

**Programme specification document (Form A)**

**Submission of a new programme[[1]](#footnote-1)**

Please complete this programme specification document (Form A) and a separate module specification document (Form B) for each module included in the programme.

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 accreditation criteria, available at [www.che.ac.za](file:///C:/Users/claudias2/Downloads/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](https://www.sun.ac.za/afrikaans/learning-teaching/learning-teaching-enhancement/APQ/Documents/Akademiese%20Beplanning/Programsake%202022_compressed.pdf)” | [Programme Affairs](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/Programme%20Affairs%202022_compressed.pdf) document provides the dates of Stellenbosch University’s internal approval 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. Please take note of the following colour code used to highlight the need for additional consultation, collaboration or the need to include additional documents:

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|  | Internal faculty approval and 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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|  | These areas and Criterion 10 could impact financial viability and Higher Education Management Information System (HEMIS) data. These areas should be considered during consultations with the Faculty Manager and the Division for Information Governance. | |

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|  | Additional documents are required for external accreditation and registration. |

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|  | Information provided in these blocks is there to assist in completing the documentation and providing additional information. |

# GENERAL INFORMATION

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|  | This programme submission was discussed by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (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* | |  |
| **Abbreviated title**  *e.g. MPhil (Infant Mental Health)* | |  |
| **b** | **Volle kwalifikasie title (Afrikaans)** | |  |
| **Afkorting van titel (Afrikaans)** | |  |
| **Full qualification title (IsiXhosa)** | |  |
| **Abbreviated title (IsiXhosa)** | |  |
| **c** | **Programme leader details** | Name |  |
| E-mail address | | @sun.ac.za |
| Telephone number | | **(021)** |
| **d** | **Department(s) in which the programme will be housed** | |  |
| **e** | **Faculty/Faculties in which the programme will be housed** | |  |
| **If the programme will be housed within more than one faculty, please indicate how registration will be dealt with**  *I.e. Different programme codes must be created to allow for students to register with a specific faculty (i.e. related to the research focus)* | |  |
| **f** | **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 Management Sciences or Sustainability Institute, Lynedoch)* | |  |
| **g** | **Programme Type**  *choose: professional, non-professional, teacher education programme*  **Professional**: The programme is associated with a statutory professional body in SA, which could include curriculum design requirements  **Teacher Education**: A programme for the professional development of educators for the schooling system (curriculum design should consider MRTEQ requirements)  *Take note: if this is a professional or teacher education programme, additional supporting documentation must be attached (see below)* | | **Choose an item.** |
| **h** | **Qualification type** | | **Choose an item.** |
| **i** | **Qualification *designation*[[2]](#footnote-2)**  *e.g. Higher Certificate, Diploma, Bachelor of Science, Postgraduate Diploma, Master of Arts, Doctor of Philosophy* | |  |
| **j** | **First Qualifier[[3]](#footnote-3)** e.g. Chemistry | |  |
| **k** | **Second Qualifier[[4]](#footnote-4)**  *e.g. Organic Chemistry*  *Note: Master’s and PhDs do not have 2nd qualifiers* | |  |
| **l** | [**NQF**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/DHET/DHET%20Policies/DHET_Revised%20HEQSF_Gov%20Gazette%2038116_17%20October%202014.pdf) **level** at the exit level of the qualification  *Please refer to the HEQSF for the NQF levels 5 to 10, i.e. from HCert to PhD* | | Choose an item. |
| **m** | **Total number of actual credits of this qualification at SU** | | Click or tap here to enter text. |
| **n** | **If the total number of credits exceeds the minimum total credits for this qualification type, please provide a motivation**  *i.e. if the total number of credits of a Bachelor’s degree exceeds the minimum requirement of 360 credits* | |  |
| **o** | **Total number of credits prescribed by a statutory professional body (e.g. ECSA)** *(only if applicable)* | |  |
| **p** | **Total number of credits devoted to research within this qualification** | |  |
| **q** | **Minimum duration FULL time**  *years/months*  The average full-time student should be able to complete 120 credits (1200 notional study hours) per year. Undergraduate students are primarily full-time students. | |  |
| **r** | **Minimum duration PART time** *years/months*  Part-time students continue 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. | |  |
| **s** | **Date by which you plan to start offering the programme** | |  |
| **t** | **Do you have regional clearance from UCT, CPUT, and UWC?**  Please draft and send a letter of intent from the Dean of the home faculty to the respective dean(s) of CPUT, UCT and UWC, as the programme could be in direct competition with qualifications already on offer. | | Choose an item. |
| **u** | **DHET Classification of Educational Subject Matter (**[**CESM**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/DHET/CESM_full%20update%202014.pdf)**) (first order)**  *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 |
| **v** | **Majors/fields of study by 2nd order Classification of Educational Subject Matter (CESM) categories/codes** | | Choose an item.   1. New qualification in the new cell of the grid 2. Existing qualification in the new cell of the grid 3. New qualification in the approved cell of the grid 4. New qualification in the approved cell but in a new second-order CESM category 5. Existing qualification in the approved cell but in a new second-order CESM category 6. Change of name/title of existing Qualification 7. Other |
| **w** | **Mode of provision**  *Indicate whether this programme will be offered as a full-contact or hybrid learning programme.* | | Choose an item. |

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

If this is a professional programme, a letter of approval/endorsement by the statutory professional body.

