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<http://services.nwu.ac.za/qualification-and-academic-programme-planning>

FORM 3: COMBINED EXTERNAL APPLICATION FORM

**•** New qualifications

**•** More than 50% change to a qualification, i.e., change to qualification standard which includes changes to qualification rationale, purpose, outcomes, and total credits.

Please read the following instructions carefully before you proceed with your application:

The NWU Form 3 is a combined document with guidelines and information to assist applicants in successfully applying for new qualifications. Q&APP have included a document map to guide the applicant through the offline version (form 3) of the online HEQC portal (see next page).

For ease of use, please consider the following tips to help you work on this template:

1. All text marked blue is hyperlinked, and if you click and press Ctrl on your keyboard, it will open linked resources.
2. Mark all addendums you need to add in yellow highlighted text.
3. Make use of versioning in your document. Always save the copy you are working on with the date as the first part of the file name, followed by the name

of the qualification, mode of delivery, and form 3. For example: *20230417\_BEd (ECCE)\_Distance\_Form3.*

1. All red text in the template provides guidelines and helpful information.
2. The blue text (except for hyperlinks) provides standard responses and examples for you to use, amend and include in your application.
3. Kindly apply principles of academic writing and the NWU writing style and have your final submission language edited.
4. The CHE has included COMPULSORY addendums that must be submitted with the application for approval. The compulsory CHE templates are attached to

this application. For ease of use, complete the template text on this application form. Your SCS will extract the text before they upload the application into the

HEQC system.

1. Your SCS will create an MS Teams site to work on. Please ensure that you backup your working copies on the shared platform.
2. Use Table 1 (next page) to help you navigate the application and to see where you will need to upload additional resources, documents, and addendums.

|  |
| --- |
| Form 3 should be read and completed in conjunction with the following CHE guideline documents:  a) [HEQC-online application template for programme accreditation and qualification registration](http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/Q&APP/Documents/HEQC%20ONLINE%20TEMPLATE.pdf);  b) [CHE guidelines for completing the application for programme accreditation and qualification registration application](http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/Q&amp;APP/Documents/CHE%20HEQC%20online.offline%20application%20guideliness.pdf); and  c) [CHE Criteria for programme accreditation](https://intranet.nwu.ac.za/system/files/CHE_accreditation_criteria_Nov2004_0.pdf). |

Table 1: Please make use of the following table to assist you with the navigation of this document.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **HEQC Online SECTION** | A black and red logo with white letters  Description automatically generated**HEQC templates required:** | **To be completed by:** | | | |
| **Applicant / Curriculum team** | **Faculty Management & SALA** | **Q&APP** | **Other NWU role-players** |
| SECTION A: GENERAL INFORMATION |  |  |  |  |  |
| SECTION B: INSTITUTIONAL INFORMATION |  |  |  |  | Office of the DVC and Registrar |
| SECTION C: SITE OF DELIVERY |  |  |  |  |  |
| SECTION D: PROGRAMME / QUALIFICATION DESIGN | D1. Work-integrated learning |  |  |  |  |
| D2. Institutional module outline template |  |  |  | CTL |
| SECTION E: STUDENT RECRUITMENT, ADMISSION AND SELECTION |  |  |  |  |  |
| SECTION F: PROGRAMME DELIVERY DOCUMENTS | F1. Learning and teaching |  |  |  |  |
| F2. Assessment strategy |  |  |  |  |
| F3. Staffing |  |  |  |  |
| F4. Learning management system (LMS) |  |  |  | CTL |
| F5. Management information system (MIS) |  |  |  | SI |
| F6. Post-graduate programme/qualification |  |  |  |  |
| SECTION G: INFRASTRUCTURE, STAFFING, AND HEADCOUNT ENROLMENTS PER SITE OF DELIVERY |  |  |  |  |  |
| SECTION H: LIST OF REQUIRED DOCUMENTS | H1. Workplace-based learning agreements or contracts / Service Level Agreements |  |  |  |  |
| H2. Support staff members for this programme/qualification – CVs (incl. librarian/information specialist) |  |  |  |  |
| H3. External examiners’ CVs |  |  |  |  |
| H4. External moderators’ CVs |  |  |  |  |
| H5. Approved budget for the programme/qualification |  |  |  |  |
| H6. Budget for the development of learning materials for the programme |  |  |  |  |
| H7. Prescribed and recommended reading list for the programme/qualification is the correct field. |  |  |  |  |
| H8. Study guides and programme handbooks |  |  |  |  |
| H9. 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 |  |  |  |  |
| H10. Library holdings/budget specific to the programme |  |  |  |  |
| H11. For postgraduate programme/qualification: ethical clearance process |  |  |  |  |
| SECTION I: INTERNAL QUALITY ASSURANCE | Internal quality assurance |  |  |  |  |
| VERIFICATION AND CONFIRMATION BY THE DEPUTY VICE-CHANCELLOR (ACADEMIC) / ACADEMIC HEAD | Declaration |  |  |  |  |

**NWU FORM 3 TEMPLATE APPLICATION FORM FOR PROGRAMME ACCREDITATION**

This part of the form requires an evaluation of the extent to which the proposed programme fulfils the HEQC accreditation criteria. Please note that the information provided should demonstrate compliance with the minimum standards. Minimum standards provide the full text of the minimum standards programmes are expected to meet in relation to each criterion.

SECTION A & C: GENERAL AND INSTITUTIONAL INFORMATION & SITE OF DELIVERY (Please complete)

|  |  |  |
| --- | --- | --- |
| **Programme / qualification title (HEQSF-aligned format):** |  | |
| **Programme / qualification title abbreviation (HEQSF-aligned format):** |  | |
| **Sites for programme / qualification** |  | |
| **Mode of Delivery:**  \*Blended/hybrid mode funded the same as Distance | Choose an item. | |
| [**HEQSF Qualification Type:**](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf) | Choose an item. | |
| **Qualification Designation**  *(This only applies to degree programmes):* | Choose an item. | |
| **\*Alternative designator**  *(This only applies if “Other” was selected above):* |  | |
| **Motivation for use of designator alternative:**  *(This only applies if an alternative designator is specified).*  *Use professional designation or broad knowledge area with international recognition.* |  | |
| **CESM Classification:** (e.g., Education)  *(refer to* [*DOE CESM classification*](http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/Q&APP/CESM%20NWU%20Consolidated.pdf)*) (Include third order CESMs for example 070410).* |  | |
| **First Qualifier:**  *(refers to* [*DOE CESM classification*](http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/Q&APP/CESM%20NWU%20Consolidated.pdf)*)* (e.g. 0703 – Education Management and Leadership) |  | |
| **NQF Level:** (e.g., Level 5, 6, 7, 8, 9, or 10) *(refers to the* [*SAQA level descriptors*](https://intranet.nwu.ac.za/system/files/level_descriptors.pdf)*)* | Choose an item. | |
| **Is this an education qualification?**  *\*If yes, include TEPEC approval* | Choose an item.  *(\*Please add TEPEC document approval to addendum file)* | |
| **Is approval / endorsement/ validation by a statutory professional body a requirement for this qualification?**  *\*If yes, include proof* | Choose an item.  *(\*Please add approval document to addendum file)* | |
| **Total number of credits link to the qualification type as prescribed by** [**HEQSF**](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf) |  | |
| **Number of total minimum credits as per Professional Body requirements**  *(may exceed the total minimum credits on the* [*HEQSF*](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf)*)* |  | |
| **Total number of credits for this programme / qualification:** *(Enter only numeric values)*  *See guideline options in the dropdown tab*Choose an item.  Note from HEQC guidelines: 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%) |  | |
| **Minimum duration for completion – Full time:** (number of years) See [NWU admissions policy](https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/7P-7.1_Admissions%20Policy_e2019.pdf) for help  *Enter only numeric values* | Choose an item. | |
| **Minimum duration for completion – Part time:** (number of years)  *\*If this is a postgraduate programme / qualification, indicate the number of research credits*  *Enter only numeric values* | Choose an item. | |
| **\*Research credits:** |  |
| **If this is a postgraduate programme/qualification indicate the accredited underpinning qualification/s of the institution.** | **CHE Reference Code** |  |
| **SAQA ID** |  |
| **Programme/ Qualification Name** |  |
| **Indicate the National Qualifications Framework Organising Field**  [*(see document The NQF and Standard Settings)*](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiY0v_j7Jb6AhUIiVwKHTOMCTcQFnoECBAQAQ&url=https%3A%2F%2Fwww.saqa.org.za%2Fdocs%2Fpol%2F2003%2Fstandard_setting.pdf&usg=AOvVaw2I97O7hrGOFbBCif519Z6O) | **Field** Click or tap to enter a date. | **Sub-field** Click or tap to enter a date. |
| **Indicate the Classification of Education Subject Matter** [**(CESM)**](http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/Q&APP/CESM%20NWU%20Consolidated.pdf) | **CESM (e.g., 07 – Education)** |  |
| **First order CESM (e.g., 0703)** |  |
| **Second order CESM (e.g., 070305)** |  |
| **Has the programme been approved by the relevant governance structure within the institution? (SCAS)** | Choose an item. | |
| **If yes, date of approval:**  **If not yet, date at which application will serve at SCAS meeting:** | **Form 1 SCAS approval date:** Click or tap to enter a date.  **Not approved yet: (Planned approval date):** Click or tap to enter a date. | |
| **Date by which you plan to start offering the programme** | Click or tap to enter a date. | |
| **Date of Resident Faculty Board approval**  *(Attach resolution):* | Form 1 Click or tap to enter a date.  *(\*Please add approval document (minutes of the meeting) to addendum file)*  Form 1 Click or tap to enter a date.  *(\*Please add approval document (minutes of the meeting) to addendum file)* | |
| **Other Faculty(ies) approvals and consultations**  *(Attach resolution(s):* | Choose an item.  *(\*Please add approval document to addendum file)* | |

SECTION D: PROGRAMME/QUALIFICATION DESIGN

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

1. **How does the programme/ qualification fit in with the vision and mission of the institution?**

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| --- | --- |
| Refer to the [Criteria for Programme Accreditation](https://intranet.nwu.ac.za/system/files/CHE_accreditation_criteria_Nov2004_0.pdf), 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.  Align with NWU policies from highest to lower levels ending with your qualification. Start from the NWU Strategic Plan …down to faculty level (quote from your FITLPs) …and to your programme level. The golden thread that links the development should be evident. | The proposed (name of qualification), abbreviated henceforth as (name of qualification) supports the following North-West University (NWU) strategic goals as envisaged in the NWU Strategy (2024 and beyond), the NWU Annual Performance Plan (APP) (2021) and the NWU Teaching and Learning Strategy (2021-2025) (http://www.nwu.ac.za/guiding-documents-governance-and-management).    The NWU Strategy 2024 and beyond communicates that the dream of the NWU is to be an internationally recognised university in Africa, distinguished for sustainability, transformation, student centricity, valuing our people and digital transformation (NWU, 2024). The NWU is distinguished for engaged scholarship, academic excellence, social responsiveness, and an ethic of care. Our purpose is to excel in innovative learning and teaching and innovative research, thereby benefiting society through knowledge. Our core activities teaching learning and research are intertwined with community engagement and innovation on our three campuses which serves both distance and contact students. This forms the basis for how our strategy is implemented to deliver value to all our stakeholders and align with national priorities.  The NWU APP (2021-2025) highlights six strategic goals that inform all future planning.  The goals of the NWU are set out in the NWU APP (2021) as follows:  1. Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions.  2. Strengthen research and innovation with a strategic focus on impactful globalisation.  3. Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship.  4. Develop a clearly differentiated student value proposition with a focus on creating an inclusive environment aimed at developing students holistically through structured and unstructured co-curricular programmes which are relevant, desirable and meet students’ needs.  5. Attract, develop and retain excellent staff and create an equitable staff profile.  6. The development and implementation of a digital business strategy to create a competitive advantage for the university and ultimately unlock alternative revenue streams.  The following goals align with the XXXX programme outcomes. Goal 1 promotes excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions.  (Look at specific goals and link to your programme for example: Text not to be used as is.) Goal 3 integrates and aligns community engagement with teaching-learning and research to develop a culture of active citizenship. Goal 4 links with the student value proposition with a focus on creating an inclusive environment aimed at developing students holistically through structured and unstructured co-curricular programmes which are relevant, desirable, and meet students’ needs. Goal 6 links with the development and implementation of a digital business strategy to create a competitive advantage for the university.  The NWU Teaching & Learning Strategy (2021-2025) highlights the NWU’s educational approach to the challenges of the 21st century. Of particular importance is ………..(unpack) NWU is committed to educating knowledgeable, skilled, and values-driven graduates who can engage with 21st Century challenges in an authentic, innovative, and critical manner, and thereby contribute constructively to communities, society, and the professions.  The Faculty of XXX at the NWU’s core functions are XXXX education, based on scientific research findings and lifelong learning in community contexts (FITLPs: XX). The focus is on the…(unpack).  (For distance qualifications): The Covid-19 pandemic has forced the NWU to explore new ways of teaching, learning and assessment, inclusive of online and distance education for contact students, and supporting distance students by means of a remote tuition centre. The pandemic has impacted dramatically on our student value proposition with all student activities coming to a halt at the time of the hard lock-down, and only gradually commencing in an online format. At present the NWU is recognised as one of the leaders in multimodal provision nationally. The NWU continues to support studies through formal contact and distance modes of provision in the light of changing worldwide trends in education, and to contribute to the need for increased access and greater opportunities for lifelong learning. This may include supporting students through fully online and blended learning opportunities as the need arises and opportunities present themselves.  Write a summarized version here of what elements in the policies your qualification will highlight. Include your qualification purpose and rationale here briefly to link it to the NWU policies and the golden thread. The degree is intended to develop….  Further confirmation that the programme is consonant with the institution’s mission, plan and goals and forms part of institutional planning and resource allocation is its approval by the appropriate institutional structures, including the Senate Committee for Academic Standards (SCAS). SCAS has been established for the purpose of considering matters related to the compliance, quality, relevance and responsiveness of the NWU formal academic offering and to make recommendations to Senate in this regard. Ratification of the SCAS recommendation by Senate indicates the institutional approval of the development of a new programme. Provision is made for the programme in the institution’s planning and resource allocation processes. |

**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 [SAQA Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework](C:\\Users\\Jacki\\OneDrive\\Desktop\\New forms 20220803\\Form 3 fix\\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](https://intranet.nwu.ac.za/system/files/CHE_accreditation_criteria_Nov2004_0.pdf).  You need to provide evidence here why this programme/qualification is important in the national context and source from appropriate documents/policies/frameworks/legislation here. Include the URL in text if needed.  i. Provide details of the reasoning that led to identifying the need for the qualification/academic programme. | Provide details of the reasoning that led to identifying the need for the qualification/academic programme….  The programme meets the national requirements pertaining to programmes which are at present being developed within the context of the NQF. |
| ii. Indicate how the qualification/programme meets specific needs in the sector for which it is developed.  iii. Details of consultation with a recognised professional body or industry body must be provided in respect of the need. | The design of the XXX programme aims to address two main issues/needs in the South African context:  Professional registration, membership or licensing as required by recognised professional bodies, and proof of collaboration with the relevant stakeholders are linked to three learning pathways of general, vocational and professional. The general pathway links to further education, the vocational pathway will lead to the occupations in the workplace and sectors while the professional pathway with lead to registration with statutory bodies. The name of qualification with follow \_\_\_\_pathway leading to……. |
| iv. Identify the range of typical students and indicate the occupations, jobs or areas of activity in which the qualifying students will operate. | Typical students who will enrol for the proposed new XXX programme are envisaged as individuals who might be working in XXX context and require a formal qualification to deepen their XXX knowledge and practice competencies.  Typical occupations/professions in which the qualifying learner will operate, includes an Educator, ….. (Faculty to add….. |
| v. The learning pathway where the qualification resides is provided. | Explain how: The design offers students learning and career pathways with opportunities for articulation with other programmes within and across institutions, where possible.  Professional registration, membership or licensing as required by recognised professional bodies, and proof of collaboration with the relevant stakeholders are linked to three learning pathways of general, vocational and professional. The general pathway links to further education, the vocational pathway will lead to the occupations in the workplace and sectors while the professional pathway with lead to registration with statutory bodies. The name of qualification with follow \_\_\_\_pathway leading to…….. |
| vi. Indicate how the qualification/academic programme  will provide benefits to the student, society and the economy. |  |

