



GUIDELINES FOR COMPLETING THE APPLICATION FOR PROGRAMME ACCREDITATION, AND QUALIFICATION REGISTRATION APPLICATION FORM

PURPOSE OF THE GUIDELINES:

- ◆ The guidelines will assist with completion of the application form. [The sections in the guidelines correspond with the sections in the application form.]
- ◆ The guidelines should be carefully followed to ensure that all sections of the application form are completed correctly.
- ◆ The guidelines include references to policy documents pertinent to all applications for accreditation and registration. In addition, the applicant must be familiar with the Higher Education Act (Act 101 of 1997, as amended), National Qualifications Framework Act (Act 67 of 2008, as amended) and other legislative and policy documents applicable to the Higher Education sector. Refer to the website of the Professional Body on the requirements for professional qualifications. Visit the following websites for more information:

<https://www.che.ac.za/>

<https://www.saqa.org.za/>

<https://www.dhet.gov.za/>

<https://www.gov.za/>.

ACRONYMS:

AAC	Associated Assessment Criteria
CAT	Credit Accumulation and Transfer
CHE	Council on Higher Education
CIPC	Companies and Intellectual Property Commission
DHET	Department of Higher Education and Training
ELO/s	Exit Level Outcome/s
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub- Framework
LMS	Learning Management System
NQF	National Qualifications Framework
PHEI	Private Higher Education Institution
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
QA	Quality Assurance
WIL	Work-Integrated Learning

SECTION A: GENERAL INFORMATION

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

- ◆ Note points no.1 – 10.
- ◆ Comply with the requirements indicated in points no.2 – 10.
- ◆ See point no.7 and refer to the following documents (Ctrl + click on the link):
 - *Criteria for Programme Accreditation* (CHE, 2004) & *Higher Education Qualifications Sub-Framework* (CHE, 2013)

<https://www.che.ac.za/#/moreitems>

Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework (SAQA, 2013; amended 2020) & *Level Descriptors for the South African National Qualifications Framework* (SAQA, 2012)

<https://www.saqa.org.za/documents/policies-and-criteria>

- ◆ Refer to point no.10: The information in the application form must reflect how the different policies and procedures will be implemented for the specific programme/ qualification. The policies must be uploaded on the Institutional Profile document of the Institution.
- ◆ Indicate that you have read, understood, and will comply with the requirements indicated in points 2 to 10 by clicking the checkbox. ***You will not be allowed to proceed if you do not comply.***

SECTION B: INSTITUTIONAL INFORMATION

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

Prior to completing an application for accreditation, the institution must update its institutional profile on HEQC-Online.

- **All contact details in the institutional profile must be kept up to date as the CHE uses this information for correspondence purposes.**
- **All policies must be the latest policies used by the institution, approved, and signed by the designated official. Any document older than five (5) years, and/or not presented as a final document, will not be considered.**
- **Documentation that makes reference to the name of another institution will not be accepted.**
- **The sites of delivery for the institution must be captured in the institutional profile prior to applying to offer a programme / qualification at that site of delivery.**

The institutional profile is accessible from the menu option *Tools / Institutional Profile*.

SECTION C: SITE OF DELIVERY

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

‘Programme’ means: A purposeful and structured set of learning experiences that leads to a qualification as defined in the HEQSF.

‘Qualification means: Formal recognition and certification of learning achievement awarded by an accredited institution.

Institution Name

This refers to the name of the institution as reflected on the Institutional Statute for universities or as legal entity registered with the CIPC. No T/A name may be used.

Note:

- A public institution refers to a university, public nursing, or agricultural college.
- A new institution is one that has not yet been registered by the DHET as a private higher education institution (PHEI)
- An existing institution is one that has been registered by the DHET as a PHEI

Programme / Qualification Title (HEQSF-aligned format)

Refer to the *Higher Education Qualifications Sub-Framework (HEQSF)*.

- The title must align with the nomenclature in the *HEQSF*.
- Do not use abbreviations, punctuation, numbers or signs in the title. Use capital letters only where necessary.

Note regarding the use of a qualifier in the title:

To use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum credits at the qualification’s exit level must be in the field of specialisation denoted by the qualifier. The same applies to the use of a second qualifier.

- Before deciding on a title, ensure that the title aligns with the programme/qualification (as designed), and consider whether the title is linked to an established field and that there are similar registered titles in terms of articulation.

- If the title is not HEQSF-aligned and/or does not meet the above stipulations, the application will be returned for review.
- The programme/qualification title must be always referenced correctly and used consistently in correspondence, marketing material, brochures, etc.

Note: The CHE will endeavour to stem the proliferation of qualifications on the HEQSF.

Qualification Title abbreviation

Refer to the *HEQSF*.

Site(s) of delivery

- From the dropdown menu, select the site/s of delivery for this programme/qualification.
- **Note:** One site should be adequate for delivery at a distance
- The site should be owned by the Institution or there needs to be a valid lease agreement in place. The programme/qualification will be accredited for offering at the site/s included in the application. A programme/qualification must not be offered at an unapproved site of delivery.]

CHE reference number

This is a unique number automatically assigned when an application is submitted on the HEQC online system. The CHE reference number must always be cited in all correspondence with the CHE.

Institution name:

This refers to the name of the institution as reflected on the Institutional Statute for universities or as legal entity registered with the CIPC. No T/A name may be used.

Provider type:

A public institution refers to a university, public nursing, or agricultural college.

Private higher education institutions offer the same National Qualifications Framework (NQF) levels (Levels 5 to 10) as public universities or universities of technology.

The programmes of private institutions must be accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) and registered on the NQF by the South African

Qualifications Authority (SAQA) and registered with the DHET,. The programmes must be recognized nationally as well as internationally.

<https://www.gov.za/services/education-and-training-bodies/register-private-higher-education-institution>

Programme name:

Refer to the *Higher Education Qualifications Sub-Framework (HEQSF)*.

