

NOTE FOR THE COMPLETION OF THIS FORM**RED:** GUIDELINES**BLUE:** CHE RECOMMENDED

SECTION A: SITE OF DELIVERY

PROGRAMME / QUALIFICATION INFORMATION:

Institution Name:	
Programme / qualification title (HEQSF-aligned format):	
Programme / qualification title abbreviation (HEQSF-aligned format):	

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 select all delivery sites for the proposed programme.

Site	
Year site established	
Contact Name & Surname	
Contact Email	
Contact Number	
Physical address	
Postal Address	

Site	
Year site established	
Contact Name & Surname	
Contact Email	
Contact Number	
Physical address	
Postal Address	

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SECTION B: PROGRAMME / QUALIFICATION INFORMATION

Institution name:	
Programme / Qualification Title:	
Qualification Title abbreviation:	
Site(s) of delivery:	
Date of submission:	

Is approval / endorsement/ validation by a statutory professional body a requirement for this programme / qualification?	Yes / No <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><i>Professional</i></td> <td></td> </tr> <tr> <td><i>Non-professional</i></td> <td></td> </tr> <tr> <td><i>Teacher Education Programme</i></td> <td></td> </tr> </table>		<i>Professional</i>		<i>Non-professional</i>		<i>Teacher Education Programme</i>	
<i>Professional</i>								
<i>Non-professional</i>								
<i>Teacher Education Programme</i>								
Is this an education programme/ qualification?	Yes / No							
HEQSF Qualification Type:	<ul style="list-style-type: none"> • <i>Higher certificate</i> • <i>Advanced certificate</i> • <i>Diploma 360-credit</i> • <i>Advanced diploma</i> • <i>Bachelors degree 360-credit</i> • <i>Bachelors degree 480-credit</i> • <i>Postgraduate diploma</i> • <i>Bachelor Honours degree</i> • <i>Masters degree</i> • <i>Masters degree (Professional)</i> • <i>Doctoral degree</i> • <i>Doctoral degree (Professional)</i> 							
NQF level of the programme / qualification:	(e.g. Level 5,6,7,8,9 or 10)							
Number of credits as prescribed by HEQSF	0 (Enter only numeric values)							
Number of total minimum credits as per Professional Body requirements	0 (Enter only numeric values)							
Total number of credits for this programme / qualification:	0 (Enter only numeric values)							
Provide a motivation if the total number of credits exceeds the minimum total credits as prescribed in the HEQSF: (The total number of credits for the programme / qualification may not be exceeded by more than 10%) (If applicable):								
Minimum duration (years) for completion - Full Time:	0 (Enter only numeric values)							

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Minimum duration (years) for completion - Part Time:	<i>0 (Enter only numeric values)</i>
If this is a postgraduate programme / qualification, indicate the number of research credits:	<i>0 (Enter only numeric values)</i>

Indicate the Classification of Education Subject Matter (CESM):

Field:	<i>Art</i>	
	<i>Commerce</i>	
	<i>Education</i>	
	<i>Engineering</i>	
	<i>Law</i>	
	<i>Health Sciences (Health Professions and Related Clinical Sciences)</i>	
	<i>Science</i>	
	<i>Social Science</i>	
	<i>Other-Alternative Designator</i>	
Sub-Field:	<i>(This only applies if Other-Alternative Designator was selected as Qualification Designation above)</i>	

Indicate the Classification of Education Subject Matter (CESM):

CESM (e.g. 07 – Education):	<i>See code list at the end of the document</i>
First Order (e.g. 0703 – Education Management):	<i>See code list at the end of the document</i>
Second Order (e.g. 070305 Higher Education):	<i>See code list at the end of the document</i>

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SECTION D: PROGRAMME / QUALIFICATION DESIGN

This part of the form (from Section D on) 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.

