POLICY NUMBER	**IIE005**
POLICY NAME	**Qualification Design and Programme Review Policy**
POLICY VERSION	**14**
LEGEND	**Previously the Programme Development and Review Policy until October 2023** **Previously the Programme Development Policy until October 2017**

DATE OF APPROVAL	**Date of Approval**	**Date of Implementation**
	28 March 2006	**March 2006**
DATES AMENDED	**19 September 2007** **31 March 2009** **27 July 2010** **18 November 2010** **22 November 2011 (w)[1]** **07 November 2013 (w)[2]** **05 November 2015** **30 November 2016[3]** **02 November 2017[4]** **11 July 2019** **02 December 2020[5]** **13 November 2023[6]** **04 December 2025[7]**	**January 2008** **January 2010** **January 2011** **January 2011** **January 2012** **January 2014** **January 2016** **January 2017** **January 2018** **January 2020** **January 2021** **January 2024** **January 2025**
DATE FOR NEXT REVIEW	**2028**	
RELATED POLICIES	**IIE001: Quality Assurance and Enhancement Policy** **IIE002: Admissions Policy** **IIE006: Work-Integrated Learning Policy** **IIE007: Research and Postgraduate Studies Policy** **IIE008: Information Centre Policy** **IIE009: Assessment Strategy and Policy**	

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[1] S28: 2011-11-22 Item 8.4 (whole policy review)

[2] S34: 2013-11-07 Item 8.13 (whole policy review)

[3] Policy was edited, renumbered and Glossary and Roles (previously Acronyms) moved before the Introduction.

[4] S46:2017-11-02 Item 7.2.1 (whole policy review)

[5] Post Senate 55 editorial changes, including Library name change to Information Centre as per S55: 2020-12-02 Item 8.2.7

[6] S64:2023:11:13 Item 8.2.2 (Full Review) policy amendments include that the policy name was changed from "Programme Development and Review Policy" to "Qualification Development and Programme Review Policy." This adjustment aims to better reflect the comprehensive nature of the policy's scope. c) Procedures and processes have been effectively separated from the Policy, facilitating a clearer distinction between overarching guidelines and specific implementation steps.

[7] S70 2025-12-04 – Alignment with new TOAM Structure

	IIE010: **Qualification Completion, Credit Accumulation and Transfer, Articulation and Recognition of Prior Learning Policy** **IIE019:** **Community Engagement and Citizenship Policy** **IIE022:** **Teaching and Learning Strategy** **IIE023:** **Intellectual Integrity Policy** **IIE026:** **Student Support and Professional Development Policy** **IIE029:** **Distance Education Policy** **IIE030:** **The IIE Internationalisation Policy** **IIE031:** **Governance Policy** **IIE032:** **Personal Information, Intellectual Property and Cyber Security Policy** **IIE033: Policy on the Integration of Artificial Intelligence (AI) in Teaching and Learning Practices**
POLICY ANNEXURES	**Annexure A: New Qualification Proposal** **Annexure B: Extension of Qualification Proposal** **Annexure C: Additional Mode of Delivery Qualification Proposal** **Annexure D: Accreditation Source Kit (ASK)** **Annexure E: Accreditation Templates - Overview** **Annexure F: Development Process – New Qualification** **Annexure G: Development Process – Additional Mode of Delivery** **Annexure H: Development Process – Extension of Qualification** **Annexure I: Programme Review Process**
RELATED PROCEDURES	**Annexure F: Development Process – New Qualification** **Annexure G: Development Process – Additional Mode of Delivery** **Annexure H: Development Process – Extension of Qualification** **Annexure I: Programme Review Process**

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GLOSSARY AND ROLES

Academic Centre of Excellence (ACE)	The IIE team responsible for: • Quality review of the student learning journey (IQAF). • Design and periodic review of qualifications and associated curricula. • Customisation and integration of technology and processes that enhance teaching and learning • Ensuring regulatory compliance. • Industry-leading development programmes for academics (Sirius). • Publishing of multiple accredited academic journals and hosting national and international conferences.
Academic Planning and Development Committee (APDC)	The committee with oversight responsibility for the programme offering strategy of each site of delivery. Programme review feedback on changes and improvement plans, phase-in, and phase-out plans, proposed new qualification developments, proposals of additional modes and extensions, and the accreditation and registration status of programmes.
Accreditation and Quality Assurance (AQA) Team	A team of ACE accountable for managing the qualification development process, additional mode of delivery, and extension applications.
[8]**Accreditation Source Kit (ASK)**	The consolidated document of information for the development of a new programme.
Classification of Educational Subject Matter (CESM)[9]	The CESM provides a single coherent system for categorising subject matter, irrespective of the level of instruction or type of institution. The CESM classifies the subject matter embedded in a field of study and courses in standard ways. The classification system confines itself to the various knowledge components that appear within a programme (SAQA, 2023).
Council on Higher Education (CHE)	The Quality Council for Higher Education responsible for quality assurance and promotion through the Higher Education Quality Committee (HEQC). It is responsible for accreditation, audits, and reviews.
Dean of Faculty	The senior academic of a faculty.
Department of Higher Education and Training (DHET)	The national department responsible for overseeing higher and post-school education and training in South Africa. All accredited qualifications must be registered with the DHET and appear on the registration certification issued to providers.

