

**University of Cape Town**

***Application to introduce a new qualification for accreditation, inclusion on the PQM and registration on the National Qualifications Framework***

## Process map and document requirements for the approval of new qualifications[[1]](#footnote-1):

**Instructions:** Please complete this template in consultation with the Academic Planning and Quality Assurance Unit in the Institutional Planning Department.

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| **SECTION A – QUALIFICATION SPECIFICATIONS – please complete the cells below** | | |
| **A1** | **Full title of proposed new qualification** | Click here to enter text. |
| **A2** | **HEQSF qualification type** | Choose an item. |
| **A3** | **Please indicate if this proposed new qualification is Professional or a Teacher Education programme** | Click here to enter text. |
| **A4** | **If the proposed qualification is a professional degree, please provide the relevant professional body.** | Click here to enter text. |
| **A5** | **Qualification Designator**  ***A designator is only used for Bachelors, Honours Masters & Doctoral Degrees. The linking word to the degree type is ‘of’, e.g.–of Arts, of Commerce*** | Choose an item. |
| **A6** | **If Designator selected is ‘other’, please indicate the designator, and provide motivation for its use.** | Click here to enter text. |
| **A7** | **NQF exit level of qualification** | Choose an item. |
| **A8** | **(a) Total number of Credits**  **(b) Number of total minimum credits as per Professional Body requirements if relevant (may exceed the total minimum credits on the HEQSF)**  **(b) Total number of credits at each NQF level**  **(c) Total number of research credits if relevant** | Click here to enter text. |
| **A9** | **If this is a postgraduate qualification indicate the accredited underpinning qualification/s of the institution.**  **APQA will provide the HEQSF CHE reference code and SAQA ID.** |  |
| **A10** | **Minimum Time for Completion-Full Time (number of years)** | Click here to enter text. |
| **A11** | **Minimum Time for Completion-Part Time (number of years)** | Click here to enter text. |
| **A12** | **Date by which you plan to start offering the qualification (Please refer to Academic Planning Timelines)** | Click here to enter text. |
| **A13** | **Programme convenor’s name and contact details** | Click here to enter text. |
| **A14** | **Indicate if the proposed qualification will be replacing any existing qualifications on the approved PQM and if so, list these qualifications with expected end dates.** | Click here to enter text. |
| **A15** | **Indicate on what campuses or sites the new qualification will be offered. Please note that resourcing information is required for each teaching site, viz. physical facilities.** |  |

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| **SECTION B – PROGRAMME DESIGN** |

**B1. Provide a rationale for this qualification as follows:**

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

Click here to enter text.

**B2. Describe the alignment of the proposed qualification with the Mission and** [**Vision**](https://uct.ac.za/transformation/vision-2030) **of UCT.**

**UCT Mission: UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.** Click here to enter text.

**B3. Describe the primary purpose of the qualification. The purpose should describe the context of the qualification and what it is intended to achieve in the national, professional and/or career context. The purpose statement should capture what the graduate will know and be able to do on achievement of the qualification.**

Click here to enter text.

**B4. Describe how the proposed curriculum (constituent courses) promotes the achievement of the purpose and exit level outcomes in terms of competencies, graduate attributes, and employability.**

Click here to enter text.

## B5. CURRICULUM:

**Provide the names of the courses which constitute the qualification – and for each course, specify the course name, NQF level of the course, credits per course, whether the course is compulsory/elective and total credits per year*.* The APQA will assist in the inclusion of CESM. The total credits should be in line with the HEQSF. Add/delete rows as required.**

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| **Course name as it will appear on the course catalogue and course outlines. Ensure alignment with ACA34 form** | **Indicate whether course is compulsory or elective** | **Select the year of study**  **(1,2,3,4)** | **Provide CESM** | **NQF Level** | | **No. of Credits** |
| Click here to enter text. | Click here to enter text. | choose an item. | Click here to enter text. | Choose an item. | | Click here to enter text. |
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|  |  | **Total credits for the qualification:**  Click here to enter text. |

**B6. Specify the rules of combination for the constituent courses and progression rules from one year to the next (or from one course to the next). Indicate which courses are prerequisites or co-requisites of relevant.**

Click here to enter text.