If this is an education programme, a completed MRTEQ document.

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

# CRITERION 1: PROGRAMME DESIGN

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 \_\_\_\_\_\_\_\_\_\_\_\_ (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. The programme must be aligned with the institutional vision and mission. It should demonstrate both fitness for purpose (aligning with the institution's goals) and *fitness for purpose (aligning with* broader goals in HE).

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### 1.2 Provide a *rationale and justification for this programme*, considering 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 to which this programme is aimed? Please cover the following aspects:

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

• 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 students, given the focus of the programme and the academic pathway within the HEQSF in which it resides

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

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### 1.3 Provide a detailed description of the programme's purpose in keeping with the relevant HEQSF qualification type.

**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 purpose statement must provide the following**:

* A description of the programme's context and what it is intended to achieve in the national, professional/career context.
* A detailed description of what the qualifying student will know, be able to do and become (i.e., develop a sense of agency) upon achieving the programme.
* The exit Level Outcomes must be linked to the purpose of the programme and
* How institution-specific and programme-specific [graduate attributes](https://www.sun.ac.za/english/learning-teaching/ctl/Documents/Auxin/GA%20Profile_Approved%20by%20CTLA%20on%205%20October%202023.pdf) will be achieved. Please refer to the SU Profile of a Graduate and the faculty-specific graduate attributes.

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### 1.4 Provide clearly defined exit level (intended) outcomes of the qualification and link the purpose of the qualification (see explanation below) to the exit level (intended) outcomes of this qualification in your answer.

The intended outcomes are typically unpacked regarding the **knowledge, skills, and values students acquire during the learning process. The programme's exit level (intended) outcomes should align with the relevant NQF level (refer to the HEQSF) and** be in keeping with the learning outcomes of the modules that constitute the programme design of this qualification.

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### 1.5 Provide the names and details of the modules that 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 / Suggested module code** | **NQF level**  **of the module** | **Credits of the module** | **Compulsory or Optional**  for the programme as a whole | This is only applicable where the programme consists of **streams** or **focal areas** | | **Year of Study**  1,2,3,4, 5, 6 | **Semester or year module** | **3rd order** [**CESM**](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/DHET/CESM_full%20update%202014.pdf) **category /code of module** |
| List stream(s) or focus area(s) to which the module belongs | Compulsory or Optional in stream or focal area |
|  |  | Choose an item. |  | Choose an item. |  | Choose an item. | Choose an item. | Choose an item. |  |
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### 1.6 Specify the rules of combination for the constituent modules where applicable.

The Rules of Combination should show the coherence between the constituent parts of the programme design. If the programme design includes compulsory and elective modules, provide a rationale for the choice of compulsory and elective modules about the purpose and outcomes of the programme/qualification. The following aspects should be verified against the HEQSF:

* The number of credits at each level the qualification spans, with a clear delineation of compulsory and elective modules and the number of credits per module.
* The total credits for all modules align with the qualification type requirements on the HEQSF.
* Specify rules of combination (i.e. pre- and co-requisites) between semester- and year modules.
* Specify progression rules (i.e. pass requirements) between semester- and year modules.

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### 1.7 List and number all the programme's exit level outcomes (ELOs) and state the associated assessment criteria (AAC).

Please consider of the following:

• Are Exit Level Outcomes framed against the appropriate level descriptors, which are relevant to the exit NQF level of the qualification?

• Do the exit level outcomes indicate what the qualifying students will be able to know (i.e. knowledge), do (i.e. skills), and/or become (i.e. ethics, values, etc.)? The exit level outcomes should outline the integrative competence that students should achieve in keeping with the purpose of the qualification, disciplinary context, occupational needs and lifelong learning.

• Do the Associated Assessment Criteria (AACs) written for the qualification indicate the cognitive competence expected of students on completion of this qualification?

*This alignment can be done one-on-one or as integrated across some or all ELOs.*

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| *Example of an exit level outcome and associated assessment criteria:* | |
| *Exit Level Outcome* | *Associated Assessment Criteria* |
| *ELO 1:*  *Apply Mathematics, Natural Science and Engineering Sciences knowledge to applied engineering procedures, processes, systems, and methodologies to solve well-defined engineering problems.* | * *Apply fundamental and specialist knowledge by bringing mathematical, numerical analysis, statistical knowledge, and methods to bear on engineering problems.* * *Clearly communicate concepts, ideas, and theories with the aid of Mathematics.* * *Correctly describe uncertainty and risk through the use of Probability and Statistics.* * *Use physical laws and knowledge of the physical world as a foundation for the engineering sciences and the solution of engineering problems.* * *Use techniques, principles, and laws of engineering science correctly in at least one specialist area.* |

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| **Exit Level Outcomes (ELO)** | **Associated Assessment Criteria (AAC)** |
| **ELO 1:** |  |
| **ELO 2:** |  |
| **ELO 3:** |  |
| **ELO 4:** |  |
| **ELO 5:** |  |
| **ELO 6:** |  |
| **ELO 7:** |  |
| **ELO 8:** |  |

### 1.8 Briefly explain how students’ achievement of integrative competence in this programme (described above under 1.4) is aligned with the appropriate NQF level and associated NQF level descriptors.

For support, please see the [SAQA level descriptors](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Higher%20Education%20Legislative%20Frameworks/SAQA/SAQA%20Policies/SAQA_Level%20descriptors_Feb%202012.pdf).

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### 1.9 Explain how the programme design of this qualification in terms of the different types of learning (i.e. theoretical, practical, experiential, etc.) meet the requirements of the qualification type and NQF level.

Explain how the programme offers students a sound disciplinary knowledge base and sufficient theoretical and conceptual depth, as well as practical or procedural knowledge and skills taught at the appropriate level to serve the educational purpose of the qualification.

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### 1.10 International comparability

1. **Please provide a statement on how the qualification compares with or relates to at least two similar qualifications, best practices, or standards offered in other parts of the world.**

Although a Google search can be done, it is essential to note that qualification types and NQF levels may differ depending on the nature of another country’s qualification framework. Internationally comparable qualifications could assist in determining the articulation possibilities of the qualification with qualifications in other national and regional qualification frameworks. Also, cover the following aspects:

* Compare with at least **two qualifications** from different countries
* Indicate the **correct countries, institutions, qualification titles and level** with 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)
* State **why** these programmes/qualifications were selected for comparison purposes (i.e. used for international benchmarking purposes)

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**OR**

1. **If no comparable programmes/qualifications can be found, provide a substantive reason why this programme is not internationally comparable**

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### 1.11 Describe the articulation possibilities of this programme.

* Describe the *horizontal* (same NQF level), *vertical* (preceding and next level) and *diagonal* (mobility between qualifications across sub-frameworks or pathways within the HEQSF) possibilities of this programme about other registered qualifications OR
* Provide substantive reasons if there are no articulation possibilities for the qualification

*Indicate the prerequisite requirements 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 possibilities exist, e.g. preceding 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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|  | **Registered/intended SU programmes**  **(include the SAQA id)** | **Possible programmes offered at other institutions** |
| **Preceding** |  |  |
| **Horizontal** |  |  |
| **Diagonal** |  |  |
| **Next Level** |  |  |
| *Only if applicable*: **Please explain why no articulation possibilities are available**: | | |

### 1.12 Workplace-based learning

Work-integrated learning (WIL) is used as an umbrella term in South Africa to show integration of theory and practice in student learning through a range of WIL modalities such as work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning. Please provide details on the use of **workplace-based learning ONLY** in the table below. In this regard, workplace-based learning can form part of a module (i.e. % devoted to classroom-based **and** % devoted to workplace-based learning) or can be a stand-alone module (i.e. 100% devoted to workplace-based learning). Kindly note that in some fields of study DHET does not provide subsidy for workplace-based learning.

Refer to [*Work-Integrated Learning: Good Practice Guide*. HE Monitor No. 12](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/Academic%20Planning/WIL%20good%20practice%20guid_Higher_Education_Monitor_12.pdf) (CHE, August 2011) for more information or contact the Centre for Academic Planning and Quality Assurance.

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| **Does this programme include work placement?** | | | | Choose an item. | |
| If you answered yes, please indicate the **type(s) of WIL** included in this programme:  *i.e. workplace-based learning, practicum placements, problem-based learning, project-based learning, service-learning, virtual or simulated WIL* | | | | | |
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| Year(s) of study when workplace-based learning takes place  *If you select “Other”, please clarify:*  Click or tap here to enter text. | | | | Choose an item. | |
|  | **Year 1** | **Year 2** | **Year 3** | | **Year 4** |
| **Duration of workplace-based learning in each year**  i.e. hours/days/weeks |  |  |  | |  |
| **Number of credits for workplace-based learning in each year** |  |  |  | |  |
| **Total credits for workplace-based learning** |  |  |  | |  |

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| Is placement an institutional responsibility? | Choose an item. | Who is responsible for placement  (if answered “no” in the previous question)? |  |
| Describe the **role and responsibility of SU** in the placement of students in a workplace-based environment: | | | |
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| Explain the process for the **supervision and monitoring** of WIL in the case of workplace-based learning. Discuss how SU will ensure parity of the learning experiences and assessments across workplace sites. | | | |
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| Where workplace-based learning takes place over several years, indicate the learning outcomes and associated assessment criteria for each year of study and discuss how the learning outcomes will be assessed (methods). | | |
| **Year of Study** | **Learning outcomes** | **Associated assessment criteria** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
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| Describe the assessment purposes (e.g., formative, summative, etc.) and methods (e.g., reports, portfolios, assignments, etc.) that will be used to assess the WIL modalities in this programme. Please consult the [SU Assessment Policy](http://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/SU%20Assessment%20Policy_FINAL.pdf). | | |
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| Is **workplace-based learning** embedded/ integrated into a module(s), or is it offered as a separate module? | Choose an item. |
| If **workplace-based learning** is embedded/integrated in module(s), please explain **how** it will be incorporated and indicate its impact on the assessment strategy and assessment plan.  *i.e., clarify how WIL is incorporated across the module(s) curriculum and what component of the assessment will be dedicated to WIL-related assessment in comparison to other types of assessment.* | |
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**The following documentation is to be uploaded as it pertains to this programme**

Examples of contract arrangements with workplaces for student placements.

**Module specification document** (Form B) for each module.

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

# CRITERION 2: STUDENT RECRUITMENT, ADMISSION AND SELECTION

Recruitment documentation informs students accurately and sufficiently, and admission adheres to national 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, considers 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 faculty programmes 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Faculty Administrator) from the **Division for Academic Administration** on Click or tap to enter a date. (date) |

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

Admission requirements refer to the minimum standards that applicants must meet in order to be considered for selection to the programme.

