



**Stellenbosch**

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## MEMORANDUM

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**To:** Programme Advisory Committee (PAC) members and faculties  
**From:** PAC Secretariat: Melissa van der Vyver  
**Subject:** Programme affairs 2024  
**Date:** 27 October 2023

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### 1. Purpose

This document is distributed annually to all Programme Advisory Committee (PAC) members and faculties and provides information on:

- The dates of scheduled PAC meetings for 2024
- The documents and templates required for approval of new programmes or changes to existing programmes
- What constitutes a new programme
- How to report changes to an existing programme
- Documentation required to request a change to a programme name

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### 2. Dates for PAC meetings

The PAC dates for 2024 have been scheduled as follows:

*Table 1: PAC dates for consideration of new programmes*

PAC agenda close	PAC meeting	APC agenda closes	APC meeting 10:00- 13:00	Senate
5 Jan 2024	Thursday, 19 Jan 09:00 – 13:00	2 Feb	16 Feb	19 Mar
12 Feb 2024	Friday, 1 Mar 09:00 – 13:00	18 Apr	2 May	31 May
10 May 2024	Monday, 3 Jun 09:00 – 13:00	29 Jul	23 Aug	6 Sept
15 Aug 2024	Thursday, 5 Sept 09:00 – 13:00	9 Oct	16 Oct	22 Nov

Table 2: The institutional target dates for yearbook changes for 2025

TARGET DATES	YEARBOOK CHANGES FOR 2025 OR CHANGES TO EXISTING PROGRAMMES
before March	Faculty programme committees debate their proposed changes to the yearbook.
26 Feb 2024	PAC agenda closes for yearbook changes or changes to existing programmes: Faculties of Agrisciences, Engineering, Medicine and Health Sciences and Science
13 Mar 2024	PAC agenda closes for yearbook changes or changes to existing programmes: Faculties of Arts and Social Sciences, Economic and Management Sciences, Education, Law, Military Science and Theology
20 Mar 2024 09:00 – 14:00	Extended PAC meets to discuss the proposed yearbook changes or changes to existing programmes for Faculties of Agrisciences, Engineering, Medicine and Health Sciences and Science.
17 Apr 2024 09:00 – 14:00	Extended PAC meets to discuss the proposed yearbook changes or changes to existing programmes for Faculties of Arts and Social Sciences, Economic and Management Sciences, Education, Law, Military Science and Theology.
18 Apr 2024	PAC report is submitted to the APC and feedback is given to faculties
6 - 10 May 2024	Amendments to address the PAC recommendations serve at the respective Faculty Boards (it is the responsibility of the programme committees to ensure that the recommended amendments are considered and, where applicable, addressed in the documentation)
2 May 2024	APC meets and discuss the recommendations of the PAC
14 May 2024	EC(S) agenda closes. Faculty reports, including the APC decisions, submitted
31 May 2024	Yearbook changes serve at the Senate meeting via Faculty Board reports

### 3. Documents

Electronic copies of all documents referred to in this memorandum, as well as helpful resources to assist in completing the documentation, are available on the Centre for Academic Planning and Quality Assurance website at [www.sun.ac.za/apq](http://www.sun.ac.za/apq)

The templates to be completed for a new/revised module or a new programme include hyperlinks to relevant documents (policies/regulations) to be consulted when considering curriculum design or programme review and renewal. Additionally, a summary of assessment terminology used at SU is attached to this memorandum as an *annexure*. The annexure summarises the terms used in the *Assessment Policy* and *General Yearbook (Part 1)* and outlines the different assessment periods and opportunities. The document can be useful when determining the module's assessment and teaching and learning strategies or finalising the initial assessment plan.

Table 3: Templates and documents available on the APQ website

Name of document	Purpose of document
<a href="#">Programme specification (Form A)</a>	To be completed and submitted when a new academic programme is proposed
<a href="#">Module specification (Form B)</a>	<p>To be completed and submitted when a new academic module/amendment to an existing module is proposed.</p> <p>The module specification is an initial planning document outlining to the faculty, institutional committees and potentially external evaluators what is proposed with the module and how this module “fits” into the identified programme(s).</p> <p>More detailed and practical information influencing the implementation and offering of the module (such as detailed timetable information, the assessment plan for the academic year, an updated list of prescribed learning material, etc.) will be communicated to students via the <i>module framework</i>, which is a separate document completed after the module/changes to the module has been approved by Senate.</p>
<a href="#">DHET Application for changes to an existing academic qualification</a>	<p>To be completed and submitted when reporting changes to a programme for the DHET, including:</p> <ul style="list-style-type: none"> <li>• Name change</li> <li>• Change to research credits</li> <li>• Several changes to programme design (including decreasing the total number of credits for a programme)</li> </ul>
<a href="#">CHE Programme Title Change</a>	To be completed and submitted when requesting the change to a programme name
<a href="#">Overview of the Modes of Provision at SU</a>	Explaining the SU approach to contact and hybrid learning offerings

#### 4. Collaboration

Programme leaders are encouraged to collaborate with professional academic support staff to discuss developing new programmes or amendments to existing programmes and their modules. This could include discussions with members from the following:

- Centre for Academic Planning and Quality Assurance (APQ)
- Centre for Teaching and Learning (CTL)
- Centre for Learning Technologies (CLT)
- Division for Academic Administration/Registrar's Division
- Faculty Managers
- Division for Information Governance (IG).

As part of this collaboration, the *Programme Specification* (Form A) and a *Module Specification* (Form B) for each module in the programme, **including existing modules**, are completed. A financial viability analysis is conducted in consultation with the faculty manager and the Division of Information Governance, and a report is compiled.