**3. Provide the purpose of the programme/qualification**

|  |  |
| --- | --- |
| The purpose statement must provide the following aspects (see [HEQSF document](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf) to check alignment with purpose of specific qualification before you start writing)   * A description of the [context of the programme /qualification](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf), what it is intended to achieve in the national, professional/career context. * The purpose statement must include what the qualifying student [will know and be able to do on achievement of the qualification is stated](http://nwu-ob.octoplus.co.za/). * [Exit Level Outcomes](https://intranet.nwu.ac.za/system/files/level_descriptors.pdf) must be linked to the purpose of the qualification and * the [NWU graduate attributes](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/T%26L-Strategy-2021-2025.pdf) (use hyperlinks highlighted blue if needed) where appropriate. | Description of what qualification intends to do…  Purpose statement….  After the successful completion of this qualification, the student must be able to demonstrate the following exit-level outcomes…  Graduate attributes…  Brief discussion on your programme specific non-negotiables features (get from curriculum mappings) …. |

**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 [SAQA Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework](file:///C:/Users/Jacki/OneDrive/Desktop/New%20forms%2020220803/Form%203%20fix/Policy%20and%20Criteria%20for%20the%20Registration%20of%20Qualifications%20and%20Part-qualifications%20on%20the%20National%20Qualifications%20Framework). Refer to the [Criteria for Programme Accreditation, particularly criterion 1](https://intranet.nwu.ac.za/system/files/CHE_accreditation_criteria_Nov2004_0.pdf).

|  |  |
| --- | --- |
| Firstly, list and number the programme outcomes and associated assessment criteria.   * Exit Level Outcomes should be framed against the appropriate [level descriptors](http://nwu-ob.octoplus.co.za/) which are relevant to the level of the qualification. * The [Exit Level Outcomes should indicate what the qualifying students will be able to do and know.](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf) * The competencies specified should relate directly to the competences required for further [learning or work for which the qualification is designed](http://nwu-ob.octoplus.co.za/) | Assessment criteria indicate how the programme outcomes could be assessed in an integrated way.   * The Associated Assessment Criteria for the qualification should indicate the nature and the appropriate level of assessment associated with the qualification. * It should be visible in the qualification how the exit level outcomes will be assessed in an integrated way |

Complete the following table: (The table will also be used in Section D\_Question 8)

|  |  |  |
| --- | --- | --- |
| **Exit level outcomes (ELOs)** | **Associated assessment criteria (AAC)** | **Module in the curriculum supporting this ELO and AAC** |
| *For Example:*  Apply knowledge of Mathematics, Natural Science and Engineering Sciences to applied engineering procedures, processes, systems, and methodologies to solve well-defined engineering problems. | *For Example:*  ● Apply fundamental and specialist knowledge by bringing mathematical, numerical analysis, statistical knowledge, and methods to bear on engineering problems.  ● 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. |  |
| Secondly, connect the curriculum (modules) to the outcomes stated above (explain the curriculum). | The programme is structured and consists of … fundamental, … core modules (and … electives) across the three years, totalling … credits. This compulsory component of the curriculum provides the core learning for … In the first year, the modules …. contribute to …, followed by … in the second year and culminates in … in the third year. These third-year modules form the majors of the programme and ensure learning progression in …. The focus of each year, respectively, is:  Programme outcomes meet national and/or regional labour market, knowledge or other  socio-cultural needs. The requirements of professional bodies are taken into  consideration, where applicable. Relevant stakeholders, including academic peers from  outside the institution, and employers and professional bodies where applicable, are  involved in the development of the programme. |  |
| Now discuss the electives: how they were chosen to retain coherence and how they contribute to the programme outcomes. |  |  |
| Summarise the curriculum and state how it supports the attainment of the programme outcomes. | Following the module outlines, a summary of the credit breakdown is provided:  Compulsory modules in … : … credits  Compulsory modules in … : … credits  Electives: Minimum … credits  TOTAL MINIMUM CREDITS: ….  CREDIT BREAKDOWN IN TERMS OF NQF LEVELS:  NQF 5: … compulsory credits  NQF 6: … compulsory credits  NQF 7: … compulsory credits |  |

**5. Provide the names of the modules/courses which constitute the programme, and for each course specify:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE** | **NQF LEVEL**  **(5-10)** | **NO of CREDITS**  **(numeric only)** | **COMP/ ELECTIVES**  **modules** | **Year of study (1,2 ,3 or 4)** | **Semester (1,2 or YM)** | **EXISTING (provide code)/**  **NEW MODULE** | **Type of module** | [**3rd ORDER CESM**](http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/Q&APP/CESM%20NWU%20Consolidated.pdf) |
| **Year 1** | | | | | | | | |
| **COMPULSORY MODULES** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
|  | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Students choose ELECTIVES totalling (?) credits from the list below:** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Compulsory credits:** |  | | | | | | | |
| **Elective credits:** |  | | | | | | | |
| **Total credits for Year 1:** |  | | | | | | | |
| **Year 2** | | | | | | | | |
| **COMPULSORY MODULES** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
|  | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Students choose ELECTIVES totalling (?) credits from the list below:** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Compulsory credits:** |  | | | | | | | |
| **Elective credits:** |  | | | | | | | |
| **Total credits for Year 2:** |  | | | | | | | |
| **Year 3** | | | | | | | | |
| **COMPULSORY MODULES** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
|  | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Students choose ELECTIVES totalling (?) credits from the list below:** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Compulsory credits:** |  | | | | | | | |
| **Elective credits:** |  | | | | | | | |
| **Total credits for Year 3:** |  | | | | | | | |
| **Year 4** | | | | | | | | |
| **COMPULSORY MODULES** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
|  | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Students choose ELECTIVES totalling (?) credits from the list below:** | | | | | | | | |
| Module name | Choose an item. |  |  |  |  |  | Choose an item. |  |
| **Compulsory credits:** |  | | | | | | | |
| **Elective credits:** |  | | | | | | | |
| **Total credits for Year 4:** |  | | | | | | | |
| **Total NQF 5 Credits:** |  | | | | | | | |
| **Total NQF 6 Credits:** |  | | | | | | | |
| **Total NQF 7 Credits:** |  | | | | | | | |
| **Total NQF 8 Credits:** |  | | | | | | | |
| **Total NQF 9 Credits:** |  | | | | | | | |
| **Total NQF 10 Credits:** |  | | | | | | | |
| **Total minimum credits for the programme:** |  | | | | | | | |

**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.  There must be coherence between the constituent parts of the qualification, aligned with faculty policy. State any prerequisites.  Refer to the [Criteria for Programme Accreditation, particularly criterion 1](https://intranet.nwu.ac.za/system/files/CHE_accreditation_criteria_Nov2004_0.pdf).  The following aspects should be verified against the [HEQSF](https://intranet.nwu.ac.za/system/files/Government%20Gazette%2038116%2017%20October%202014%20HEQSF.pdf):  - 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. | This qualification will comply with the progression rules of the North-West University and the Faculty of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This qualification comprises compulsory modules at National Qualifications Framework (NQF) Level \_\_\_, totalling \_\_\_Credits.  The programme has a minimum of \_\_\_\_ credits at NQF Level \_\_\_ (exit level).  Compulsory Modules:  (Module Name), \_\_\_ Credits, NQF Level \_\_\_.  Elective Modules:  (Module Name), \_\_\_ Credits, NQF Level \_\_\_. |

**7. Indicate the rules of progression (semester/year) if applicable.**

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| --- | --- |
| 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) and associated assessment criteria (AAC):**

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| --- |
| ***Also see the work you did at section D – question 4. Use the same information.***  List and number all the ELOs and Associated assessment criteria (AAC) as integrated across all ELOs by completing the table below. Every ELO should have an accompanying AAC or more. There can be more AAC than ELOs but there cannot be less ELOs than AACs.  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?  Please use the following PowerPoint to assist you: |

|  |  |
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| **EXIT LEVEL OUTCOMES (ELOs)**  On completion of the qualification, the student should be able to demonstrate: | **ASSOCIATED ASSESSMENT CRITERIA (AAC)**  Students have mastered the outcomes if they are able to: |
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**9. Explain how the competencies that will be developed in the programme are aligned to the exit NQF level of the qualification.**

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| Explain how the programme outcomes will deliver the competences against the exit level competencies (refer to SAQA level descriptors).  Also 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.  Firstly, complete the table by **matching the programme outcomes** as stated in section D\_Question 4 and 8 **to the SAQA NQF level descriptors** in the table. The level descriptors in Addendum 1 are mandatory for all qualifications. You can also make use of the [NWU Outcomes builder here](•%09Educational%20Research%20Theory%20and%20Practice%20(ERTP671):%20This%20core%20module%20lays%20the%20foundation%20for%20ELO%203%20by%20focusing%20on%20understanding%20a%20range%20of%20education%20theories%20and%20concepts,%20crucial%20for%20engaging%20in%20research%20in%20Grade%20R%20and%20Foundation%20Phase%20Education.%20Through%20a%20research%20project%20and%20scientific%20reporting%20conducted%20under%20supervision,%20students%20begin%20developing%20the%20research%20capacity%20necessary%20to%20become%20engaged%20scholars,%20responding%20to%20challenges%20within%20the%20South%20African%20multicultural%20Foundation%20Phase%20classroom%20context.%20With%20the%20added%20action%20research%20workshop%20series%20unique%20to%20our%20proposed%20BEd%20Hons%20(Gr%20R%20and%20Foundation%20Phase%20Education),%20students%20will%20achieve%20ELO%203%20and%20ELO%207%20through%20transformational%20and%20participative%20research.) for assistance with outcomes and the NWU graduate attributes.  Explain: Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials and expected completion time cater for the learning needs of its target student intake. Competences expected of students who successfully complete the programme are made explicit. |

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| **Table D1**  [**SAQA NQF level descriptors:**](https://intranet.nwu.ac.za/system/files/level_descriptors.pdf)  (Example: NQF 8 is selected here) as indicated per category. There are 10 categories to be responded to. Please refer to the SAQA level descriptors by clicking on the hyperlink in this block. | **Programme or qualification exit level outcomes** | **The NWU’s graduate attributes**  (See the [NWU TL Strategy](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/documents/T%26L-Strategy-2021-2025.pdf)) |
| *Scope of knowledge*, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context |  |  |
| *Knowledge literacy*, in respect of which a learner is able to demonstrate an ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production |  |  |
| *Method and procedure*, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice |  |  |
| *Problem solving*, in respect of which a learner is able to demonstrate an ability to use a range of specialised skills to identify, analyse and address complex or abstract problems, drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice |  |  |
| *Ethics and professional practice*, in respect of which a learner is able to demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts |  |  |
| *Accessing, processing and managing information*, in respect of which a learner is able to demonstrate an ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues |  |  |
| *Producing and communicating information*, in respect of which a learner is able to demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context |  |  |
| *Context and systems*, in respect of which a learner is able to demonstrate an ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system |  |  |
| *Management of learning*, in respect of which a learner is able to demonstrate an ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others |  |  |
| *Accountability*, in respect of which a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources and full accountability for the decisions and actions of others where appropriate |  |  |

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| Secondly, now **construct a narrative** from the table above to state HOW the programme outcomes respond to the particular NQF level descriptors. | This response must be read in conjunction with Table D1, uploaded in the zipped folder, which shows the alignment of the programme outcomes with the NQF level descriptors.  Example do not copy: After completion of this qualification the student will demonstrate understanding of all the applied competences at NQF level XX as prescribed by the SAQA level descriptors. Scope of knowledge is supported by ELO 1.1 and 2, knowledge literacy by ELO 1.2, method and procedure by ELO 7, problem solving by ELO 3, ethics and professional practice by ELO 5.1 and 5.2, accessing, processing and managing information by ELO 4.1, producing and communicating information by ELO 4.2, context and systems by ELO 6, management of learning by ELO 8.2, and accountability by ELO 8.1. |

**10. 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.**

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| --- | --- |
| 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.  See resources to assist:  [Annala (2022)](https://www.tandfonline.com/doi/full/10.1080/13562517.2022.2114340)  [Gamble (2009)](http://www.umalusi-online.org.za/ur/publications/SIR/KNOWLEDGE%20AND%20PRACTICE%20%28J%20Gamble%29%20FINAL.pdf)  [Singh (2002)](https://www.academia.edu/14517115/Pedagogising_Knowledge_Bernstein_s_Theory_of_the_Pedagogic_Device) – Bernstein’s Pedagogic device (2000)  [TPACK](https://www.youtube.com/watch?v=yMQiHJsePOM) | Explain: How the design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes. |
| Use information in column 2 (module information) to write the narrative on the proportion of theoretical, practical, and experiential learning. |  |

**10. 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.  How does this qualification/academic programme compare internationally? (Discuss how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world. Identify international institutions that offer similar qualifications and clearly outline by stating the names of the identified countries, the names of the institutions and the titles of the identified international qualifications.  Make use of the template text provided and complete the following:  • 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:  O 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  O 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).  Furthermore, discuss how the qualifications compare by distinguishing between the similarities and/or the differences of the identified international qualification(s) and the South African qualification).  Closing paragraph under 1.2 (see blue text) | Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Qualification Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This qualification is compared to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in terms of the following:  Entry requirements  Level and Credits  Duration  Modules  Assessment  Exit Level Outcomes  Associated Assessment Criteria  Similarities and differences  International standard (if applicable – if not delete)  This qualification compares favourably with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Qualification Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This qualification is compared to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in terms of the following:  Entry requirements  Level and Credits  Duration  Modules  Assessment  Exit Level Outcomes  Associated Assessment Criteria  Similarities and differences  International standard (if applicable – if not delete)  This qualification compares favourably with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, this qualification is unique as its design is greatly influenced by the South African context.  The programme will be housed in the School / Centre of … in the faculty of …. The School / Centre is headed by … The Programme Director, responsible for the coordination of this proposed programme, reports to… The School / Centre consists of … full-time (number of) academics: … senior lecturers, … lecturers, … junior lecturers (give breakdown). Lecturers in the proposed programme have published in a wide range of topics, including … and are members of a wide range of academic bodies, including the …. Administrative staff that will provide support to this programme consist of…. The department has the academic capacity and infrastructure to deliver a programme of high quality. |

1. **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.  Please indicate N/A if this section does not apply or complete if no international comparable programmes exist. |  |

1. **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 [SAQA Policy and Criteria for the Registration of Qualifications and Part-qualifications on the National Qualifications Framework](file:///C:/Users/Jacki/OneDrive/Desktop/New%20forms%2020220803/Form%203%20fix/Policy%20and%20Criteria%20for%20the%20Registration%20of%20Qualifications%20and%20Part-qualifications%20on%20the%20National%20Qualifications%20Framework).  Refer to the [Criteria for Programme Accreditation, particularly criterion 1](https://intranet.nwu.ac.za/system/files/CHE_accreditation_criteria_Nov2004_0.pdf).  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 | Successful completion of the \_\_\_\_\_ will enable horizontal/vertical articulation opportunities on the premise that the graduate meets all the minimum entry requirements of the chosen articulation pathway.    For horizontal articulation, this qualification will provide access to enter relevant cognate programmes that exit at NQF Level \_\_\_\_, such as the \_\_\_\_\_\_\_\_\_ offered by the NWU or the \_\_\_\_\_\_\_\_\_ offered by other South African Universities.    For vertical articulation, this qualification will provide access to enter a programme that exits at NQF Level \_\_\_\_, such as the \_\_\_\_\_\_\_\_\_\_\_ offered by the NWU or the \_\_\_\_\_\_\_\_\_\_\_\_ offered by other South African Universities.  Likewise, diagonal articulation to the \_\_\_\_\_, exiting on NQF level \_\_\_ such as the \_\_\_\_\_ at the NWU or other South African universities will also be possible.  PhD – do not use for other quals.  For vertical articulation, the doctorate degree is the highest qualification type awarded within the NQF framework. However, post-doctoral studies would be the next academic application for such a qualified student. |

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D2

D1

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1. **WORK PLACEMENT FOR EXPERIENTIAL LEARNING: [CHE WIL TEMPLATE]**

* You will need to complete the CHE WIL template in this section and store it to upload later.
* We have extracted all the text from the templates so that you can only work on ONE document. You do not need to download the template and complete it.
* Please make use of the [CHE Work-integrated learning: Good practice guide (2011)](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=2ahUKEwjY6vi9_bLoAhWwyoUKHVWkB8MQFjAHegQICRAB&url=https%3A%2F%2Fwww.saide.org.za%2Fdocuments%2FCHE_-_Distance_Higher_Education.pdf&usg=AOvVaw2HjXo2nsD7sPGRTWhg5fEe) for more information.
* SCS: Rename the template: Date\_Your qualification name\_CHE WIL template and save in your folder when the text is finalised.