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| ***Example of admission requirements for undergraduate programme*** |
| *• Overall NSC average of at least 80%, excluding Life Orientation*  *• Mathematics 80%*  *• One of the following:*  *o Afrikaans Home Language 60% or*  *o English Home Language 60% or*  *o Afrikaans First Additional Language 75% or*  *o English First Additional Language 75%* |

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| ***Example of admission requirements for postgraduate programme*** |
| *Admission requirements*   * *One of the following:* * *A three-year bachelor’s degree or* * *An advanced diploma at NQF level 7 or higher or* * *A postgraduate diploma;* * *A minimum of two years of relevant full-time work experience (preferably at a managerial level);* * *Proficiency in English;* * *Complete the SHL assessment battery (Numeric, Verbal and Logical Reasoning) aligned with predefined programme requirements.*   *Further requirements*  *In addition to the requirements above, you must:*   * *Submit a comprehensive CV indicating all of your work experience.* * *Submit one entrance essay. The entrance essay should be between 400 and 500 words and focus on the prospective student’s personal and external development. The essay provides insights concerning the student’s motivation to study and provides evidence of writing ability.* |

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

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

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| ***Examples of selection criteria for an undergraduate programme*** |
| *Selection:*  *The faculty’s enrolment plan determines the number of students selected, and the number may differ yearly.*  *Should the number of applicants who meet the admission requirements exceed the capacity of the Faculty’s enrolment plan, the admission requirements criteria will be used to rank the applicants in order of suitability and finalise the list of selected applicants.* |
| *Only a limited number of positions are available in the programme for first-year students. Only academic merit counts in the selection process. This means that you will not necessarily be selected, even though you may fulfil the minimum admission requirements.*  *The selection criteria are as follows:*   * *For candidates still at school, academic performance counts.* * *For students currently enrolled at SU or another university, school performance and current performance are considered.*   *In accordance with the University’s diversity policy, provision is made for the admission of candidates from underrepresented groups. All applicants must still meet SU’s general admission requirements and the Faculty’s admission requirements for the BEd programme.* |

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| ***Examples of selection criteria for a postgraduate programme*** |
| *The number of students selected will be influenced by, among other things, staff capacity and availability of the Department’s resources as well as academic merit and University transformation objectives. As staff capacity and resources may fluctuate from year to year, the number of students selected can also differ from year to year.*  *Should the applicants who meet the admission requirements exceed the Department's capacity, the admission requirements' criteria will be used to rank the applicants in order of suitability and finalise the list of selected applicants.* |
| *This is a programme where selection takes place.*   * *Selection takes place annually after the closing date in July.* * *Selection is done based on prior academic performance and relevant teaching experience.* * *A limited number of students are admitted to the programme each year.*   *If more than the limited number of students qualify for the programme, qualifying students will complete an academic writing assignment. Students will be identified and selected for the programme based on the assignment.* |

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### 2.3 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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### 2.4 Recognition of Prior Learning (RPL)

### 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). Also consider to what extent students can receive advanced standing in a programme, i.e. be exempted from particular modules if they enter the programme with a proven record of formal or informal learning (e.g. relevant work experience).

Indicate the following:

* Examples of what could be considered for RPL for access
* What evidence/documentation should be included in the application process
* Explain the faculty procedure for considering RPL applications

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### If RPL is not envisaged for this programme, please explain why not.

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### 2.5 Provide details of how Credit Accumulation and Transfer (CAT) can be applied in this programme:

Please refer to the [*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)and the faculty CAT regulations. CAT is a term that is used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students and enhance their chances to complete their qualifications successfully. CAT also provides for articulation across the sub frameworks of the NQF in order to facilitate lifelong learning and access to the workplace. Only formal learning is considered for credit accumulation and transfer (CAT). Learning resulting from formal routes will normally be recognised via Credit Accumulation and Transfer (CAT), but in cases where CAT is found not to be applicable, the RPL route may be explored (CHE Policy 4.2.1).

* A maximum of 50% of the credits of a completed programme may be transferred to another programme
* Please indicate the faculty-specific procedure for considering CAT applications as they have been applied.

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

*Please provide copies of the faculty/programme-specific policies (if they differ from the institutional policies):*

Admission Procedure/Regulation for this programme (if a specific admission criteria was written for this programme)

Selection Criteria

Faculty-specific RPL procedure

Any other documentation indicating your compliance with this criterion, including the marketing plan.

# CRITERION 3: STAFF QUALIFICATIONS

**Required internal consultation**

The Faculty Manager will be able to assist in completing HEMIS information on staff, including post-level and other information. As the staff complement informs the programme's financial viability projections, the Faculty Manager also has to sign off that the information is complete and correct. Any issues raised about staff in Criterion 3 might require further discussions and could have future staffing implications that the Faculty Manager should be aware of.

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

### 3.1 Minimum staff requirements

Please confirm whether each of the following minimum standards about staff qualifications have been adhered to:

* 1. All the academic staff (full-time/part-time/contract) teaching on this programme hold the required minimum qualifications (one level above that of this qualification) and have sufficient relevant experience, teaching and assessment competencies, and their research portfolios 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 leader is trained and informed about the roles and responsibilities of the programme leader and can provide academic leadership to this programme.
  4. The unit responsible for the programme provides opportunities for academic staff to enhance their competencies and 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 competencies 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, considering the number of academic staff attached to the programme and envisaged student enrolments.