If the submission of the new programme is referred back by the PAC, APC or Senate during the internal approval process, it will delay the implementation of the new programme. Therefore, it is recommended that programme leaders consult with the following role-players in advance to clarify any uncertainties regarding the submission documents. The Programme Specification document (Form A) also indicates where it is recommended that consultations occur and with whom to consult. Please take note of the contact information of role-players who can provide collaborative support:

*Table 4: Contact persons for further consultations*

Centre / Division	Consultation reason	Contact persons	Contact detail
Academic Planning and Quality Assurance (APQ)	New programme design and the review and renewal of existing programmes; completion of forms and approval timelines	Melissa van der Vyver <i>(new programmes and modules; documentation for PAC; reporting to and communication with national bodies)</i>	<a href="mailto:melissavdv@sun.ac.za">melissavdv@sun.ac.za</a> (021) 808 3966
		Marianne Bester <i>(programme review and renewal of existing programmes and modules)</i>	<a href="mailto:besterma@sun.ac.za">besterma@sun.ac.za</a> (021) 808 3656
Centre for Learning Technologies	Support in using learning technologies for teaching, learning and assessment	Magriet de Villiers	<a href="mailto:mdev@sun.ac.za">mdev@sun.ac.za</a>
Hybrid Learning Office	Advice on Hybrid Learning design of modules and or programmes	Renelle Terblanche <i>(HL Coordinator)</i>	<a href="mailto:rterblanche@sun.ac.za">rterblanche@sun.ac.za</a>
	Hybrid Learning Strategic Funding	Dr Antoinette van der Merwe	<a href="mailto:advdm@sun.ac.za">advdm@sun.ac.za</a>
Timetables office	Advice on timetable implications of undergraduate programmes	Stefné Franken	<a href="mailto:sfranken@sun.ac.za">sfranken@sun.ac.za</a> (021) 808 3022
Division for Academic Administration	Admission requirements for similar programmes, etc.	The Faculty Administrator of the faculty.	
Faculty Manager	Programme-specific financial planning	The Faculty Manager of the faculty.	

Division for Information Governance	HEMIS information	Leon Eygelaar	<a href="mailto:le@sun.ac.za">le@sun.ac.za</a> (021) 808 4524
	Financial Viability and enrolment planning	Wilhelm Uys	<a href="mailto:jwuys@sun.ac.za">jwuys@sun.ac.za</a> (021) 808 4470
		Anri Dorfling	<a href="mailto:anrid@sun.ac.za">anrid@sun.ac.za</a> (021) 808 2897

Dedicated teaching, learning, assessment and learning design support is also available to faculties, as listed below. Do not hesitate to contact these colleagues for advice on teaching-learning-assessment matters and alignment with relevant SU policies.

*Table 5: Further consultation for teaching, learning, assessment and learning design support*

Faculty	CTL Advisor/contact person	Blended Learning Coordinator (BLC)
AgriScience	Advisor: Charmaine van der Merwe <a href="mailto:cvandermerwe@sun.ac.za">cvandermerwe@sun.ac.za</a>	Kathryn Wirth <a href="mailto:wirthk@sun.ac.za">wirthk@sun.ac.za</a>
Arts and Social Science	Advisor: Karin Cattell-Holden <a href="mailto:kcatell@sun.ac.za">kcatell@sun.ac.za</a>	Lennox Olivier <a href="mailto:lennox@sun.ac.za">lennox@sun.ac.za</a>
Economic and Management Sciences	Advisor: Gert Young <a href="mailto:gyoung@sun.ac.za">gyoung@sun.ac.za</a>	Melissa Siegelaar <a href="mailto:msiegelaar@sun.ac.za">msiegelaar@sun.ac.za</a> Joniff Cleophas <a href="mailto:joniff@usb.ac.za">joniff@usb.ac.za</a>
Education	Advisor: Anthea Jacobs <a href="mailto:jacobsa@sun.ac.za">jacobsa@sun.ac.za</a>	Delecia Davids <a href="mailto:deleciad@sun.ac.za">deleciad@sun.ac.za</a>
Engineering	Contact person: Dalene Joubert <a href="mailto:dvermeulen@sun.ac.za">dvermeulen@sun.ac.za</a>	Brigitte Pegado <a href="mailto:brigittepegado@sun.ac.za">brigittepegado@sun.ac.za</a>
Law	Advisor: Claudia Swart-Jansen van Vuuren <a href="mailto:claudias2@sun.ac.za">claudias2@sun.ac.za</a>	Alma Coertzen <a href="mailto:almac@sun.ac.za">almac@sun.ac.za</a>
Medicine and Health Sciences	Contact person: Dalene Joubert <a href="mailto:dvermeulen@sun.ac.za">dvermeulen@sun.ac.za</a>	Mariette Volschenk <a href="mailto:mvolschenk@sun.ac.za">mvolschenk@sun.ac.za</a> Kanita Brits <a href="mailto:ebrits@sun.ac.za">ebrits@sun.ac.za</a>
Military Science	Advisor: Sim Ntwasa <a href="mailto:sim@sun.ac.za">sim@sun.ac.za</a>	Kristin van der Merwe <a href="mailto:kristin@ma2.sun.ac.za">kristin@ma2.sun.ac.za</a>
Science	Advisor: Hanelie Adendorff <a href="mailto:hja@sun.ac.za">hja@sun.ac.za</a>	Ilse Rootman-le Grange <a href="mailto:ilser@sun.ac.za">ilser@sun.ac.za</a>
Theology	Contact person: Dalene Joubert <a href="mailto:dvermeulen@sun.ac.za">dvermeulen@sun.ac.za</a>	Simba Pondani <a href="mailto:simbapondani@sun.ac.za">simbapondani@sun.ac.za</a>

## 5. New programmes

The request for implementation of a new programme is submitted when:

- i. The programme has **never existed before** at SU;
- ii. There has been a **significant change** to the content, outcomes, field of study, mode or site of delivery.