**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**

|  |  |
| --- | --- |
| **14.1 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. WIL modalities include:** *(click on dropdown bar for options)* | Click or tap to enter a date. |

**14.2 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.  If relevant, indicate the institution’s role and responsibility in the placement of students in a workplace-based environment. Outline the process for initiating, establishing, and maintaining partnerships with workplace partners.   * Faculties are primarily responsible in engaging and identifying suitable workplace partners. Here are some important considerations: * Each faculty or school must have a contact person or representative through which industry partners can have contact. * This representative will support the faculty or school in forming industry partnerships, ensuring engagement and monitoring of aligned academic and industry standards. * Liaise with industry partners to encourage structured student supervision in cases where there are no mentors or evaluators designated by the faculty. |  |
| Indicate how students will be assisted with work placement.   * Module Guidelines providing outcomes, assessment criteria and information on WIL activities should be provided. * The faculty or school must also provide adequate orientation and communication regarding the WIL module or activity. * Student placements can be arranged by the faculty or school WIL administration using an existing database of workplace partners. * Alternatively, students will source organizations where they will complete their WIL component and submit the relevant details to the faculty. * The Work Integrated and Service-Learning System should be used for placements where applicable. |  |

**14.3 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 workplace sites.  This might be context driven. For instance, in education, there are evaluators appointed to assess students during their placements. Other faculties may have similar arrangements and other faculties may not.  We also need to make sure that students produce some kind of evidence at the end of the learning experience, it could be a PoE, reflection, report etc. Clear marking guidelines or criteria should also be stated in the case where the assessments are graded.  If the assessments are not graded, there should be clear standards (Level of participation or engagement etc.). |  |

**14.3.1 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. |  |

**14.4 Where workplace-based learning takes place across a number of years, indicate the learning outcomes and assessment criteria for each period in the year of study and discuss how the learning outcomes will be assessed. Please complete the following table:**

|  |  |  |
| --- | --- | --- |
| **Year of study** | **Learning outcomes** | **Assessment criteria** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
|  |  |  |
| **Assessment of learning outcomes:**  Indicate the learning outcomes and assessment criteria per year of study and discuss how the learning outcomes will be assessed for WIL. | |  |
| 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. | |  |

**14.5 Indicate the duration and credits for workplace-based placement (if Applicable), per period/semester /year by means of the following table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year of study** | **Year 1** |  |  |  |
| **Duration of WIL in each year** |  |  |  |  |
| **Number of credits** |  |  |  |  |
| **Total credits WIL** |  |  |  |  |

**14.6 If WIL is embedded / integrated in modules, indicate the modules and how WIL will be incorporated and assessed.**

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SECTION E: STUDENT RECRUITMENT, ADMISSION AND SELECTION

Minimum standards:

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

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

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| --- | --- |
| The minimum entry requirements to the qualification must be stated. The entry requirements should be aligned to the approved institutional/provider admissions policies (copy from the Admissions Policy). These are minimum requirements. | Admission to the proposed programme is subject to the NWU’s General Academic Rules and the specific requirements of the faculty of ….  In addition, students must be in possession of:  The National Senior Certificate or the National Certificate (Vocational), or equivalent, with the following subject combinations and levels of achievement: |

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

|  |  |
| --- | --- |
| Should the qualifying applicants exceed the number of places available, how will you select students for the programme? |  |

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

|  |  |
| --- | --- |
| Can students access this programme via an extended curriculum programme? State equity targets and the plans for attaining them, where relevant. Provision is made, where possible, for flexible entry routes, which includes RPL regarding general admission requirements as well as additional requirements for the programme, where applicable. | Students who do not meet the admission requirements in terms of the admission point score, will be registered in the … extended curriculum programme where they will be supported during the first and second academic years by means of foundational modules in language proficiency, numeracy and general formative life skills. |

**4. Provide details of how RPL will be applied in this programme/qualification including the assessment process (if applicable).**

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| --- | --- |
| SAQA requires very specific reasons why RPL for access will not be applied. Therefore, the default response would be to allow for access through RPL. | RPL will be applied according to the NWU General Academic Rules (2019:3-4), Rules 1.6 and 1.7 and Rules for Teaching, Learning and Assessment (2019), as follows:  1.6 Admission and advanced standing on grounds of recognition of prior learning  1.6.1 An executive dean may, by means of the recognition of prior learning (RPL) in accordance with the university’s Rules for Teaching, Learning and Assessment (2019), grant a student who does not meet the minimum admission requirements admission to a programme of a qualification, or grant advanced standing to a student by exempting the student from the recognised modules required for the completion of a particular programme.  The faculty must ensure that quality assurance processes that address the specificities of the RPL process (including applications, assessment, and reporting and management systems) are implemented; and that administrative and support systems, both prior and subsequent to RPL assessment, are in place.  1.6.2 Only proven informal or non-formal learning may be taken into consideration by means of RPL, the process of equivalence-setting between such learning and formal modules must be documented, and its outcome must be recorded on the official student record.  1.6.3 Where a student was granted exemption for one or more modules as a consequence of RPL, the remaining HEMIS credits required for the qualification must be obtained by completing the relevant programme.  1.6.4 The maximum portion of a qualification from which a student may be exempted by means of RPL is fifty percent of the credits of the full qualification.  Not more than 10% of a cohort of students in an academic programme can be admitted through an RPL process. |

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

|  |  |
| --- | --- |
| Please indicate if RPL is not envisaged for this qualification and provide a reason |  |

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

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| --- | --- |
| How will CAT be applied? | The NWU general Academic rules state that:  A maximum of 50% of the credits of a completed qualification may be transferred to another qualification.  1.7 Credit recognition and transfer  1.7.1 Definition and application  1.7.1.1 Credit recognition and transfer entails a documented process by means of which a student receives credit for specified prescribed modules or coursework components of a formal programme offered by the university, allowing the adjustment of the minimum study period for the completion of a programme offered by the university within the framework of General academic Rules 2 to 5.  1.7.1.2 Credit recognition and transfer may only be granted for credits obtained during studies towards a formal qualification, including credits obtained for modules taken for non-degree purposes.  1.7.1.3 For the purposes of credit recognition and transfer, distinctions are maintained between programmes leading to a qualification that have been completed and those that have not been completed, and between credits received in programmes offered by the university and credits received from other recognised higher education institutions.  1.7.1.4 Credit recognition and transfer applies to –  1.7.1.4.1 a student of the university who is registered for, but has not completed a programme, and who wishes to change to a different programme linked to the same qualification;  1.7.1.4.2 a student of the university who is registered for, but has not completed a programme, and who wishes to change to a different programme linked to a different qualification;  1.7.1.4.3 a student registered at another recognised higher education institution who has not completed the programme at that institution, and who wishes to register for the same or a different programme at the university;  1.7.1.4.4 a student who has completed a qualification at the university or at another recognised higher education institution who wishes to enrol for a programme leading to another qualification at the university, and  1.7.1.4.5 qualifications that consist entirely or partially of coursework modules or components, but not to qualifications that consist purely of a research component  1.7.2 Credit recognition and transfer can only be granted to a student who meets the minimum admission requirements of the qualification and programme for which the student wishes to register.  1.7.3 The procedure and form of written application, and the conditions for credit recognition and transfer in formal academic programmes and qualifications offered by a faculty must be provided for in the faculty rules.  1.7.4 The executive dean of a faculty has the final discretion regarding the granting of credit recognition and transfer and is responsible for overseeing the procedure provided for in rule 1.7.3 and for ensuring appropriate record-keeping thereof. |

SECTION F: PROGRAMME PROVISIONING

F1. TEACHING AND LEARNING (Download and complete the learning and teaching template)

Select the mode (X) of provision for this programme. Note that only 1 application for accreditation must be completed irrespective of the mode of provisioning. See modalities document explaining these options.



|  |  |  |  |
| --- | --- | --- | --- |
| **Select** | **Mode of provisioning** | **Indicate % contact provisioning** | **Indicate % online provisioning** |
|  | **CONTACT** (campus-based face-to-face engagement) |  |  |
|  | **BLENDED / HYBRID** (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. A LMS is often the technological cornerstone of a blended environment.) |  |  |
|  | **DISTANCE** (Distance education provisioning can have different formats – from fully online to print-based material only.) |  |  |

|  |  |
| --- | --- |
| 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. |  |

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| --- | --- |
| A black and red logo  Description automatically generatedA paper with a paper clip  Description automatically generated    F1 | **Questions to answer in the TEACHING AND LEARNING template** |
| 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. |  |
| 2. If applicable, explain how technology will be used to enhance the quality of learning and teaching for the target group of students.  - 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. | List the types of technology….  Types of learning and teaching activities:  Lectures (face to face, limited interaction or technologically mediated) %;  tutorials (individual groups of 30 or less) %,  syndicate groups %;  practical workplace experience (experiential learning/work-based learning etc.) %;  independent self-study of standard texts and references (study guides, books, journal articles), %;  and independent self-study of specially prepared materials (case studies, multi-media, etc.), %.  The learning materials….  For distance qualifications  From a UDL perspective, e-Learning was implemented using the Panopto Video Platform for lecturers on their own devices so that they could continue providing lecture content during lockdown (COVID-19 pandemic).  Live lecture sessions to students across South Africa and Namibia have been made possible with interactive conferencing and video technology.  Instructional guides and training for students, in the form of videos and tutorials, are made possible with the use of relevant software.  Since the implementation of MS Teams (no additional license fees) across the NWU, lecturers can independently schedule interactive lectures/connect sessions with students when the time best suits students – it could even be after hours, especially in the case of distance students. |
| 3. Provide a description of any specialised facilities and equipment required for learning and teaching in the programme, excluding lecture rooms.  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. | For distance qualifications  The Unit for Distance Learning (UDL) also provides for a Call Centre to assist students with administrative and academic-related problems, enquiries and queries. Administrative problems will be solved by the trained Call Centre staff, but academic enquiries and problems will be referred to the responsible module lecturers. In addition, the UDL has an open-door policy and students are encouraged to communicate academic problems with their lecturers and to make face-to-face or technology-mediated appointments for additional support and guidance.  Additional Support Sessions  Learner Support Sessions  Face-to- face sessions are offered to students at selected NWU centres on scheduled Saturdays. This gives students the opportunities to interactively ask questions.  These sessions are offered by an experienced facilitator, who is approved by a NWU Academic faculty. The facilitator has in-depth knowledge of the specific NWU teaching curriculum. The assistance offered is as follows:   * Assisting with Assignments, Literacy, referencing – APA Style * Assisting with RWIL requirements if required. * Time managing students to ensure that the practical component is scheduled and completed * Assisting in creating/adjusting study methodology * Assignment and Exam preparation * Attendance records * Dealing with student queries   Reporting and Analysis   * Student Database for progress tracking * Result analysis per site/province/student * Support NWU customer meetings (reporting and participating) * Identifying students at risk in a specific programme   Administration   * Scheduling of additional sessions * Contracting and managing of team of approved facilitators * Following up and resolving of student queries (e.g., Books, schedules, credits). * Monitoring of mentorship in certain provinces   Additional Tasks:   * WhatsApp groups * USBs with all relevant information * Updated communication from NWU * NWU Website and uploads for support |
| 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.).   * 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. |  |
| 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. | NWU, by means of the Framework for Student Access, Retention, Attainment and Success (2017) communicate the commitment towards student access and student success. ‘At-risk’ students can be described as any student(s) who is affected by environmental conditions that negatively impact the student's educational performance or made unsatisfactory academic progress (see NWU General academic rules section 1.15 and 1.16). The NWU Teaching, Learning and Assessment Policy and NWU Rules for Teaching, Learning and Assessment (2023) further unpacks the ARAS principles.  The ARAS Framework discusses the structured, coordinated, and intentional activities to support student access and success at the NWU and mitigate any risk in time to ensure success. The framework is embedded in the student life cycle process and various stakeholders at the NWU are involved in the roll out of the frameworks such as CTL. MIS, SALA and at faculty level.  The NWU Student support systems in faculties will make use of student and learning data analysis, to track students and their learning achievements to i) identify at-risk students in a timely manner; ii) monitor student learning and progress on a regular basis; and iii) develop an evidence base for programme planning and student support strategies.  Contact mode of provision qualifications:  The following remedial steps are in place to assist at-risk students:  - Students have access to lecturers by using their personal e-mail addresses and cell phones.  - Remedial tuition could be facilitated for at-risk students; and  - At the end of each academic semester, a formal academic review committee will identify students making  unsatisfactory progress and will subsequently develop a remedial plan to address their problems.  - Inactive or underperforming students will be identified by means of assessment processes as well as  monitoring of participation in all module activities.  - Continuous assessment normally enables lecturers to monitor students’ progress and to identify  problems timeously. Such students will be contacted and be provided with the necessary academic  support from the lecturer, supervisor, and programme leader.  - On advice of the school director, the dean will send a notification of a lack of academic progress to the  student to indicate under-performance as well as the various routes of support to rectify the situation.  - At the end of each semester, a formal academic review committee normally identifies students making  unsatisfactory progress, and subsequently addresses these problems.  Lecturers refer students who perform poorly in tests to the Centre for Teaching and Learning (CTL) Focus Area Student Support (https://services.nwu.ac.za/ctl/student-academic-development-and-support) who then assesses them and decide on a plan for action to assist them to improve academically. The faculty administrators also refer students to CTL Student Support and Learning at the end of every semester after assessing their marks. This is done by sending warning letters to the students about their poor academic performance and urging them to make use of the CTL Focus Area Student Academic Development and Support (SADS) to improve their results. Contact and distance students who need support in terms of academic writing will be directed to the North-West University’s Writing Centre (http://humanities.nwu.ac.za/nwu-writing-centre) that is dedicated to the improvement of student academic writing.  On advice of the school director, the dean will send a notification of a lack of academic progress to the student to indicate under-performance as well as the various routes of support to rectify the situation. At the end of each semester, a formal academic review committee normally identifies students making unsatisfactory progress, and subsequently addresses these problems.  For distance qualifications  The consecutive modular organisation of the themes and content of the qualification (curriculum) enables the systematic monitoring of student progress so that the responsible programme leader, lecturers, and mentors can identify students at-risk timeously, and address poor performance with additional support. At-risk students are identified as students who have failed more than one test/assignment, and the programme coordinator and lecturer is alerted to this by the marks section.  Assignment lists submitted by the assignment section at the Unit for Distance Learning (UDL) are also utilised in order to monitor learner involvement and participation.  Examination results are another valuable diagnostic tool assisting lecturers in identifying at-risk students. Questionnaires are distributed on a regular basis, analysed, and interpreted by academic managers and programme leaders in order to determine whether students are satisfied with the level of assistance, whether any problems exist, and to resolve the problem areas early and effectively.  The following remedial steps are in place to assist at-risk students enrolled in the distance programme:  - Additional live meetings could be organised;  - Students have access to lecturers by using their personal e-mail addresses;  - The Unit for Distance Learning (UDL) Call Centre can assist learners with administrative queries, and will forward academic inquiries to the responsible lecturer;  - Remedial tuition could be facilitated for at-risk learners; and- at the end of each academic semester, a formal academic review committee will identify learners making unsatisfactory progress and will subsequently develop a remedial plan to address their problems.  - Furthermore, after every examination opportunity, at-risk modules will be identified at the different examination centres across the country. Facilitators at these centres will then be contacted and trained to ensure that the academic support and guidance are up to standard. It is important to note that any student can submit important/difficult questions during the live meetings of the module.  - Consultation with the student is arranged by the lecturer, and interventions (in the form of additional facilitation sessions) are arranged.  - The XXX Teaching and Learning Committee (TLC) have a standing point on their agenda regarding “at-risk modules and at-risk students”.  - The representative of CTL SADS works in collaboration with the school Directors to address at risk modules and students. Reports must be submitted that indicate measures to be taken to improve the situation.  The diagnostic tools referred to include, inter alia, attendance registers administered and submitted on a regular basis throughout the duration of the semester to the responsible lecturers in the Faculty at the Potchefstroom campus by centre facilitators. Assignment lists submitted by the assignment section at the Unit for Distance Learning (UDL) are also utilised to monitor learner involvement and participation. Questionnaires are distributed on a regular basis, analysed, and interpreted by academic managers and programme leaders to determine whether students are satisfied with the level of assistance, whether any problems exist, and to resolve the problem areas early and effectively.  Furthermore, after the assessment opportunities for the modules, at-risk modules will be identified at the different UDL- centres across the country. Facilitators at these centres will then be contacted to ensure that the academic support and guidance are up to standard. Inactive or underperforming students will be identified by means of assessment processes as well as monitoring of participation in all module activities.  Continuous assessment normally enables lecturers to monitor students’ progress and to identify problems timeously. Such students will be contacted and be provided with the necessary academic support from the lecturer, supervisor, and programme leader. Since our proposed qualification mainly consist out of continuous assessment, the lecturers and research project supervisors can detect from an early start which students are not active or understand the learning material. |
| 6. Indicate the support services available to students and how these are accessed by students in the mode selected.   * Access to learning resources should be explained in relation to the mode of provisioning, i.e. contact/hybrid or distance/online learning. | This section should be read in conjunction with the addendum H2. The following facilities are available for academic support to all students and this information and contact details will be included in the study material:  Contact and distance students:  • CTL workshops for students (contact and online support for distance students).  • Writing centre at Student Academic Support services in the CTL – This centre on campus provides support to students to improve their academic writing and learn how to utilise references effectively. (Contact and online support for distance students).  • Action research workshop – Part of our programme is to prepare our students to do community-based research, evidence-based research, and research within their classrooms. This includes preparation to facilitate a research group and generating reflexive participatory data (contact and online support for distance students).  • Libraries on campus and online support and access (contact and online support for distance students).  • Extended time for students with special learning needs (contact and online support for distance students).  • Bursaries and funding: NWU-bursaries for tuition, Faculty bursaries and NRF-funding opportunities.  • Facilitation sessions on student request/needs analysis by lecturers (contact and online support for distance students).  The following additional facilities are available for students:  • IT walk-in service and support (contact and online support for distance students).  • NWU Student Counselling and Development provided the following services to NWU students:  Psychological services, which include individual and group psychotherapy and counselling; Life and  • leadership skills and personal development; Social support services, including HIV/Aids and community engagement programmes; Psychometric assessments for both prospective and current students, wellness services for emotional, lifestyle support (contact and online support for distance students).  • Support for students with disabilities (contact students only for campus access).  • Campus clinic (contact students only).  • Campus protection service (contact students only).  • Career Centre (contact and online support for distance students). |
| 7. How will students access appropriate learning resources in the mode selected? | The following support services are available to students on contact and online support for distance students):  • Classes and class material disseminated on eFundi LMS.  • eFundi to upload/share recent research articles.  • eBooks/Library.  • Adobe Digital Editions to open the eBooks owned by the university.  • EBSCO-host.  • Language editing at language directorate.  • Access to software to support TLA on the NWU IT webpage. |
| 8. How will the institution ensure that there are suitable and sufficient library resources in place to complement the curriculum and support the professional and scholarly activities of students and staff members in the programme / qualification? | The library will perform a collection analysis of both print and electronic resources available to support the programme. If there are any gaps, the Faculty Librarian will work with the programme leader/s to fill them with required resources. |

F2. ASSESSMENT STRATEGY (Download and complete the assessment strategy template)

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| 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): |

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| A black and red logo  Description automatically generatedA paper with a paper clip  Description automatically generated  F2 | **Questions to answer in the ASSESSMENT STRATEGY template**  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. |
| 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. | The NWU Teaching and Learning Strategy 2021-2025 indicates that teaching and learning innovation encourages active, self-directed learning through the considered adoption of appropriate approaches to teaching, learning and assessment, the careful selection of teaching and learning resources and technologies, as well as their effective implementation, as evidenced by the range, nature, and scope of the learning activities in which students engage. NWU will provide its staff and students with a responsive teaching and learning experience, based upon an optimal mix of teaching, learning and assessment methods and activities, with appropriate technologies if relevant.  The design of programmes support the learning needs of a diverse student body, by involving students in a range of individual and collaborative learning and assessment activities, so that they can engage as learners who progressively assume responsibility for their own learning.  The NWU Rules for TLA (2023) guides assessment provides a guideline for assessment practices and describes the NWU assessment principles as fairness, transparency, validity, reliability and flexibility, integrity, meaningfulness, sustainability, sensitivity and feedback.  Faculty FITLPs…. |
| 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.   * Ensure 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. |  |
| 3. Describe the assessment policy in relation to the assessment strategy for the programme with reference to the following:  - Formative and summative assessment.  - Roles and responsibilities of academic staff and external parties.  - Internal and external moderation.  - Appointment / selection of internal and external moderators.  - Feedback on assessment.  - Quality assurance of assessment.   * Formative and summative assessment (including percentage weighting of tasks) * 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. * Internal and external moderation: 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. * Feedback on assessment: 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). |  |
| 4. How does the institution manage students’ grievances regarding assessment?  - 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.).  - Explain how the institution ensures that student appeals procedures are explicit, fair and effective |  |
| 6. Explain how the institution ensures the integrity and security of the assessment process.  • The required number and type of examination venues / methods. List examination centres required for distance learning students and describe resource provisioning at these centres.  • Where assessment takes place in two modes of provisioning, address how parity of provision will be ensured.  • Management and proctoring of examinations.  - 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. | The NWU Policy on Academic Integrity guides the university community with respect to the integrity and security of the assessment process. This policy sets out the roles and responsibilities of faculties, academic units, academic employees, and students.  Where there is clear evidence of plagiarism in the shorter assignments, the involved students will be confronted first by the lecturer, and then the lecturer in conjunction with the director. Cases of extreme plagiarism and dishonesty will be referred to the NWU disciplinary committee, which is better equipped to deal with such cases. For longer, sit-down assessments and exams will be synchronised across all three campuses, with invigilation and recording of attendees, taking place in accordance with NWU guidelines. Final exams are organised by the school in collaboration with the NWU Exam Section. On each campus, there are devoted Honours venues that will be used for such assessments. NWU guidelines, as far as the security of question papers, deadlines for grading, the management of exams, and moderation by external authorities are concerned, will be followed.  Secure upload of examination/assessment papers  Lecturers upload their question papers on the secure electronic submission platform of the NWU as described in the Assessment Process Manual under the headings “Electronic submission of examination papers”/ “Capturing the examination paper information” and “Uploading the exam question paper”. As described, it is a secure process wherein lecturers make use of passwords before gaining access to the upload platform.  Prior to lecturers gaining access, the SFA’s send the relevant lecturers’ staff numbers and module code/s for the examination papers they will be responsible to upload to SAS to generate passwords for the specific lecturers and give them access to upload their papers on the secure platform. Lecturers only have access to the module codes they must upload and cannot see any other modules than their own.  The uploaded papers go through various quality checks to ensure that NWU students are presented with question papers that are of a high quality before finally being transferred to the secure printing firm in encoded form and password protected.  Secure printing of question papers  The NWU makes use of Lebone Litho printers, who was appointed as the successful printer for the NWU examination/assessment. Lebone Litho offers secure printing of stringent quality to the NWU, which commences with the reception of the NWU examination/assessment timetable and student numbers per module on a predetermined date. A list of UDL centres to be utilized for the specific examination period is also provided to them at the same time to indicate at which centres deliveries should be made.  As soon as Lebone Litho receives the encrypted password-protected examination data from the NWU, they commence with their secure printing processes. All printing, picking and packing are done under the strictest security measures, and all deliveries are done by DSV couriers, which is affiliated to Lebone Litho and provides a secure and traceable delivery service, and where applicable, collection service, to all NWU sites utilized for examinations/assessments.  Delivery of question papers  The delivery of examination/assessment material takes place on pre-determined dates and is normally preceded by an exchange of e-mails to confirm said dates. Delivery at the campuses takes place at the assessment departments and is made to a pre-determined person who is responsible for the reception, checking and signing of the delivery. Question papers are stored in the safe rooms in order of date and session. No cell phones or cameras or any electronic device is allowed in the safe rooms. Question papers are delivered in sealed packages and only opened in the assessment venues by trained invigilators under supervision of a chief invigilator at the commencement of a session when it is handed out.  The” During assessment processes” and the “Post assessment processes” are described in the attached Assessment Process Manual.  Venues  On Mahikeng-, Potchefstroom- and Vanderbijlpark Campuses, various suitable venues are utilised for examinations/assessments. It varies from classroom-style venues with loose tables and chairs, auditorium-style venues, and computer laboratories to venues for other practical examinations/assessments, such as music and simulation rooms. It is impossible to provide a list of the venues utilised per examination/assessment as it varies from examination period to examination period.  Invigilation  The Assessment Process Manual also contains the “Invigilators Manual”. The Invigilators Manual outlines the processes carried out by invigilators before, during and after an assessment. These processes are aimed at ensuring order in the administering of the examination/assessment and ensuring that the integrity of examinations/assessments are intact.  Invigilators are not allowed to invigilate without prior training and assessment. Existing invigilators undergo refresher training regularly and are also assessed to determine their knowledge and understanding of processes. Any inquiries regarding the processes followed after infringements have been reported should be directed to Student Judicial Services.  Proctoring  The NWU does not currently use proctoring but has made huge progress in investigating the matter. The School of Accounting has undertaken a pilot project to utilise the invigilator app developed by UJ.  Distance qualifications:  The exam centres of the NWU are situated across South Africa and Namibia (Addendum I). The centres are equipped with tables, chairs, and electricity. Invigilators are appointed by the NWU across centres and necessary training is provided. The answer scripts are sealed at the exam centres and couriered to the marking site (one of the NWU campuses). Students in the different modes of delivery will complete the same assessments.  The programme will include an action research component where students complete a course in action research methods, data generation and ethics in research. Since the programme includes continuous assessment the students’ assessment includes an integrated multiliteracy portfolio to ensure transdisciplinary engagement.  The number and location of exam venues were determined so that the university can provide an exam centre relatively close to all distance students. The exam centre venues are usually located at a school or at a church hall where there is internet, safety (for parking cars, etc.) and security. Exam venue resources include desks, tables, chairs, and lights. All examination centres have internet, a computer and copying machines available so that exam papers can be printed if necessary. Exam centres are also required to have a safe available to ensure the safe keeping and security of exam papers and answer scripts.  Currently, only distance students are writing exams at the NWU examination centres distributed nationally (refer to NWU UDL Exam centres per province 2023 list). Examinations are written physically at the exam centres; the invigilators therefore receive training to ensure the integrity and security of invigilation during the exam.  The number of centres required are determined after the registration period and is based on registration data extracted from the NWU registration system. UDL students write one module per session as scheduled on the official timetable. Distance examination rules are aligned with NWU campus rules.  **UDL EXAMINATION ADMINISTRATION: DISTANCE EXAMINATIONS**  1. Examination centres  1.1 Criteria for the establishment of a distance examination centre.  1.2 The following resources must be available at a distance examination centre:  Examination centres are established based on the current year’s registration data. The registration data is used to determine if current examination centres would be adequate according to students’ needs, or if more centres need to be opened in specific areas. Centres are mapped in a radius of 250km from each other. Special needs for additional centres in more rural areas, or in areas where cities / towns are far from each other are handled individually.  • Tables and chairs – comfortable for adults to sit at.  • Photocopy machine to the disposal of the chief invigilator.  • Email to the disposal of the chief invigilator to use when needed.  • A safe where examination papers can be locked away. Or alternatively a room with a lockable cabinet, to which only the chief invigilator has access to.  • Aircon / fans / heaters to be utilized in venue when needed.  • Safe parking for invigilators and students’ vehicles.  • Clean toilet facilities for men and woman.  • Clean, running water must be available in restrooms.  • Easily accessible for students making use of public transport.  1.2.1 The following are also taken into consideration:  • Quality of lighting / natural light coming into the room / venue.  • Can windows open to allow for enough fresh air?  • Cleaning of the room / venue daily.  Practical examination centres  Examination venues for the BSc (Information Technology) practical examinations must comply with the following:  • Install software on computers to be used for the practical examinations – appoint an IT Specialist to clear the computers, test software and ensure that everything is in working order for the day of the examination sessions.  • The software requirements as submitted to the examination office, who in return forward it to the applicable centres, must be met.  • IT Specialists are appointed to give technical support to students during examination sessions.  • Neither the IT Specialist nor the invigilator on duty, may at any time assist the students with their examination. The IT Specialist is only there for technical support and the invigilator is there to ensure that all examination rules are adhered to.  • Lecturers upload the examination paper and instruction page for the students on the eFundi site.  • The students submit their answers on eFundi.  • The site is opened for only the allowed duration of the specific paper. After the time lapses, the site closes, and the students are not allowed to upload anything after the allowed time lapses and the site is closed by the lecturer.  2. Invigilators 2.1 Appointment of a distance examination invigilator  2.2 Application / appointment process  2.3 Training / testing of invigilators  Invigilators are recruited from schools and churches and other educational institutions. School Principals, Ministers at Churches, Principals at Educational Institutions often provide referrals for these individuals indicating their high moral standard and ethical behaviour  Applicant invigilators apply on a formal application form. If the candidate is selected based on age, previous experience, state of health and referral document, the candidate is then placed on a data base. These candidates are only appointed after training was provided and after they pass the invigilators’ test.  There is a process manual in place, describing all processes, rules and expectations. Candidates also receive supplementary information in electronic format on assessment processes, to use as additional training material. Candidates will receive this process manual to study after they were selected. Candidates then complete the invigilator’s’ test, to which they must obtain a 100% pass to be appointed as invigilator. The same rules apply for chief- and assistant invigilators.  The rules include:  Invigilators are not allowed to assist students when they are unsure on what is meant by a question, of what is expected by the lecturer. Invigilators are not allowed to contact lecturers directly. Should they need assistance, they must phone the examination office for assistance. The examination office will contact the lecturer and revert feedback to the invigilator.  2.4 Responsibilities of a chief invigilator  • Takes control / responsibility for the examination venue.  • Appoints and trains assistant invigilators.  • Receives all examination material.  • Responsible for the safekeeping of examination papers.  • Responsible for the returning of answer scripts.  • Overall management and discipline within the examination room / venue.  • Executes control measures after answer scripts were collected from students.  • Balances attendance lists with answer books and names on attendance lists  • Courier parcel.  2.5 Responsibilities of an assistant invigilator  • Check students’ timetables / id books / student cards (where available) on arrival.  • Seat allocation of students in the venue.  • Assist with the handing out of answer scripts and question papers.  • Collection of answer scripts from students.  • Assistance with couriering of parcel.  2.6 Additional information  • Management staff from the Unit for Distance Learning (UDL) and the UDL Quality office, visit examination centres unannounced during the examination period.  • The venue itself is inspected at commencement of the examination period to ensure that the venue meets all the necessary requirements.  • In addition, the UDL quality office schedule unannounced visits to all examination centres used to check if rules are adhered to, and to interview invigilators to acquire their inputs on how we can improve our service delivery to them and to the students.  • The chief invigilator and the assistant invigilators are evaluated, based on the contents of the process manual to see if they are up to date with processes.  • Complaints / recommendations from the venue manager and chief invigilator are noted and provided to the SALA Director UDL for discussion and resolution at an Exco meeting.  3. Submission of examination papers for distance students.  The process for the submission of examination papers for distance students are aligned with the process in place for contact students. The examination question papers, and answer scripts are couriered to the distance centres. The courier company NWU utilises is affiliated with the secure printer and as such adheres to strict security measures.  The same rules apply for the setting and moderation of examination papers.  Aligned modules’ (identical modules across the three campuses and UDL) dates are aligned on the timetable.  Contents of papers for aligned modules are the same for both contact - and distance students.  4. Printing / packing / distribution of examination papers to distance examination centres.  Printing of examination papers are aligned with that of contact students’ papers. The same service provider is used. The same rules apply. The quality of the printing is the same. Packing of examination papers and relevant material are done by the service provider in a secure environment.  The service provider has a contract with a courier company that collects the packed question papers and distributes it to the distance examination centres as per schedule provided to them by the examination office staff.  5. Receiving examination material at the distance examination centre.  5.1 Who is responsible for the receiving of examination material?  5.2 Who has access to the examination papers after it is received at the distance examination centre?  5.3 Additional information  The chief invigilator receives the container with examination papers. The courier is provided with a name list of responsible chief invigilators that must sign for these parcels. The courier company receives instruction from the NWU not to allow any body other than the responsible person on their name list to sign for the parcel containing the examination papers. The chief invigilators are required to identify themselves with either their ID document, or driver’s licence.  Only the chief invigilator has access to the examination papers and all other exam related material, after the courier delivered the parcel.  Most of the courier agents are familiar with the chief invigilators in their areas as they have built close relationships with them over a period. Courier agents are also aware of the importance that only specific persons may sign for the parcels containing examination papers. Chief invigilators and courier agents communicate amongst themselves to make alternative arrangements for deliveries / collections, should the courier agents arrive to make a delivery /collection on a different time than scheduled  It is ensured that all parties involved honour security measures that comes with dealing with examination papers serious and all parties involved keep within the rules.  6. Safekeeping of examination material at a distance examination centre.  All examination centres have either a safe, or secure lockable room with a lockable cabinet to which only the chief invigilator may have access to, where examination papers are kept for the duration of the examination period. Courier parcels, already prepared for collection, are also kept in the safe/ the locked cabinet until the courier agent comes around to make the collection. Answer scripts, multiple choice cards, graph paper, etc., are all kept locked away in the safe in the locked cabinet until the chief invigilator takes it from there to the examination room.  7. Security measures during an examination session.  7.1 Where are the examination papers stored/kept until handed out to students?  7.2 What security measures are followed during the handing out of examination papers?  7.3 Additional information  In a safe or secure lock-up facility with lockable cabinet to which only the chief invigilator has access to.  Chief invigilators open the sealed plastic pocket in which the examination papers are sealed in, in the examination room, in the presence of the assistant invigilators, and in the presence of the students.  Assistant invigilators are always present when the chief invigilators handle the examination papers.  Chief invigilators are not allowed to handle the examination papers without an assistant being present. There must always be at least two invigilators present when a parcel is opened, to ensure that no irregularities can occur.  8. Collection of answer scripts after an examination session.  8.1 Who is responsible for the collection of examination scripts?  8.2 What security measures are followed?  8.3 Additional information  Assistant invigilators collect the answer scripts from the students, whilst the chief invigilator is responsible to check and balance the number of answer books handed in with the names of the students on the attendance lists. This is all done in the presence of the students to ensure that no irregularities can occur.  The security measure followed during this process is the fact that nothing is done by only one person, and that everything is done in the presence of the students as well.  Answer scripts are collected, checked and balanced in the presence of more than one invigilator as well as the students. Nothing is removed from the examination room to be completed / executed in another room. All answer scripts, multiple choice cards etc., remains in the examination room until the courier parcel is prepared, and taken to the safe or room with the lockable cabinet where it will remain until it is collected.  9. Returning the answer scripts to the NWU  9.1 Who is responsible to return the answer scripts to the NWU?  The chief invigilator is responsible to prepare the parcel for collection by the courier agent.  9.2 What security measures are in place?  9.3 Additional information  Parcels are prepared in the presence of the assistant invigilators.  Parcels are prepared and sealed in the presence of another person and locked away in the safe / lockable room with lockable cabinet until the courier agent comes to collect the parcel.  Parcels are prepared by the chief invigilator in the presence of an assistant invigilator. Parcels may not be left at a front desk / employee of the facilities until it is collected. It must be locked away in a safe / lockable room with lockable cabinet. Parcels with answer scripts may not be carried around in a chief invigilator’s car / bag / taken home. |

F3. STAFFING (Download and complete the staffing template)

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| A black and red logo  Description automatically generatedA paper with a paper clip  Description automatically generated    F3 | **Questions to answer in the STAFFING template**  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 |
| 1. Describe the roles and responsibilities of the programme coordinator. If multiple sites of delivery and / or modes of provisioning and / or programme coordinators are involved on the same programme, indicate how programme coordination across multiple sites or modes will be managed.  - 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. |  |
| 2. Indicate how many staff and what level of support will be required for effective provisioning of the programme. Address the specialist / technical support skills (e.g. laboratory skills, distance education support skills, library and information management) as needed, in addition to the administration and other needs.  - The support staff complement should be of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. Support staff members must be adequately qualified, and their knowledge and skills regularly updated.  Give attention to:  - the number of staff members  - 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  o qualifications and experience  o ratio of full-time to part-time staff  o workload allocation model  o a staff recruitment plan (if applicable).  - 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 |  |
| 3. Indicate the opportunities available for support staff members to enhance their knowledge and skills. | Support staff have the same staff development opportunities as academic staff members and need to submit professional development plans on their annual performance agreements. See the NWU Staff learning and development policy at <https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2022/Staff%20Learning%20and%20Development/3P_3.4_e_2022.pdf>  Opportunities include the completion of formal qualifications as well as internal and external opportunities. Internal opportunities can be seen on: <https://services.nwu.ac.za/centre-teaching-and-learning-ctl/ctl-continuous-professional-development>  External opportunities can be requested, approved and paid for by the line manager of the support staff members. |
| 4. What opportunities does the institution provide for academic staff members to enhance their competences, incl. developing competence in assessment, and to support their professional growth and development? | The Centre for Teaching and Learning (CTL) provides training opportunities to develop the following skills:   * Learning Management System (eFundi) * Google-platform and Microsoft Office tools (Word, Excel, PowerPoint, Teams and SharePoint) * Teaching strategies for higher education (including online learning) * Developing learning opportunities for higher education * Assessment strategies for online and face-to-face learning * Postgraduate supervision training * Aligned teaching across campuses (team teaching) * Emotional wellness and support to students.   All training opportunities can be accessed [here](http://services.nwu.ac.za/centre-teaching-and-learning-ctl/ctl-continuous-professional-development)  The faculty and research entities provide the following skills development opportunities:   * Academic writing workshops * Short learning programmes (e.g., community-based research SLP) * Mentoring programmes for emerging researchers   Capacity-building opportunities to attend conferences, symposiums and networking opportunities  Please see: <https://services.nwu.ac.za/centre-teaching-and-learning-ctl/ctl-continuous-professional-development> for the latest CPD opportunities. |

F4. LEARNING MANAGEMENT SYSTEM (Download and complete the learning management system template)

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| A black and red logo  Description automatically generatedA paper with a paper clip  Description automatically generated    F4 | Questions to answer in the LEARNING MANAGEMENT SYSTEM template  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. |
| 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 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. | The LMS of choice for the NWU is Sakai (locally known as eFundi). An LMS provides a centralised point of entry for students to their online learning experience. The LMS provides Administrative, Communication and Assessment functionalities to engage students with module content and learning activities.  Administrative:  The learning management system at the NWU is integrated with the student information system and therefore takes care of the allocation of registered students to the relevant module sites in the system. Other administrative functionalities and support options are also provided in the LMS with contact detail to various support services being made available in the LMS. The gradebook functionality assists the lecturer with grades management.  Communication:  Although the frequency of communication (interaction from the lecturer with students) may vary between lecturers, the LMS provides for the opportunity to regularly interact with students. These interactions can either be synchronous (activities as chats, live lectures) or asynchronous (activities such as discussion forums, announcements and e-mails etc.).  Assessment:  Furthermore, the lecturer can make use of the assessment tools (Assignments, Tests & Quizzes) to create assessment opportunities – not just for summative assessment but also (continuous) formative assessments as well.  Engagement:  Through functionalities such as the Resources and Lessons tools, students can interact with study material, module content and learning activities.  LMS data  Data pertaining to student and lecturer engagement with the LMS provide the opportunity to track student academic performance for timeous intervention of at-risk students as well as ensuring efficiency with online course facilitation.  Support structures:  Various support structures are available to students. For technical support with the LMS the NWU does have a T&L Technologies Help desk and Call centre available to both staff and students. The contact detail for the Help desk and Call centre is provided on the front page of the LMS.  Apart from the Help desk and Call centre the Centre for Teaching and learning also have Instructional designers and Educational Technologists available to assist academic staff with curriculum and module site design and development. These staff members are all qualified within the educational and instructional design environments.  All course sites of the NWU provide a student support help option that link the student to the student well-being support structures e.g., Student counselling, campus clinic.  The First-year navigator site in eFundi provides the first-year student with just-in-time, essential academic information at key moments throughout the 2022 academic year.  For distance qualification  The LMS used by the university is eFundi (SAKAI). eFundi is essential in the distance learning environment as it is a way for lecturers to connect with and share module content with students irrespective of geographical distribution. Accessible on different devices (e.g., tablets, mobile phones, PCs, laptops, etc.)  It allows for the uploading of multiple materials and resources (e.g., video, documents, hyperlinks, embedded internet content, etc.)  Reminders are sent to students via e-mail and convenience calendar allows for students to plan for assignments and exams in advance.  The LMS (eFundi) is designed in such a manner that promotes interaction with the students, prompt responses by the lecturer to students is also possible via chatroom platform. Furthermore, students are able to download the recorded lectures from the Panopto and listen to these in offline mode at their own time. The students are also able to download resources like PowerPoint presentations, tutorial notes on the Student Resources under the link http://distance.nwu.ac.za/help including the study guides. |
| 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. | All three campuses of the NWU are well equipped with stable internet connection via Wi-Fi and there are computer labs with computers to be used by students available on all three campuses. The Centre for Teaching and Learning manage a T&L Technologies help desk and Call centre which collaborates with both the IT Help desk as well as the support structures of the Unit for Distance Learning (UDL). The Help desk and call centre contact details are made available on the front page of the LMS, and students can access the Help desk via a walk-in service, Call centre as well as logging a request for assistance on the Service Manager software (IT-Help). These services are available to all students (campus based as well as remote students).  **For distance qualifications**  When a student registers, they are given access to the LMS.  The login credentials are set as a standard for all students for first time access, i.e., Username: Student No. Password: IDNo@Nwu This allows students to easily gain access to the LMS and it allows for them to amend the password as required.  With regard to support, quick links are available on the eFundi landing page, which means that students do not have to be logged in to access support relating to using and navigating eFundi, login issues, password management, technical issues, etc.  The Learner Support Centres which UDL students make use of are fitted with free Wi-Fi and they are able to use the sites to download the resources from the NWU Library. Additionally, the UDL is refurbishing some LSCs into Learning Hubs which will provide more technological support to distance students. |

F5. MANAGEMENT INFORMATION SYSTEM (MIS) (Download and complete the MIS template)

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| 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. | The NWU is complying strictly to POPIA regulations for the protection of the students. For example, the Graduation Office does not issue a certificate to anyone expect the student him/herself.  The NWU has a centralised office responsible for all graduation ceremonies of all subsidy-bearing qualifications (undergraduate diplomas, degrees, post-graduate diplomas and higher degrees up to PhDs).  Security processes and protocols for the certification of NWU are in place to be compliant with all legislation, NWU rules and policies, as well as accurate in terms of the official data from the NWU graduate lists.  The ceremonies department cannot create a student or amend a student record on the student record system. The ceremonies department generates certificates from the system (more than one person is needed). The roles and permissions serve as part of the security measures. Every certificate has a unique serial number which is written back to the student record as it gets generated. (No certificate is generated per hand).  Ceremonies is responsible for the security processes related to degree certificates, including the ordering and safe-keeping of unique secure degree certificate papers and printed certificates, as well as the chain-of-custody process of all degree certificates until it is signed for by the graduates or safely kept at Ceremonies until signed for. Every graduate sign for his / her certificate. The certificates have a number of covert and overt security features. |
| 2. How does the management information system strengthen monitoring and evaluation of the programme / qualification 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. | Management Information:  A Management Information System (MIS) plays a crucial role in strengthening the monitoring and evaluation of programs and qualifications, contributing significantly to both the effectiveness of the program and the academic success of students.  The NWU Information Strategy and Framework for Information Governance (2021) (see <https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2021%20Update/1P_1.16.1/1P_1.16.1_2021_e.pdf>) and the Information manual of the NWU (2022) stipulates the use of information at the NWU in terms of governance, management, human resources, finances, facilities, branding, marketing and communication, student administration, system and affairs, teaching-learning, research and postgraduate education and the implementation of expertise.  The NWU views the information that is generated through its knowledge-creation and business operations as an indispensable strategic asset and enabler to improve operational effectiveness and efficiency, and to ensure a competitive advantage. Therefore the information provided by the NWU is of high quality, accurate and relevant, accessible and supported by appropriate technical and administrative systems; information sharing and reuse of information from a single and authoritative data source contributes to data integrity; the ownership of and responsibility for types of NWU information is clearly defined in order to ensure optimal security, protection as well as compliance to the relevant legal frameworks; and an information-management framework is implemented that is undergirded by optimal support so as to ensure positive user experience (NWU information Strategy 2021).  The NWU Framework for information governance (2022) state that:  2.1 NWU statement on information governance  1. Against the background of the Gartner1 definition of information governance being “the specification of decision rights and an accountability framework to ensure appropriate behaviour in the valuation, creation, storage, use, archiving and deletion of information”, the NWU views information governance as an overarching framework for oversight of information and the processes by which it is generated, processed, and curated at the university.  2. Information governance at the NWU: -  • is implemented as a strategic, top-down approach to oversee all aspects of information within the organisation in accordance with the strategic objectives of the university;  • provides the framework, systems and processes for ensuring the value of information is maximised, and risks are minimised;  • encompasses all information, regardless of its format and includes structured information such as databases and unstructured information such as documents and e-mails.  • is a subset of corporate governance, viewed as a strategic rather than tactical area, which aligns information management with business strategy and processes.  **i) Effectiveness of a programme:**  Data Integration:  MIS integrates data from various sources, such as student enrolment, attendance records, assessment results, and faculty performance. This integration provides a comprehensive view of the program, allowing administrators to identify patterns and trends.  Records of students:  Records are one of the University's most valuable assets. All NWU business processes in support of the information lifecycle are managed within the records-management process. The records generated from the business processes are regarded to be evidence of the activities. The programme’s records will be managed as instructed by the NWU’s Record management and Information Security Management (see <https://services.nwu.ac.za/records-archives-and-museum/about-us-records-management>) for physical security, digital security, operational security and administrative security.  The NWU Council has adopted a Personal Information Privacy Policy (<https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2021%20Update/1P_1.1.12/1P_1.1.12_2021_e2.pdf>) .  The University Management Committee also approved a NWU Privacy Statement (<https://www.nwu.ac.za/NWU_Privacy_Statement>) which provides an overview of the NWU commitment to the protection of personal information of stakeholders and how we use personal information. This privacy statement provides more information on cross-border flows of information and information security measures. The NWU has a dedicated POPIA Task Team consisting of the Registrar, Director: Corporate and Information Governance Services, Senior Legal Advisor, Head Records, Archives and Museums and Senior Records Officer. This task team has undertaken privacy impact assessments (PIAs) and these PIAs contain all the relevant information per faculty/support department regarding the specific categories of data subjects, categories of information collected and used and purpose for which the information is collected and used.  Furthermore, the NWU has an Information Management Committee (reporting to the University Management – “UMC”) that has the function to advise the UMC on “the measures relevant to the protection of privacy of information, and safeguards in regard to information security.”  The NWU’s Information Strategy and Framework for Information Governance in paragraph 3.11 states that the NWU recognises the need for ongoing management of information that to ensure that it results in the protection of personal information.  The \_\_\_\_name of qualification will adhere to the NWU policies on the management of student records in the programme.  Identification of non-active students:  The LMS used at NWU allows the lecturer to identify academically non-active students by means of activity reports. In this way, the lecturer identifies students who are less active and can plan ways to engage them. The lecturer is also able to communicate with students via Chatroom, email messages and even telephone calls to identify any problems which are preventing the student from participating in academic activities. Further academic support is then planned after identifying problems reported by students. As per the NWU Teaching and Learning Strategy (2021–2025), lecturers will always provide effective support to students during their years of study, including but not limited to tutorials, mentoring and supplemental instruction programmes.  At-risk students are identified continuously and at an early stage through the activity reports. Furthermore, the lecturer can identify at-risk students through performance in assignments, because the LMS contains a gradebook where the assignment marks are recorded. The lecturer can view the gradebook and identify at-risk students before they are due to write summative assessments.  The Quality Enhancement office (see http://services.nwu.ac.za/quality-enhancement/home) plays an important role in achieving best practices in all areas. To deliver effective programmes, it is essential to evaluate its performance continually and to improve accordingly.  As part of ensuring and improving programme quality and effectiveness, moderation procedures of ALL exit-level examination papers will be put in place, aligned with requirements as summarised in the Teaching, Learning and Assessment policy of the NWU, and also in line with national requirements. In addition, appropriate professional criteria will be drafted to assist in determining the impact and standard of workplace assessments.  Student feedback will be obtained by means of the Student Teaching and Learning Experience Survey (STLES) (http://services.nwu.ac.za/student-teaching-and-learning-experience-survey/welcome-lecturers) of modules and lecturers by students at the end of a module so as to establish whether or not their teaching facilitates learning sufficiently.  The students will complete a survey at the end of each semester for each module to evaluate their experience in terms of teaching practices of the lecturer, learning opportunities in the module, assessment practices to complete the module, communication between lecturer and students, and the management of the LMS to support teaching and learning in the module. The students can also make recommendations for improvement.  The internal and external moderation processes can support the lecturers to evaluate the effectiveness and relevance of content, teaching practices and assessment opportunities to complete the modules. The programme will be evaluated internally and externally as prescribed by NWU monitoring and evaluation policy.  In accordance with A-Rules 1.15.1 – 1.15.4, a student who achieves less than half the credits required for the programme concerned as prescribed in the faculty rules for the mode of delivery (contact or distance) and attendance mode (full-time or part-time), is deemed not to have made satisfactory academic progress. A student whose academic performance is deemed unsatisfactory may be issued with a written warning by the executive dean concerned.  Resource allocation (venues, timetables, access to library and IT facilities):  Through the analysis of data, MIS helps in optimizing resource allocation. It allows administrators and faculty leaders to identify areas of the program that may require additional resources or improvements, ensuring efficient use of resources for maximum impact. By providing insights into the usage of library and IT resources, MIS ensures that students have access to the tools and materials necessary for their academic success. This includes tracking library checkouts, digital resource usage, and computer lab access.  **ii) Enable support for academic success:**  Once students are enrolled, student success becomes everybody’s responsibility at the NWU. This implies that the readiness of the institution to engage with diverse students should be driven by an integrated strategy, with a system‐wide impact, i.e., on the institution, faculties, and the student body, and all pertinent support services across the total student life cycle for student retention. Advising university students on how to improve their chances of success and referring them to appropriate academic development programs involves a multifaceted approach that considers both academic and non-academic aspects of their lives.  The NWU CTL unit with specific reference to the unit Student Academic Development Support (SADS) provides help to undergraduate and postgraduate students in terms of:  1. Individualised Academic Counselling:   * Assessment of academic performance: Regularly assess students' academic performance to identify areas of strength and weakness. * Goal setting: Collaboratively set realistic academic goals with students to provide a clear direction for improvement.   2. Study Skills and Time Management:   * Workshops and seminars: CTL offers workshops on effective study techniques, time management, and organizational skills. * Personalized study plans: CTL Helps students create personalized study plans based on their learning styles and preferences.   3. Referral to Academic Support Services:   * Tutoring/Supplemental Instruction (SI) services: CTL can refer struggling students to tutoring/SI services available on campus. * Writing Centres: Encourage the use of writing centres for assistance with essays and academic writing (in collaborating with the NWU Writing Centre). * Math Labs: Direct students to math labs or similar resources for help with quantitative subjects.   4. Monitoring and Feedback:   * Regular check-ins: CTL Advisors schedule regular meetings to monitor progress and offer feedback on academic performance with students. * Midterm reviews: CTL conduct midterm reviews to identify potential issues early in the semester, in collaboration with lecturers and students.   5. Development of critical thinking and problem-solving skills:   * Incorporate critical thinking in courses: CTL Academic developers encourage faculty to incorporate critical thinking exercises and assignments into their modules.   6. Use of Technology:   * Online learning resources: CTL helps students with online platforms and resources that support academic development such as the LMS and IT-supported software. * Digital tools for productivity: CTL can suggest tools for organization, note-taking, and collaborative work.   (See: <https://services.nwu.ac.za/KeepOnTL/students>; <https://services.nwu.ac.za/centre-teaching-and-learning-ctl/student-support>)  **CTL support to lecturers:**  1. Regular Training for CTL Advisors and lecturers:   * Stay informed: CTL ensure advisors and lecturers are updated on the latest academic support services and resources. * Professional development: Provide ongoing training for advisors and lecturers to enhance their counselling skills.   2. Early Warning Systems:   * The Faculty of XXX have set out mechanisms in place in collaboration with CTL to assist at-risk students.   3. Collaboration with Faculty:   * Faculty-Student Engagement: The faculty and students have forums in place to address academic concerns. Students' leaders have seating on the faculty’s Teaching and Learning Committee to voice concerns. * Faculty Development: Faculty are encouraged by CTL to participate in training on supporting student success. Regular communications are submitted to faculty regarding CPD opportunities. * CTL staff members have seating at the Faculty’s TLC meeting where all important issues and news updates from all the CTL portfolios are communicated to faculty.   4. Community Building:   * Study groups: The Faculty of XXX encourage the formation of study groups for collaborative learning.   Support provided by other departments (see Addendum H2):   1. Library support services and referencing software courses 2. Wellness and counselling services. 3. Technology support 4. Career counselling and services 5. Financial assistance and services. 6. Engagement in extracurricular activities and leadership opportunities.   Through ongoing evaluation of student performance data, MIS supports continuous improvement in teaching methods and curriculum design. Lecturers can adapt their approaches based on the effectiveness of instructional strategies, promoting a more conducive learning environment.  Rules for re-admission to programmes are clear and that they are sensitively applied:  The NWU Admissions Policy (2019) stipulates conditions and rules in regard to the types of qualifications contemplated which are part of the officially approved PQM of the NWU and to which prospective students might seek admission. Owing to capacity constraints, requirements by professional and statutory bodies and similar reasons, the NWU reserves the right to select candidates for admission to certain qualifications even where such applicants do meet the minimum admission requirements. The NWU reserves the right to set out appropriate measures in its five-year strategic plan and annual performance plans, as well as other relevant policies and rules as a means to further the redress of past inequalities and to ensure that access to the university is broadened (See <http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/7P-7.1_Admissions%20Policy_e2019.pdf>) The Faculty of XXX is committed to the values of the NWU such as care and inclusivity, embracing diversity, transparency, excellence and ethics in all endeavours, responsibility and accountability, academic freedom, and freedom of research.  The NWU Management Information System is instrumental in promoting the effectiveness of academic programs and fostering the academic success of students by providing real-time insights, facilitating informed decision-making, and supporting proactive interventions. |

F6. POSTGRADUATE PROGRAMME/QUALIFICATION (Download and complete the postgraduate programme template – ONLY IF APPLICABLE)

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| A black and red logo  Description automatically generatedA paper with a paper clip  Description automatically generated    F6 | **Questions to answer in the PG template**  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. |
| 1. Where relevant, explain the process for approval of research proposals.  - Include reference to how the supervisory process will enable students to:  - 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 |  |
| 2. Where relevant, explain the criteria and procedure for the appointment of supervisors and examiners.  - Include reference to qualifications, experience, expert knowledge, and independence in the research area. |  |
| 3. Explain how the institution monitors the quality of postgraduate supervision.  - 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. |  |
| 4. Explain the academic support provided to postgraduate students.  - 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. |  |
| 5. Explain how the institution supports the development of staff members teaching on the programme (for example, support for further studies, the development of supervisory expertise, assessment capacity, etc.).  Describe continuous professional development initiatives and the type of support and resources available. | The Centre for Teaching and Learning (CTL) provides training opportunities to develop the following skills:   * Learning Management System (eFundi) * Google-platform and Microsoft Office tools (Word, Excel, PowerPoint, Teams and SharePoint) * Teaching strategies for higher education (including online learning) * Developing learning opportunities for higher education * Assessment strategies for online and face-to-face learning * Postgraduate supervision training * Aligned teaching across campuses (team teaching).   Additional support services available:   * Emotional wellness and support to students. * Writing centres * Career centres * Financial aid * Library and Information services * ITC Support   The faculty and research entities provide the following skills development opportunities:   * Academic writing workshops * Short learning programmes (e.g., community-based research SLP) * Mentoring programmes for emerging researchers * Capacity-building opportunities to attend conferences, symposiums and networking opportunities |
| 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. |  |
| 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. | The NWU Policy on Academic Integrity (2018) guides all students and staff on ethical and matters linked to plagiarism and procedure for dealing with academic misconduct. (see https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2021%20Update/2P\_2.4.3.2/2P\_2.4.3.2\_2021\_e.pdf)  *Communication to support supervisors*   * All tutorial letters and study guides provided to students MUST have sections that deal with plagiarism. Plagiarism is explicitly explained in the XXXX. * All supervisors in the XXXs qualifications MUST explain plagiarism to all students during the first contact opportunity (be proactive). * During meetings with the student, after the submission of a section of written work wherein plagiarism is suspected, the supervisor must confront the student and again explain what plagiarism entails and what its consequences are.   *Procedure to be followed by the supervisor*  If the supervisor still suspects plagiarism or has proof thereof after a student has been guided regarding the rules on plagiarism, the following procedure must be followed:   * Discuss the issue with the subject chair and the programme leader to determine if the matter can be resolved at programme level in the faculty. * If the subject chair and the programme leader are of the opinion that the matter is of such a nature that it cannot be resolved at programme level, the matter must be referred to the school director and/or the dean of the faculty who may decide that a mark of 0 must be awarded. In case of the research project, the student will have to reregister the following year to redo his or her research project. In all instances the student will be given a reasonable opportunity to explain and/or defend him or herself. * If the school director and/or the dean are of the opinion that the plagiarism is of such a nature that it needs to be forwarded to the campus registrar, the supervisor or the lecturer, the subject chair and the programme leader need to compile and sign a detailed report. The report is then sent to the campus registrar for further investigation. Our aim is to always be proactive and endeavour to deal with plagiarism at faculty level.   After a student has been found guilty of plagiarism (research project), the supervisor may, in consultation with the subject chair, decide that the student must redo the proposal and the project or only the literary review, depending on the nature of the plagiarism. |
| 8. Explain how the institution will quality assure the supervisory process, progress of students and internal grievance procedure. | The lecturer of the module concerned has an important role and responsibility regarding the grievance procedure. The school director of the school in which the module is offered, the relevant subject chairperson, the relevant programme leader and the dean also play important roles and have responsibilities regarding the grievance procedure. The procedure and the roles of the lecturer, the subject chairperson, the programme leader, the school director, and the dean are outlined below.  *Step 1 – Immediate lecturer*  a) A student who wishes to raise a grievance in which he or she is directly concerned must first raise it with his or her lecturer.  b) The lecturer must endeavour to resolve the grievance within an agreed timeframe, in consultation with the school director, if necessary.  *Step 2 – Subject group leader*  a) The subject chairperson obtains information from the student and the lecturer concerned.  b) The subject chairperson serves as a mediator between the student and the lecturer concerned during a meeting held by the subject chairperson.  *Step 3 – Programme leader*  a) The programme leader obtains information from the student, the lecturer and the subject chairperson concerned.  b) The programme leader serves as a mediator between the student, the lecturer and the subject chairperson concerned.  *Step 4 – School director*  a) The school director obtains information from the student, the lecturer, the subject chairperson, and the programme leader concerned.  b) The school director serves as a mediator between the student, the lecturer, the subject chairperson, and the programme leader concerned.  *Step 5 – Dean*  a) If the student is dissatisfied with the outcome of steps 1 to 4, he or she may refer the grievance to the dean.  b) The dean will consult with all parties involved in the process thus far and may request any additional information he or she deems necessary.  c) The dean will inform all parties of his or her decision.  *B General*  a) Resolved grievances are to be recorded in writing.  b) Record of all grievances and proceedings is to be kept at the school director’s office.  c) A follow-up meeting is to be conducted with the aggrieved student three months after the date of resolution or sooner if necessary.  *Additional*  A description of all remedies available in respect of an act or a failure to act by the University   * A student or a member of the public may lodge a written complaint with the Institutional Registrar. * Staff members may utilise the University’s internal Grievance Procedure.   If the complaint is in respect of an act, or a failure to act, in terms of the Promotion of Access to Information Act, Act 2 of 2000, the complainant may take such steps as provided for in sections 74 to 82 of this Act (Information Manual of the North-West University). |

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

1. **Number of teaching staff members per site for this programme/qualification**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |  |
| Mahikeng |  |  |  |  |  |
| Potchefstroom |  |  |  |  |  |
| Vanderbijlpark |  |  |  |  |  |
| Potchefstroom distance |  |  |  |  |  |

1. **Planned headcount enrolment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| Mahikeng |  |  |  |  |
| Potchefstroom |  |  |  |  |
| Vanderbijlpark |  |  |  |  |
| Distance |  |  |  |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Site name: (copy block for each site)** |  | | |
| **Facilities/Venues required** | **Number required** | **Number available** | **Maximum capacity of available** |
| No. of lecture theatres 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  (Staff room, staff IT room, kitchens, staff library, seminar rooms, meeting venues, board rooms) |  |  |  |

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

|  |  |
| --- | --- |
| A comprehensive motivation must be prepared and uploaded |  |

1. **Name of Programme Coordinator per site for this programme**

|  |  |
| --- | --- |
| Mahikeng campus coordinator |  |
| Potchefstroom campus coordinator |  |
| Vanderbijlpark campus coordinator |  |
| Distance campus coordinator |  |

1. **Upload Programme Coordinator CVs**

|  |  |
| --- | --- |
| a. Upload the CV of the programme coordinator(s). The programme co-ordinator must be a senior discipline expert in the field with relevant experience.  \*Important – The staff member must submit a document with the CV to give NWU permission to use their person information as per the POPIA Act. |  |

1. **Documents to be uploaded under section G per site:**

|  |  |
| --- | --- |
| Academic Staff members for this programme / qualification - CVs (per site of delivery)  + letter of consent that NWU may use their personal information. |  |
| CV of the programme coordinator  + letter of consent that NWU may use their personal information. |  |
| Workload allocation model (per site of delivery). |  |
| Staff recruitment plan (per site of delivery). |  |
| Motivation if any other facilities required. |  |

SECTION H: REQUIRED DOCUMENTS

**The following documents as it pertains to this programme/qualification must be uploaded (table can be used as a checklist)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document/evidence** | **Note** | **Name of file** | **Completed** |
| 1. Workplace-based learning agreements or contracts / Service Level Agreements | Please indicate if not applicable. |  |  |
| 2. Support staff members for this programme / qualification – CVs (incl. librarian / information specialist)  + letter of consent that NWU may use their personal information. | *Template available at SCS* |  |  |
| 3. External examiners’ CVs | *Template available at SCS* |  |  |
| 4. External moderators’ CVs | *Template available at SCS* |  |  |
| 5. Approved budget for the programme / qualification | *Template available at SCS* |  |  |
| 6. Budget for the development of learning materials for the programme | *Template available at SCS* |  |  |
| 7. Prescribed and recommended reading list for the programme / qualification is the correct field. |  |  |  |
| 8. Study guides and programme handbooks | MODs of all modules must be uploaded |  |  |
| 9. 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 | Upload SCAS approval evidence. |  |  |
| 10. Library holdings/budget specific to programme |  |  |  |
| 11. For postgraduate programme / qualification: ethical clearance process |  |  |  |

SECTION I: INTERNAL QUALITY ASSURANCE

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1. **Describe the internal quality management arrangements to assure and ensure the quality of the programme and its delivery**

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| --- | --- |
| 1.1 Include procedures for the monitoring and evaluation of learning and teaching and assessment. | A documented system exists that explains all evaluations (or reviews) of support quality as well as academic quality, and these processes, e.g., Internal Programme Evaluations, and External Programme Evaluations are updated annually based on areas that were identified to be in need of adjustment (improvement/enhancement).  Guidelines are also made available on how to include “risk management” as part of processes. The QE office coordinates the evaluation system for academic offerings (qualifications, programmes, subjects-in-programmes etc.) and support departments according to a cyclical process within specified timeframes as set out in the Quality Enhancement Rules – namely the rules in Section 4.2.5 for Academic Quality and Section 4.2.6 for Support Quality. During these evaluations and reviews, all relevant infrastructure and facilities are also included.  The monitoring of the efficiency and effectiveness of the quality measures relevant to processes, procedures and plans (amongst others) takes place in the following ways: (i) cyclical evaluation and reporting, daily, weekly, and monthly, (ii) internal process of self-evaluation; (iii) external evaluation/review process; and (iv) ongoing performance management processes.  The QE office coordinates self, peer, and external evaluations of academic programmes (and in selected cases subject-in-programme evaluations) and support departments. For this purpose, use is made of widely practised evaluation methodology consisting of self-evaluation, peer evaluation (internal or external) and the development of improvement plans to evaluate the performance of organisational units against their goals as set out in their planning documents and quality manuals (Quality manuals include the documented processes and associated policies, rules and guidelines that inform them and which are to be followed in any specific faculty or support department context). During evaluations, the relationship between high-level planning and institutional goals are evaluated within the context of the applicable unit of evaluation, which could be either an academic programme, subject-in-programme, theme or a support department. The ownership of the applicable policies, processes, procedures, and outcomes, to name but a few, are comprehensively evaluated and commented on. During CHE Institutional Audits (like the recent 2022 audit), the evidence, in turn, is made available for panel members for critique and validation.  With respect to academic quality, QE, CTL and Q&APP assists faculties and their schools in their endeavour to ensure that all academic offerings – namely qualifications, programmes, subjects, modules and (Short Learning Programmes) SLPs offered at the NWU are in line with the “programme accreditation criteria” of the HEQC and other accreditation bodies (statutory and non-statutory). Comprehensive self-evaluation templates, guidelines, process maps are used to evaluate the academic offerings against primarily the “programme accreditation criteria” and are available on the NWU staff intranet. Extensive consultation, planning and training are conducted prior to the start of any evaluation process whether it is the update of a quality manual, a self-evaluation or peer/external evaluation process. All of these are closely monitored by either the Quality Manager for Academic Programmes and/or the Quality Manager for Support Departments.  The approach towards the design of the institutional Quality Management System can be regarded as integrated as informed by the following diagram which illustrates how academic quality and support quality are interwoven (linked), as well as the manner in which the QMS is operationalised through an evaluation system that is located within a system of committee oversight. The maintenance and improvement of quality is in the NWU’s view directly linked to the concept of effective and efficient management. A prerequisite for effective quality management is that the management system should accommodate the principle of individual accountability.  Furthermore, the rules made by the University Management Committee for the enhancement of academic quality are subject to the approval of the Senate, the NWU Quality Rules state that “the overall responsibility for quality assurance rests with the Vice-Chancellor, who will report on the status of quality assurance to the Council of the NWU” (NWU Quality Rules Section 4.2.7(f)).  Within an overarching framework, faculty committees and the Senate exercise oversight over academic quality, while a range of support departments manage the quality of the services for which they are responsible, under the oversight of the Senate and/or the UMC.  In faculties, school directors, directors of research entities, academic programme leaders (or programme coordinators) and/or subject group leaders have academic quality management as part of their performance agreement. Localised or faculty contextualised activities related to Quality Management are supported via schools and research entities, which in some cases are highly contextualised and specifically informed by professional/statutory accreditation requirements.  The processes followed by the CTL, Q&APP and QE during the design, development and approval, monitoring and evaluation are robust. These processes support quality assurance, programme alignment and support. These processes play a key role in driving the implementation of an integrated programme planning and development process that supports the equity of provision within a multi-campus and multimodal faculty system, and thus enabling the successful implementation of the unitary NWU structure.  Learning, Teaching and Assessment are furthermore also regulated via the General Academic Rules, and the Rules for Teaching, Learning and Assessment. These are furthermore operationalised and documented in the respective faculty quality manuals.  At the NWU, student feedback is used to continuously inform and improve the quality of teaching and learning. The Student Teaching and Learning Experience Surveys (CTL STLES) is conducted online by CTL for undergraduate and postgraduate modules during each semester, and there is a separate survey for contact and distance students. The STLES reviews the composition of academic programmes, the content and presentation of modules, the appropriateness of TL environment, and the quality of support to improve student success and enhance their academic experience. The student feedback from the STLES survey is analysed, and the results of both the qualitative and qualitative analyses are shared with individual lecturers, programme chairs, school directors and deputy deans for Teaching Learning via Next cloud. The STLES faculty-specific (and per school) reports are made available on Next cloud where access to the folder is only shared with the respective faculty and relevant schools. Every single lecturer has their own individual Next cloud folder, and it is only shared privately with that lecturer. If requested, these lecturer folders are shared with school management. Lecturers’ reports are updated by CTL weekly for faculties to monitor student response rates.  In addition to the STLES survey, there is a range of additional surveys in which students are invited to participate. Qualitative data on the student experience of TL at the NWU is gathered by means of:  ● Student Access and Use of Learning Materials survey, (a once-off survey, coordinated by USAf during the pandemic).  ● BUSSE: (Beginning University Survey of Student Engagement) The survey is administered as soon as students arrive on campus and measures entering first-year students at the NWU’s pre-university experiences and their expectations regarding participation in educational activities during their first year of study. The data makes it possible for the NWU to align its efforts with student expectations, and to assess the effectiveness of those efforts  ● SASSE: South African Survey of Student Engagement gathers information from universities relating to high-impact experiences and behaviours identified as having an influence on the TL experience. This survey provides the NWU with high-quality data to encourage changes in the learning environment intended to promote student success. Data is used to enhance the discourse about the quality of teaching, learning as well as effective educational practices.  The administration of the BUSSE and SASSE is contracted externally from the University of the Free State (UFS) as a service provider. |
| 1.2 Indicate how staff will be included and capacitated in the quality assurance process. | A comprehensive approach to faculty TL is taken by CTL leadership. Faculty TL support needs and priorities for the respected academic cycles are reviewed and analysed by CTL Faculty (Team) Leads and CTL FTLS Directorate leadership. This is done through engagement with the respective Faculty Integrated Teaching Learning Plans (FITLPs), Faculty Assessment Plans (FAPS – developed specifically to enable responsiveness of TL to the change complexities of e.g., COVID-19), faculty-related data sets from the Strategic Intelligence Office, and discussions with faculty management. This approach ensures responsiveness to quality and purposeful TL support. It is thus clear that the FITLS develops its planning for academic professional development by means of a thorough analysis of capacity development needs within the faculties, and that quality management is ensured by means of revised, adapted, and updated directorate operational plans and structures.  Academic staff development opportunities are offered in various modalities (face-to-face, blended and online) and this function is adequately staffed and supported throughout the institution. Across all three campuses, academic staff and professional support staff actively engage in the various opportunities offered by CTL, especially the online opportunities.  NWU academics as university teachers and professional staff have access to a variety of continuous professional development opportunities to address equitable TL and Quality Enhancement capacity development and transformation imperatives through appropriate university teaching development activities and opportunities across the career-stage continuum to improve quality teaching skills and reflective practices. The development opportunities are aligned with the national imperatives for enhancing academics as university teachers. |
| 1.3 Explain how programme review will be conducted and discuss how feedback (received through moderation, student surveys, etc.) will be incorporated into the programme review process. | The process for internal programme evaluation (IPE) broadly follows Criteria of the CHE's Programme Accreditation criteria. CTL and Q&APP participates in programme evaluations by assisting faculties with the completion/update of Form 6 (the programme document) and programme design. A recommendation for a more impactful improvement plan after the IPE, is that all improvements with institutional impact should serve in the Senate. During Internal Programme Evaluations (IPE’s) the HEQC Criteria for Programme Accreditation are mainly used but the individualised and unique contexts in which the programmes are offered at NWU are also taken into account. This is followed by an External Programme Evaluation (EPE). For an EPE, a panel is assembled per programme (Potchefstroom, Mahikeng, Vanderbijlpark) and contractually appointed by Quality Enhancement and usually consists of either the Director Quality Enhancement or a trained NWU senior or retired academic (as chairperson) appointed by the director; at least two external evaluators from another South African HE institution; at least one external evaluator from an international HE institution (if possible); at least one external evaluator from an African HE institution (if possible); at least one external evaluator representing the industry (these are all nominated by the faculty).  All panel members sign a confidentiality agreement. The scribe of the meeting keeps minutes of the findings/remarks/contributions and incorporates it in the final report. When feasible, an external panel member may act as chairperson. All External Evaluation Reports or the like are tabled at SCTL with the respective Improvement/ Action Plans. All faculties are provided the opportunity to study these reports and planned improvements. (The SCTL reports on all to the Senate).  At and operational level, ongoing programme review is informed by day to day, monthly or sequential improvement actions as informed by moderation reports and the like. These operational processes are documented in the respective Faculty Quality Manuals and in turn evaluated during IPE, IPE or similar evaluations. |
| 1.4 Describe the mechanisms in place to evaluate programme impact and effect improvement | Measurement of Programme Impact is conducted at the Programme management level. The faculty-related processes to measure impact are captured in the respective Faculty Quality Manuals. During IPEs and EPE, the results or outcomes, in turn, inform planning. The planning exercise, though a formal one, is iterative rather than static because IPEs and EPEs have a direct impact through the improvement plans submitted by Faculties on the nature, direction, and impact of curriculum innovation. This level of change is checked at the governance level for alignment with the overall Strategy of the NWU.  An interactive relationship exists between planning approvals, the impact of curriculum innovation associated with programme reviews and improvement plans, and the directions taken by the university through the alignment of Strategy to FITLPs.  For distance qualification  All qualifications and programmes at the NWU are subjected to internal and external programme reviews in a 5-6-year cycle. The results from these reviews culminate in improvement plans to ensure that the qualification or programme is of an excellent standard and impacts positively on the students in the qualification and also on the community in which graduates will be employed.  All module assessments are moderated. Feedback from moderation reports and discussions with examiners and the programme leader will enable the timely improvement of the programme, when proven necessary. Should programme leaders and school directors identify a prevalent situation where students, in general experience problems with a specific module, remedial steps will be taken to rectify or alleviate the problem.  Teaching and learning are monitored and evaluated by means of external and internal peer evaluation, as well as by means of student evaluation surveys. Lecturers are guided and challenged by the results of these evaluations to reflect on their own strengths and weaknesses as facilitators and to adapt their teaching methods, if necessary. Regular quality assurance procedures include student feedback, feedback from the Faculty Teaching and Learning Committee, staff and student consultations, internal and external peer evaluations and quality management by the Department Head as per line management responsibilities.  Quality of distance delivery is also assured by the following:  • Language and technical editing of all study guides.  • Unscheduled site evaluations/visits to distance learning centres/examination centres and classes to monitor the quality of teaching and delivery and examinations.  • Monday Reports on activities at distance learning centres to identify challenges to teaching and learning. |