- The title must align with the nomenclature in the *HEQSF*.
- For public institutions, the title of the programme must be aligned with the title of the PQM clearance letter.

Site(s) of delivery:

This site of delivery will be the site selected on the previous page.

Date of Submission:

Insert the date of the submission of the application via the HEQC online portal

Please ensure that the contact details of the institutional administrator are correct for each site of delivery.

All communication to the Institution will be send via to this contact email address. If the contact detail changes, immediately inform the CHE via accreditation@che.ac.za of the change and update the information on the system.

SECTION D: PROGRAMME / QUALIFICATION INFORMATION

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

Is approval/endorsement/validation by a statutory professional body a requirement for this programme/qualification? If yes, provide the name of the relevant Professional Body as recognised by SAQA.

Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.

Refer to the SAQA website www.saqa.org.za for information on the Recognition of Professional Bodies.

“Statutory Professional Body” means a professional body that is established by and operates in terms of an Act of Parliament and is registered by SAQA as a statutory professional body. Please refer to the different Acts of the Statutory Professional. It is the responsibility of the Institution to conform to the licensing and registration requirements.

“Professional Designation” is a title or status conferred by a statutory professional body in recognition of a person’s expertise and/or license to practice in an occupational field.

1. If you click “Yes” a block will open to provide the name of the relevant statutory professional body as recognized by SAQA.
2. .Upload the approval / endorsement / validation letter issued by the statutory professional body to the Institution to confirm that it will support the licensing and registration of students graduating with this qualification.

If this letter is not uploaded, the application will be returned to the Institution.

For a public institution:

- Upload the Programme and Qualification Mix (PQM) clearance letter from the DHET. This clearance must not be older than 15 months. Ensure that the programme title on the clearance letter is aligned to the title in the application form.

For an existing private institution:

Note: Private institutions to upload the ‘report of good standing’ provided by the DHET, and the confirmation letter from HEQCIS to verify institutional bi-annual uploads

Is this a programme /qualification in the field of education?

Select your response from the drop-down menu. If yes, upload the relevant approval letter from the DHET e.g.

MRTEQ or other approval documents for educational programmes.

HEQSF Qualification Type

- Select the relevant qualification type from the dropdown menu.
- Refer to the *HEQSF; excerpts from the framework are provided below.*

Excerpts from the framework are provided below.

Higher Certificate

This is an entry-level qualification. The qualification is either primarily vocational with a strong industry-oriented focus or for access into Higher Education study. The Higher Certificate typically includes a simulated work experience or WIL.

Advanced Certificate

This qualification is primarily vocational or industry oriented. The Advanced Certificate typically includes a WIL component.

NOTE REGARDING THE DIPLOMA:

There are two key distinctions between the 240- and 360-credit Diploma variants. The latter may provide for up to 120 credits of workplace-based learning, while the 240-credit variant does not, and the 240-credit variant may only be offered where it leads to a professional designation or occupational role as determined by a professional body.

Diploma (240 credits)

(No application will be accepted for this Diploma type. The use of this type of qualification is currently under review)

Diploma (360 credits)

This qualification primarily has a vocational orientation, which includes professional, vocational or industry specific knowledge. The Diploma typically includes an appropriate WIL component.

Advanced Diploma

This qualification has several different purposes, depending on a student's circumstances and the nature of the programme. It may provide entry-level vocational or professional preparation or specialisation for bachelor's degree graduates or diplomates. This qualification may also be designed to prepare students for postgraduate study through the deepening of their knowledge and understanding of theories, methodologies, and practices.

NOTE REGARDING THE BACHELOR'S DEGREE:

There are two types of Bachelor's Degrees, namely general and professionally oriented Bachelor's Degrees.

Bachelor's Degree (3 years)

This is typically a 360-credit Degree that provides a well-rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study. The general Bachelor's Degree emphasises general principles and theory as preparation for entry into general employment or a postgraduate programme.

Bachelor's Degree (4 years) - Indicate NQF level

This is typically a 480-credit Degree that provides a well-rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study. This can be a Degree at NQF Level 7 or 8. The professional Bachelor's Degree prepares students for professional training, postgraduate studies, or professional practice in a wide range of careers. Some professionally oriented Bachelor's Degree programmes are designed in consultation with a professional body and recognised by a professional body as a requirement for a licence to practice that profession.

The 480-credit Bachelor's Degree (at NQF Level 8) has a higher volume of learning and greater cognitive demand and should prepare students to undertake Master's level study by providing them with research capacity in the methodology and research techniques of the discipline.

Bachelor Honours Degree

The Bachelor Honours Degree is a postgraduate specialisation qualification which prepares students for research-based postgraduate study. In some cases, a Bachelor Honours Degree carries recognition by an appropriate professional or statutory body. The Honours programme **must include** conducting and reporting research under supervision in the form of a discrete research component (min. 30 credits) that is appropriate to the discipline or field of study.

Postgraduate Diploma

A Postgraduate Diploma is generally multi- or interdisciplinary in nature but may serve to strengthen and deepen the student's knowledge in a particular

discipline or profession. In some cases, a Postgraduate Diploma carries recognition by an appropriate professional or statutory body. A sustained research project is not required but the qualification **may include** conducting and reporting research under supervision.

NOTE REGARDING THE GENERAL MASTER'S DEGREE:

The primary purpose of a general Master's Degree is to educate and train researchers who can contribute to the development of knowledge at an advanced level. There are two variants of the general Master's Degree: A research Master's Degree by dissertation, or a research Master's Degree by coursework and dissertation. Both variants must include a significant research component in the form of a discrete research project.

Master's Degree (General - indicate variant)

Master's Degree by dissertation: A single advanced research project, culminating in the production and acceptance of a dissertation or other forms of research as indicated below.

