.* | **Fee** | **Motivation** |
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**10.5 Expected additional direct expenses (in addition to existing direct expenses in the department / faculty / Stellenbosch University)**

*This will assist in calculating actual feasibility of the programme.*

1. **Additional Stellenbosch University Academic (C1) staff**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of staff required** | **Post level** | **Position** | **Motivation** |
| **Year 1** | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **Year 2** | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **Year 3** | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **Duration of offering** | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |

**Funding sources for the above:**

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

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| Click or tap here to enter text. |

1. **Additional Stellenbosch University Support and Administrative Staff (C2 and C3)**

*For example: External examiner(s), external moderator(s), marking assistance, tutor assistance, teaching relief for programme coordinator, research project coordinator, additional support staff, etc.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of staff required** | **Post level** | **Position or Role** | **Motivation** |
| **Year 1** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Year 2** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Year 3** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Duration of offering** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |

**Funding sources for the above:**

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

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1. **Additional buy-in of contract staff specific to this programme (not SU permanently employed)**

*For example: External examiner(s), external moderator(s), marking assistance, tutor assistance, teaching relief for programme coordinator, research project coordinator, additional support staff, etc.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of staff required** | **Post level** | **Position or Role** | **Motivation** |
| **Year 1** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Year 2** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Year 3** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Duration of offering** | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |

**Funding sources for the above:**

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

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| Click or tap here to enter text. |

1. **Additional physical space**

Except for venue allocations within the faculty / centre, what other needs might the programme have in terms of space?

E.g. More venues / larger venues / venues which adheres to specific requirements regarding technology etc.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Type of space required** | **Can a current space be adapted?** | **Motivation and if applicable, indicate how a current space can be adapted.** |
| Year 1 | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |
| Year 2 | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |
| Year 3 | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |
| Duration of offering | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |

**Funding sources for the above:**

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

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| Click or tap here to enter text. |

1. **Other direct expenses specifically pertaining to full contact programmes**

Please take note that either (e) or (f) will be completed based on the programme offering.

Provide an indication of the additional expenses that the programme will / might have, including operational and equipment expenses. This table is only

|  |  |  |  |
| --- | --- | --- | --- |
| **Other direct expenses for full contact programme** | | | |
| **Type of expense** | **Once-off expense or annual expense** | **Amount** | **Motivation and or description** |
| **Direct venue cost** (i.e. laboratory fees, etc.)  Please specify: | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Additional equipment for teaching purposes** (specify) | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Additional equipment for office use / support**  I.e. staff computers, telephones, etc.  (specify) | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Work Integrated Learning** | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Other** (specify) | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| Additional **IT fees** | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Staf recurrent training** for Hybrid learning | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |

**Funding sources for the above:**

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

|  |
| --- |
| Click or tap here to enter text. |

1. **Other direct expenses specifically pertaining to hybrid learning programmes**

Please take note that either (c) or (d) will be completed based on the programme offering.

Provide an indication of the additional expenses that the programme will / might have, including operational and equipment expenses. This table is only

|  |  |  |  |
| --- | --- | --- | --- |
| **Other direct expenses for hybrid learning programme** | | | |
| **Type of expense** | **Once-off expense or annual expense** | **Amount** | **Motivation and or description** |
| **Direct venue cost** to rent telematics studio | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Direct cost** for on-campus teaching blocks (i.e. hiring lecture venues for synchronous engagement) | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Direct specialised venue cost** (i.e. laboratory fees, etc.)  Please specify: | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Additional equipment for teaching purposes** (specify) | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Additional equipment for office use / support**  I.e. staff computers, telephones, etc.  (specify) | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Work Integrated Learning** | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| Additional **IT fees** | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Staf recurrent training** for Hybrid learning in addition to learning design workshops | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Postage / courier costs** | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| **Other** | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
|  | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
|  | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |

**Funding sources for the above:**

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

|  |
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| Click or tap here to enter text. |

1. **Specific capital expenses**

Provide an indication of the specific capital expenses (once-off / continuous) as a result of the programme offering.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of expense** | **Once-off expense or annual expense** | **Amount** | **Motivation** |
| Click or tap here to enter text. | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | R Click or tap here to enter text. | Click or tap here to enter text. |

Funding:

Please indicate between “Main budget”, “Third stream funding” or “External funding”. And in the case of “External funding”, please specify (i.e. Department of Health). *(This answer must speak to 10.7 – 10.9)*

|  |
| --- |
| Click or tap here to enter text. |

**10.6 Impact on human resources**

What impact do you foresee the implementation of the new programme will have on human resources?