A significant (more than 50%) change to an already approved, accredited, and registered programme and its curriculum would usually result in significant changes to the following aspects of a programme:

- a) academic rationale/purpose;
- b) exit level outcomes;
- c) significant changes to the programme design, including:
  - adding new modules and/or areas of specialisation;
  - changing credit values of subjects that increase the total credit value of the qualification(s);
  - changes to NQF levels;
  - changes to CESM categories of subjects that impact the 50% rule applicable to the use of designators and qualifiers.

These programmatic changes can result from development and changes in the field of study, the domain of practice, the review and renewal of existing programmes recommended by self-evaluation or external peer review panels, the implementation of new or revised minimum education and training requirements prescribed by statutory professional bodies, (e.g., ECSA, HPCSA, etc.) and curriculum transformation influences. In many of these cases, internal and external approval from national governing bodies (i.e., DHET, CHE and SAQA) would be needed.

### 5.1 Faculty approval

The following completed documents must be submitted to the faculty programme/academic planning committee:

- **Programme Specification** (Form A)
- **Module Specifications** (Form B) for each module included in the programme
- **Financial viability report** received from Information Governance

The faculty programme committee and Faculty Board approve the proposal for submission to the Programme Advisory Committee (PAC).

**Take note:** *if the programme is offered by more than one faculty or more than one faculty is involved with the programme, the documentation must be approved by all the applicable faculties.*

## 5.2 Submission to PAC

The chair of the faculty programme committee or their representative submits the proposal to the PAC secretariat, Melissa van der Vyver: [melissavdv@sun.ac.za](mailto:melissavdv@sun.ac.za).

See [Table 1](#) for the institutional target dates for proposing new programmes. Please note that no yearbook changes can be considered at the September PAC meeting due to the impact on applications and finalising the academic yearbook. **Faculties may only submit yearbook changes to be considered at the June PAC meeting** referred back by the PAC or APC in March/April or where urgent amendments to programmes need to be considered.

Unless informed otherwise, all meetings are held in the **Council Chambers in Admin B**.

The documentation for each meeting will be uploaded to an MS Teams site for the perusal of all PAC members and faculty representatives included in the meeting. The PAC members will receive a *meeting invite* to attend the meeting if matters affecting their faculty are included in the agenda.

## 5.3 Addressing recommendations from PAC

PAC members will prepare **preliminary notes** for consideration by the programme leader and programme committee of the new programme. This advice aims to enhance the quality of various aspects of the programme and module design and the supporting documentation.

The preliminary notes are distributed approximately one week before the PAC meeting to allow for a thorough reflection on the feedback. Programme leaders must submit:

(a) revised documentation and

(b) written feedback to the preliminary notes provided

to the PAC secretariat by the date provided. The revised documentation and feedback are uploaded to the MS Teams site for the meeting for the perusal of the PAC members.

Programme leaders can discuss the new programme, proposed advice and any further recommendations during the PAC meeting. The PAC report, prepared after the meeting, consists of a summary of the most important amendments proposed in the preliminary notes and additional recommendations and advice to the faculties discussed during the meeting.

## 5.4 Academic Planning Committee (APC)

The PAC report is submitted to the APC to identify recommendations for implementing the new programme(s) and its modules. Specific recommendations with significant institutional implications will also be submitted to the APC for consideration. The APC recommends academic affairs to Senate.

## 5.5 Senate

Two separate reports to report the proposed new programme or changes to a programme will serve at Senate:

- a) The APC report will serve via the Executive Committee of Senate as confirmation that the proposed programme has been reviewed via the internal approval processes and recommended for implementation.
- b) It is the responsibility of the faculty to table the full proposal (Forms A, B and financial viability) for the new/amended programme via the Faculty Board to Senate. The Faculty Board Report should clearly identify the submission as a *Recommendation: Implementing a new programme*.

## 5.6 Professional Body Approval

Where the approval of a professional body is also required, the programme leader must:

- a) confirm with the said body whether the submission must be evaluated by the professional body **before** submission for external accreditation and registration (as per 5.7) or whether an accreditation evaluation will be completed after SAQA registers the programme.
- b) the programme leader must request a letter of endorsement from the professional body to be submitted with the new programme HEQC application to the CHE.

## 5.7 External approval, accreditation and registration

As soon as confirmation is received (via Senate reports) that **Senate** approved the new programme, the **Centre for Academic Planning and Quality Assurance (APQ)**, in consultation with the programme leader(s), submits the new programme proposals to the following:

- a) **Department of Higher Education and Training (DHET)** for clearance concerning the University's approved *Programme Qualifications Mix (PQM)*,
- b) Higher Education Quality Committee (HEQC) of the **Council on Higher Education (CHE)** for *peer review and accreditation*,
- c) **South African Qualifications Authority (SAQA)** for *National Qualifications Framework (NQF) registration*.

Any of the above external bodies can **refer programmes back** or **set conditions** to be addressed before commencement or during the offering of the new programme. APQ deals with all correspondence with the DHET, HEQC and SAQA in consultation with faculties and the respective programme leaders.

Faculties may only advertise new programmes after SAQA has registered the new qualification/programme and **SU has received a SAQA ID number** for the qualification. The information SAQA requires for evaluation and registration is included in the new programme HEQC application submission by APQ.