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### 3.2 Provide a summary of the number of *academic staff* required for this programme

*Please note that the information on additional staff needed should align with the information provided in Criterion 10.*

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| **Type of appointment** | | **Number** |
| Full time | **Existing** |  |
| **Planned**  *Must align with the information in Criterion 10* |  |
| Part-time | **Existing** |  |
| **Planned**  *Must align with the information in Criterion 10* |  |

### 3.3 Staff information - academic and support staff (Please complete the table below)

*Please complete the table below by providing information on the* ***existing*** *academic* ***and*** *support staff who will participate in the programme. Please note the need for additional staff members as stated in criterion 10, sections 10.5(a) and 10.5(b). If the programme will be offered via Hybrid learning (HL), provision must be made for at least one online learning academic tutor to offer academic support during online learning block periods.*

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| **Title** | **Initials** | **Surname** | **Age** | **Gender** | **Race** | **Highest qualification** | **Teaching** experience in Higher Education (years) | **Professional and workplace** 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[[5]](#footnote-5)** | **Source of funding:** Please indicate which of the following are applicable: *Main budget*,*Third Stream* Funding or  *External funding* (specify)[[6]](#footnote-6) |
| Choose an item. |  |  |  |  | Choose an item. |  |  |  | Choose an item. |  | Choose an item. |  |  |
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# CRITERION 4: STAFF SIZE AND SENIORITY

### 4.1 Staff size and recruitment

Please verify each of the following:

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 SU staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations.

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### 4.2 Describe the programme leader's roles and responsibilities. If multiple sites and/or modes of delivery and/or programme leaders are involved in the same programme, indicate how programme leaders across multiple sites or modes of delivery will be managed.

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### 4.3 Indicate how many staff and what level of support will be required for effective programme provisioning. Address specialist / technical support skills (e.g., laboratory skills, distance education support skills, library and information management) as needed, in addition to administration and other needs.

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### 4.4 Indicate the opportunities for support staff members to enhance their competence and develop professionally.

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### 4.5 What opportunities does the institution provide for academic staff members to enhance their competence and develop professionally, i.e., in curriculum teaching, learning, research, and social impact?

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**Proposed internal consultation**

Further consultation with stakeholders in and beyond the home department’s faculty may be necessary, depending on this particular programme submission's inter- or trans-disciplinary nature. 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(staff member) from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(department) on/since Click or tap to enter a date.(date) 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(staff member) from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(department) on/since Click or tap to enter a date.(date)   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(staff member) from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(department) on/since Click or tap to enter a date.(date) |

# CRITERION 5: LEARNING AND TEACHING STRATEGY

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.

SU is a registered residential institution, which requires us to use either a full contact or hybrid learning (HL) mode of provision. HL is a mode of academic course provision 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 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.

Refer to the [SU Teaching and Learning Policy](http://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/Teaching%20&%20Learning%20Policy%20approved%20SU%20Council%2026.09.18.pdf) for more information.

The learning and teaching strategy for the individual modules should align to the strategy for the programme. It is therefore recommended that the programme strategy considers possible different strategies used by the different modules in the programme, i.e. a summary of the strategy for the programme as a whole.

**Proposed internal consultation**

Designing a new academic programme is a consultative and creative process. We have to imagine what knowledge, skills and values a student needs to develop to become a successful graduate in a specific discipline/field of study. Apart from discipline-specific knowledge, we also need to assess students’ skills and values – and to do so, we have to be explicit about the outcomes we would like them to achieve. Please align the programme’s strategy with the strategies identified in each of the module specification documents and verify that you have consulted with the Centre for Teaching and Learning (CTL) and (where applicable) with the Centre for Learning Technologies and/or the Hybrid Learning unit before submitting this new programme to your faculty’s programme committee:

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| We consulted with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (staff member) from the **Centre for Teaching and Learning** on/since Click or tap to enter a date. (date)  We consulted with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (staff member) from the **Centre for** **Learning Technologies** or **Hybrid Learning unit** 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 the Teaching and Learning Policy and use the SU Profile of a Graduate in your description. Please also include information regarding the hybrid learning strategy (if applicable).*

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### 5.2 Explain the teaching methods, mode of provision (e.g., full contact or hybrid learning), and materials development for achieving the stated outcomes and purpose of the programme.

* *Describe the learning and teaching methods that will be implemented. Please include “supervision” as a teaching method, if applicable. Please consult with the Centre for Learning Technologies about including blended and hybrid modes of delivery, and if the programme will use hybrid learning, please provide information about synchronous and asynchronous activities. With reference to Criterion 1.*
* *Where applicable, explain how technology will enhance the quality of learning and teaching for the target group of students. For example, how will SUNLearn be used to enhance learning, and how does the programme committee envisage using technological platforms and/or methods to improve (or replace) practical sessions? What types of technology or computer languages are students introduced to, and how will this prepare them for the field/discipline and the world of work?*
* *Learning material should be appropriate to facilitate the achievement of the purpose and outcomes of the programme.*

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### 5.3 Explain the mode of provision for this programme and % of time allocated to different forms of contact for the programme as a whole.

Please also refer [*Overview of Modes of Delivery at Stellenbosch University*](https://www.sun.ac.za/english/learning-teaching/learning-teaching-enhancement/APQ/Documents/SU%20Documents/Overview%20of%20modes%20of%20provision%20SU_approved%20CLT_Aug2022.pdf) for more information.

**Synchronous**: When the lecturer and/or tutor and the students engage with one another and the course content in a **specific space** (i.e. virtual or physical) **at the same time**. This is not restricted to lectures. According to regulations, the following minimum contact time requirements apply:

NQF level 5 – 7: 30% of Notional hours

NQF level 8 – 25% of Notional hours

NQF levels 9 and 10 – no minimum requirements

**Asynchronous**: When students engage with learning material or activities at their own pace from **different** locations at different times.

**Online**: utilising an online platform or online space, i.e. SUNLearn, Microsoft Teams, Zoom, etc.

**On-campus**: where the participants (lecturers, students, tutors, etc.) are present on campus, either full-time or in the form of block contact sessions.

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|  | **Mode of provision for the programme**  *Take note: SU programmes are either registered as full contact or as Hybrid programmes.* | **Breakdown of interaction and activities as % of total notional hours***, i.e. for a 120-credit programme, 1200 hours will be 100% of the notional hours.*  *Please refer to the module specification documents (Form B) to align the calculations with the T&L and HL strategies of the different modules.* | | | | | | | |
| **% of synchronous**  **on-campus interaction**  *All forms of synchronous interaction that occurs on campus* | **% of synchronous online interaction**  *i.e. any online activities facilitated by a lecturer and/or tutor occurring in real time* | **% of asynchronous activities/interactions on campus**  *Any activities that the students will complete in their own time while on campus* | | **% of asynchronous activities/online interaction** | | ***Total*** |
| **Not digital**  *(no digital or internet access required)* | **Digitally supported**  *(requires access to digital technology, i.e. mobile phone, e-portfolio)* | **Internet-supported**  *(might need initial internet access, i.e. to download resources, but can continue offline)* | **Internet-dependent**  *(The internet is required for the interaction/ activities to work)* |  | |
|  | Full contact programme |  |  |  |  |  |  |  | |
|  | Hybrid learning programme |  |  |  |  |  |  |  | |

### 5.4 Describe the facilities required for learning and teaching in the programme. Indicate specialised facilities and equipment.

Please consider facilities such as laboratory access, computer access, specialised computer programmes or equipment that students might need to complete practical activities.

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### 5.5 If the institution offers the programme at different sites or modes of delivery, an account should be provided on how the same quality of teaching and learning is achieved. Areas to be covered in your answer should include:

* Learning materials and study guides
* Details of student assistance and support
* How will parity of provision and programme quality be assured across the sites?
* Address policies, processes and procedures for learning and teaching, student support, etc.

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### 5.6 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.
* How will students access these services, e.g. How will students enrolled in HL programmes be able to access support services?

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### 5.7 Describe the mechanisms 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 a programme committee, evaluate the programme's impact (e.g. with graduate tracking surveys) and decide on programme/curriculum renewal undertakings? How will you identify and support inactive and/or underperforming students?

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### 5.8 How will the institution ensure that suitable and sufficient library resources are in place to complement the curriculum and support the professional and scholarly activities of students and staff members in the programme?

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# CRITERION 6: ASSESSMENT

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](http://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.

Refer to the [SU Assessment Policy](http://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/SU%20Assessment%20Policy_FINAL.pdf) for more information.

### 6.1 Describe the programme's assessment strategy and indicate how it aligns with the institutional assessment policy, programme outcomes, and mode of provision.

Please include the following in your answer:

* How does the strategy align with the SU assessment policy
* Description of the number and types of assessment methods (e.g. tests/assignments / projects/case studies, etc.)
* Description of the use of different assessment purposes (i.e. diagnostic, formative, summative, sustainable, evaluative assessment)
* Description of the internal and external moderation/examination practices

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### 6.2 Explain how the assessment strategy will evaluate the achievement of outcomes for the different modules at all programme levels.

* Explain the alignment between the learning outcomes, learning activities, associated assessment criteria, assessment purposes and assessment methods.
* Suitable learning opportunities are provided to facilitate the acquisition of knowledge and skills specified in the programme outcomes and within the stipulated time.

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### 6.3 How is feedback used to enhance learning in the programme, and what processes will be used to provide feedback to students on assessment tasks?

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### 6.4 Briefly discuss the quality assurance mechanisms applicable to assessment that are in place for this programme. Refer to the following aspects in your answer:

* Assessment purposes (i.e. diagnostic, formative, and summative, sustainable, evaluative assessment)
* Roles and responsibilities of academic staff and external parties
* Appointment/selection of internal and external moderators
* Role and responsibilities of internal and external moderation
* Quality assurance of assessment practices in this programme's academic department(s).

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### 6.5 Briefly outline the student grievance procedures that will apply, specifically to managing students’ grievances regarding assessment practices.

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### 6.6 How will the integrity and security of assessment practices be ensured?

Please consider the following:

• The required number and type of examination venues/methods. List examination centres required for distance learning students and describe resource provisioning at these centres.

• Where assessment takes place in two provisioning modes, address how parity of provisioning will be ensured.

• Management and proctoring of examinations.

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**Please provide copies of the following faculty policies or, if applicable, programme-specific policies/regulations to be uploaded for accreditation purposes:**

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

Faculty-/programme specific grievance procedure

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.

# CRITERION 7: INFRASTRUCTURE AND LIBRARY RESOURCES

### 7.1 Teaching and Learning Facilities

Please verify compliance with each of the following:

1. Adequacy of teaching and learning facilities for this programme (classrooms, seminar rooms, workrooms, studios, etc.)
2. The availability of laboratory or special equipment is required for the programme.
3. Compliance with health and occupational safety, as well as clinical regulations.
4. Availability of adequate IT infrastructure (hardware and software) for staff and students.
5. Adequacy of library and other resources for this programme.
6. The sufficiency of training provided to both staff and students in IT and the use 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 regularly.

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### 7.2 Indicate the number of facilities or venues required, available and the maximum capacity of available venues:

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| **Facilities/Venues required** | **Number required** | **Number available** | **Maximum capacity of available** |
| **No. of lecture theatres required** (indicate max. capacity) |  |  |  |
| **No. of laboratories required** (indicate max. capacity) |  |  |  |
| **No. of IT laboratories required** (indicate max. capacity) |  |  |  |
| **No. of tutorial rooms required** (indicate max. capacity) |  |  |  |
| **Venues for staff members use** |  |  |  |

**7.3 If any other facilities or venues are required, please specify and provide a motivation.**

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# CRITERION 8: PROGRAMME ADMINISTRATIVE SERVICES

### 8.1 Administrative support

Please refer to the SU policy document on the [*Guidelines for Programme Committee Chairs and Programme Leaders*](https://sunrecords.sun.ac.za/controlled/C4%20Policies%20and%20Regulations/Guidelines%20for%20Programme%20Committee%20Chairs%20and%20Programme%20Leaders.docx) to confirm that the programme has effective administrative services and verify compliance with each of the following:

1. Providing information
2. Managing the programme information system
3. Dealing with a diverse student population
4. Ensuring the integrity of processes leading to certification of the qualification obtained through the programme.

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# CRITERION 9: POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS

This section is applicable to all postgraduate programmes. 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 Describe 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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### 9.2 Outline the criteria for the selection and appointment of supervisors:

This response can be standardised per faculty, or the institutional procedure can be used.

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

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

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### 9.4 Explain how the quality of postgraduate supervision is/will be monitored.

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### 9.5 Discuss the academic support provided to postgraduate students at institutional, faculty and departmental levels.

This response can be standardised per faculty or be programme-specific.

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### 9.6 Describe policies and procedures in place to address the quality assurance of the supervisory process, the progress of student complaints and grievances, plagiarism, re-marking, etc.

Please briefly describe the relevant policy documents and internal procedures and indicate how they will be applied to this programme.

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### 9.7 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 essential to have a clear idea of the different expectations in terms of length, depth and complexity of the differently weighted theses. Include information on the internal and external assessmet procedures.

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### 9.8 Describe how the programme enables students to undertake independent research and other scholarly activities.

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### 9.9 Please indicate whether students would require financial support for research purposes and provide a budget if so.

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

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### 9.10 Research staff development

Provide more information on the research development of staff in the relevant department(s)/centre(s). Your answer should please address the following:

1. Discuss staff development practices undertaken over the last three (3) years about postgraduate supervision.
2. Have any additional staff development initiatives been identified to be implemented in the near future?
3. Provide a short summary of research/scholarly output for the past three (3) years (if applicable).

Please consult with the Head of the Department and Faculty Manager and review everyone involved in the supervision's research records regarding this programme. Supervisors should be actively involved in research directly related to their area of expertise/specialisation and in the scholarship of teaching and learning.

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### 9.11 Explain the measures in place to prevent plagiarism.

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

(The documents must only be attached if they differ from the institutional documents, i.e., faculty-specific policies. If they are omitted, the Centre for Academic Planning and Quality Assurance will upload the institutional policies.)

Research policy

Policies/procedures for the appointment of supervisors

Code of Ethics

☐ Procedures/regulations for ethical clearance

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

# CRITERION 10: FINANCIAL VIABILITY PROJECTIONS

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 are 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 programme 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, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(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 (e.g., need for/interest in new programme, fee of comparable programmes) undertaken by the programme committee, the department, or the faculty regarding this proposed new programme.

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### 10.2 Expected student enrolment (headcount) for each of the first five years

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

Make provision for each year’s new intake and 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 faculty's enrolment planning.

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



### 10.3 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 to indicate aspects you might have yet to consider. If this programme is replacing another programme or the enrolments will be competing with another programme, it might affect the faculty's enrolment projections. The Division for Information Governance will use this field to calculate the programme feasibility based on models already available.

|  |  |  |
| --- | --- | --- |
| **Is this programme replacing an existing (current) programme offered at SU?** | | Choose an item. |
| **Will this programme compete with the 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:** |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of programme that is being compared:**  Take note: the comparison can be with the existing programme it is replacing (if applicable) | |  | | |
| **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. |

### 10.4 Proposed fees for the programme

This planning is in preparation for the submission to the student fees committee, which the faculty will submit before implementing the program.

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 full-thesis and doctoral programmes must be based on similar programmes in the same department. Reference modules/programmes must be listed, and deviations must be motivated.