**B7. List the Exit Level Outcomes (ELO). These should be framed against the exit NQF level of the qualification. Provide the associated assessment criteria per exit outcome.**

**Exit level outcomes are the knowledge, skills and attitudes that a learner should have obtained or mastered on completion of a qualification and against which the learner is assessed for competence.**

**Assessment criteria describe a threshold standard of achievement relevant to the ELOs.**

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| **Year of study** | **Exit Level Outcomes** | **Associated Assessment Criteria** |
| 1 | E.g. Demonstrate the ability to formulate and test a hypothesis for digital biomedical data science to propose solutions to problems using quantitative approaches. | * Reflect on theories and application in biomedical science. * Deal with complex issues systematically and creatively, to design and critically appraise research in Omics large-scale data, to make a sound judgement using the biomedical data, Omics approaches or multi-omics integrative approaches and information at their disposal, * Apply appropriate conclusions clearly to specialist and non-specialist audiences. |
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**B8. Refer to the** [**SAQA level descriptors**](https://www.saqa.org.za/wp-content/uploads/2023/02/level_descriptors.pdf) **and explain how the competences that will be developed in the programme are aligned to the NQF level of the qualification.**

Click here to enter text.

**B9. 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.**

Click here to enter text.

**B10. Indicate how this qualification compares with or relates to professional standards, or to (at least two) comparable accredited qualifications offered in other parts of the world. If no comparable qualifications are indicated, provide substantive reasons why this qualification is not internationally comparable.**

Click here to enter text.

**B11. Describe the horizontal, vertical, and diagonal articulation possibilities of this qualification in relation to other registered qualifications (institutional/internal or external). If there are no articulation possibilities, provide substantive reasons why the programme / qualification should nonetheless be considered viable.**

Click here to enter text.

**B12. WORK INTEGRATED LEARNING:**

WIL is characteristic of vocational and professionally-oriented qualifications, and may be incorporated into programmes at all levels of the HEQSF. WIL may take various forms including: simulated learning, work directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.

Where WIL is a structured part of a qualification the volume of learning allocated to WIL should be appropriate to the purpose of the qualification. Where the entire WIL component or any part of it takes the form of workplace-based learning, it is the responsibility of institutions that offer programmes requiring credits for such learning to place students into appropriate workplaces.

**Does your qualification include work integrated learning?**

**If yes, please complete the following table:**

|  |  |
| --- | --- |
| **Describe the type of WIL and why it is appropriate for the qualification.** | Click here to enter text. |
| **In which year(s) of study does the WIL take place?** | Click here to enter text. |
| **Duration of the placement:** | Click here to enter text. |
| **Provide the credit value of the WIL for each year of the placement:** | |  |  |  | | --- | --- | --- | | Year of study | Year 1 | Year 2 | | Duration of WIL in each year |  |  | | Number of credits |  |  | | Total credits for WIL |  | | |
| **Expected learning outcomes and associated assessment criteria for WIL:** | |  |  |  | | --- | --- | --- | | Year of study | Learning Outcomes | Associated Assessment Criteria | |  |  |  | |  |  |  | |  |  |  | |
| **If WIL is embedded / integrated in modules, indicate the modules and how WIL will be incorporated and assessed.** | Click here to enter text. |
| **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.** | Click here to enter text. |
| **Is the placement of the student in a workplace-based environment an institutional responsibility? If not, who is responsible?** | Click here to enter text. |

***Attachments for programme design HEQC submission:***

* Reading list for each course.
* Course outlines for each course.
* An example of a workplace-based contract if relevant.
* Professional body endorsement letter if relevant.

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| **SECTION C – PROGRAMME PROVISIONING** |

