Stellenbosch University

Modularisation of postgraduate programmes
(2004)

See Section B of this document for step-by-step guidelines on how to complete the template. It is necessary, however, to read Section A first.

SECTION A

On 27 February 2004, Senate decided that all postgraduate learning and teaching programmes must be modularised. The motivation for this is recorded in Senate documentation.

1. Process and target dates

1.1 The approval of the results of the modularisation process will be managed in terms of the normal academic decision-making processes: Programme Committee → Faculty’s Programme Committee → Faculty Board → PAC/APC → Faculty Board → Senate.

1.2 It is the responsibility of the Programme Committees led by the programme coordinators/departmental chairpersons to modularise all postgraduate programmes.

1.3 The modularisation submissions of the Programme Committees must be submitted for consideration in the prescribed format (or template) “Postgraduate Programme with Modules” (available on www.sun.ac.za/abgv) to the Faculty’s Programme Committee and the Faculty Board.

1.4 After Faculties have approved the modularisation submissions, they are submitted to Senate’s Academic Planning Committee. The closing date for handing in the submissions to the APC is 27 October 2004. On 1 December 2004, the modularised programmes will be submitted to Senate for approval.

1.5 Implementation and transition measures:

a. 2004 Student Information: In order to be able to submit the 2004 student information in the required format to the Department of Education for subsidy purposes, Departments are requested to map the 2004 registration numbers on the modularised programmes after the modularisation has been completed, and to provide these 2004 registration numbers on the modularisation template.

b. 2005 Yearbook: Details about the new postgraduate modules are not published in the 2005 Yearbook. The 2004 Yearbook information
regarding postgraduate programmes is retained (except in a few instances where changes to the Yearbook were implemented before June 2004 according to the standard Faculty/PAC/APC processes).

c. **2005 Student Information:** The Registrar’s Department will manage the registration process of postgraduate students in 2005 in accordance with the existing system. Transition measures will be implemented during the first semester of 2005 in order to convert the 2005 student information to the modularised format.

d. **2006 Yearbook and 2006 Student Information:** Details about the postgraduate modules are published in the 2006 Yearbook and all postgraduate students will register for the modularised postgraduate programmes in the beginning of 2006.

2. **Module**

   A module is a coherent configuration of subject contents and skills grouped together on academic grounds. A module has a subject-content identity distinguishing it from the other modules in the programme (or programmes) of which it forms part. A credit weight is allocated to the module. It is an expression of the total learning and teaching activities required to achieve the outcomes of the relevant module.

   The decision about the number of credits required for a module is taken on the basis of substantial academic and learning and teaching considerations. The modularisation of existing programmes does therefore not entail an arbitrary or mechanical division and grouping together of contents or a mere numeric division of the total number of credits among the various modules.

3. **Modularisation and programme changes**

   The existing (approved and accredited) postgraduate programmes are modularised.

   If Programme Committees also wish to use the modularisation process as an opportunity to implement drastic programme changes, it should be indicated in the submissions. The modularisation submission will then also be regarded as an application to change the programme. Drastic programme changes are managed in terms of the standard academic approval processes (including an application for approval of the changes by the Department of Education and an application for reaccreditation by the Council on Higher Education’s Quality Committee (HEQC)). A programme is “drastically” changed if significant changes are made to one or more of the following components: the purpose, outcomes, field of study, mode of delivery and/or the place of delivery. It is not possible to quantify what “drastic” means in this context. It is based on the informed and considered interpretation of the Programme Committee and the
Faculty. Programme Committees are, however, discouraged to introduce drastic changes as part of the modularisation process except if there are truly substantial reasons for these changes. Smaller changes (that are not “drastic”) can be made, however.

4. **One or more programmes?**

4.1 A programme can (in a nutshell) be defined as “the planned and coherent learning opportunities leading to the award of a qualification registered on the National Qualification Framework (NQF)”. The qualifications of Stellenbosch University (SU) registered on the NQF are available at www.saqa.org.za. Qualification outcomes are indicated for each qualification.

4.2 In some instances only one programme leads to the relevant qualification and then the qualification outcomes and the programme outcomes are identical.

4.3 In instances where more than one programme leads to the same qualification, programme outcomes are also indicated for each programme in addition to the (more generic) qualification outcomes. All the outcomes of the SU programmes accredited by Senate are available from the programme coordinators (recorded in the 2003 Self-Evaluation Reports).

