VAAL UNIVERSITY OF TECHNOLOGY
Inspiring thought. Shaping talent.

PACD

Situational Analysis

OVERVIEW

The purpose of this Situational Analysis document is for faculties to provide the required evidence supporting the development of a new academic programme/qualification. This is consistent with the Department of Higher Education and Training (DHET) on its ***GUIDELINES FOR APPLICATIONS FOR PQM CLEARANCE OF NEW OR CHANGED ACADEMIC QUALIFICATIONS, where*** it stipulates that a new academic qualification in a new field of study will be considered upon the submission of a Business Plan. The motivation will thus assist the Programme Accreditation and Curriculum Development (PACD) unit in submission the necessary document for the approval by DHET as well as the programme is submitted to the Council on Higher Education (CHE) for accreditation. The contents of the form, therefore, align with the requirements of bot

The relevant faculty staff members who may include, but not limited to the Head of Department; the Academic Department's Programme coordinator and task team must discuss and complete this form for new proposed programme/qualifications and the Dean to endorse the need for the qualification to be added to the specific Programme Qualification Mix (PQM) of the faculty, as well as considerations for the VUT's broader PQM.

Once there is approval from the faculty executive committee facilitated by the office of the Dean, this document will serve as motivation for consideration to implement the PACD's Three Phase Approach for new programme development and to enact the Integrated Accreditation Process (IAP). This document will also be attached to the CHE's HEQC (Higher Education Quality Committee (HEQC) application form once it is submitted to the necessary governance structures.

This Situational Analysis document aligns, and it is within the scope of PACD functions.

This document is necessary to also address and respond to the risks identified by the institutional strategic risk register pertaining to the Programme Qualification Mix of the Vaal University of Technology which inter alia

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SITUATIONAL ANALYSIS: SECTION 1

SECTION 1.1 Faculty information (IAP/TPA: Section D)

1.1.1	**Faculty:**	
1.1.2	**Executive Dean:**	
1.1.3	**Head of Department:**	
1.1.4	**Contact details of department:**	
1.1.5	**Programme Coordinator:**	

	Contact details	
1.1.6	**Custodian of the programme:**	

1.1.7	**Programme Development Task Team members (IAP/TPA: Section H9.1.2)**				
Title	**Name & Surname**	**Qualification(s) held including the NQF level**	**Position held in the department**	**Field of specialisation**	**Years teaching experience**

1.1.8	**Staff Profile (IAP/TPA: Section F)**				
Name & Surname	**Qualification(s) held including the NQF level**	**Position held in the department**	**Field of specialisation**	**Years teaching experience**	**Indicate Permanent/ Contract**

1.1.9	**Staff Profile: Workload allocation model for number of academic staff (IAP/TPA: Section F)**				
Name & Surname	**Qualification(s) held including the NQF level**	**Position held in the department**	**Field of specialisation/ Module**	**Workload in hours**	**Envisioned student enrolments**

SECTION 1.2 Proposed new programme/qualification information (IAP/TPA: Section D16)

Text in blue serves as an example

1.2.1	Name of proposed qualification:	
1.2.2	Abbreviation:	
1.2.3	HEQSF qualification type	
1.2.4	HEQSF aligned NQF level	
1.2.5	Total Credits	
1.2.6	SAQA Qualification ID	
1.2.7	minimum duration full time	
1.2.8	Mode of delivery	
1.2.9	Major field of study CESM:	
1.2.10	Minimum Admission requirements	National Senior Certificate (NQF level 4) with Diploma or Bachelor's degree pass **Compulsory Subjects:** • **English – 4** • **Mathematics - 2 or Mathematical literacy – 3** • **Any other 4 subjects excluding Life Orientation totalling 15** **Total 21 with maths or 22 with Math Lit**
		Bonus points as per the points calculation criteria will be given to applicants with excellent achievement in Mathematics, Physical Science, Engineering Graphics and Design and Art
		Horizontal articulation into a

