



APPLICATION FOR PROGRAMME RE-ACCREDITATION

2014 - 2015

Please note: All applications for re-accreditation of programmes for 2014 and 2015 must be submitted via the HEQC-online accreditation system. No hard-copy submissions will be accepted by the CHE. This offline copy of the re-accreditation form is available only to allow institutions to collect and prepare documentation necessary for this evaluation. The online version of the Re-accreditation Application Form 2014/2015 will be available via the HEQC-online accreditation system. To access the online form, please ensure that you have registered for a username and password via the HEQC-online accreditation system (<http://heqc-online.che.ac.za/>).

GUIDELINES FOR THE REVISED RE-ACCREDITATION PROCESS

NOTE: these guidelines should be read in conjunction with the Criteria for Programme Accreditation (August 2013)

Introduction

On an annual basis, the CHE receives communication from the Private Higher Education Directorate of the Department of Higher Education and Training (DHET) informing the CHE that the registration of specific private providers of higher education (PHEIs) is due to expire. In order to re-register these PHEIs, the DHET requests the CHE to review the programmes offered by these institutions and to re-accredit them thereby confirming that the programmes continue to meet the quality standards in terms of the stipulated criteria and minimum standards for programme accreditation.

All institutions due for reaccreditation in the 2014 – 2015 cycle will be required to collect information, and provide and analyse data on the programmes offered, and following reflection and discussion of the individual programme findings, submit a comprehensive consolidated self - evaluation report (SER). These guidelines outline principles and intentions of the CHE that should guide the compilation of the SER and results that should be achieved in the institution through this process.

Towards Continuous Quality Improvement

The CHE and the PHEIs strive towards achieving a culture of continuous quality improvement in the institutions. It is evident from previous cycles of re-accreditation conducted that institutions with rigorous quality assurance systems and regular review and improvement cycles demonstrate improved performance and increasing success. The aim of the CHE in this re-accreditation cycle is to facilitate credible internal review by an institution, both at a systemic and programme level and to communicate to the CHE its successes and weaknesses, as well as its plans for improvement.

Integration of Information

Valuable insights into the quality of the programmes offered by individual institutions may be gleaned from the outcomes of processes such as accreditation, re-accreditation and site visits to institutions. Conditions may be attached and recommendations made related to these processes that are aimed at improving quality in terms of the stipulated criteria and minimum standards to be met for accreditation. This accreditation history will be considered for purposes of re-accreditation in a more systematic way by requiring institutions to report on previously flagged areas that required improvement.

Verification through Site Visits

An identified shortcoming of the accreditation, re-accreditation and review processes is the limitation of verifying the claims in written reports, particularly where a site

visit has never been conducted or has been conducted long ago. A concerted effort will be made in this cycle of re-accreditation to schedule site visits to those institutions not recently visited or where quality concerns have been raised.

Format of the Application for Programme Re-accreditation

The application for programme re-accreditation takes two forms. Where programmes offered by an institution have not been previously re-accredited, individual online applications for programme re-accreditation will need to be submitted. This applies to institutions entering first or second cycles of re-accreditation. Where an institution does not have any programmes that have been accredited since the last cycle of re-accreditation, or the programmes offered by the institution are non-HEQSF-alignable, an offline Self-Evaluation Report will be required. Institutions that are in the second cycle of re-accreditation and have programmes that were not considered in previous cycles of re-accreditation will need to submit both the offline SER, and individual applications for programme re-accreditation for those programmes that have not been previously reviewed.

The focus areas and aspects that re-accreditation focuses on are outlined in terms of Criteria 10 - 19 in the Criteria for Programme Accreditation (2013). Preparing for this CHE review of programmes for re-accreditation presents an opportunity for institutions to engage its members to reflect on their practices and to participate in quality improvements. The institution needs to discuss the internal process undertaken in order to compile the SER. Evidence to support the claims made is an essential requirement for the SER.