1. How does the programme / qualification fit in with the vision and mission of the University of Free State?

2. Provide the rationale for the programme / qualification, considering the envisaged student intake and stakeholder needs:

The rationale should:

- Provide details of the reasoning that led to identifying the need for the qualification
- Indicate how the qualification meets specific needs in the sector for which it is developed
- Details of consultation with a recognised professional body or industry body must be provided in respect of the need
- Identify the range of typical learners and indicate the occupations, jobs or areas of activity in which the qualifying learners will operate
- Indicate the learning pathway where the qualification resides
- Indicate how the qualification will provide benefits to the learner, society and the economy

3. Provide the purpose of the programme / qualification:

The purpose statement must provide the following aspects:

- A description of the context of the programme /qualification, what it is intended to achieve in the national, professional/career context
- What the qualifying student will know and be able to do on achievement of the qualification is stated
- Exit Level Outcomes must be linked to the purpose of the qualification
- Graduate attributes are used where appropriate

4. Indicate how the proposed curriculum and exit level outcomes contribute to the achievement of the purpose:

- Indicate how the proposed curriculum (constituent modules) promotes the achievement of the purpose and exit level outcomes in terms of competencies, graduate attributes, and employability.

5. Complete the table in terms of the module structure of the programme/qualification:

Module name	NQF Level of the module	No. of credits per module	modules	Year of study (1, 2, 3, 4)	Semester (1,2)
	5 - 10	0 (numeric only)	<ul style="list-style-type: none">• Compulsory• Elective		
<i>Note that you can add multiple rows.</i>					

6. Specify the rules of combination for the constituent modules to indicate coherence:

- The rules of combination should demonstrate coherence between the compulsory and elective modules of the qualification. If the programme design includes compulsory and elective modules, provide a rationale for the choice of compulsory and elective modules in relation to the purpose and outcomes of the programme/qualification.

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7. Indicate the rules of progression (semester/year) (If applicable):

- The rules of progression should indicate coherence between semester- and/or year- modules. Indicate pre- and/or co-requisite modules.*

8. Exit level outcomes (ELOs): List and number all the ELOs:

9. Associated Assessment Criteria (AAC): List the AAC per ELO or as integrated across all ELOs:

ELOs	AAC
<i>For Example:</i> <ul style="list-style-type: none"><i>Apply knowledge of Mathematics, Natural Science and Engineering Sciences to applied engineering procedures, processes, systems, and methodologies to solve well-defined engineering problems.</i>	<i>For Example:</i> <ul style="list-style-type: none"><i>Apply fundamental and specialist knowledge by bringing mathematical, numerical analysis, statistical knowledge, and methods to bear on engineering problems.</i><i>Communicate concepts, ideas, and theories with the aid of Mathematics.</i><i>Describe uncertainty and risk through the use of Probability and Statistics.</i><i>Use physical laws and knowledge of the physical world as a foundation for the engineering sciences and the solution of engineering problems.</i><i>Use techniques, principles, and laws of engineering science in at least one specialist area.</i>

Consider the following:

- Are Exit Level Outcomes framed against the appropriate level descriptors which are relevant to the level of the qualification?*
- Do the Exit Level Outcomes indicate what the qualifying students will be able to do and know?*
- Are the competencies specified related directly to the competences required for further learning or work for which the qualification is designed. Do the Associated Assessment Criteria written for the qualification indicate the nature and the appropriate level of assessment associated with the qualification?*
- Does the qualification indicate how the exit level outcomes will be assessed in an integrated way?*

10. Explain how the competences that will be developed in the programme are aligned to the NQF level of the qualification:

- Refer to the module outcomes and their alignment with the ELOs. Explain how the competences developed in the modules of the programme are aligned with the relevant NQF level and associated level descriptors.*

11. Explain how the programme design – in terms of the proportion of theoretical, practical and experiential learning (if applicable) – meets the requirements of the qualification level and type:

- Explain how the programme offers students a sound disciplinary knowledge base and sufficient theoretical and conceptual depth taught at the appropriate level to serve the educational purpose of the qualification.*

12. International comparability: Indicate how this programme/qualification compares with or relates to professional standards, or to (at least two) comparable accredited programmes/qualifications offered in other parts of the world:

- The statement of international comparability must support student mobility, and in doing so, must include how the programme/qualification compares with relevant good practices in other parts of the world*
- The international comparability must provide details of how the programme/qualification compares internationally, and not be a mere reference to websites or links*
- The selected good practices must include a relevant comparison as indicated below:*

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- a) At least two countries must be identified, as well as the registered/recognised/accredited institutions and titles of the qualifications: The comparison must indicate the similarities and/or differences in entry requirements; ELOs/ content/ modules; credits; assessments; duration; and articulation
- b) International standards in other parts of the world may be compared. The comparison must indicate the international standard used in the development of the qualification and outline how the qualification compares with the international standard

Ensure that qualifications are compared with accredited qualifications and institutions in the country of origin)