Some faculties require a preparation of the yearbook entry for the programme as part of the submission to the Faculty Board to ensure that the programme can be included in the yearbook once the CHE accredits the programme. If the programme is entered into the yearbook before final registration, the following proviso should be included in the yearbook:

*This new programme was approved by Senate and submitted for external accreditation and registration by the Department of Higher Education and Training (DHET), Council on Higher Education (CHE) and South African Qualifications Authority (SAQA). This programme will be implemented once SAQA registration is finalised, possibly in the 2xxx academic year.*

After completing the approval process, SAQA assigns a unique SAQA identification number to each new qualification. This process may take up to five additional months.

A [flowchart](#) that visualises the approval route for a new programme is available on APQ's website.

## 6. Yearbook changes/minor changes to existing programmes

### Less than 50% change to curriculum of existing qualifications with accreditation from the CHE (and if applicable, professional bodies, e.g., ECSA, HPCSA, etc.)

Depending on the scope and nature of the changes to the yearbook needed, a Module Specification (Form B) must be completed and considered by the following internal structures: faculty-specific programme/academic planning committee, Programme Advisory Committee, Academic Planning Committee, Faculty Board and Senate.

Usually, no external approval is needed from the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), or the South African Qualifications Authority (SAQA) for minor changes. However, some changes may impact the DHET subsidy or HEMIS reporting and will therefore be reported to the DHET, i.e., changes to research credits or minimum duration of study.

### 6.1 The following changes to existing qualifications would be considered as less than 50% change to the existing programme and its modules:

#### a) **Changes to subject content only**

Extensive changes to the subject content of an existing module require the completion of **Module Specification (Form B)**.

Minor amendments, including updating existing content, re-aligning subject content to improve curriculum coherence, etc., require submitting a revised module description for the yearbook.

b) **Changes to the name of a module**

Changing the name of the module/subject of an existing programme would require the creation of a new module and/or subject code. Completing a **Module Specification (Form B)** is required.

c) **Changes to a module credit value**

A **Module Specification (Form B)** is required when:

- The credit value is changed by 50% or more (i.e., a 5-credit module becomes a 10-credit module)
- The credit value of the module changes with at least ten credits (i.e., 100 notional hours)

Other minor changes to the credit value of the module should be motivated and the amendment should be made in the faculty yearbook.

d) **Changes to learning outcomes**

Re-defining learning outcomes of modules without significantly impacting the academic rationale, purpose of qualification, programme design or module content. Learning outcomes of modules are not currently captured in the yearbook. *No Module Specification* is needed unless the outcomes of a module change extensively.

e) **Changes to pre-requisites and co-requisites**

Changes to pre-requisites and co-requisites must be captured in the faculty yearbook. Reporting on these changes is necessary to ensure that pre-and co-requisites are approved at the Senate level and amendments are accurately recorded. It is recommended that the faculty updates the module specification for their internal record-keeping.

f) **Changes to the mode of provision or implementation of hybrid learning**

Change in the mode of provision from face-to-face to hybrid learning (or visa versa) requires the submission of a **Module Specification (Form B)**. This is required to generate a new SU module code for enrolment and HEMIS reporting purposes and to record the hybrid learning strategy for the module. The *minimum required contact time*, which should consist of a combination of synchronous on-campus and online activities as well as sustained periods of asynchronous fully online learning, must be adhered to for each module.

APQ will report the amendment to the programme delivery to the DHET. Please note that Stellenbosch University is **not** registered to deliver full distance learning qualifications. Therefore, some form of on-campus engagement is required for all modules.

g) **Changes to a service module**

Consultations are **required** for any changes to:

- a module offered within more than one programme; or
- a module offered by another faculty

These discussions must occur **before** the proposed change is reported and motivated at PAC and the **Vice-Deans (Teaching and Learning) must be included in these discussions**. If the changes impact the **credit value** or **planned enrolments** for a module, these discussions must be finalised at least **two years** before these changes can be implemented.

Changes to modules or programmes offered by more than one faculty must serve at the programme/academic planning committee **of all the applicable faculties**. Therefore, all the affected faculties must report the yearbook changes, as the yearbook entries must correspond to all the different yearbooks.

#### h) **Changes to the minimum duration of a programme**

The programme's minimum duration indicates the **minimum required time for a student to be enrolled to complete said academic programme**. Student throughput is reported accordingly, and no student is permitted to graduate within a shorter period than stipulated. However, a change to the minimum duration of study may be necessary due to various factors impacting student enrolments and the student profile of a programme. For example, an increase in the enrolment of learn-and-earn students may necessitate changing the minimum duration of study from full-time to part-time offering.

Requests for changes to duration must be supported by:

- A detailed motivation supported by relevant data; and
- An indication of how the programme offering will be amended to accommodate part-time enrolments. It is recommended that credits be distributed as evenly as possible, i.e., a 120-credit PGDip should preferably allow part-time students to complete 60 credits per year;
- discussions with the Faculty Manager as it will influence enrolment targets for the faculty.

Any request of this nature must be reported to the DHET, and a **new programme code** will be created on the student information system (SIS) to accommodate the two enrolment (and application) options.

## 6.2 **Reporting the proposed changes**

- a) Where less than 50% changes have been made to an existing programme that impacts more than one year of study, a phasing-out plan of the 'old' modules and a phasing-in plan of the 'new' modules for the period of transition must accompany the documentation to the Programme Advisory Committee. **It is vital to ensure no (or very little) difference between the total credit value per year of study between the 'old' and the 'new' version of an existing programme.**

- b) If the proposed changes to an existing programme amount to **less than 50%** of the total number of credits of a programme, then faculties submit the yearbook changes as a single document/submission by the faculty.
- c) **Each proposed amendment must consist of the following:**
- A short description of the proposed change
  - A thorough and clear motivation for the change
  - An extract in the format of the printed yearbook should be included (both the Afrikaans and English text) with
    - **insertions underlined** and
    - **deletions in strikethrough text**
    - Please note: Changes can also be **highlighted** and track changes can be accommodated, but please **remove all comments in the document margins** as this reduces the text size of the entire document.
  - where a new module or major changes to an existing module is proposed, a **completed module specification** (Form B) is required
  - where several changes to a programme are proposed
    - a **summary must be provided** identifying and explaining what the programme re-design/renewal will entail
    - a description explaining how **the implementation of the changes and phasing out of the old version** will be dealt with
  - The yearbook changes and motivation requests must be submitted to PAC in **English** to accommodate all PAC members. The amended yearbook **entries** must be submitted in both Afrikaans and English.