*This will speak directly to 10.5.*

Things to consider for example

* will academics be able to transfer responsibility of current teaching loads to other staff members to open up availability for the new modules
* are the new modules replacing current modules being phased out
* will the implementation of the new programme add to the work load of the staff members
* did the faculty consider the additional resources needed to cover the additional work load / staff members

|  |
| --- |
| Click or tap here to enter text. |

**10.7 Does the programme committee / department intend to apply for support from the University’s Strategic Fund to be able to offer this programme? If yes, explain and specify the amounts.**

|  |
| --- |
| Click or tap here to enter text. |

**10.8 Does the programme committee / department intend to apply for support from the Faculty’s own funds to be able to offer this programme? If yes, explain and specify the amounts.**

|  |
| --- |
| Click or tap here to enter text. |

**10.9 Does the programme committee / department intend to apply also use the department’s own funds to be able to offer this programme? If yes, explain and specify the amounts.**

|  |
| --- |
| Click or tap here to enter text. |

**10.10 Please state how the faculty will carry losses**

Losses might be experienced during an interim phase, i.e. the first two or three years.

For example some new programmes might not have sufficient student numbers for the first two years of implementation or specific expenses will only be necessary in the first two or three years after implementation. If that is the case, please state / motivate how the faculty will deal with these losses and when do they aim for the programme to show a profit.

|  |
| --- |
| Click or tap here to enter text. |

**10.11 Which steps are the programme committee/department going to take to ensure the realisation of the projections provided in this sustainability plan?**

|  |
| --- |
| Click or tap here to enter text. |

**10.12 Financial viability projection**

The financial viability projection of the programme as discussed with the Division for

Information Governance must be attached to this form as an Addendum.

For the financial viability projections, please submit the completed Criterion 10 as well as the Staff information table (3.2) to the Division for Information Governance.

Has the sustainability projection / report from the Division of Information Governance been attached to this programme form as an Addendum: Choose an item.

**Please note that a separate Form B should be completed for each module in the proposed new programme.**

1. Previously referred to as Form B [↑](#footnote-ref-1)
2. The *designator* indicates the broad area of study, discipline or profession. All degrees have designators with the linking word *of*, e.g. Bachelor *of Social Science*. [↑](#footnote-ref-2)
3. The first qualifierindicates a field of specialization. The linking word between the designator and the qualifier is always *in* (e.g. Bachelor of Arts *in Linguistics*, Bachelor of Engineering *in Electronics*). See the [Higher Education Qualifications Sub-Framework](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/HEQSF%20Government%20Gazette%2038116%2017%20October%202014.pdf). [↑](#footnote-ref-3)
4. A second qualifier indicates a further sub-field of specialization. The linking word between the first and the second qualifier is also an *in* (e.g. Bachelor of Arts in Linguistics *in Semitic Languages*). A second qualifier may not be used for a Master’s or doctoral programme. [↑](#footnote-ref-4)
5. The average full-time student should be able to complete 120 credits (1200 notional study hours) per year. Undergraduate students are mostly full-time students. Part-time students are students who are continuing to work full-time while they study, i.e. learn-and-earn students. To accommodate them the minimum duration of study time is usually increased, i.e. a 120-credit programme is typically offered over two years instead of in one year. [↑](#footnote-ref-5)
6. If the proposed programme is in direct competition with qualifications that are already on offer by CPUT, UCT or UWC, consider drafting a letter of intent from the Dean of the home faculty, to the respective dean(s) of CPUT, UCT and UWC. [↑](#footnote-ref-6)
7. Total number of credits a student has to complete in a year, e.g. 120 or 180. [↑](#footnote-ref-7)
8. Add up the total credits of all modules in the programme per the relevant Forms B (this should equal the total credits of the programme).

   **For each module** (as explicated in its Form B) calculate the total number of hours to be spent by a student (credits x 10). Divide these up into the types of learning activities in the table below. Remember that time spent on lectures and tutorials have to correspond with the relevant information in section 3 of Form B.

   Now add up the total number of hours to be spent by a student on each type of learning activity across all the modules and convert into a percentage of the total hours for the programme. [↑](#footnote-ref-8)
9. Please note that the total working hours in a year is 1950 hours. In the last column, please provide an estimate of the projected number of hours each staff member will be spending on this programme or what percentage of the total allocated working hours he / she will be spending on this programme in a year. [↑](#footnote-ref-9)
10. Please take note: Hybrid Learning (HL) is a mode of academic course delivery that combines short periods of contact time (i.e. synchronous engagement) between the lecturer and student with significant periods of fully online, self-paced (asynchronous) learning by the students. Some of the online engagements should, however, also allow for technologically assisted synchronous (real-time) engagement between the lecturer and student. HL is particularly suited for students for whom the opportunity cost of full-time residential studies on the premises of an academic institution is unaffordable, or for learn-and-earn students who are working while studying part-time. [↑](#footnote-ref-10)