13. If no comparable programmes/qualifications are indicated, provide substantive reasons why this qualification is not internationally comparable:

- Provide clear reasons for the lack of international comparability

14. Describe the horizontal, vertical, and diagonal articulation possibilities of this qualification in relation to other registered qualifications (institutional/internal or external). If there are no articulation possibilities, provide substantive reasons why the programme/qualification should nonetheless be considered viable:

- Describe horizontal, vertical, and diagonal articulation possibilities within the HEQSF and across sub-frameworks on the NQF focusing on the following:
 - Systemic articulation (articulation by virtue of the qualification type as stated in the HEQSF)
 - Specific Articulation (formal and informal agreements of articulation within the institution itself or with qualifications offered by other institutions)
- Vertical articulation with qualifications on the HEQSF creates possibilities for upward mobility
- Horizontal articulation with qualifications on the HEQSF allows mobility between qualifications on the same NQF level
- Diagonal articulation provides mobility between qualifications across sub-frameworks or between different qualification types on the HEQSF
- Provide substantive reasons if there are no articulation possibilities for the qualification

15 Work-integrated-learning Information:

Description	Template	Complete form
Module Outlines	Upload your institution's module outline document:	
Complete the Work-Integrated learning.docx template if applicable		

SECTION E: STUDENT RECRUITMENT, ADMISSION AND SELECTION

1. State the admission requirements for this programme/qualification:

- *The minimum admission requirements must be clearly stated*
- *In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated*

2. Specify the selection criteria for this programme/qualification:

- *Selection criteria may be applied in addition to the admission criteria. For example, students might be required to have Mathematics as a subject or a specific achievement in an NSC subject to be admitted to an Engineering programme*
- *In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated. Also indicate whether there are additional requirements for entry to the postgraduate qualification*

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

- *Explain how, through this programme, the institution will promote the objective of widening access*

4. Provide details of how recognition of prior learning (RPL) will be applied for this programme/qualification, including the assessment process:

- *RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development*
- *The institutional policy must clearly state how RPL will be applied to:*
 - *Gain admission*
 - *Achieve module exemption or advanced standing*
- *Note: A maximum of 10% of a cohort of students in a programme should be admitted through an RPL process*

5. If RPL is not envisaged for this programme/qualification, please indicate the reason/s for this:

6. Provide details of how Credit Accumulation and Transfer (CAT) will be applied in this programme/qualification:

- *Credit accumulation and transfer is a term that refers to the arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace*
- *Credit accumulation is the totaling of credits towards the completion of a qualification. Credit transfer is the vertical, horizontal, or diagonal relocation of credits towards a qualification*
- *A maximum of 50% of the credits of a completed qualification may be transferred to another qualification*

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SECTION F: PROGRAMME PROVISIONING

1. TEACHING AND LEARNING

Select the modes of provisioning for this programme

(Note that only 1 application for accreditation must be completed irrespective of the mode of provisioning)




Select	mode of provisioning	Indicate contact provisioning %	Indicate online provisioning %
	CONTACT <i>(campus-based face-to-face engagement- Face-to-face contact must be a minimum of 30 %.)</i>	0	0
	BLENDED / HYBRID <i>(A blended programme will have components of both online and face-to-face teaching and the context will determine the proportion of the blend. This can also be done synchronously and asynchronously. An LMS is often the technological cornerstone of a blended environment.)</i>	0	0
	DISTANCE <i>(Distance education provisioning can have different formats – from fully online to print-based material only.)</i>	0	0

2. Discuss the assessment strategy for the programme/qualification. Provide the types and forms of assessment undertaken to determine students' conceptual understanding and applied competencies and successful completion of learning. Refer to integrated assessment (formative and summative assessment, including percentage weighting of tasks; WIL):




- The assessment strategy should be aligned with the learning and teaching strategy and should be appropriate for the mode of provision*
- The types and forms of assessment should be appropriate for the NQF level of the programme/qualification*
- There should be clarity on how the successful completion of learning (attainment of outcomes) is determined through the forms of assessments undertaken*

PROGRAMME PROVISIONING DOCUMENTS

(Faculties to complete attached Templates)

Description	Template	Completed Forms
1. LEARNING AND TEACHING	 LEARNING AND TEACHING.docx	
2. ASSESSMENT STRATEGY	 ASSESSMENT STRATEGY.docx	
3. STAFFING: staff members relevant to this programme / qualification	 STAFFING.docx	