### 6.3 Purpose of the yearbook

Please remember that the **yearbook is the contract with the students**. Changes that might influence admission or selection requirements to a programme and/or modules must be thoroughly communicated in the yearbook. Additionally, **any changes to admission and/or selection procedures must be communicated via the yearbook before these changes can be implemented**.

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## 7. Changing programme names

- 7.1 Should a department or faculty require an amendment to the name of a programme, the following must be submitted:
- Both the existing and revised programme names
  - Motivation for the title change
  - **DHET** changes to a programme template

- [CHE](#) Programme title change request form

7.2 These documents can serve at any PAC meeting, but preferably during yearbook change discussions. External approval will be required for this change. The request for the change will be submitted by APQ to the DHET and CHE for approval.

7.3 Please note that the programme name may only be revised in the yearbook and on the student information system (SIS) once external approval from all external bodies (DHET, CHE and SAQA) has been obtained.

7.4 While SU awaits external approval, the following proviso can be entered into the yearbook:

*A request has been submitted to amend this programme name to xxx. Once this amendment has been approved by the Department of Higher Education and Training (DHET), Council on Higher Education (CHE) and South African Qualifications Authority (SAQA), the programme name will be changed. The registration of students already enrolled in the programme can be amended if approval is received timeously.*

**Please take note:**

a) The dates outlined in this document are fixed agenda dates. **No late submissions** for new programmes or changes to existing programmes for 2025 will be accepted after the agenda closing dates. This is necessary for the following reasons:

- The University scrutinises its academic offerings thoroughly and relies on its quality assurance processes. All the relevant decision-making bodies need to be awarded enough time to tend to the proposed new programmes and yearbook changes to do this effectively.
- The external processes for approval and accreditation have fixed deadlines, and SU must submit its proposals according to the schedule.
- The internal process must also be completed for the 2025 yearbook to be compiled. The changes must be approved at the Senate meeting on 31 May 2024 for this to happen.

b) New programmes are **not tabled** during the yearbook changes' PAC meetings and are **listed separately in faculty reports**. It is essential to do it this way because:

- With so many requests for changes to the yearbook, the agenda does not allow sufficient time to consider the submissions for new programmes;
- It is necessary to list new programmes separately in the faculty reports as **recommendations** for approval by Senate.



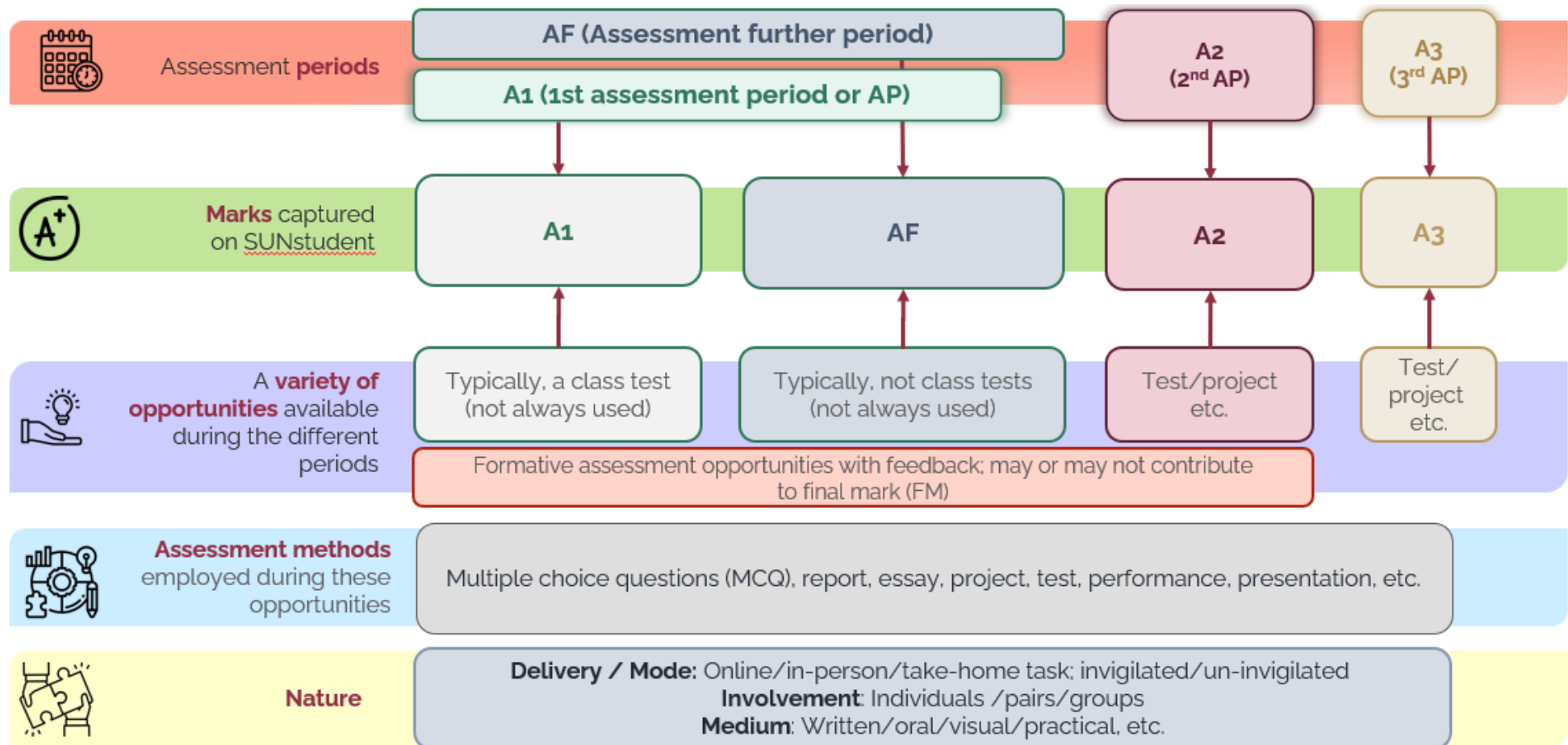
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## Assessment Terminology Annexure