Master's Degree by coursework and mini-dissertation: A coursework programme which must include a research project comprising a minimum of 60 credits at NQF Level 9, culminating in the acceptance of a mini-dissertation or other forms of research.

Master's Degree (Professional)

The professional Master's Degree prepares graduates for advanced and specialised professional employment. In some cases, a professional Master's Degree may be designed in consultation with a professional body or fulfil all or part of the requirements for professional registration or recognition, and may include appropriate forms of WIL. The professional Master's programme comprises coursework and an independent study component worth at least a quarter of the total credits, which must be at NQF level 9.

Doctoral Degree

The Doctorate provides training for an academic career and requires a candidate to undertake research culminating in the submission, assessment, and acceptance of a thesis. Candidates **may also present** peer-reviewed academic articles and papers, and, in certain fields, creative work such as artefacts, compositions, public performances and public exhibitions in partial fulfilment of the research requirements.

Coursework may be required as preparation for, or value addition to the research, but **does not contribute** to

the credit value of the qualification. The Degree may be earned through pure discipline-based or multidisciplinary research or applied research. This Degree requires a minimum of two years' full-time study.

Doctoral Degree (Professional)

The professional Doctorate provides education and training for a career in the professions and/or industry and is designed around the development of high-level performance and innovation in a professional context. The professional Doctorate programme comprises a combination of coursework and advanced research leading to the submission, assessment, and acceptance of a research component worth at least 60% of the Degree. The professional Doctorate programme may also include appropriate forms of WIL.

NQF Level of the programme / qualification

From the drop-down menu select the exit level of the qualification as per the HEQSF (Level 5 – 10). Please refer to the HEQSF.

Number of credits linked to the qualification type as prescribed in the HEQSF

Indicate the minimum total credits per qualification type as per the HEQSF.

Number of total minimum credits as per statutory Professional Body requirements (may exceed the total minimum credits on the HEQSF)

Consult the requirements of the relevant statutory Professional Body, e.g., the Engineering Council of South Africa (ECSA). Provide a motivation for exceeding the minimum total credits as prescribed by the relevant statutory Professional Body.

Total number of credits for this programme/qualification

- The number of credits is a measure of the volume of learning necessary to achieve the intended outcomes of a programme / qualification, quantified as the number of notional study hours required for achieving the learning outcomes.
- The credit-rating system rates 10 notional study hours as equivalent to one credit.
- Qualifications up to Bachelor (Honours) Degree level assume a 30-week full-time academic year. Master's Degree and Doctoral qualification types assume a 45-week full-time academic year. On average, a full-time student is expected to study for a 40-hour week, thus requiring a minimum credit-load of 120 credits per academic year for Certificates, Diplomas and Bachelor's Degrees.

- The minimum number of credits required at the exit level of a qualification is 120.
- Master's Degrees and Doctorates require 180 credits per academic year.
- Check the rules of combination (refer to p.13) for the modules (compulsory + number of elective modules) to determine the total number of credits. Also consider the statutory Professional Body requirements.

If the total number of credits exceeds the minimum total credits as prescribed in the HEQSF, provide a motivation (Note: The total number of credits for the programme / qualification may not be exceeded by more than 10%).

- The total credits for a programme should not exceed, by more than 10%, the minimum total credits for the qualification type. For example, in the case of a Higher Certificate with 120 credits as prescribed in the HEQSF, the programme/ qualification may not have more than 132 credits.
- Provide a motivation if the programme / qualification exceeds the minimum total credits as per the HEQSF.
- In the case of professional programmes, it can happen that the total minimum credits may exceed the minimum credits as per HEQSF requirement for the qualification type.

Minimum duration (years) for completion – Full-Time:

(Enter the numeric value)

Minimum duration (years) for completion – Part-Time: (Enter the numeric value)

Refer to the *HEQSF*:

For example:

- Higher Certificate/Advanced Certificate/Advanced Diploma/Postgraduate Certificate/Postgraduate Diploma: **Minimum** 1 year full-time/2 years part-time
- Diploma (360 credits)/Bachelor's Degree (360 credits): **Minimum** 3 years full-time/4 years part-time
- Master's Degree: **Minimum** 1 year full-time/2 years part-time
- Doctoral Degree: **Minimum** 2 years full-time/3 years part-time

If this is a postgraduate programme / qualification, indicate the number of research credits (enter only numeric values)

Refer to the *HEQSF* and the guidelines provided above for the 'HEQSF Qualification Type'.

If this is a postgraduate programme / qualification indicate the accredited underpinning qualification/s of the institution.

- Indicate programmes/qualifications offered by the institution that will enable progression into the postgraduate programme/qualification for which

accreditation is being applied. For example, if the application is for a Master's Degree, the institution should have an accredited cognate Honours Degree that will articulate to the Master's qualification.

- In the fields provided in the online application, indicate the CHE reference code, SAQA ID and programme/qualification name for underpinning programmes/qualifications.

For the SAQA ID refer to the SAQA website www.saqa.org.za

SAQA Organising Field
Indicate the National Qualifications Framework Organising Field:

- Field
- Sub-Field

Select the relevant field and related sub-field from the drop-down menu.

Indicate the Classification of Education Subject Matter (CESM).

- **CESM Classification (e.g. Education)**
- **First qualifier (e.g. 0703 Education Management and Leadership)**
- **Second qualifier (e.g. 070305 Higher Education)**

Refer to the *Classification of Educational Subject Matter* (2008; as revised/updated)

<https://www.gov.za/documents/classification-educational-subject-matter>

- From the drop-down menu select the CESM Classification relating to the programme / qualification title.
- From the drop-down menu select the first order CESM code in relation to the first qualifier and, where applicable, the second order CESM in relation to the second qualifier.
- **Note:** *To use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum credits at the qualification's exit level must be in the field of specialisation denoted by the qualifier. The same applies to the use of a second qualifier.* (Refer to section C: programme / qualification title)

SECTION D: PROGRAMME/QUALIFICATION DESIGN

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

- 1. How does the programme / qualification fit in with the vision and mission of the institution?**
 - Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.
 - The programme/qualification needs to be aligned with the institutional vision and mission and should demonstrate both fitness for purpose and fitness of purpose.
 - This information must also be visible and aligned with the information on the Institutional Profile.

- 2. Provide the rationale for the programme / qualification, considering the envisaged student intake and stakeholder needs.**
 - The rationale for the qualification must consider the envisaged student intake and stakeholder needs.
 - Provide the information required in terms of the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework*.
 - Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.

 - The rationale of the qualification must provide the following aspects:
 - Reasons that led to the identification of the need for the programme / qualification.
 - Statements as to how the programme / qualification meets the needs of the sector.
 - Evidence of consultation with the recognised professional body or body of industry.
 - The range of typical students targeted, and an indication given of the occupation in which the qualifying students will operate.
 - The learning pathway where the qualification resides is provided; and

- How the programme qualification will benefit the student, society and the economy is indicated.
- 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; and
 - 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.
 - Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework*.
 - Refer to the *Criteria for Programme Accreditation*, particularly Criterion 1.
- 5. Complete Table A and B in terms of the module structure of the programme/qualification. Upload the module outlines.**
- Table A: Complete all the columns for compulsory modules. Provide the total credits for the compulsory modules.
 - Table B: List all the electives and specify the number of electives to be selected by the student. Provide the total credits for the elective modules.
 - If different streams: Upload document outlining electives per stream
 - **Note:** The compulsory + elective modules = total credits for the qualification.

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.
- Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.
- The following aspects should be verified against the HEQSF:
 - Number of credits at each level that the qualification spans across a clear delineation of compulsory and elective modules and the number of credits per module.
 - The total credits for all modules should be aligned to the requirements for the qualification type on the HEQSF.

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: List and number all the ELOs

Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework and Level Descriptors for the South African National Qualifications Framework*

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

ELOs	AAC
<p><i>For Example:</i></p> <ul style="list-style-type: none"> • Apply knowledge of Mathematics, Natural Science and Engineering Sciences to applied engineering procedures, 	<p><i>For Example:</i></p> <ul style="list-style-type: none"> • Apply fundamental and specialist knowledge by bringing mathematical, numerical analysis, statistical knowledge, and methods to bear on engineering problems.

<p>processes, systems, and methodologies to solve well-defined engineering problems.</p>	<ul style="list-style-type: none"> ● Communicate concepts, ideas, and theories with the aid of Mathematics. ● Describe uncertainty and risk through the use of Probability and Statistics. ● Use physical laws and knowledge of the physical world as a foundation for the engineering sciences and the solution of engineering problems. ● Use techniques, principles, and laws of engineering science in at least one specialist area.
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Ensure 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.

- Refer to the *Level Descriptors for the South African National Qualifications Framework*.
- Refer to the *Criteria for Programme Accreditation*, particularly criterion 1. Also refer to the relevant qualification standard (where applicable).

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.

- Refer to the *Higher Education Qualifications Sub-Framework* for information on the qualification 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.
- Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.
- Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework*.
- 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:
 - 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; OR

- 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 programme / qualification in relation to other registered qualifications. If there are no articulation possibilities, provide substantive reasons why the programme / qualification should nonetheless be considered viable.

- Refer to the *Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework*.
- Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.
- Provide a statement with examples of accredited and registered qualifications.
- 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.
- ***Note: there should be no “dead end” on the NQF. Qualifications should provide articulation opportunities on the NQF to enable lifelong learning.***

Document upload: Module Outlines and WIL

- Upload the module outlines for the programme / qualification
- Upload the completed WIL template (if applicable)

Module outlines

The uploaded module outlines should include the following: module name, credits, level, module outcomes, prescribed/recommended texts, learning and teaching activities, assessment strategy, internal and external moderation.

Note: A template for Work-integrated learning is provided in the online application. The template may be downloaded and saved locally. Guidelines for completion of the template are provided below

Provide the following information if the programme / qualification includes any form of experiential learning / work-integrated learning (WIL), e.g. problem-based learning / work-directed theoretical learning / project-based learning / workplace-based learning.

Refer to *Work-Integrated Learning: Good Practice Guide*. HE Monitor No. 12 (CHE, August 2011).

Refer to the *Criteria for Programme Accreditation*, particularly criterion 1.

WIL is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns. The integration of theory and practice

in student learning can occur through a range of WIL modalities, apart from formal or informal work placements. WIL modalities include:

- work-directed theoretical learning
- problem-based learning
- project-based learning
- workplace-based learning

1. Indicate the type/s of WIL in the programme / qualification.

Describe the WIL modality to be implemented and why it is appropriate for the programme / qualification.

2. Indicate the institution's role and responsibility in the placement of students in a workplace-based environment.

- **Note:** The Institution must accept responsibility for the placement of students.
- Outline the process for initiating, establishing, and maintaining partnerships with workplace partners.
- Indicate how students will be assisted with work placement.

3. Explain the process for the supervision and monitoring of WIL (in the case of workplace-based learning). Discuss how the institution will ensure parity of learning experiences and assessments across WIL sites.

- There must be effective coordination of WIL. This includes adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring, supervision, liaison, assessment, and moderation.
- Describe the procedures to be followed for monitoring and supervision.
- Describe the role and responsibilities of the WIL Coordinator.
- Discuss and describe the role and responsibility of the internal / academic partners and external / professional partners in terms of partnerships for the relevant WIL modality.
- Explain how the learning contracts or agreements through which the student, institution and employer can negotiate, approve and assess the objectives and outcomes of the learning process are implemented.
- Explain the system in place (both at the institution and place of employment) to

record and monitor the progress of the student’s learning regularly and systematically.