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Description	Template	Completed Forms
4. LEARNING MANAGEMENT SYSTEM	 LEARNING MANAGEMENT SYSTE	
5. MANAGEMENT INFORMATION SYSTEM	 MANAGEMENT INFORMATION SYSTE	
6. POSTGRADUATE PROGRAMME / QUALIFICATION	 POSTGRADUATE PROGRAMME_QUALIF	

SECTION G: INFRASTRUCTURE, STAFFING AND HEADCOUNT ENROLMENTS PER SITE OF DELIVERY

INFORMATION PER SITE OF DELIVERY

<i>Please ensure that each question has been completed per site</i>	
Site:	
Site 1:	
Site 2	

The questions below need to be completed per site for each of the sites selected for the programme

1. Indicate the number of facilities or venues required, available and the maximum capacity of available venues

Facilities/Venues required	Number required	Number available	Maximum capacity of available
No. of lecture auditoriums required (indicate max. capacity)			
No. of laboratories required (indicate max. capacity)			
No. of IT laboratories required (indicate max. capacity)			
No. of tutorial rooms required (indicate max. capacity)			
Venues for staff member use			

2. If any other facilities or venues are required specify and provide a motivation:

3. Number of teaching staff members per site for this programme / qualification:

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Full-time	Current	
	Planned	
Part-time	Current	
	Planned	

4. Name of Programme Coordinator per site for this programme / qualification

5. Include *Programme Coordinator CV with application submission to DIRAP

6. Complete the planned headcount enrolments for this programme / qualification per site

Planned Headcount enrolment for the first enrolment	
Planned Headcount enrolment for Year 2	
Planned Headcount enrolment for Year 3	
Planned Headcount enrolment for Year 4	

The following documentation to be submitted with application as it pertains to this programme and site of delivery:

1. Academic Staff members for this programme / qualification - CVs (per site of delivery)
2. Workload allocation model (per site of delivery)
3. Staff recruitment plan (per site of delivery)

The tables below display the information captured per site of delivery once captured.

Site of delivery	Number of teaching staff members per site for this programme/qualification				Name of Programme Coordinator per site for this programme/qualification
	Full-time		Part-time		
	Current	Planned	Current	Planned	
Site 1					
Site 2					

Site of delivery	Planned Headcount enrolment for the first enrolment	Planned Headcount enrolment for Year 2	Planned Headcount enrolment for Year 3	Planned Headcount enrolment for Year 4
Site 1				
Site 2				

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SECTION H: CHECKLIST: REQUIRED DOCUMENTS FOR SUBMISSION AND APPROVAL OF PROGRAMME

The following documents as it pertains to this programme/qualification must be uploaded.

DOCUMENT	RESPONSIBLE PARTY FOR SUBMISSION OF DOCUMENT
1. Workplace-based learning agreements or contracts / Service Level Agreements	Faculty
2. Support staff members for this programme/qualification – CVs (incl. librarian/information specialist)	Faculty
3. External examiners' CVs	Faculty
4. External moderators' CVs	Faculty
5. Approved budget for the programme/qualification	Faculty
6. Budget for the development of learning materials for the programme	Faculty
7. Prescribed and recommended reading list for the programme/qualification is the correct field.	Faculty/Applicant
8. Study guides and programme handbooks	Faculty/Applicant
9. In the case of an existing institution, upload the minutes from meeting(s) of the Senate / Academic Board/governance and management structure indicating approval of this programme/qualification. If this is a new institution, upload evidence of processes that were followed to approve the application for accreditation	PACD and Faculty
10. Library holdings/budget specific to programme	Faculty/Applicant
11. For postgraduate programme/qualification: ethical clearance process	Faculty

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SECTION I: INTERNAL QUALITY ASSURANCE

(To be completed by faculty)

Description	Template	Completed form
INTERNAL QUALITY ASSURANCE	 INTERNAL QUALITY ASSURANCE.docx	

VERIFICATION AND CONFIRMATION

(To be completed DVC: T, L&S)

Description	Template	Completed form
VERIFICATION AND CONFIRMATION BY THE DEPUTY VICE-CHANCELLOR (ACADEMIC / TEACHING & LEARNING) / ACADEMIC HEAD / CEO	 DECLARATION.docx	

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