Please note: The Stellenbosch University (SU) Assessment Policy (2021) and the Assessment Rules (General Calendar, Part 1) are the main source documents for any assessment-related matters. Each faculty and centre is also required to formulate further assessment rules, specific to the faculty and centre concerned, which are herein referred to as the "applicable assessment rules".

### Graphic overview of the various assessment terms used at SU:














### Assessment periods, opportunities and marks captured on SUNStudent

Key		<p><b>Period:</b> A defined time frame during which multiple assessment opportunities are available; i.e. a specified calendar block identified for or set aside for assessments such as the dates for A2 included in the SU almanac.</p>		<p><b>Opportunity:</b> A specific instance or occasion when students have a chance to demonstrate their knowledge, skills or abilities through an assessment. It represents a single attempt to assess performance or achievement. For example, in the A2 period, a student may have two (2) assessment opportunities if they write two (2) assessment papers.</p>		<p><b>Marks captured on SUNstudent:</b> The mark may be determined by multiple assessment opportunities.</p>
<p>AF Assessment further period</p>			<p>From the start of the semester up to the end of the semester's lectures. The AF period overlaps with the A1 period. Some modules do not use AF at all.</p>			
			<p>Marks that are determined by further assessments during the teaching period; i.e. <b>assessments not scheduled during a test week nor in an evening time slot allocated by the Timetables Office</b>. The contribution of AF to the final mark (FM) can vary from low to high, as determined by the assessment strategy for the module and as allowed by the applicable assessment rules.</p>			
			<p>Small to large percentage contribution to final marks, but usually not using large tests as the assessment method. This can include summative or formative assessment opportunities that contribute to the final mark. Typical examples are small or large assignments, laboratory work, short tests during tutorial periods, online quizzes and fieldwork.</p>			
			<p><b>Formative assessments:</b> Assessments that are primarily intended to be formative may (but need not) play a summative role too and can contribute to AF (for example, short tests during tutorial periods).</p>			





<p style="text-align: center;"><b>A1 First assessment period</b></p>		<p>The <b>A1 period</b> is the first formal assessment period. A1 is <b>from the start of the semester up to two and a half weeks before the end of the semester's lectures</b>. In those cases where A1 assessments are scheduled after the A1 period, the dates should be as soon as practically possible after the A1 period, unless applicable assessment rules allow the assessment to be scheduled in the final week of lectures due to the method of presentation of a specific module.</p> <p>For programmes where it is feasible, A1 assessments may be scheduled over a shorter period while regular contact sessions in these programmes are suspended, subject to the agreement of the affected faculties and centres and the availability of venues; for example, Engineering Test Week. A1 assessment opportunities are conducted and administered by the home faculty/faculties. This includes venue reservations, the printing of question papers and invigilation. Additionally, the home department/centre is responsible for accommodating the special needs of students; e.g. writing time concessions. Some modules prefer to use only AF and not use A1 at all.</p>
		<p>Marks are normally determined by one or two major mid-semester summative assessments during the A1 period. The contribution of A1 to the final mark can vary from low to high, as determined by the assessment strategy for the module and as allowed by the applicable assessment rules.</p>
		<p>Typically a class test <b>completed during a formal assessment period</b> (i.e. during a test week or in an evening timeslot allocated by the Timetables Office). If A2 is also offered in a module, the assessment method in A1 will normally be similar to the assessment method in A2 to give students an indication of what to expect in A2.</p>
<p style="text-align: center;"><b>Mark-to-date (MTD)</b></p>		<p>A combined mark of all assessment opportunities completed before A2. This mark provides students with an indication of their standing before writing A2. This term <b>replaces</b> the previously used <u>class mark</u> or <u>predicate mark</u> in modules that used the examination assessment system.</p>
<p style="text-align: center;"><b>A2 Second assessment period</b></p>		<p>The A2 period is the second formal assessment period. A2 follows directly after the completion of the teaching period. Where postgraduate lectures, tutorials, practicals or seminars are scheduled during this period, assessment opportunities scheduled by the Timetables Office take precedence. No undergraduate academic activities other than assessments are scheduled during this period.</p>
		<p>Marks are determined by assessment opportunities <b>during the A2 assessment period</b>. If two or more papers or assessment opportunities are used, the results of these papers must be combined into a single A2 mark. The contribution of A2 to the final mark can vary from low to high, as determined by the assessment strategy for the module and as allowed by the applicable assessment rules.</p>
		<p>The most typical assessment method is a test (written or in a computer user area [CUAI]). Where the A2 assessment in a module uses more than one assessment method, including mode and medium (e.g. one summative written in-person test and one summative in-person practical test), all these should be completed within the A2 period for the A2 mark to be awarded, unless another arrangement is explicitly given in the applicable assessment rules. Otherwise, the marks for the assessment contributions that were completed, will lapse.</p>