4. Indicate the learning outcomes and assessment criteria per year of study and discuss how the learning outcomes will be assessed.

- Complete the relevant fields in the online application (as applicable) regarding the learning outcomes and assessment criteria that are applicable to WIL in this programme.
- Discuss how the achievement of the learning outcomes will be assessed. Assessments should be appropriate, fair, transparent, formative as well as summative, valid, authentic, and consistent.
- Indicate when feedback will be provided to students.

Year of study	Learning outcomes	Assessment criteria
1		
2		
3		

5. Indicate the following:

- **Duration of workplace-based placement (if applicable)**
- **- Credit value for WIL (per year of study and in total for the programme)**

Where the WIL modality focusses on workplace-based learning, indicate the duration of such learning.

Complete the relevant fields in the online application to indicate the credit value for WIL per year of study and in total for the programme.

Year of study	Year 1			
Number of credits				
Total credits for WIL				

- **Are the credits for WIL included in the total number of credits for the qualification?** Indicate whether the credits for WIL are included in the total number of credits for the programme. If the credits are included, clarify how WIL is integrated across the curriculum.

SECTION E: STUDENT RECRUITMENT, ADMISSION AND SELECTION

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

1. **State the admission requirements for this programme/qualification.**
 - The minimum admission requirements must be clearly stated. Refer to the *Higher Education Qualifications Sub-Framework*, relevant legislation inter alia the *Higher Education Act* (as amended 2008 - *National Gazette* No. 31231); *National Gazette* No. 42092 of 07-December-2018, Volume 642) and the institutional admission policy.
 - Also refer to the policies on the DHET website. [www](http://www.dhet.gov.za).
<https://www.dhet.gov.za/SitePages/DocPolicies.aspx>
 - In the case of postgraduate study, the specific undergraduate qualification of the institution and other cognate qualification/s must be indicated.
 - Refer to the *Criteria for Programme Accreditation*, particularly criterion 2.

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.

- Refer to the *Criteria for Programme Accreditation*, particularly criterion 2.
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 in this programme/qualification including the assessment process.**
- Indicate alignment of the institutional RPL policy with the *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* (CHE, 2016) and *National Policy and Criteria for the Implementation of Recognition of Prior Learning* (SAQA; 2013, amended 2019) and (DHET 31 March 2016, Gazette no 381):
 - 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.
 - Refer to the *Criteria for Programme Accreditation*, particularly criteria 2 and 6.
5. **If RPL is not envisaged for this programme/qualification, please indicate the reason/s for this.**
- See policy requirements.

6. **Provide details of how Credit Accumulation and Transfer (CAT) will be applied in this programme/qualification.**
- Indicate alignment of the institutional CAT policy with the *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* (CHE, 2016) and *Policy for Credit Accumulation and Transfer within the National Qualifications Framework* (SAQA, 2014):
 - 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.
 - Refer to the CHE *Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education* for the maximum number of credits that may be transferred.
 - A maximum of 50% of the credits of a completed qualification may be transferred to another qualification.
 -

SECTION F: PROGRAMME PROVISIONING

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

NOTE: Refer to criteria 1 – 8 (and 9 if this is a postgraduate qualification) in the Criteria for Programme Accreditation for the minimum standards per criterion.

1. LEARNING AND TEACHING

Select the mode (X) of provision & indicate % learning time for contact provisioning and online provisioning respectively.

CONTACT (campus-based face-to-face engagement)	• Face-to-face contact must be a minimum of 30%.
BLENDED/HYBRID (contact with supporting educational technologies)	A blended/hybrid 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. A LMS is often the technological cornerstone of a blended environment.
DISTANCE (remote teaching and learning only OR with synchronous/asynchronous activity via supporting educational technologies)	<ul style="list-style-type: none"> • Refer to <i>Distance Higher Education Programmes in a Digital Era: Good Practice Guide</i> (CHE, 2014). Distance education provisioning can have different formats, from fully online to print-based material only. Also refer to <i>Designing and Delivering Distance Education: Revised Nadeosa Quality Criteria</i> (www.nadeosa.org.za)

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.

SECTION F: PROGRAMME DELIVERY DOCUMENTS

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

The following templates are provided in the online application and may be downloaded and saved locally:

Guidelines for completion of the respective templates are provided below.

1. LEARNING AND TEACHING

2. ASSESSMENT STRATEGY
3. STAFFING (staff members relevant to this programme / qualification)
4. LEARNING MANAGEMENT SYSTEM
5. MANAGEMENT INFORMATION SYSTEM
6. POSTGRADUATE PROGRAMME / QUALIFICATION.

1. LEARNING AND TEACHING

- 1.1 Explain why the selected mode of provisioning is appropriate for the programme in terms of the intended purpose and outcomes.**
- Refer to the purpose and ELOs. Explain how students are provided with guidance on how the different modules contribute to the learning outcomes of the programme.
 - Refer to the *Criteria for Programme Accreditation*, particularly criteria 1, 5 and 6.
- 1.2 If applicable, explain how technology will be used to enhance the quality of learning and teaching for the target group of students.**
- Refer to the Criteria for Programme Accreditation, particularly criteria 1, 2, 5 and 7.
 - Describe the learning and teaching methods that will be implemented. The learning and teaching methods must be appropriate for the programme design and the mode of provision. Explain how an appropriate balance between, and mix of, different learning and teaching methods will be achieved.
 - Describe the learning material that will be used and clarify how/why the learning and teaching methods are appropriate in relation to the design and use of the learning materials and instructional and learning technology. Learning material should be appropriate to facilitate achievement of the purposes and outcomes of the programme.