4.4 In some instances there are programmes leading to more than one qualification at the same NQF level (for example the programme leading to a BAHons in Psychology and the BScHons in Psychology). In these instances the programme outcomes and the qualification outcomes are identical.

4.5 When a programme provides various options, Programme Committees must ensure that every student enrolled for the programme – irrespective of the specific choices the student has made – can achieve all the programme outcomes. If not, the outcomes must be revised and adjusted or separate programmes must be developed.

4.6 In various programmes (excluding doctoral programmes) there are options regarding the extent of the research component. A complete (or predominantly) structured/taught programme and a complete (or predominantly) research programme can hardly lead to identical outcomes.

a. In instances where the research module(s) require(s) 50% or more of the total credits of a programme, it is regarded as one type of programme, an N-type programme (in which various options for the size of the N modules can be exercised). (“N” in this context means “navorsing”).

b. In instances where the research module(s) require(s) less than 50% of the total number of credits, it is regarded as a second type of programme, namely a D-type programme (in which various options for the size of the N modules can be exercised). (“D” in this context means “doseer”).
c. **The same programme name is used for all the programme types of that specific programme.** In those instances where there are more than one programme type in a programme, a separate template must be completed for each programme type.

d. The programme types and options must comply with the following rules:

<table>
<thead>
<tr>
<th>Programme name, e.g. MPhil in Statutes (N type)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme name, e.g. MPhil in Statutes (D type)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
</tr>
</tbody>
</table>

5. **Funding Implications**

In terms of the new funding formula the (a) Research Master’s Degrees and the research components of the Structured Master’s Degrees and (b) the taught parts of the Structured Master’s Degrees must be indicated separately. They are also funded on different levels – the research components generate more subsidy than the taught components.

It will however be unwise to drastically increase the research components of the Master’s Degrees in an attempt to earn higher subsidies. It is better to adhere to the existing academically substantiated structures. The throughput in Research Master’s Programmes is in any case much lower than in the more structured/taught degrees.

Academic considerations and not financial considerations should play the determining role in the modularisation process.

6. **Credits and modules**

6.1 A year’s full-time study on postgraduate level requires 120 credits (in terms of the SAQA regulations). **One credit therefore equals one hundred and twentieth of the total annual study time.**

a. A “year” means 12 calendar months.

b. The University does not adhere rigidly to the SAQA guideline that one credit equals 10 “notional hours” of study time. Postgraduate programmes usually require more than 1200 hours of study time per annum.
6.2 In terms of a decision of the Executive Committee of Senate on 17 February 2004:
   a. All honours programmes consist of 120 credits (not fewer or more),
   b. Two-year master’s programmes consist of 240 credits (not fewer or more),
   c. All one-year master’s programmes consist of 120 credits (not fewer or more),
   d. All doctoral programmes consist of 240 credits (not fewer or more).

6.3 The study time expressed in credits include the total study activities required (i.e. the time spent in attending lectures, participating in group work, independent study, preparing for exams, research, recording research results, writing exams, etc).

6.4 Master’s programmes based on 100% research have only one module consisting of 120 / 240 credits.

6.5 All doctoral programmes have only one module consisting of 240 credits.

6.6 The module type (research module N or tutored model D) is indicated for each postgraduate module.

6.7 The number of modules that have to be completed for a one-year postgraduate programme, are ten or fewer (exceptions must be motivated specifically and approved by the APC). The number of modules that have to be completed for a two-year postgraduate programme, are twenty or fewer (exceptions must be motivated specifically and approved by the APC). This approach is followed to prevent a proliferation of modules.

6.8 A module must be pegged as an entity at one NQF level:
   a. NQF level 7 = honours degree, postgraduate diploma, the first year of a two-year post-bachelor master’s degree;
   b. NQF level 8a = master’s degree;
   c. NQF level 8b = doctoral degree.

6.9 One-year (post-honours) master’s programmes can include modules at honours level (NQF level 7) provided that a minimum of 72 credits (out of the total of 120) must be at master’s level (NQF level 8a).¹

6.10 Two-year (post-bachelor) master’s programmes can include modules at honours level (NQF level 7) provided that a minimum of 72 credits (out of the total of 240) must be at master’s level (NQF level 8a).