Since the evaluation is of accredited programmes, it is expected that the quality of the programmes in terms of the criteria and minimum standards for accreditation has generally improved and that all concerns raised by the CHE have been addressed. At the very least the quality standards against which the programmes were accredited ought to have been maintained.

This application for programme re-accreditation form provides the format in which applications for re-accreditation should be submitted. It has two sections:

Section 1: Institutional information.

Section 2: Programme information.

Institutions should note that judgments in the evaluation of re-accreditation applications will be based on the evidence provided. Institutions are asked to ensure that the narrative provided is evidence-based and that relevant supporting documentation is included.

SECTION 1: INSTITUTIONAL INFORMATION

1. INSTITUTIONAL INFORMATION

1.1 Name of the institution

--

1.2 The Institution is required to verify and update the following information on the Institutional Profile on the HEQC on-line system:

- Contact details for the Head of Institution, Academic Head and Administrative Head
- Contact information for all higher education sites of delivery that the institution is operating on
- Relevant policies and procedures
- Student headcount enrolment for undergraduate and postgraduate programmes per site of delivery
- Staff profile in terms of full-time and part-time staff members
- Details of the institution's facilities for teaching and learning
- Uploaded copy of the most recent Certificate of Registration as issued by the DHET

1.3 Provide details of all programmes offered by the institution

Full name of programme	Site(s) of delivery	NQF level	Credit weighting	Contact (C)/ Distance (D)	Year of first intake	HEQSF-alignment Category

1.4 Provide the date, address and purpose of the most recent CHE site-visit.

--

1.5 Give details of the institution's facilities for learning and teaching. If applicable, provide details per site of delivery.

Site of delivery				
	Number	Capacity	Current usage (hours per week)	Total number of students making use of the facilities
Teaching venues				
Specialized laboratories/				

workrooms				
Computer laboratories / facilities				
Programme-specific facilities (e.g. studios)				
Library and / or Learning Centres				

1.6 Are the facilities listed above owned by the institution?

Yes	
No	

1.7 If No, who owns the facilities? Provide copy of the lease agreement as an Annexure.

--

1.8 If there have been any recent improvements/acquisitions to the provision of computer facilities available to staff and to students, please provide details.

--

1.9 Describe any recent improvements to the provision of library facilities available to staff and to students (library space, books, journals, access to the internet). The response should chart the history of progress in relation to library resources since the inception of the institution.

--

1.10 Describe any recent improvements or additions to the specialised facilities available to staff and to students (for example, programme-specific facilities such as studios, theatres, cameras, lighting, design rooms, etc).

--

1.11 Please provide an organogram of the institutional management and academic structures, including quality assurance structures, clearly indicating areas and levels of responsibility, and the persons responsible. Include this as an Annexure.

1.12 The preparation of this report requires an evaluation of the programmes offered per mode and per site of delivery. Describe briefly the internal and external consultation processes, the methods of data collection and analysis undertaken, and any planned use

of the results of the evaluation for quality improvement of the programmes and processes in the institution. Provide evidence and/or examples to support the institution's response.

--

1.13 Declaration by Head of institution

I declare that the information provided in this application and its supporting documents is accurate and verifiable. I declare that I have taken all reasonable steps to confirm the accuracy of statements.

Signature of Head of institution

Date of submission

SECTION 2: PROGRAMME INFORMATION

Complete a copy of Section 2 for each programme

2.1 PROGRAMME NAME, LEVEL, SAQA CREDITS AND REGISTRATION

Name of programme	
NQF level ¹	
Credits	
Registered with SAQA (Yes / No)	
Mode of delivery	
If Yes, date of registration	
If Yes, registration ID number	

2.2 PROGRAMME DETAILS

2.2.1 Provide details of the programme as applicable.

Year	Site(s) of delivery	Contact (C)/ Distance (D/	Full-time (F)/ Part-time (P)	Normal duration of the programme ²	Headcount enrolment	Number of graduates
2009						
2010						
2011						
2012						
2013						

2.2.2 In previous applications for accreditation, re-accreditation or site approval, the institution may have been provided with a number of conditions and recommendations by the HEQC to improve the quality of programmes. Briefly outline the quality improvements effected that address the issues raised by the HEQC and provide details of the institutional plans to address outstanding conditions and recommendations that have not yet been met. These details should be provided per programme and / or site of delivery, as applicable. Upload evidence where appropriate.

Condition	Evidence of fulfilment of conditions

2.3 THE PROGRAMME AND ITS CONTEXT

2.3.1 Describe how the programme purpose and outcomes align with the mission and goals of the institution.

--

¹ In cases where the NQF level has been realigned in accord with the Higher Education Qualifications Sub-framework of 2 August 2013: Gazette 36721, please indicate this.

² Distinguish between full-time and part-time, if applicable.

2.3.2 Describe how the programme purpose and outcomes fit with national, regional and local priorities.

2.3.3 What is the rationale for the selected mode of delivery for this programme through distance education to the target group of students?

2.3.4 What is the organizational structure in which the programme is designed, managed, delivered and administered? What improvements are planned (Provide this information in narrative form or/and in the form of an organogram.)

2.3.5 Describe how the institution’s planning, approval, and quality assurance processes ensure the continuing quality improvement of the programme. Discuss the effectiveness of the current arrangements and state the planned revisions.

2.3.6 Explain how the institution ensures that its resource allocation will support the planned improvements for this programme. (Provide this information in narrative form or/and in the form of a table that details the allocation of resources to the programme.)

2.4 PROGRAMME COORDINATION

2.4.1 Provide details of the programme coordinator (if there is more than one site of delivery, provide details per site of delivery).

Site of delivery	
Name of coordinator	
Highest qualification	

2.4.2 Describe the role of the programme coordinator and indicate how it is integrated within the institutional system of academic and administrative management.

2.4.3 Describe the role played by the programme coordinator in providing intellectual leadership of the programme and in ensuring its academic coherence, professional integrity, effective delivery and the quality assurance of delivery of the programme.

--

2.4.4 What provision is made for lecturer/tutor input and participation in relevant aspects of programme coordination?

--

2.5 WORK INTEGRATED LEARNING(WIL)

Complete section 2.5 if the programme requires work-based learning as a fundamental requirement for the completion of the qualification.

2.5.1

Is the WIL component credit-bearing? (Yes/No)	
How many credits are allocated to WIL?	
Does the WIL component of the programme require formal agreements between the work-place, the student and the institution? (Yes /No)	

2.5.2 Are the required formal agreements relating to WIL in place? (Provide appropriate detail.)

--

2.5.3 Does the WIL component of the programme include clear guidelines on roles and responsibilities relating to ethical and educational considerations, and are all parties clearly informed of these guidelines? If yes, provide details.

--

2.5.4 Who takes responsibility for placement of students in WIL sites, and how does the institution ensure that the WIL sites are appropriate?

--

2.5.5 Explain how the academic and administrative staff members engaged in the programme are suitably informed about and engaged in the co-ordination, monitoring and assessment of the WIL component..

--

2.5.6 Explain how WIL is assessed?

--

2.6 PROGRAMME DESIGN

2.6.1 Programme design details

Title of course/ module	Core (C)	Elective (E)	NQF level	Credits weighting	Course/ module outcomes	Course/ module assessment methods
				Total:		

2.6.2 How is the programme design aligned with the prescribed level and purpose of the qualification?

--

2.6.3 Answer if this is a professional programme

How does the programme design articulate with the professional/occupational purpose of the qualification?

(In the case of a professional qualification include as an Annexure a letter from the professional council regarding the approval of the programme.)

--

2.6.4 Answer if the programme includes elective modules.

Describe any rules of combination that govern students' choice of electives. Include details of how the rules of combination are communicated to students.

--

2.6.5 How does the programme make provision for learner support and for the learning needs of the target student intake?

--

2.7. STUDENT RECRUITMENT, ADMISSION AND SELECTION

2.7.1 What measures are taken to ensure that the number of students selected for the programme is compatible with the learning outcomes of the programme, the infrastructure available for its delivery, its capacity to provide sound professional preparation in the area of specialization, and the needs of the target market for qualifying students? Describe any improvements planned.

--

2.7.2 If the programme makes provision for admission via RPL,, complete the following information:

	2011	2012	2013
Percentage of students admitted via RPL			
Success rates of students admitted via RPL			
What criteria have been applied to RPL admissions?			

2.7.3 If the programme makes provision for credit transfer for courses/modules in the programme:

	2011	2012	2013
How many students have been granted credit?			
What is the maximum number of credits permitted for credit transfer as per institutional policy			
What criteria have been applied to the granting of advanced credit?			

2.8 STAFFING

2.8.1 Academic staff teaching the programme

Name	Designation	Full-time (F)/part-time (P) ³	Date of first appointment at the institution	Qualifications	Number of years of teaching the programme	Courses/units taught

³ Part-time staff: members of staff employed on fixed-term contracts with agreed commencement and termination dates. If part-time, give the duration of the current contract, e.g., 1 January-31 December 2013.

2.8.2 Provide details of staff workload allocations for academic and administration staff members involved in this programme

--

2.8.3 What procedures are in place to ensure that academic staff members, both full-time and part-time, are provided with sufficient time and opportunity for the development of curriculum, course/module design, learning materials, assessment, and the necessary learner support?

--

2.8.4 What procedures are in place to ensure that adequate administrative support is provided for the programme and students?. How does the institution evaluate and improve the quality of service provided by both full-time and part-time administrative and support staff Provide evidence or examples to support the institution's response.

--

2.8.5 Describe the staff development activities conducted during the last three years for members engaged in this programme.

--

2.9 LEARNING AND TEACHING

2.9.1 What provision is made to ensure that both full-time and part-time, academic staff, are familiar with the learning and teaching policy of the institution, and are able to apply the policy appropriately and in a manner consonant with the programme design, outcomes, mode(s) of delivery, learning materials, assessment criteria, and student profile?

--

2.9.2 What systems, structures and procedures are in place to ensure that academic staff members participate in and contribute to curriculum development and review and the revision of learning materials?

--

2.9.3 What procedures are in place for monitoring, evaluating and improving teaching and learning?

--

2.9.4 What mechanisms exist for identifying and supporting weak or “at-risk” students? Explain how the effectiveness of these mechanisms is measured and revised to support these students.

--

2.10 POST-GRADUATE PROGRAMMES

Complete section 2.10 if the institution offers post-graduate programmes

2.10.1 Does the institution have a policy for promoting research?

Yes	
No	

2.10.2 If Yes, attach as an Annexure the institution’s policy on research.

2.10.3 If No, what steps have been taken over the last three years to develop research capacity and increase research output by members of the academic staff?

--

2.10.4 Budget allocations for research

Year	Budget allocation	Specify the research project(s) / activities
2011		
2012		
2013		

2.10.5 Details of the research experience and output of academic staff members involved in the teaching and/or supervision of post-graduate programmes

Period covered (e.g., 2011-2013):

Name of staff member	Accredited articles or peer-reviewed books published	Conference papers	Research projects (indicate scale of contribution)	No. of students supervised to completion

2.10.6 Does the institution have a policy for the supervision of student dissertations and/or theses?

Yes	
No	

2.10.7 Does the institution have a policy for the development of supervision capacity and the practice of supervision?

Yes	
No	

2.10.8 If Yes, please provide as an Annexure the institution's post-graduate supervision policy.

2.10.9 If No, what steps have been taken over the last three years to develop supervision training and capacity?

--

2.10.10 What steps are taken to foster research skills and capacity in students?

--

2.11 ASSESSMENT OF LEARNING

2.11.1 Explain the measures taken to ensure that academic staff members are able to apply the assessment policy appropriately, and in a manner that is consonant with the programme design, outcomes, mode(s) of delivery and, assessment criteria

--

2.11.2 Describe procedures and processes in place to ensure that assessment (an appropriate mix, balance, weighting and assessment standard) is commensurate with the level of the programme, and that it is applied to both formative and summative assessment.