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

|  |  |
| --- | --- |
| How does the institution guide students through the processes associated with recruitment, admission, retention, progression, graduation and career planning? How are these monitored and evaluated, and quality assured? | A framework for a systematic approach to student access, retention, attainment and success (ARAS) was developed and has guided the NWU intentions and commitments in terms of structured strategies and initiatives toward enhancing student access, retention, attainment and success, with the acquisition of stated student attributes.  The Framework is centred on the student’s overall success and based on four key principles (flexibility, inclusion, co-responsibility and partnerships), provides minimum requirements for practices to enhance ARAS (information needs, access to resources and support structures, enhancement of student academic performance, management of transitions), provides a structure for the implementation of acknowledged practices; and is focused on four strategic outcomes (access, retention, attainment, success). The student life cycle forms the pathway along which the Framework is operationalised. Role players are required to align their practices with the key outcomes of the student success framework.  In addition to the ARAS Framework as a mechanism to monitor key indicators of student success, the Senate created a sub-committee of the SCTL termed the Committee for Academic Literacies and Student Academic Success in 2018. The oversight body monitors student success particularly in relation to extended and foundation programmes as well the university’s preparatory programme. The committee also initiates important projects, for example the initiative concerning the re-curriculation of core subjects such as academic literacy and what is referred to as the understanding the world modules. The innovations that have emerged from both initiatives are well-documented and form part of the critical discourse concerning student success at the university. |
| In relation to risk management, explain how the institution will implement and manage its emergency arrangements (e.g., COVID-19 disaster management restrictions):  Risk assessment and mitigation  Learning and teaching  Assessment and moderation  Student support mechanisms (academic and other)  Staff support and development  Resource provisioning (including library resources)  Administration (including admission, issuing of results, certification)  Quality management of the emergency processes. | Statute, Governance, Oversight and Risk Management  In accordance with par. 7 of the NWU Statute, Council makes rules and determines the university’s policies and its own procedures at governance level and monitors the operational performance, and management of the university as well as overseeing risk management. The function of the UMC is to assist the Vice-Chancellor in the implementation of the university strategy, as well as in the planning and execution of the management, administration, and supervision of the NWU in accordance with the relevant rules and policies (par. 64(1) of the Statute). In accordance with the relevant terms of reference, members of the UMC table various reports to the relevant committees indicating the status of management progress and that of risk management in the area under the governance oversight of the relevant committee. After each meeting of any committee, a full report serves at the ensuing meeting of the Council.  Teaching-Learning, Student Performance and associated Risks  To monitor the quantitative performance of the NWU core business, quantitative data, like throughput rates and dropout rates form part of TL reports to the Senate. This is in support of the pro-active implementation of risk mitigation strategies, in order to secure sufficient subsidy income for the NWU. For postgraduate studies, progress reports on enrolments, number of students per supervisor and completion time are reported on at the Senate. These are only a few examples where data which is stored, retrieved and analysed with a view to assessing progress on reaching the APP and other planning goals.  Risks and Financial Impact  The possible financial impact and mitigation plan options are determined via the Financial Impact Model (FIM) that caters for different possible scenarios on how for example the COVID-19 pandemic could financially impact the university. It was agreed that management will be flexible during the implementation of this mitigation plan and will update and adjust the plan as and when more information becomes available. NWU’s FIM was considered by USAF as a best practice implementation of a financial risk mitigation strategy.  Thematic Related Risks  The NWU Quality Policy and Quality Rules make provision for thematic related reviews with a view to implement improvements. Such an example included the internal review of its assessment practices during the COVID-19 pandemic, resulting in the COV19 Assessment Review (COV-19 ARC) Report that served at the Senate, and which is followed by a comprehensive improvement plan and timelines in order to mitigate similar future risks and or deficiencies.  Rules related to Assessment and Moderation  There are distinct rules pertaining to bachelors, honours degrees, postgraduate diplomas (General Academic Rule 3.5), and general and professional master’s degrees (General Academic Rule 4.11). At master’s degree level two examiners (at least one external) are appointed, while at doctoral level three examiners of which the majority must be external examiners are appointed. In master’s and doctoral appointments, the examiner should not be involved in the supervision and the examiners name is not revealed to the candidate/student. The Higher Degrees Committee (HDC) within each faculty (See also Standard 10) approves the appointment of external examiner panels and examination results. Differences in the respective faculties’ moderation processes, follows from their oversight mandate and the provision in the General Academic Rules to manage their processes, within the NWU’s regulatory framework. The processes for the appointment of internal and external moderators are described in the quality manual of each faculty.  Student Support  Recognising that NWU students have diverse social, cultural, and educational backgrounds, learning needs and expectations, the university acknowledges its responsibility to provide students with a responsive, accessible, and supportive learning experience which will empower them to progressively assume greater responsibility for their own learning. Student support is key to student success. The learning experiences are designed to enable students to provide a reasoned account for their own beliefs, practices, and attitudes and to challenge embedded social-cultural constructs and beliefs. The NWU’s approach aligns with the National Qualification Framework’s demand for a progressive increase in student learning autonomy and self-accountability at different qualification levels, and from the first to the final year of study. An interactive relationship exists between planning approvals, impact of curriculum innovation associated with programme reviews and improvement plans, and the directions taken by the university through the alignment of Strategy to FITLPs. The Teaching Learning Plans do not limit itself only to broad directions, but also to the pedagogical approaches adopted within the curriculum that are linked to particular graduate attributes.  The NWU participates in the UNIVERSUM survey every year. From 2018 to 2020, NWU students and all other participating students, indicated that they associated the NWU with the following attributes:  ● friendly and open environment;  ● secure campus environment;  ● strong student support;  ● quality of courses/educational excellence; and  ● good reference for future career and/or education.  Improved Student Support  As identified in the CHE Audit Self-Evaluation Report (2022) there is a need to promote the effective use of assessment data to track students and their learning achievements in order to: (i) identify at-risk students in a timely manner; (ii) monitor student learning and progress regularly, and (iii) develop an evidence base for programme planning and student support strategies. It is envisaged that the new SIS to be implemented in 2024, will assist in identifying students at risk timeously. Furthermore, through its involvement in the Siyaphumelela Initiative, the NWU is taking steps to develop a more coordinated approach to monitoring and engaging with student success.  **Staff Support and Development**  Teaching-Learning  CTL offers various Professional Development initiatives throughout the academic year: (i) Induction Programme for Academics, (ii) Continuous Professional Development, and the (iii) Institutional Teaching Excellence Award (ITEA). These activities all contribute to the strategic drivers of the NWU: high-quality TL, access and success, curriculum transformation and renewal, and enabling learning environments.  The FTLS directorate within the CTL offers TL support to faculties, following a team-based approach, or Integrated Faculty-Based Development (IFD) model, which began as a project in 2017. The IFD model, which was developed theoretically from the five Models of Practice and Activity Systems Theory, informed the work of academic developers in their collaboration with faculty stakeholders.  CTL Faculty Teams constitute teams of staff (at distinct job levels) from the different CTL domains, which became the visible link from CTL to faculties working on faculty-specific needs. The Faculty Teams Model was piloted in 2018 and operationalised in 2019. In 2020, the framework on the IFD model was revised. Shifting to the development of grounded data-driven research and evidence-based support that prioritises the “student voice” and the views of academic staff who engage with students daily in lecture rooms across the different sites of delivery, the FTLS Directorate continued offering a Faculty Teams approach, but with the idea that “grounded data” would be incorporated into future FITLPs. Thus, TL support is informed by an analysis of the respective FITLPs, with specific reference to the transformation of programmes and modules.  People and Culture (Human Resources)  The People and Culture division is responsible for amongst others, the organisation development and the provision of learning and development opportunities to promote the professional competence of staff and to enhance career progression. Staff Learning and Development's mission is to foster the skills, competencies, and talent of the NWU’s employees.  The services include a comprehensive range of innovative programmes, workshops, and tools that prepare both support and academic employees to perform successfully. Staff development is guided by the Learning and Development Policy, as approved on 28 July 2020. The types of training and development include but are not limited to the following:  ● Formal studies enable NWU employees to improve their qualifications either through Unisa (support staff) or the NWU, using the staff rebate benefit.  ● Induction and orientation for newly appointed employees is conducted several times a year. Attendance of this programme is mandatory for all full-time and temporary employees appointed to the university.  ● Internship programmes offer unemployed graduates the opportunity to practise work skills that they have studied and will practise in future.  ● Leadership and management development enables managers to learn fundamental  management and leadership skills and supports them in applying those new skills on the job so that they can grow and develop as leaders.  ● Mentoring is used as a method of transferring specific skills, knowledge, and norms to employees as a component in professional development.  ● Skills development - The focus of training is on developing skills for the workplace.  Resource Allocation  The NWU focus on integrated planning is supported by making integrated planning part of the responsibilities of one of the DVCs. We view integrated planning as a sustainable approach to ensure both vertical (from strategic mission to operational efficiency) and horizontal (across faculties and support departments) planning and operational alignment. Reflecting on our process, we can confirm that integrated planning has assisted us with linking planning to resource allocation and to measured progress and enhancement of our QMS and indeed our quality assurance measures. Integrated planning has thus become part and parcel of the NWU quality management and assurance culture, as opposed to it being a once-off event on an annual basis.  Alignment of the curriculum, the allocation of resources, as well as the student experience of the curriculum, are permanent features on the TL agenda at the NWU. The initial focus on programme alignment has shifted to alignment of the student experience, whereas alignment of (financial and human) resource allocation is attended to in the portfolios of the Executive Directors: Finance and Facilities as well as People and Culture.  Infrastructure  In terms of infrastructural resources, the Facilities Division within the portfolio of the Executive Director of Finance and Facilities has established infrastructure governance structures that are responsible to manage progress and deliverables in line with the university governance structures for all infrastructure plans, approvals, and management as approved by the Asset, Budget, Tender and Finance committees of Council. The Financial Policy (updated in 2020) provides clear roles and responsibilities including alignment with delegation of authorities for all approvals, setting up of the committee structures and procurement processes. To ensure accountability, committee structures (such as Procurement Documentation and Evaluation Committees and the Facilities Task Team) are chaired by directors or senior managers. This is done to ensure that all officials can receive adequate guidance and coaching from line managers.  A revised infrastructure investigation process was implemented to ensure that resource allocation is aligned with business requirements. All requests for infrastructure are investigated which results in an Initiation Report being generated. The report is submitted to the Facilities Task Team which is constituted of managers from Facilities, IT and Business and Enterprise Development. Stakeholders such as Student Life and CTL will also be consulted if required. The request is rated and recommended for further investigation at this task team. Deeper investigation ensues by further consulting directly with the relevant requestor, resulting in a firm project scope, concept and estimated cost which is signed off by both the requester and line manager. Only once this business case has been formalised will the request annually be prioritised by Faculty Management and other management structures to be taken up in the Infrastructure Plan for implementation. Once a project has been approved, the implementation is managed by the relevant Facilities Department within the NWU processes to ensure that resources are expended where approved.  **Administration**  Admission  The NWU’s student admission system is properly governed and managed, with appropriate checks and balances as well as an appeal procedure for aggrieved applicants. The admission, and readmission of students, as well as the application of rules for admission through RPL and CAT is managed within the framework of the NWU Admission Policy and regulated by the NWU General Academic Rules. This is also overseen by the Admissions Requirements Committee. The Admission Policy provides guidelines according to which the NWU exercises its decision-making powers to admit in line with the admission requirements as prescribed in the HEQSF documentation, taking the principles of redress and equitable broadening of access into account. The SALA Higher Degrees Administration (HDA) manages the application and admissions process for master’s and doctoral students in accordance with the NWU General Academic Rules and the Policy for Higher Degree studies.  Student participation and results  Across faculties, in coursework programmes lecturers are encouraged to track individual participation and success in modules making use of the statistics available through the learning management system (eFundi). In this way, a lack of student participation and engagement can be detected at the earliest point. During their annual performance appraisal discussions, staff are required to explain their methodology for identifying at risk students and their remedial action. Subject group heads or programme leaders take responsibility for regular meetings with staff in their subject groups to discuss student participation, assessment practices, and challenges arising from online teaching and academic integrity. The respective school boards continuously monitor assessment results. This includes a comparison between campuses, language, gender, and race. After completion of each semester, the progress of each student is assessed against the progression criteria as set in faculty rules. At this point students who are not succeeding in their modules and “at-risk” students are identified. Students who do not adhere to the minimum criteria are called in for a personal meeting with the school director, or representative, to discuss possible reasons for failure. The meetings are used to discuss any issues, to explain the rules of the university and how academic progress influences formal processes such as academic warnings and termination. More importantly, students are assured of the support of the relevant school and students are made aware of the numerous support activities on campus including psychological support, technical support, career support and TL support. Each student is directed to support services like Thuso (Help) and CTL for additional help.  SALA and Student Assessment Results  The core functions of the SALA faculty administrators are to ensure that activities that relate to the Student Academic Life Cycle for undergraduate and postgraduate activities, including admission, registration, student records management, (and) the capturing and verification of assessment results, and graduation ceremonies, are executed and aligned on all three campuses.  The NWU SALA Timetables and Assessment Department is responsible for the administration of assessments for contact programmes during and at the end of each semester and also for the administration at the end of each semester. This department also provides all the lecture and assessment timetables for the contact programmes and for the end-of-semester assessments. The following mechanisms are used to ensure the integrity of assessments: a secure assessment submission platform; use of a secure printer; secure handling and storage of assessment papers; training and retraining of invigilators; and retention of records of the attendance registers for each training session and test results.  A final step in the QA process is the existence of an examination committee in each faculty which is a sub-committee of the TL Committee, reporting to the Faculty Board. (Faculty Boards in turn report to Senate). The General Academic Rules define the examination committee as "a committee convened by a faculty to consider the results of an examination process, whether undergraduate or postgraduate". The duties of examination committees are contained in each committee’s Terms of Reference. The quality control function pertaining to the academic standards in the faculty, will require a consideration of the module results as well as moderators’ reports.  The SALA department operates within the framework of a quality manual that was approved by the SALA Exco. The student record system makes use of a process manual that provides control measures to ensure the correct and complete capturing of information and management of student records. Examples include annual verification of student information (such as contact details), confirmation of names and surnames by integrating with external data providers, direct uploading and updating of NSC results and data entry validations on marks. Exception reports (such as student credit load and credits achieved) are used to enhance the quality of the data captured on the system. During 2020, some of the control measures were converted into an electronic system with built-in automated error and validation tests. Examples include control measures to ensure correct programmes offering information on the system (yearbook detail and start and end dates for phasing in and out), an application system with real-time qualification filtering based on academic results, registration rules (credits, repeats, change of programme, pre-requisites) and financial compliance. The electronic process was implemented successfully, and continuous improvements are done after each academic cycle to ensure best practices and outcomes.  Data Protection and Security  The IT support department is responsible for holding data securely, but accessible to applicable users, and the data owners are responsible for managing and ensuring the quality of data. Accepted standards are applied to protect the privacy and ensure control over data, like disaster recovery plans and back-up procedures. External auditors annually review ICT security policies, procedures, and practices to protect data from internal and external threats such as cyber-attacks. Accounts and passwords and other identification mechanisms may not, under any circumstances, be shared with, or used by, persons other than those to whom the university has assigned them. In order to ensure the confidentiality, availability and integrity of data, the NWU has invested substantially in two strategies, namely the Disaster Recovery Strategy and Cybersecurity Strategy.  The IT department is responsible for the consistent application of these two strategies, which complement each other and form the foundation for the provision of the university’s ICT infrastructure.  Certification  The NWU’s control of documents and certification of formal qualifications form part of the quality assurance process towards academic excellence. This is a governance process and a function in the Registrar's office.  Certification of formal qualifications  The SALA Ceremonies Department within the Registrar’s portfolio is responsible for the security processes related to degree certificates, including the ordering and safe-keeping of unique secure degree certificate papers, printed certificates, as well as the chain-of-custody process of all degree certificates and their storage in a fireproof safe until they are signed for by the graduates, or safely kept at the Ceremonies Department until signed for (e.g., in the case of outstanding debt). The Ceremonies Department regularly liaises with SALA and Institutional Planning & Strategic Intelligence (IPSI) and other NWU-structures to ensure the correctness of the graduation sessions and graduate lists and protect the integrity of the graduate database. The degree certificates are system generated, while the qualification names that appear on the certificates are captured on the system according to the naming conventions of the HEQSF.  The Ceremonies Department does not have any rights to amend and/or add any student information or to load graduates on the student record system as this data is captured on the graduation database (part of the student system) for certification and audit purposes. This is to ensure verification is possible and correct.  The NWU uses secure paper for printing of certificates with both overt and covert security features. Certificates are printed in a closed-circuit printing system, and with printing, a unique serial number is created for each certificate and written back to the student evaluation system. Some of the overt security features are an embossed seal, paper number, watermarks, and a reactive hot spot. The covert security features can be revealed upon request and with permission from the Registrar. Not only one person can print certificates as the roles and rights for printing of certificates are set up in  such a way that it is dependent on the active participation of various staff members working in this process.  Continuous Quality Assurance  To give effect to its understanding of quality assurance, NWU’s Quality Rules (Rules – Sections 4.2.5 and 4.2.6) require that each faculty and support department must maintain a quality manual. A quality manual is an official, aligned document produced by a department as representative on all three NWU campuses that details how its QMS operates. A typical quality manual will include reference to all related policies, the department’s dream, objectives, strategic intent, processes as well as its quality control system that might include staff roles and relationships, procedures, systems and any other resources that relate to producing high-quality products or services. These manuals define the roles and responsibilities of the relevant organisational unit within the Integrated Quality Management System (IQMS), within the framework of (i) the NWU Strategic Plan, the APP and its own operational plans; as well as (ii) approved institutional (and faculty or divisional as the case may be) rules, policies, and guidelines.  A prerequisite for effective quality management is that the management system should accommodate the principle of individual accountability (HEQC Audit Report, 2009). The manuals delineate the principles on which the relevant organisational unit bases its quality management approach, and the objectives, processes, and procedures for the planning, implementing, monitoring, reviewing and enhancing of the functional areas for which the faculty or support department is responsible. They also describe the quality benchmarks for the successful implementation of the activities or services for which the faculty or support division is responsible. The development of quality manuals is in alignment with the NWU approach towards quality, where quality assurance is regarded as a managerial activity. |

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

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