1. **Study fees**

* Describe how study fees will be calculated (e.g., rand value per credit, based on actual module expenses, etc.)

|  |
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|  |

* Please indicate the year that the rand value per credit/fee per module is based on:

|  |
| --- |
|  |

**Layout of study fees per module**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of module** | **Credits** | **Compulsory or Optional** | **Fee per module** |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |
|  |  | Choose an item. |  |

1. **Additional fees**

Would students be required to pay additional fees, i.e. programme fees / sundry fees / specified registration fees 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.*

|  |  |  |
| --- | --- | --- |
| **Type of compulsory sundry fees**  *i.e. programme/module fee* | **Fee** | **Motivation** |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |

|  |  |  |
| --- | --- | --- |
| **Other additional fees**  *i.e. laptop, books, etc.* | **Fee** | **Motivation** |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |
|  | R |  |

### 10.5 Expected additional direct expenses (in addition to existing direct expenses in the department/faculty / Stellenbosch University)

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of staff required** | **Post Level** | **Position** | **Motivation** |
| **Year 1** |  | Choose an item. | Choose an item. |  |
| **Year 2** |  | Choose an item. | Choose an item. |  |
| **Year 3** |  | Choose an item. | Choose an item. |  |
| **Duration of offering** |  | Choose an item. | Choose an item. |  |

**Funding sources for the above** (*This answer must speak to 10.7 – 10.9*)

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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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 leader, research project coordinator, additional support staff, etc.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of staff required** | **Post Level** | **Position or Role** | **Motivation** |
| **Year 1** |  | Choose an item. |  |  |
| **Year 2** |  | Choose an item. |  |  |
| **Year 3** |  | Choose an item. |  |  |
| **Duration of offering** |  | Choose an item. |  |  |

**Funding sources for the above**: *(This answer must speak to 10.7 – 10.9)*

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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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 leader, research project coordinator, additional support staff, etc.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of staff required** | **Post Level** | **Position or Role** | **Motivation** |
| **Year 1** |  | Choose an item. |  |  |
| **Year 2** |  | Choose an item. |  |  |
| **Year 3** |  | Choose an item. |  |  |
| **Duration of offering** |  | Choose an item. |  |  |

**Funding sources for the above**: *(This answer must speak to 10.7 – 10.9)*

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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1. **Additional *physical space***

Except for venue allocations within the faculty/centre, what other space needs might the programme have? For example, More venues, larger venues, venues that adhere to specific technology requirements, 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** |  | Choose an item. |  |
| **Year 2** |  | Choose an item. |  |
| **Year 3** |  | Choose an item. |  |
| **Duration of offering** |  | Choose an item. |  |

**Funding sources for the above**: *(This answer must speak to 10.7 – 10.9)*

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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

1. **Other direct expenses, specifically about full contact programmes**

Indicate the additional expenses that the programme will / might have, including operational and equipment expenses.

|  |  |  |  |
| --- | --- | --- | --- |
| **Other direct expenses for the 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: |  | **R** |  |
| **Additional equipment for teaching purposes** (specify) |  | **R** |  |
| **Additional equipment for office use/support**  I.e. staff computers, telephones, etc.  (specify) |  | **R** |  |
| **Work Integrated Learning** |  | **R** |  |
| **Other** (specify) |  | **R** |  |
| Additional **IT fees** |  | **R** |  |
| **Staf recurrent training** for Hybrid learning |  | **R** |  |

**Funding sources for the above**: *(This answer must speak to 10.7 – 10.9)*

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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1. **Other direct expenses, specifically for hybrid learning programmes**

Indicate the additional expenses that the programme will / might have, including operational and equipment expenses.

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

**Funding sources for the above**: *(This answer must speak to 10.7 – 10.9)*

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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1. **Specific capital expenses**

Indicate the specific capital expenses (once-off / continuous) resulting from the programme offering.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of expense** | **Once-off expense or annual expense** | **Amount** | **Motivation** |
|  |  | R |  |
|  |  | R |  |

**Funding sources for the above**: *(This answer must speak to 10.7 – 10.9)*

Please indicate one of the following:

1. Main budget
2. Third stream funding
3. External funding (please specify, i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.)

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### 10.6 Impact on human resources

What impact do you foresee implementing 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 workload of the staff members
* did the faculty consider the additional resources needed to cover the additional workload/staff members

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

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|  |

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

|  |
| --- |
|  |

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

|  |
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|  |

### 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 need more student numbers for the first two years of implementation, or specific expenses will only be necessary for 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 they aim for the programme to show a profit.

|  |
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### 10.11 What steps will the programme committee/department take to ensure the realisation of the projections provided in this sustainability plan?

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### 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.

Please submit the completed Criterion 10 and the Staff information table (3.2) for the financial viability projections to the Division for Information Governance.

**The following documentation is to be submitted with the programme and module documentation for the internal approval processes (Faculty, PAC and Senate):**

Financial viability projection/report from the Division of Information Governance

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

1. Voltooi asseblief hierdie programvoorleggingsvorm in Engels; die eksterne goedkeuringsprosesse vereis dit. [↑](#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. 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-5)
6. Please indicate whether the individual is renumerated from the “main budget”, “third stream funding” (please specifcy) or “external funding” (please specify – i.e. Department of Health, Clinical Training Grant, Western Cape Government, etc.) [↑](#footnote-ref-6)