- 1.3 Provide a description of any specialised facilities and equipment required for learning and teaching in the programme, excluding lecture rooms.**
- Refer to the *Criteria for Programme Accreditation*, specifically criterion 7.
 - Provide details of specialised rooms, laboratories, equipment, etc that are required for learning and teaching in the programme.
 - The specialised rooms, laboratories and equipment must be adequate in relation to the proposed enrolment plan.
 - Where inadequacies have been identified, provide details of how the institution plans to address these.
 - Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5 and 7.
- 1.4 If it is intended to offer the programme on multiple sites of delivery, explain how parity of provision and programme quality will be assured across the different sites (in terms of policies, processes and procedures for learning and teaching, assessment, student support, etc.).**
- Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5 and 7.
 - Indicate how students registered for the programme at different sites of provisioning will receive the same level of learning and teaching, and the same level of student support and access to learning resources.
 - Explain how this will be quality assured by the institution.
- 1.5 How will the institution ensure the effective implementation of its policies and procedures with regard to the identification of, and support for, under-performing/ ‘at-risk’ students?**
- Describe the institutional understanding of underperforming / ‘at-risk’ students and identify the relevant institutional policies.
 - Explain how the institution ensures that the relevant policies are implemented.
 - Clarify the processes for the identification of underperforming / ‘at-risk’ students and the interventions that will be implemented to support these students.

1.6 Taking the mode of provision into account, describe the arrangements for students to access appropriate learning resources.

- Refer to the *Criteria for Programme Accreditation*, particularly criteria 4, 5, 6, 7 and 8.
- Access to learning resources should be explained in relation to the mode of provisioning, i.e. contact/hybrid or distance/online learning.
- Refer to the *Criteria for Programme Accreditation*, particularly criterion 7.

2. ASSESSMENT STRATEGY

NOTE: There must be appropriate policies and procedures, in terms of the mode of provision, 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.

- Refer to the *Criteria for Programme Accreditation*, particularly criterion 6.

2.1 Explain how the assessment strategy for the programme is aligned to the institutional assessment strategy, the programme outcomes and mode of provisioning.

Include reference to the intended outcomes and mode of provision. The development of an assessment strategy should also consider resource allocation in relation to the quality management of assessment.

2.2 Explain how the assessment strategy will serve to evaluate the achievement of outcomes for the different modules, at all levels of the module / programme.

- Suitable learning opportunities are provided to facilitate the acquisition of knowledge and skills specified in the programme outcomes, and within the stipulated time.
- Explain how the learning activities and the required formative and summative assessment tasks are aligned with the learning outcomes at modular level and the exit level outcomes at programme level.

2.3 Describe the assessment policy in relation to the assessment strategy for the programme with reference to the following:

- **Formative and summative assessment (including percentage weighting of tasks)**
- **Internal and external moderation**
- **Feedback on assessment.**

- Refer to the Institutional / faculty / professional rules governing assessment and explain when these are published and how these are clearly communicated to students and relevant stakeholders.
- Describe the assessment strategy for the programme and clarify the alignment thereof with the NQF level of the qualification. **NB:** Assessment must be aligned with the learning and teaching strategies.
- Explain how the assessment strategy is made explicit to staff and students.
- Explain the institutional understanding of formative and summative assessment in relation to the institutional Assessment Policy and how formative and summative assessment will be implemented in the programme. Clearly indicate the formative and summative assessment tasks for each module in the programme. Explain the percentage weighting of the respective assessment tasks and how the final mark is calculated for each module.
- State how internal and external moderation procedures are conducted, and how external moderators are selected and contracted (incl. reference to qualifications and experience). Include reference to:
 - The number / percentage of modules submitted for internal moderation.
 - The number / percentage modules submitted for external moderation (indicate if at exit level).

- The % of formative and summative assessment submitted for internal and/or external moderation.
- Processes and criteria for the appointment of internal and external moderators. Moderation must be undertaken by appropriately qualified personnel.
- Moderators Guidelines which include their responsibilities. - Moderation reports and how these feed into review processes.

- Explain the procedures that are implemented to receive, record, and process, assessments within a turn-around timeframe that allows students to benefit from feedback prior to the submission of further assessment tasks. State how and when feedback is provided to students (turnaround times to be indicated).
- Refer to the *Criteria for Programme Accreditation*, particularly criterion 6.

2.4 How does the institution manage students' grievances regarding assessment?

- An institutional grievance policy and procedure should be in place. Provide a concise explanation of the process and attach the policy to the application for accreditation.
- Explain the mechanism for providing students with information and guidance on their rights and responsibilities regarding assessment processes (for example, definitions of and regulations on plagiarism, penalties, terms of appeal, supplementary examinations, etc.).

2.5 Explain how the institution ensures the integrity and security of the assessment process.

- Explain how the institution ensures that student appeals procedures are explicit, fair and effective.

Include reference to the following:

- Indicate how the institution ensures that it is the registered student him- or herself that completes the assessment.
- Explain how breaches of assessment regulations, plagiarism, and other misdemeanours/transgressions are dealt with effectively and timeously.
- Indicate the required number and type of examination venues.
- Explain the management and proctoring of examinations.
- List the examination centres required for distance learning students and describe the resource provisioning at these centres, taking parity of provision into account.

3. STAFFING

NOTE: Academic staff members 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.

Refer to the *Criteria for Programme Accreditation*, particularly criteria 3 and 4.

3.1 Describe the roles and responsibilities of the programme coordinator. Refer to programme coordination on one site or across multiple sites of provisioning, as applicable.

- An academic is identified as programme coordinator and operates within the framework of an agreed-upon mandate and defined procedures and responsibilities.
- The programme coordinator needs to be a senior expert in the subject area of the programme / qualification

The responsibilities of the programme coordinator should include:

- Ensuring the academic coherence and integrity of the programme and that all conditions for the delivery of the programme are met.
- Coordination of logistical and other issues regarding:
 - The day-to-day delivery of the programme.
 - All aspects of the programme quality management system, including the provision of resources.
 - The review of the programme and feedback with a view to improvement.
 - Monitoring of expenditure.

3.2 Provide information on the academic staff members required to teach this programme. Address the following:

- **number of staff members**
- **qualifications and experience**
- **ratio of full-time to part-time staff**
- **workload allocation model**
- **a staff recruitment plan (if applicable).**

- **For the workload allocation model:** Clearly indicate the staff members responsible for each module (with their relevant qualifications and experience) and also indicate where vacancies exist. Provide a detailed description of your workload allocation model considering the number of academic staff attached to the programme and the envisaged student enrolments (Refer to p.35).
- **For the staff recruitment plan:** The CHE is aware that institutions may not have staff members at the time of submission of the application for accreditation. Institutions must therefore provide a comprehensive recruitment plan that includes the number of existing vacant positions, the required qualifications and experience of staff to be recruited for each module in relation to the vacant positions, and the envisaged date/s of appointment (Refer to p.35).

3.3 Provide information on support staff members for the programme, especially those with specialist /

- The support staff complement should be of sufficient size and seniority for the

technical support skills (e.g. laboratory skills, distance education support skills, library and information management).

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. Support staff members must be adequately qualified, and their knowledge and skills regularly updated.

4. LEARNING MANAGEMENT SYSTEM

NOTE: The LMS is an integrated software application to deliver content and resources online, provide interaction or collaborative workspaces, manage complete student, module and programme administrative functions, including registration, assessment and analytics.

Examples of an LMS include Blackboard 2, Moodle 4, Desire2Learn, etc. It can also be a custom system catering to the particular needs of the institution.

Refer to the *Criteria for Programme Accreditation*, particularly criteria 3, 4, 5, 6 and 7.

4.1 Provide details of the learning management system and its appropriateness for this programme.

Provide details of the LMS used by the institution. Explain why this particular LMS is appropriate for the programme and include reference to:

- Learning and teaching, assessment and student support.
- Synchronous and asynchronous activity.
- Details of staff members who have interaction with students and the frequency of such interaction.
- Details of academic and support staff and their roles and responsibilities, qualifications, and experience; structures that are in place at Department, Faculty and institutional level; reporting structures; processes and procedures at Department, Faculty and institutional level.
- The enhancement of face-to-face learning and teaching, student support measures,

feedback, tracking of students and identifying underperforming students, via the LMS. Describe the relevant processes.

- 4.2 Describe how the institution will ensure that all students will have the necessary access and support (including technical support) when using the learning management system.**
- Provide a description of infrastructure and provisioning at site/s of delivery in terms of equitable access per site and parity of provisioning, mechanisms in place for remote access, and staff members that will provide support.
 - Include reference to the type and number of workstations, laptops, etc. in relation to the envisaged student enrolment.
 - Explain what provision has been made for technical support for students working remotely.

5. MANAGEMENT INFORMATION SYSTEM (MIS)

Refer to the Criteria for Programme Accreditation, particularly criterion 8.

- 5.1 Describe the process for ensuring the security and integrity of personal information, assessment practices, student performance and certification.**
- Include reference to the appropriate mechanisms in place, responsible and accountable parties, and the nature/level of access in relation to the system.
 - Describe the mechanisms to quality assure the processing and issuing of certificates, and the security measures to prevent fraud and the illegal issuing of certificates.
- 5.2 How does the management information system serve to strengthen monitoring and evaluation of the programme in order to: i) enable effectiveness of the programme; and ii) enable / support the academic success of students?**
- Explain how the institution ensures that it collects, analyses, and makes use of relevant information for the effective management, review, and enhancement of this programme.
NB: The programme information system should be managed effectively in order to provide reliable information on inter alia:

- The records of students in the programme, including admission, progression, grades/ marks, fees and graduation.
- Identifying academically non-active students, particularly in distance education programmes.
- Monitoring student performance in order to ensure timely identification of at-risk students.
- Dealing with the needs of a diverse student population.
- Venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services.
- Information and communication needs of students in remote areas
- Describe the strategies for advising students on how to improve their chances of success and for referral to appropriate academic development programmes.
- Explain how the institution ensures that the rules for re-admission to programmes are clear and that they are sensitively applied.

6. POSTGRADUATE PROGRAMME / QUALIFICATION

Provide the following information in the case of a postgraduate qualification.

NOTE: 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.

Refer to the *Criteria for Programme Accreditation*, particularly criterion 9.

- | | | |
|------------|--|---|
| 6.1 | Where relevant, explain the process for approval of research proposals. | <p>Include reference to how the supervisory process will enable students to:</p> <ul style="list-style-type: none"> • Define a research topic, determine the research design and methodology, and develop an acceptable research proposal • Obtain guidance on appropriate literature • Receive approval of the research proposal |
| 6.2 | Where relevant, explain the criteria and procedure for the appointment of supervisors and examiners. | <ul style="list-style-type: none"> • Include reference to qualifications, experience, expert knowledge, and independence in the research area. |
| 6.3 | Explain how the institution monitors supervision. | <ul style="list-style-type: none"> • Describe the roles and responsibilities of the supervisor and student within a contractual arrangement. • Refer to the periodicity of contact between student and supervisor, the schedule for the submission of progress reports and written work, and the nature, format and expected turnaround time for work submitted to the supervisor. |
| 6.4 | Explain the academic support provided to postgraduate students. | <ul style="list-style-type: none"> • Include reference to Department, Faculty and institutional support, with particular reference to the supervisory process and module lecturers (if applicable). • Provide details of the different platforms for interaction that will be made available online and/or offline, the nature and frequency of engagement, whether compulsory or voluntary, etc. |
| 6.5 | Explain how the institution supports the development of staff members teaching on the programme (for example, support for further studies, the development of | <p>Describe continuous professional development initiatives and the type of support and resources available.</p> <p>Also refer to the <i>Criteria for Programme Accreditation</i>, particularly criteria 3 and 4.</p> |

supervisory expertise, assessment capacity, etc.).