1.2.11	Articulation possibilities **(IAP/TPA: Section D15)**	**Vertical** articulation into an			
		Diagonal articulation one NQF level up or down			
1.2.12	Programme Rationale:				
1.2.13	Purpose of the Programme:				
1.2.14	Similarities to programmes already on the VUT PQM Explain/motivate how this programme will be different.				
1.2.15	Is this proposed programme part of the Faculty PQM Planning?				
1.2.16	National and International Comparability Study/ Benchmarking conducted by the relevant faculty staff members. **(IAP/TPA: Section G6)**				
1.2.17	Is Professional Body approval/ endorsement/ validation required for this programme?				
1.2.18	Is this specific Professional Body recognised by SAQA?				
1.2.19	Indicate the career opportunities and employability for graduates of this qualification				
1.2.20	Specify the proposed programme's graduate attributes				
1.2.21	**Student Profile:**	**Envisioned (a) yearly intake; (b) Projected enrolment; (c) targeted timeline for achievement; (d) Approximate domestic/international student mix**			
	Level of study	**Academic Year** **20_ _**	**Academic Year** **20_ _**	**Academic Year** **20_ _**	**Academic Year** **20_ _**

	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Total enrolment				

SITUATIONAL ANALYSIS SECTION 2: PROGRAMME DESIGN

SECTION 2.1: Proposed Programme specific information

HEQSF aligned Underlying Programme/ Qualification currently on the VUT PQM		**Provide the following information supported by the relevant evidence**
2.1.1	**Title of Programme**	
2.1.2	**NQF level**	
2.1.3	**Total Credits**	
2.1.4	**CHE Accredited Module Structure (of professional body credits requirements (where applicable)**	
2.1.5	**Module Specific Information Tables for all the modules**	
2.1.6	**Staff Profile**	
2.1.7	**Student Profile**	

SECTION 2.2: Proposed Programme Module structure (IAP/TPA: Section D5)

PROPOSED	**MODULE STRUCTURE**			
CESM	**Module name**	SAQA Credits	NQF Level	Core/compulsory Fundamental/ Elective
YEAR 1				
Year 1, Semester 1				
Year 1, Semester 2				
	YEAR 1 Sub-Total Credits	**120**		
YEAR 2				

Year 2, Semester 1				
Year 2, Semester 2				
	YEAR 2 Sub-Total Credits	**120**		
	YEAR 3 Sub-Total Credits	**120**		
	Total Credits	**360**		

Please note: *Year Module

SECTION 2.3: Proposed Programme ELOs and AACs (IAP/TPA: Section D)

2.3.1 Exit level outcomes (ELOs) (IAP/TPA: Section D8)

After the completion of this qualification the student will be able to…

e.g. Communicate clear and precise messages to relevant stakeholders

ELO 1 on NQF Level 6

2.3.2 Associated Assessment Criteria (AACs) (IAP/TPA: Section D9)

Students will be assessed according to how they……

AAC 1 for ELO 1 on NQF Level 6

SECTION 2.3: Proposed Programme Assessment Strategy

Integrated assessment
Both formative and summative assessments are integral components of all modules within the qualification and have application to both traditional summative and continuous assessment (CASS), ensuring overall applied competence. All teaching and learning activities in the programme are aligned to the assessment approach of the individual modules indicating a constructive alignment approach to design of the qualification. The assessment activities form an integral part of the teaching and learning process and are systematically and purposefully used to generate data for grading. Timely feedback to learner forms part of the assessment strategy of the institution and is used to inform teaching and learning and to improve the curriculum. Learning outcomes in all modules give an indication of what will be assessed in the module and thus ensure constructive alignment of the modules within the qualification.

SITUATIONAL ANALYSIS SECTION 3: Proof of Market Appetite, sustainability and financial viability of the proposed Programme

3.1	Target Market of the programme	
3.2	Provide tangible market appetite for this new programme development	
3.3	Marketing Plan and financial costs	
3.4	Student recruitment planning	
3.5	Financial viability report: IPU Business Generator to be attached to the template	
3.6	Resources and infrastructure report **(IAP/TPA: Section G)**	
3.7	Programme specific facilities and equipment requirements	
3.8	Student support plan to ensure academic success	

3.9	Maximum capacity of facilities and venues aligned with timetabling **(IAP/TPA: Section G1)**	

SITUATIONAL ANALYSIS SECTION 4: Approval by the Executive Dean

4.	**This Situational Analysis documentation is <u>approved</u> by the Executive Dean and given the go-ahead to proceed with the new programme development process.** **This template will thus be included when the qualification is submitted to VUT's governance structures.**	
Faculty:		
Executive Dean:	Signature:	Date: