

APPLICATION FORM FOR PROGRAMME ACCREDITATION:

The first part of the form requires information about the programme submitted for accreditation. Once the application is submitted a reference number will be issued. This reference number is for use in subsequent correspondence.

Please indicate all delivery sites for the proposed programme. (Tuition Centres to be used for Distance Education should not be listed in this form.)

Site name	Physical Address	Postal Address	Contact Name	Contact Title	Contact email	Contact Tel. No.	Contact Fax No.

A) PROGRAMME INFORMATION

Programme Name:		
Mode of Delivery:	Contact	
	Contact and Distance	
	Distance	
	Mixed mode	
Programme Type:	Professional	
	Non-professional	
	Teacher Education Programme	
Qualification Type:	Higher certificate	
	Advanced certificate	
	Diploma	
	Advanced diploma	
	Bachelor's degree (3 years)	
	Bachelor's degree (4 years)	
	Postgraduate diploma	
	Bachelor Honours degree	
	Masters degree	
Doctoral degree		
Qualification Designation: <i>(This only applies to degree programmes)</i>	Art	
	Commerce	
	Education	
	Engineering	
	Law	
	Medicine	
	Science	
	Social Science	
Other-Alternative Designator		
Alternative designator: <i>(This only applies if Other-Alternative Designator was selected as Qualification Designation above)</i>		
Motivation for use of designator alternative: <i>(This only applies if an alternative designator is specified)</i>		
CESM Classification: (e.g. Education) <i>(refers to DOE CESM classification)</i>		
First Qualifier: (e.g. 0703 – Education Management and Leadership) <i>(refers to DOE CESM classification)</i>		
Second Qualifier: (e.g. 070305 Higher Education) <i>(refers to DOE CESM classification)</i>		
NQF Level: (e.g. Level 5,6,7,8,9 or 10)		
Total Number of Credits:		
Minimum duration for completion - Full Time: (number of years)		
Minimum duration for completion - Part Time: (number of years)		
Has the programme been approved by the relevant governance structure within the institution? (yes or no)		
If Yes: Date of approval:		
Date by which you plan to start offering the programme		

B) APPLICATION FORM FOR PROGRAMME ACCREDITATION

This part of the form requires an evaluation of the extent to which the proposed programme fulfils the HEQC accreditation criteria. Please note that the information provided should demonstrate compliance with the minimum standards.

Minimum standards provide the full text of the minimum standards programmes are expected to meet in relation to each criterion.

1. PROGRAMME DESIGN (criterion 1)

Minimum standards:

The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently, and articulates well with other relevant programmes, where possible.

1.1 How does this programme fit in with the mission and plan of the institution?

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

1.3 Describe the articulation possibilities of this programme.

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

- Module name
- NQF Level of the module
- Credits per module
- Compulsory/optional
- Year (1, 2, 3, 4)
- Total credits per year

1.5 LEARNING ACTIVITIES:

Complete the following table for the whole programme:

Contact Y/N	Distance Y/N	Other (specify) Y/N	Types of learning activities	% Learning time
			Lectures (face to face, limited interaction or technologically mediated)	

			Tutorials: individual groups of 30 or less	
			Syndicate groups	
			Practical workplace experience (experiential learning/work-based learning etc)	
			Independent self-study of standard texts and references (study guides, books, journal articles)	
			Independent self study of specially prepared materials (case studies, multi-media, etc)	
			Other (specify)	

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

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

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

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

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

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

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

1.10 WORK PLACEMENT FOR EXPERIENTIAL LEARNING:

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

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

- Budget for the development of learning materials.
- Examples of contract arrangements with workplaces for student placements.
- Outline of all courses and modules (core, fundamental and optional) that constitute the programme.
- SAQA submission.
- List of prescribed and recommended readings.
- Any other documentation which will indicate your compliance with this criterion.

2. STUDENT RECRUITMENT, ADMISSION AND SELECTION: (Criterion 2)

Minimum standards:

Recruitment documentation informs students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

2.1 State the admission requirements for this programme.

2.2 Specify the selection criteria for this programme.

2.3 Provide the enrolment plan for this programme.

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

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

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

- Admission policy for this programme
- RPL policy
- Any other documentation, including advertising of the programme, which will indicate your compliance with this criterion.

3. STAFF QUALIFICATIONS: (Criterion 3)

Academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.

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

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

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

4. STAFF SIZE AND SENIORITY: (Criterion 4)

Minimum standards:

The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.

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

The institutional quality assurance office must verify that:

- The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively.
- The ratio of full-time to part-time staff is appropriate.
- The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations.
- Support staff are adequately qualified and their knowledge and skills are regularly updated.

5. TEACHING AND LEARNING STRATEGY: (Criterion 5)

Minimum standards:

The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.

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

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

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

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

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

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

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

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

- The teaching and learning policy of the institution/faculty
- Module outlines, student guides, and programme handbooks
- Suggested documents.
Please zip documents and upload electronically:
 - Implementation of the teaching and learning policy
 - Policy for the monitoring and evaluation of teaching and learning or equivalent

6. ASSESSMENT: (criterion 6)

Minimum standards:

The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.

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

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

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

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

- Experiential learning assessment and monitoring policy
- The following documents are required. Please zip documents and upload electronically.
 - The unit's policy on assessment and examinations as applicable per module or programme
 - Documents describing the policy for student assessment, including internal assessment; external moderation / examination; student progress; validity and reliability of assessment; grievance procedures; supplementary examinations and recording of results and security
 - External examiner systems; mark schedules; internal moderation systems: rules and regulations pertaining to the award of the qualification.
- Upload any other documentation which will indicate your compliance with this criterion.

7. INFRASTRUCTURE AND LIBRARY RESOURCES: (Criterion 7)

Minimum standards:

Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development for library personnel takes place on a regular basis.

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

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

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

8. PROGRAMME ADMINISTRATIVE SERVICES: (Criterion 8)

Minimum standards:

The programme has effective administrative services for providing information; managing the programme information system; dealing with a diverse student population; and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.

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

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

9. POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS: (Criterion 9)

Minimum standards:

Postgraduate programmes have appropriate policies, procedures and regulations for the admission and selection of students; the selection and appointment of supervisors; and the definition of the roles and responsibilities of supervisors and students, etc.

The questions below need to be completed per site:

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

9.3 Outline the criteria for the selection and appointment of supervisors:

9.4 How is supervision built into workload models?

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

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

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

9.8 Existing postgraduate institutions:

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

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

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

9.11 Provide a budget for research.

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

- Research policy:
- Policies/procedures for the appointment of supervisors:
- Code of Ethics:
- Any other documentation which will indicate your compliance with this criterion.

C) PROGRAMMES OFFERED THROUGH DISTANCE EDUCATION

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

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

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

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

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

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

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

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

Upload documents:

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