<p><b>A3</b> Third assessment period</p>		<p>The A3 period is the third formal assessment period. A3 follows directly after the A2 period. Where postgraduate lectures, tutorials, practicals or seminars are scheduled during this period, assessments scheduled by the Timetables Office take precedence. No undergraduate academic activities other than assessment opportunities are scheduled during this period.</p>
		<p>Marks are determined by assessment opportunities completed during the A3 period. If two or more papers or assessment opportunities are used, the results of these papers must be combined into a single A3 mark. The A3 mark may be used as a supplementary assessment mark or to compensate for missing an earlier major assessment, as allowed by the applicable assessment rules.</p>
		<p>Similar to the arrangements for A2. Please note: Final-year students who, irrespective of the reason, make use of an assessment opportunity in a module during the A3 period in November, cannot receive a qualification that requires the particular module during the graduation ceremonies in December of that year. The earliest that the student can receive the qualification is in March or April of the following year.</p>
<p><b>A4</b> Fourth assessment period</p>		<p>The A4 period is scheduled directly after the A3 period into January and February of the following calendar year. This assessment opportunity may only be used for:</p> <ul style="list-style-type: none"> <li>• honours and master's programmes;</li> <li>• modules in undergraduate programmes using projects; and</li> <li>• specific undergraduate modules for which express permission was given in the applicable assessment rules.</li> </ul> <p>These assessments are not scheduled or administered by the Timetables Office. Dean's concession assessments are also scheduled during this period.</p>
		<p>Marks are determined by an assessment opportunity scheduled in the A4 period. The A4 mark is distinct from the mark obtained in the dean's concession assessment.</p>
		<p>Similar to the arrangements for A2 and A3.</p>

<b>Dean's concession assessment (DCA)</b>		<p>The following students in undergraduate modules may be considered for the dean's concession assessment:</p> <ul style="list-style-type: none"> <li>• final-year students in arrears of 33 credits in at most two (2) modules for a degree after the A3 period; or</li> <li>• final-year students in arrears of any credit allocation in at most one module for a degree after the A3 period;</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• who obtained a FM of at least 30 in each of the modules in arrears during <u>that academic year</u>; OR</li> <li>• met the requirements for admission to the DCA stated in the assessment rules of the programme's home faculty.</li> </ul> <p>Please note: In the case of a programme offered by multiple faculties, a mutual decision must be made on how DCA rules will be applied.</p> <p>The DCA is completed in January or February of the following year in accordance with both the SU and faculty-specific DCA rules. Before a student is given access to a DCA, the home department or centre of a module in arrears must indicate that it is <b>reasonably practicable</b> for the student to pass the module by doing the DCA. Every faculty may make faculty-specific rules regarding the DCA. All DCAs must be internally moderated; however, if the module is externally moderated, the DCA must also be externally moderated. DCAs are not subject to re-evaluation.</p>
		The DCA mark must be captured on SUNstudent. In addition, a student's mark on the DCA will be used to determine a final mark as specified in the assessment rules of the module's home faculty. The final mark must also be captured on SUNstudent.
		The home faculty and department of the module determine the requirements for and nature of a DCA. These can differ amongst faculties.
<b>Final mark</b>		The final mark for the module is calculated according to the assessment plan. This is the <b>only mark</b> that is shown on the student's academic transcript. It is also the only mark that is used for meeting normal or passing prerequisites. This term replaces the term 'performance mark' (prestatiepunt).
<b>Subminimum requirements</b>		The value awarded to the final mark is determined by the AF, A1, A2, A3, A4 and DCA marks, as well as any other requirements given in the applicable assessment rules. For example, a student's final mark may be limited to less than 50 if they failed to complete certain outcomes (e.g. laboratory work) or meet certain accreditation criteria. Some modules could also require a specified minimum mark for students to be allowed entry into any of the assessment opportunities or require a subminimum mark for specific assessment opportunities to successfully complete the module.

**Each module should differentiate between:**

<p> <b>Assessment Strategy</b></p> <p>The assessment strategy describes <b>how assessment will be used</b> and <b>why</b>. The assessment strategy for the programme or module should include:</p> <ul style="list-style-type: none"> <li>• the purposes of assessment;</li> <li>• the different assessment methods used; and</li> <li>• how these support the constructive alignment of learning outcomes and associated assessment criteria with teaching events, learning activities and assessment methods.</li> </ul> <p>The flexible assessment approach is aimed at being flexible during the design phase, but not during implementation. This is underpinned by ongoing reflection in the spirit of academic renewal.</p> <p>The assessment strategy should also consider the following:</p> <table border="1" data-bbox="103 606 1115 837"> <tr> <td><b>Mode of delivery</b></td> <td> <ul style="list-style-type: none"> <li>• Online/in person</li> <li>• Synchronous/asynchronous</li> <li>• Invigilated/uninvigilated</li> <li>• Take-home assignments</li> </ul> </td> </tr> <tr> <td><b>Medium</b></td> <td>Written/oral/visual/practical etc.</td> </tr> <tr> <td><b>Involvement</b></td> <td>Individuals/pairs/groups</td> </tr> </table>	<b>Mode of delivery</b>	<ul style="list-style-type: none"> <li>• Online/in person</li> <li>• Synchronous/asynchronous</li> <li>• Invigilated/uninvigilated</li> <li>• Take-home assignments</li> </ul>	<b>Medium</b>	Written/oral/visual/practical etc.	<b>Involvement</b>	Individuals/pairs/groups	<p><b>vs</b></p>	<p> <b>Assessment plan</b></p> <p>The assessment plan entails a description of <b>what</b> will be used for assessment purposes and <b>how much</b> of it will be used. The plan should therefore provide:</p> <ul style="list-style-type: none"> <li>• a summary of the different assessment methods that will be used to assess student performance in keeping with the assessment purpose;</li> <li>• a short description of the assessment methods selected for the particular module;</li> <li>• the number of assessment opportunities that will use this method;</li> <li>• the number of assessment opportunities that will contribute to the final mark; and</li> <li>• the weighting of each assessment method that contributes to the final mark.</li> </ul> <p>Scheduling of the assessment plan will be done according to the assessment rules of the faculty and the assessment periods provided above.</p>
<b>Mode of delivery</b>	<ul style="list-style-type: none"> <li>• Online/in person</li> <li>• Synchronous/asynchronous</li> <li>• Invigilated/uninvigilated</li> <li>• Take-home assignments</li> </ul>							
<b>Medium</b>	Written/oral/visual/practical etc.							
<b>Involvement</b>	Individuals/pairs/groups							
<p> <b>Assessment Method</b></p> <p>Assessment methods are the mechanisms used to evaluate student performance. These are also called the <u>types</u> of assessment. These methods can be categorised according to the assessment mode, medium or involvement.</p> <p><b>It is possible to use a variety of assessment methods within each module.</b> It is necessary to consider which assessment method would be most appropriate to evaluate whether a student has met the identified outcomes on the required National Qualifications Framework (NQF) level.</p> <p>Examples of assessment methods: MCQ /report/essay/project/written test/written examination/oral examination/performance/presentation</p>	<p><b>vs</b></p>	<p> <b>Assessment Opportunity</b></p> <p>An assessment opportunity refers to a specific instance or occasion when students have a chance to demonstrate their knowledge, skills or abilities through an assessment. It represents a single attempt to assess performance or achievement. For example, in the A2 period, a student may have two (2) assessment opportunities if they write two (2) assessment papers.</p> <p>A flexible assessment approach should ideally allow for various assessment opportunities (using different methods) to ensure that student learning is assessed throughout the duration of the module instead of assessing the student only upon completion of the module.</p>						



## Purposes of assessment

<b>Diagnostic</b>	Diagnostic assessment is <b>assessment to evaluate</b> students' prior knowledge and skills before instruction; e.g. as a pre-assessment for a module (academics most often refer to this as baseline assessment). Diagnostic assessment is aimed at helping lecturers to find ways to teach towards students' strengths or weaknesses, and to decide what action or approach may be required of the student and/or the lecturer.
<b>Summative assessment</b>	Summative assessment is <b>assessment of learning</b> and informs decisions and findings on students' progress; e.g. for promotion or certification, or to make value judgements about students' performance. Summative assessment is interested in finding out whether the student has mastered the work well enough to progress to the next level. These are seen as high-stakes assessments for students, as they contribute significantly towards their marks. Here it is critical that judgements can be made with certainty and that final judgements are valid. The validity of judgements is impacted by several factors or principles (more about these later in this document). Summative assessment may be more useful for student learning when combined with formative and sustainable assessments.
<b>Formative assessment</b>	<p>Formative assessment is <b>assessment for learning</b> and serves the learning process primarily by offering students an opportunity to develop the requisite knowledge, skills and attitudes with the aid of learning-centred feedback. The purpose here is not to judge, but rather to <u>provide feedback to students</u> on how their current knowledge or performance compares with the expected assessment criteria. These criteria need to be communicated and made clear to the student. The focus is on the provision of feedback, and the scaffolding of learning opportunities and follow-up assessments, where students can use the feedback to enhance their learning.</p> <p>Essentially, formative assessment is aimed at improving learning through feedback. Unlike summative assessments, formative assessments are regarded as <u>low-stakes assessments</u> where the focus is on the process of learning. Formative assessments usually do not contribute to the final mark, but if they contribute, they only contribute minimally (e.g. tutorial participation and attendance for the entire year contributing 5% toward the final mark).</p>
<b>Sustainable assessment</b>	Sustainable assessment entails preparing students to become lifelong learners, who will be able to judge their own performance in a workplace with no formal assessments after graduation. Lifelong learning has become crucial in an ever-changing and increasingly complex world where critical thinking and reflection skills are required. Sustainable assessment is <b>assessment as learning</b> , focusing more on the process than the product of assessment. Self- and peer assessment can also promote sustainable assessment, as these require students to engage with the assessment criteria.
<b>Assessment for evaluation</b>	This form of assessment happens when results from the assessment process, along with other information, are used to inform assessment practices and to evaluate the quality of a learning and teaching event, module or programme. If students performed poorly, it does not necessarily mean that the assessment was poorly designed. When that happens, it provides the opportunity for stepping back and asking, "What happened, where are the gaps and how can the assessment be improved or structured differently?"



## Assessment terms not in use anymore

<b>Class mark</b>	This term is not in use anymore, except for students' results determined by means of the examination system before 2023. The term was applicable during the period when the 'examination' assessment system was used at SU (prior to 2023). The class mark (CM) was determined using all the assessments completed before the written or practical examination during the first and second examination periods. The class mark was used for admission to examinations for modules with prerequisites. For admission to an examination, a CM of at least 40 was required. A faculty's assessment rules may allow modules to use mark-to-date(MTD) thresholds for admission to A2 and A3.
<b>Examination mark</b>	This term is not in use anymore. The A2 and A3 marks are used to record a student's performance in the A2 and A3 periods.
<b>Performance mark</b>	This term is not in use anymore and <b>'final mark' should be used instead.</b>
<b>Second opportunity</b>	This term is not in use anymore. An A3 assessment can be similar to the 'second opportunity' offered in the previous examination system, but A3 is also used as a supplementary assessment opportunity for A1 in some modules.