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| **C1. Teaching and learning  Select the modes of provisioning for this qualification:**   |  |  |  |  | | --- | --- | --- | --- | |  | Mode of provisioning | Indicate % contact provisioning | Indicate % online provisioning | |  | CONTACT (campus-based face-to-face engagement)  Face-to-face contact must be a minimum of 30% of notional hours as per DHET 2014 policy. |  |  | |  | 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.) |  |  |   **C2. Explain how the selected mode(s) of provisioning serve the programme’s intended purpose and outcomes. Describe the learning and teaching methods and activities (lectures, tutorials etc.) that will be implemented. Describe the learning material that will be used and who is responsible for developing these.**  Click here to enter text.  **C3. If applicable, explain how technology will enhance the quality of learning and teaching for the target group of students. Describe the LMS tools that will be utilised and how these align to the learning outcomes.**  Click here to enter text.  **C4. Describe the facilities required for learning and teaching in the programme. Indicate specialised facilities and equipment. Any specialised rooms, laboratories and equipment must be adequate in relation to the proposed enrolment plan.**  Click here to enter text.  **C5. If the programme will be offered on multiple sites, explain how parity of provision and programme quality will be assured across the sites. Ensure alignment with institutional policies, processes and procedures for learning and teaching, student support, etc.**  Click here to enter text.  **C6. How are students who require academic support identified and supported?**  Click here to enter text.  **C7. How will students access appropriate learning resources in the mode selected?**  Click here to enter text.  **C8. Comment on the suitability and availability of library resources in the respective field of study to complement the curriculum and support the professional and scholarly activities of students and staff members in the programme.**  Click here to enter text.  **C9. Discuss the overall assessment strategy of the qualification, indicating how the assessment procedures are aligned to the learning outcomes and how it is appropriate for the mode of provision. Include how assessment will take place in each course - include types, make reference to formative and summative assessment practice and the ratio of in-course assessments to examinations. Indicate who is responsible for assessment and how the strategy aligns to the institutional policy. Include a description on how the research components are assessed.**  Click here to enter text.  **C10. Complete the following table to demonstrate how the assessment strategy will ensure the evaluation of the achievement of the outcomes across the curriculum, at the various levels of the qualification. Add rows as required.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Qualification Exit outcomes** | **Course** | **Course outcomes** | **Formative assessment**  **Method of assessment & examples** | **Summative assessment**  **Method of assessment, examples and weighting** | | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text.  Click here to enter text. | | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text.  Click here to enter text. | | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text.  Click here to enter text. | | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text.  Click here to enter text. | | |
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**C11. Discuss how assessments are moderated and externalled. Include how external examiners are selected. Ensure to refer to research components.**

Click here to enter text.

**C12. Provide details on how and when students are provided with feedback on their assessment (including turnaround time) and how are student grievances regarding assessment be managed.**

Click here to enter text.

**C13. Explain how the integrity of assessment is ensured including how examinations are managed.**

Click here to enter text.

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| **SECTION D - POSTGRADUATE POLICIES, PROCEDURES & REGULATIONS:** |

**D1. Provide a description of the process for approval of student research proposals.**  
Click here to enter text.

**D2. Outline the criteria for the selection and appointment of supervisors.**

Click here to enter text.

**D3. Discuss the academic support provided to postgraduate students.**

Click here to enter text.  
  
**D4. Explain how the department supports the development of staff members teaching on the programme (for example, support for further studies, the development of supervisory expertise, assessment capacity, etc.).**

Click here to enter text.

**D5. Describe measures in place to prevent plagiarism.**

Click here to enter text.

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| **SECTION E – INFRASTRUCTURE, RESOURCING, STAFFING AND HEADCOUNT** |

**E1. Complete the following headcount table:**

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| --- | --- | --- | --- | --- |
| **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** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**E2. Describe the roles and responsibilities of the programme coordinator. Refer to programme coordination on one site or across multiple sites of provisioning, if applicable.**

Click here to enter text.

**E3. Indicate how many staff and what level of support will be required for effective provisioning of the programme. Make reference to all types of staff who directly support the programme. Explain the workload allocation model and include reference to plans for staff recruitment if relevant.**

Click here to enter text.

**E4. Complete the following table staffing table. Add or delete rows as required:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic staff teaching on the programme:** | | | | | |
| **Name & title**  **(Prof, Dr, Mr, Ms)** | **Full time or Part time?** | **Highest qualification/s** | **Year’s experience (teaching & research)** | **Research area / focus:** | **Courses of the qualification to be taught:** |
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| **Administrative staff and support staff, including technical staff** | | | | | |
| **Name** | **Full time or Part time?** | **Highest qualification/s** | | **Responsibilities** | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | | Click here to enter text. | |
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**E5. Indicate how many external examiners and moderators will be utilised for the course and programme and provide their level of experience and highest qualification.**

Click here to enter text.

**E6. Provide any details on the funding of the programme. Provide the business plan if applicable.**

Click here to enter text.

**E7. Comment on whether additional budget is required for library resources.**

Click here to enter text.

**E8. Venues**

**Complete the following table. Indicate the number of facilities or venues required, available and the maximum capacity of available venues. This table should be completed for each site of provision.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Site of delivery** | **Facilities/Venues required** | **Number required** | **Number available** | **Maximum capacity of available** |
| Click here to enter text. | No. of lecture theatres required (indicate max. capacity) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| No. of laboratories required (indicate max. capacity) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| No. of IT laboratories required (indicate max. capacity) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| No. of tutorial rooms required (indicate max. capacity) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Venues for staff member use | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**Attachments for Infrastructure, Resourcing, Staffing and Headcount**

* Profile of programme convenor(s).
* Business plan if applicable.