--

2.11.3 Describe the steps taken to ensure that assessment tasks (assignments, tests, projects) are returned to students in sufficient time to allow them to benefit from assessors' feedback.

2.11.4 Describe the procedures in place for the internal moderation of assessment. Explain how these procedures are implemented and what improvements have been made by the institution in relation to internal moderation of assessment.

2.11.5 Describe the policy for appointment of external examiners, and the process of external examination. Explain how this policy is implemented and what improvements have been made by the institution in relation to external examination processes.

2.11.6 Describe the system, process, structure and procedures in place to ensure the accuracy, consistency, reliability and security of assessment results.

2.11.7 What mechanisms exist to ensure the integrity of the certification process and the validity of the certificates that are issued? What are the identified areas that require improvement and how will the institution address them? Provide evidence or examples to support the institution's response.

2.11.8 What procedures are in place for the settling of student disputes regarding assessment results?

2.11.9 What provision is made for the development of staff as competent assessors?

2.12 STUDENT RETENTION, THROUGHPUT AND COMPLETION RATES

2.12.1 Details of student completion rates

	No. of students enrolled	No. of students who completed the programme within minimum time	No. of students who completed the programme beyond minimum time	Total no. of students who completed the qualification
2011				
2012				
2013				

2.12.2 Based on an analysis of the student completion and success rates in the programme, comment on significant successes, areas of concern and planned improvements to address throughput rates, graduation rates and dropout rates. Provide examples and evidence to support the conclusions drawn.

2.12.3 Provide examples of any tracer studies conducted during the last three years to track the employability of graduates. Explain and assess how the results of these studies are incorporated into the institutional and programmatic strategic, academic and resource planning in order to improve the quality of programme provision?

2.13 PROGRAMME REVIEW

2.13.1 Briefly describe current internal and external programme review processes to ensure that students achieve the required exit level outcomes? Provide evidence or examples of quality improvements introduced as a result of programme reviews conducted during the last three years. Include appropriate evidence of programme review.

2.13.2 What user surveys (graduates, peers, external examiners, employers, relevant professional bodies) does the institution conduct to ascertain whether the programme is achieving the intended outcomes? Explain and assess how the results of these surveys are incorporated into the institutional and programmatic strategic, academic and resource planning in order to improve the quality of programme provision?

ANNEXURE CHECKLIST

Please number all Annexures included in this application. The narrative provided should refer to these numbered Annexures, providing page references as necessary.

Annexure	Number	Notes from institution to HEQC, if necessary	Submitted with this application (Y, N, N/a)
Brief overview of the institution			
Mission statement			
Quality assurance policy			
Institutional equity policy/plan			
Language policy			
Curriculum vitae of Head of institution			
Curriculum vitae of Academic Head			
Curriculum vitae of programme coordinator(s)			
Curriculum vitae of academic staff			
Curriculum vitae of administrative/support staff			
Curriculum vitae of external examiners			
Admission criteria			
Teaching and learning policy			
Student assessment policy			
Policy on work-based learning			
Proof of registration, or interim registration, of qualifications with SAQA			
Copy of qualification certificate for each programme described in this form			
List of library acquisitions for the past three years			
(If applicable) Formal agreement(s) with work-based learning site(s)			
(If applicable) RPL policy and procedures			
(If applicable) Institutional policy on research			

Annexure	Number	Notes from institution to HEQC, if necessary	Submitted with this application (Y, N, N/a)
(If applicable) Post-graduate supervision policy			
(If applicable) Copy of lease agreement(s)			
(If applicable) Organograms, tables			