6.6 Explain how the research components of the programme are assessed, including (as relevant) internal and external assessment.

- Appropriate postgraduate policies, procedures and regulations must be in place. These should be communicated to all postgraduate students, and academic and administrative staff, and implemented consistently across the institution and programme.
- Explain the processes associated with internal and external examination and the communication of feedback to the student.
- Provide information on:
 - The criteria for the appointment of internal and external examiners.
 - Research ethics, code of conduct, regulations on plagiarism and intellectual property rights.

6.7 Explain the measures to prevent plagiarism.

- Indicate which plagiarism software will be employed and provide relevant details.
- Indicate what regulations are in place regarding plagiarism and intellectual property rights, and how these are communicated.

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

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

The online administrator is required to verify compliance with the relevant minimum standards.

Number of teaching staff members per site for this programme / qualification;

- Complete the tables provided in the online application.
- Provide information per site of provisioning

- Indicate the number of current and planned full-time and part-time staff per site.
- Name of Programme Coordinator per site for this programme / qualification**
- Provide details of the programme coordinator/s per site of delivery.
- Planned Headcount enrolment for the first enrolment, and the following 3 years**
- Provide enrolment figures per site in the tables provided.
1. **Indicate the number of facilities or venues required, available and the maximum capacity of available venues**
 - Insert the relevant details in the tables provided in the application form.
 2. **If any other facilities or venues are required specify and provide a motivation:**
 - A comprehensive motivation must be prepared and uploaded.
 3. **Number of teaching staff members per site for this programme / qualification**
 - Insert the relevant details in the tables provided in the application form.
 4. **Name of Programme Coordinator per site for this programme**
 - Provide the name of the programme coordinator.
 5. **Upload Programme Coordinator CV**
 - Upload the CV of the programme coordinator. The programme co-ordinator must be a senior discipline expert in the field with relevant experience.
 6. **Complete the planned headcount enrolments for this programme / qualification per site**
 - Insert the relevant details in the tables provided in the application form.

The following documentation to be uploaded as it pertains to this programme and site of delivery:

- **ACADEMIC STAFF MEMBERS for this programme / qualification - CVs (per site of delivery)** Upload the CVs available at the stage of submission. Also refer to the *Criteria for Programme Accreditation*, particularly criteria 3 and 4.
- **Workload allocation model (per site of delivery)**
 - For the workload allocation model: Clearly indicate the staff responsible for each module (with their relevant qualifications and experience) and also indicate where vacancies exist. Provide a detailed description of your workload allocation model considering the number of academic staff attached to the programme and the envisaged student enrolments. (Refer to P. 29)
- **Staff Recruitment Plan (per site of delivery)**
 - For the staff recruitment plan: The CHE is aware that institutions may not have staff members at the time of submission of the application for accreditation. Institutions must therefore provide a comprehensive recruitment plan that includes the number of existing vacant positions, the required qualifications and experience of staff members to be recruited for each module in relation to the vacant positions, and the envisaged date/s of appointment.

SECTION H: LIST OF REQUIRED DOCUMENTS

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

Upload the list of documents indicated in this section – where relevant for this programme / qualification.

SECTION I: INTERNAL QUALITY ASSURANCE

[REFER TO THE RELEVANT SECTION IN THE APPLICATION FORM.]

Note: The template for Internal Quality Assurance may be downloaded from the online application and may be saved locally:

- 1. Describe the internal quality management arrangements to assure and ensure the quality of the programme and its delivery**
 - Include procedures for the monitoring and evaluation of learning and teaching and assessment.
 - Indicate how staff will be included and capacitated in the quality assurance process.
 - Explain how programme review will be conducted and discuss how feedback (received through moderation, student surveys, etc.) will be incorporated in the programme review process.
 - Describe the mechanisms in place to evaluate programme impact and effect improvement.

- 2. Discuss policy implementation for this programme / qualification and the quality assurance mechanisms in place with regard to:**
 - **Assessment**
 - **Internal and external moderation**
 - **Include the processes for selection / appointment of moderators and the roles and responsibilities of**
 - Also refer to *Section F: 2. Assessment Strategy*

**academic staff and
external parties.**

- **Student appeals / disputes
regarding assessment results.**

- 3. For postgraduate programmes,
explain how the institution will
quality assure the supervisory
process, progress of students and
internal grievance procedure.**

Also refer to *Section F: 6. Postgraduate
programme / qualification*

VERIFICATION AND CONFIRMATION BY THE DEPUTY VICE-CHANCELLOR (ACADEMIC) / ACADEMIC HEAD

The verification and confirmation document may be downloaded from the online application and saved locally for completion and subsequent upload.

The declaration must be signed by the DVC (Academic /Learning and Teaching/Academic Head/CEO.) If this is not signed, the application form will be returned to the Institution.

On behalf of the Institution, I, as the undersigned and designated authority, confirm the following to be true.

ITEM	√
The application of the institutional policies in respect of this programme / qualification has been adequately explained.	
The relevant policy documents, Department of Higher Education and Training and/or statutory body approval letters have been uploaded.	
The programme / qualification is not currently being advertised or offered at any site of delivery and no students are currently enrolled for this programme / qualification.	
The programme / qualification does not constitute more than 50% of any other programme that is currently offered by the Institution.	
This application does not contain any plagiarised information. The programme is not the intellectual property of another institution nor was it derived from an existing registered qualification.	
The institution does not have a similar qualification registered on the National Qualifications Framework.	
The title, NQF level and minimum credits linked to the programme / qualification meet the requirements of the Higher Education Qualifications Sub-Framework.	
The application has been approved by the institution in accordance with its policy for internal programme / qualification approval and review.	
In the case of an existing institution, upload the minutes from meeting(s) of 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.	

Signature:	Name and designation Date:
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