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| **SECTION F - STUDENT RECRUITMENT, ADMISSION AND SELECTION** |

**F1. State the minimum admission requirements for this programme. Refer to the qualification(s) name and NQF levels and any other criteria, such as work experience. The University’s current enrolment plan may be referenced if necessary.**  
Click here to enter text.

**F2. Specify the selection criteria for this programme. These are in addition to minimum admission requirements and where application numbers exceed class limits. The University’s current enrolment plan may be referenced if necessary.**  
Click here to enter text.

**F3. Describe how the objective of widening access to higher education will be promoted.**   
Click here to enter text.

**F4. RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development.**

**Provide details of how RPL will be applied (if applicable). Provide details on the application process, minimum requirements and assessment processes.**

**If RPL is not envisaged, please indicate the reasons for this.**

**Note: A maximum of 10% of a cohort of students in a programme should be admitted through an RPL process.**

Click here to enter text.

**F5. Credit Accumulation and Transfer (CAT) is the recognition of credits for the purposes of transfer from one qualification, whether completed or not, to another. Provide details of how Credit Accumulation and Transfer (CAT) will be applied if applicable. Note: A maximum of 50% of the credits of a completed qualification may be transferred to another qualification.**

Click here to enter text.

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| **SECTION G –HEMIS INFORMATION** | | |
| **J1** | **Abbreviation of title** | Click here to enter text. |
| **J2** | **CESM Classification** | Choose an item. |
| **J3** | **If designator is not Arts, Commerce, Education, Engineering, Law, Medicine, Science or Social Science, indicate with which first or second order CESM categories the proposed designator is consistent.** | Click here to enter text. |
| **J4** | **1st Qualifier (state the field of specialisation e.g. Bachelor of Engineering in Civil Engineering)** | Click here to enter text. |
| **J5** | **2nd Qualifier (If an optional 2nd qualifier is used state the field of specialisation e.g. Bachelor of Engineering in Civil Engineering in Geotechnical Engineering).** | Click here to enter text. |
| **J6** | **Indicate in which second or third order CESM categories (a) 1st Qualifier field of specialisation falls (e.g. 0807 Civil Engineering) and (b) 2nd Qualifier field of specialisation fall (e.g. 080702 Geotechnical Engineering). (refers to DoHET CESM Classification)** | Click here to enter text. |
| **J7** | **Indicate what % of the curriculum for the proposed qualification falls into (a) Qualifier 1’s field of specialisation, and (b) Qualifier 2’s field of specialisation. Use the HEMIS credit values of courses for this calculation.** | Click here to enter text. |
| **J8** | **Indicate what % of the curriculum for the FINAL YEAR of the proposed qualification falls into (a) 1st Qualifier’s field of specialisation, and (b) 2nd Qualifier’s field of specialisation. Use the HEMIS credit values of courses for this calculation.** | Click here to enter text. |
| **J9** | **HEMIS qualification type.** | Click here to enter text. |
| **J10** | **Major fields of study by second (e.g. 0807 Civil Engineering) or third order CESM category (e.g. 080702 Geotechnical Engineering).** | Click here to enter text. |
| **J11** | **HEMIS course level of majors in final year of study.** |  |
| **J12** | **HEMIS minimum total time.** | Click here to enter text. |
| **J13** | **HEMIS minimum experiential time.** | Click here to enter text. |
| **J14** | **Indicate the total subsidy units.** | Click here to enter text. |
| **J15** | **Indicate the funding level of proposed qualification.** | Click here to enter text. |
| **J16** | **Explain how the proposed new qualification relates to the university's approved PQM. Is it (a) a new qualification in a new cell in the PQM grid, (b) a new qualification in an approved cell, (c) a new qualification in an approved cell but in a new second order CESM category.** | Click here to enter text. |

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| APPROVAL | |
| *The programme convenor, relevant HOD and HODs in other named Departments are required to sign off on qualification specific resource requirements, staffing and budget implications of implementing the qualification* | ***Programme Convenor:***  ***Head of Department:***  ***Faculty Finance Manager:*** |
| ***DATE OF APPROVAL BY FACULTY BOARD/ DC*** | |
|  | |

1. Please consult your respective faculty requirements regarding \*\* in the process map. [↑](#footnote-ref-1)