¹ REGULATIONS IN TERMS OF THE SOUTH AFRICAN QUALIFICATION AUTHORITY ACT, 1995 (ACT NO 58 OF 1995) (Government Gazette Vol 393 No R 452). (2) Altogether 120 or more credits are required for the registration of a qualification at levels 1 to 8, with a minimum of 72 credits at or above the level at which the qualification has been registered, and the number of credits and their levels that constitute the balance (of 48) must be specified.
6.11 In the case of a one-year master’s programme, the research module(s) require(s) at least 25 of the 120 credits (i.e. a minimum of approximately 20% of the total) and the research module(s) must be pegged at NQF level 8a.

6.12 In the case of a two-year master’s programme, the research module(s) require(s) at least 25 of the 240 credits and the research module(s) must be pegged at NQF level 8a.

7. Module Numbers
7.1 Every module has an eight-digit module code (12345-678).
7.2 The first five digits are the code for the subject or main field of study. The Student Records division in the Office of the Registrar allocates these digits to the module.
7.3 The Programme Committees /Departments allocate the last three digits.
7.4 The sixth digit of all honour’s modules is 7 (** ** - 7**).
7.5 The sixth digit of all master’s modules is 8 (** ** - 8**).
7.6 The sixth digit of all doctoral modules is 9 (** ** - 9**).
7.7 The seventh digit is allocated as follows: 1 for a first-semester module, 4 for a second-semester module and 7 for a year module (** ** - *X*).
7.8 The eighth digit can be any number from 1-9 and it is the Programme Committee's/Department’s prerogative which number they prefer and what they wish to indicate with it (** ** - **X**).

8. Description of “research component” (APC decision, February 2003)
8.1 The official definition of research as formulated in the University’s Research Policy is used for the purpose of this survey:

Stellenbosch University (understands) under the concept “research” all attempts, based on clearly formulated problems and by means of the methodical collection and systematic processing of data, to acquire insights by which

- the body of basic scientific knowledge can be expanded; and/or
- the application possibilities of theoretical knowledge can be scientifically exploited; and/or
- techniques, systems, processes or means for practical use can be developed or improved in a scientifically planned and based manner.

8.2 For the purpose of this survey the research component of a master’s programme is defined as:
a) an independent and coherent\(^2\) component of activities in a master’s programme,
b) independent of any taught modules in the programme,
c) taking place under the supervision of a study leader,
d) requiring at least 20% of the total credits of the programme, and
e) in which it is expected of the student to successfully:

i. do research, that is to gain insight by methodical collection and systematic processing of data on the basis of clearly formulated problems by means of which basic scientific knowledge can be expanded, or techniques and technology can be scientifically developed and improved, and possibilities for the application of knowledge can be scientifically exploited or improved,

ii. act in an autonomous, professional and ethical manner in the execution of the research,

iii. communicate the results of his/her research in an academic or professional manner, and

iv. produce an academically acceptable written report or dissertation about the activity.

8.3 “Research component” means that component of the master’s programme of which the outcomes are of such a nature that they comply with the level descriptors at level 8 (PG3) of the draft *New Academic Policy*, specifically requirements f: “an ability to present effectively and communicate the results of research to specialist and non-specialist audiences using the resources of an academic/ professional discourse; the production of a dissertation or research report which meets the standards of scholarly/professional writing” and g: “a capacity to manage learning tasks autonomously, professionally and ethically.” (The relevant level descriptors are provided in full below).

8.4 Usually the thesis (≥ 50% of the total credits) or assignment(s) (<50%) is based on research. Faculties’ Programme Committees should, however, consider whether all assignments could be classified as research. There are possibly programmes with assignments of a different nature.

8.5 In cases where there is doubt it is advisable to indicate a smaller rather than bigger component of the master’s programme as research to

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\(^2\) It must be a *coherent* component of activities to prevent any isolated activities – especially those not directly associated with the student’s clearly formulated problem or problems – from being regarded purely and simply as part of the research component. If this coherence is not required, any training in, for example, research methodology (that could be useful for the problems of a variety of students) or even relative generic skills (e.g. to write) can be regarded as part of the research component. The APC has decided to exclude these possibilities. That is why there is the requirement that the research must be a coherent component.
prevent possible external investigations and refunding of subsidies at a later stage.

**Level descriptors at level 8 (PG3) of the draft New Academic Policy**

<table>
<thead>
<tr>
<th>8</th>
<th>PG3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>A comprehensive and systematic knowledge base in a discipline/field with specialist knowledge in an area at the forefront of the discipline/field or area of professional practice;</td>
</tr>
<tr>
<td>b.</td>
<td>A coherent and critical understanding of the theory, research methodologies and techniques relevant to a discipline/field; an ability to rigorously critique and evaluate current research and participate in scholarly debates in an area of specialisation; an ability to relate theory to practice and <em>visa versa</em> and to think epistemologically;</td>
</tr>
<tr>
<td>c.</td>
<td>Mastery of the application of research methods, techniques and technologies appropriate to an area of specialisation; an ability to undertake a research project and write up a research dissertation under supervision;</td>
</tr>
<tr>
<td>d.</td>
<td>An ability to identify, analyse and deal with complex and/or real world problems and issues, drawing systematically and creatively on the theory, research methods and literature of a discipline/field;</td>
</tr>
<tr>
<td>e.</td>
<td>Advanced information retrieval and processing skills; identification, critical analysis, synthesis and independent evaluation of quantitative and/or qualitative data; an ability to undertake a study of the literature and current research in an area of specialisation under supervision;</td>
</tr>
<tr>
<td>f.</td>
<td>An ability to present effectively and communicate the results of research to specialist and non-specialist audiences using the resources of an academic/professional discourse; the production of a dissertation or research report which meets the standards of scholarly/professional writing;</td>
</tr>
<tr>
<td>g.</td>
<td>A capacity to operate effectively in complex, ill-defined contexts; a capacity to critically self-evaluate and continue to learn independently for continuing professional development; a capacity to manage learning tasks autonomously professionally and ethically; a capacity to critically evaluate own and others' work with justification.</td>
</tr>
</tbody>
</table>

9. **Provisions for examinations and promotions**

The default position is that a programme’s promotion mark is calculated on the basis of the relative weights of the modules as expressed in each module’s credits. Any deviations from this must be specified in the Programme Committee’s submission to the Faculty (on the prescribed template). Any other relevant details regarding promotions and examinations (e.g. modules with a subminimum) must also be indicated on the template.
10. Information about the module outcomes and the assessment of Postgraduate Modules

As part of the extensive programme evaluation process undertaken by the University during 2003, Programme Committees indicated in the self-evaluation reports (a) the programme outcomes, (b) the programme modules in which these outcomes are taught and (c) how these outcomes are assessed. This implies that outcomes must be formulated for each module and that all the module outcomes contribute to the achievement of the programme outcomes. This also implies that the assessment of the outcomes of each module must be appropriate to assess specifically those outcomes.

During the future programme accreditation processes external evaluators will request and evaluate the formulated module outcomes of postgraduate programmes, information about the manner in which students are afforded the opportunity during the programme to acquire them, and information about the assessment of each module. It is therefore important that this information is available in Departments and that it is upgraded regularly. This information is however not submitted to the APC as part of this modularisation process of postgraduate programmes. (The University accepts that it is available from Programme Committees and Departments.) Only the information specified on the modularisation template is required.

11. Language Specifications

Language specifications must be provided per module in terms of the University's Language Policy and Language Plan (A, E, T, A&E). The Language Committee has requested that if any other option than A is chosen, a motivation must be provided. This motivation must be submitted together with the completed template. The Language Plan and Language Policy are available on [http://www.sun.ac.za/university/Taal/index2.html](http://www.sun.ac.za/university/Taal/index2.html).

The University’s Language Committee will consider these submissions during November 2004 and make recommendations to Council.
12. Draft New Academic Policy

In the draft New Academic Policy (January 2002) the following recommendations for postgraduate qualifications are made:

If this should be upheld when the New Academic Policy is finalised, the Postgraduate Programmes of the US will have to be adjusted accordingly. It is, however, not clear when the New Academic Policy will be finalised.

The following proposals can be kept in mind when modularisation is implemented, but they cannot be defining because they will most probably still change. The old NATED 116 policy therefore still applies de iure (available at www.sun.ac.za/abgv).

- The Bachelor Honours Degree is offered only in the General track and requires a cumulative total minimum of 480 credits with a minimum of 120 credits at level 7. This qualification typically follows a General Bachelor's Degree and serves to consolidate and deepen the student's expertise in a particular discipline and to develop his/her research capacity in the methodology and techniques of that discipline. In some cases, a Bachelor Honours Degree carries recognition by an appropriate professional or statutory body. Traditionally, the Honours Degree has been recognised as meeting the entry requirements and research preparation requirements for Research Master's studies. All Bachelor Honours Degree programmes should include conducting and reporting research or scholarship under supervision, usually worth 20 to 30 credits. The learning outcomes specified for designated variants and specialisations of this qualification type will meet the competences described in the descriptor for level 7 in contextualised form.

- The Professional Master’s Degree exists only in the Career-focused track. It requires at least 180 credits at level 8a and normally requires two year’s part-time study. Many Professional Master’s Degrees are recognised by a professional or statutory body as a license to practise in a particular specialisation, or as a qualification for a managerial position in the profession. The purpose of this qualification is to provide advanced, specialised, professional training for already practising professionals. Programmes leading to this qualification do not require a sustained research output, but rather a series of demanding assignments and projects related to the student’s professional/work context. The research required is therefore of an applied or praxis nature, rather than purely theoretical or disciplinary. The learning outcomes specified for designated

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3 Keep in mind that the proposals for the levels 8a and 8b in the draft NAP differ from the existing policy (as explained in paragraph 6.8 above).
variants and specialisations of this qualification type will meet the competences described in the descriptor for level 8a in contextualised form.

- The Structured Master’s Degree requires 180 credits at level 8b and can be achieved in one year’s full-time study, although it is more often achieved in two years’ part-time study. It sits in both the General and the Career-focused tracks. The Master of Technology is a designated variant of the Structured Master’s in the Career-focused track. A Structured Master’s Degree requires a minimum of 60 credits research, written up in a research dissertation or thesis with the remaining minimum 120 credits earned through the completion of advanced coursework. It thus provides the opportunity to study a range of themes in a discipline, field or interdisciplinary area by means of a structured taught curriculum and formally organised tuition. The Structured Master’s usually prepares graduates for advanced and specialised professional employment. It also prepares students for further study in their area of specialisation at level 8c. The learning outcomes specified for designated variants and specialisations of this qualification type will meet the competences described in the descriptor for level 8b in contextualised form.

- The Research Master’s Degree sits in both the General and the Career-focused tracks. It requires a minimum of 180 credits of which a minimum of 120 must be earned at level 8b through the completion of a single, in-depth research project culminating in the production and acceptance of a thesis or dissertation. The remaining 60 credits may be earned through extending the length of the thesis or dissertation or through the completion of coursework or research training modules. The purpose of the Research Master’s is to educate and train researchers who can contribute to the development of knowledge at an advanced level. Graduates from the Research Master’s should be able to undertake rigorous research and to communicate the results by means of a thesis or dissertation, which meets internationally acceptable standards. The learning outcomes specified for designated variants and specialisations of this qualification type will meet the competences described in the descriptor for level 8b in contextualised form.

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4 Please note that the proposals for the levels 8a and 8b in the draft NAP differ from the existing policy (as explained in paragraph 6.8 above).
SECTION B – How to complete the template

Table 1: Programme Details

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide the full official programme name, as you would prefer to have it recorded in the Yearbook (e.g. MPhil Programme in Statutes). It is necessary to consult Section A 4.6 of this document in order to provide the correct details for the programme name. The same programme name is used for all the programme types in a specific programme. In instances where there is more than one programme type in a programme, a separate template must be completed for each programme type.</td>
</tr>
<tr>
<td>2</td>
<td>Provide the programme type: N for predominantly research programmes, D for predominantly tutored programmes (for details see Section A 4.6 above). In the case of master’s programmes: complete n.b. for programmes following directly on a three-year B degree (or equivalent qualification); complete n.h. for programmes with an honours degree (or equivalent) as a prerequisite.</td>
</tr>
<tr>
<td>3</td>
<td>Provide the name of the Faculty in which the programme is primarily located and in which it is housed administratively. In the case of multi- and inter-disciplinary programmes, also supply the names of the other Faculties involved in offering the programme.</td>
</tr>
<tr>
<td>4</td>
<td>Provide the name of the Department in which the programme is primarily located and in which it is housed administratively. (It is not required, in the case of multi- or inter-disciplinary programmes, to provide the names of the other departments also involved in offering the programme. These details are provided in Table 3 where information about the modules is provided.)</td>
</tr>
</tbody>
</table>

Table 2: Programme Details (continued)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide the NQF level – the exit level – of the programme (consult Section A 6.8 - 6.12 above).</td>
</tr>
<tr>
<td>2</td>
<td>Indicate the type of qualification: Postgraduate Diploma (PGD), Honours Programme (H), Master’s Programme (M), Doctoral Programme (D).</td>
</tr>
<tr>
<td>3</td>
<td>Indicate the qualification subtype: -A, -Sc, -Comm, -Med, -Th, LL-, -Ing, -Ed, -Mil, -Phil, Ph- (etc.). In the case of postgraduate diplomas, qualification type and qualification subtype are usually not differentiated.</td>
</tr>
</tbody>
</table>
4. Indicate the qualification specification. **The qualification specification and the programme name are identical** (e.g. MSc in Biochemistry, MTh in Old Testament, MMed in Internal Medicine, Postgraduate Diploma in Translation, etc.).

5. Indicate the “stream” (If applicable. In the case of postgraduate programmes, this level of specification is not usually provided. There may, however, be instances where Programme Committees deem it necessary to make a distinction at this level).

6. The discipline or subject can be provided if applicable and if the Programme Committee regards it as necessary and meaningful.

7. Details about modules are not provided in this table.

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Table 3 – Module Details

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Provide the official name of the module (as you would prefer to have it recorded in the Yearbook). Provide the module name in Afrikaans and English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 2</td>
<td>Provide the name of the Department responsible for offering the module.</td>
</tr>
<tr>
<td>Column 3</td>
<td>In the event of postgraduate programmes in which relatively large numbers of students are enrolled for modules for which the official venue roster is used, details about the period during which the module will be presented must be provided to facilitate timetable and venue arrangements (similar therefore to the arrangements regarding under-graduate modules).</td>
</tr>
<tr>
<td>Column 4</td>
<td>Provide the CESM category to which the module belongs up to the 2nd order (e.g. 1204 or 2210). The list is available at <a href="http://www.sun.ac.za/abgv">www.sun.ac.za/abgv</a>. In order to ensure that the module is correctly funded it is necessary to consult this list and to provide the correct information.</td>
</tr>
<tr>
<td>Column 5</td>
<td>Complete according to the instructions in Section A 7.1 - 7.8 of this document.</td>
</tr>
<tr>
<td>Column 6</td>
<td>Provide the NQF level of the module. It can differ from the Programme’s exit level. Complete according to the instructions in Section A 6.8 of this document.</td>
</tr>
<tr>
<td>Column 7</td>
<td>Provide the language specification for the module. Consult the Language Policy and Language Plan of the US for details. They are available on <a href="http://www.sun.ac.za/university/Taal/index2.html">http://www.sun.ac.za/university/Taal/index2.html</a>.</td>
</tr>
<tr>
<td>Column 8</td>
<td>Indicate whether it is a compulsory (V) or optional module (K).</td>
</tr>
<tr>
<td>Column 9</td>
<td>Indicate whether it is a research (N) or tutored (D) module. It is necessary to consult Section A 5 and A 8 of this document and to provide the details correctly according to those instructions.</td>
</tr>
</tbody>
</table>
Allocate a credit weight to the module. It is necessary to consult Section A 6.1 – 6.11 of this document and to allocate the credit weight according to those instructions.

Although the postgraduate students at Stellenbosch University were obviously not registered in terms of these modularised programmes in 2004, it is necessary, taking the US’s subsidy submission into consideration, to map the 2004 student data on the modularised programmes. If it is impossible to do that, only provide (in column 11 row 11 on the template) the total number of students enrolled for the relevant programme in 2004. Details about the management of the 2005 and 2006 registrations are provided in Section A 1.5 of this document.

**Provisions for examinations and promotions**

The default position is that a programme’s promotion mark is calculated on the basis of the relative weights of the modules as expressed in each module’s credits. Any deviations from this must be specified. Any other relevant details regarding promotions and examinations (e.g. modules with a subminimum) must also be indicated.

**Programme changes**

Provide details if this modularisation amounts to a drastic change to the purpose and/or study field and/or outcomes, and/or manner of presentation and/or place of presentation of the existing (approved and accredited) programme. Consult Section A3 and A4 of this document for guidelines. In 2005, significantly amended programmes must still adhere to the standard approval processes (compare Table 2) and will therefore only be presented as from 2006.