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[8] S51: 2019-07-11 Item 7.2.2
[9] S64:2023:11:13 Item 8.2.2

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Higher Education Qualifications Sub-Framework (HEQSF)	The Sub-Framework of the NQF for Higher Education developed and managed by the CHE.
Higher Education Quality Committee (HEQC)	The sub-committee of the Council on Higher Education responsible for quality assurance and promotion of higher education.
Hybrid[10]	A mode of delivery where students engage in a mix of face-to-face interactions with lecturers/tutors and peers, as well as virtual learning experiences through digital platforms. Hybrid approaches allow for a more adaptable learning experience, offering advantages for diverse learning preferences and evolving educational needs.
Learning Programme[11]	A core discipline that focuses on a specific area of specialisation within a chosen CESM sub-field of higher education within a qualification. This specialisation includes a body of knowledge, theories, concepts, and methods particular to the discipline or field of study. The qualifier of the qualification type specifies the qualification specialisation (SAQA, 2023). Learning programmes are also referred to as Qualification Specialisation (SAQA, 2023).
Module Information Sheet (MIS)	An IIE system that provides official information on each module, including module purpose, module outcomes, assessment strategy, credit value, NQF Level, lecturer requirements and prescribed texts.
National Qualifications Framework (NQF)	A single integrated system for the classification, registration and publication of articulated and quality-assured national qualifications and part-qualifications. It comprises three coordinated qualifications Sub-Frameworks, namely: • General and Further Education and Training Qualifications Sub-Framework (GFETQSF) • Higher Education Qualifications Sub-Framework (HEQSF) • Occupational Qualifications Sub-Framework (OQSF).
NQF organising fields[12]	For organisational purposes, the NQF divides all education and training in South Africa into 12 organising fields.
PIPO	An IIE system used to track the phasing in and phasing out of qualifications as tracked on the Qualification Compliance Tracking System (QCTS).
Programme	A year of study in a full qualification that includes a purposeful and structured set of learning experiences. Where relevant, combined programmes lead to a qualification or part-qualification (SAQA, 2023).

[10] S64:2023:11:13 Item 8.2.2
[11] S64:2023:11:13 Item 8.2.2
[12] S64:2023:11:13 Item 8.2.2

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Qualification[13] Accreditation Committee (QAC)	The committee responsible for reviewing and approving new qualification developments. Members who make up the Qualification Accreditation Committee include: • ACE Executive QA and Governance • ACE: Quality Assurance and Governance representatives • Brand Postgraduate Research representative if it is a postgraduate qualification • Most senior Brand academics responsible for the programme (e.g., Executive Dean Academic, Deans, Deputy Deans).
External Qualification Advisory Committees (EQAC)	These committees are ad hoc, consultative and advisory and they have no executive authority. Their primary purpose is to ensure that a qualification aligns with current industry trends, best practices, and emerging developments in the field, ensuring that qualifications remain relevant, aligned with industry standards, and responsive to the needs of students and the job market. Committee members include *inter alia* industry professionals, academics, and other experts who deeply understand the subject matter. The EQAC members review the purpose of the qualification, curriculum design, learning outcomes, course material, and assessment strategy.
Qualification Development Team (QDT) [14]	The team responsible for the design and development of the qualification. Members of the QDT comprise of: • Dean of Faculty • Deputy Dean • Dean: Academic Development • Subject matter experts from Brand • AQA Specialist
Qualification[15]	A qualification consists of a planned combination of learning outcomes with a defined purpose, intended to provide qualifying learners with applied competence and a basis for further learning (SAQA, 2023). Where relevant, combined programmes lead to a qualification. In order to qualify as a qualification, it must be accredited by the HEQC and registered on the NQF and DHET. A qualification must comprise of at least 120 credits.
Qualification Type	The classification of a qualification on an NQF level within a Sub-Framework of the NQF (SAQA, 2023).
Qualification Compliance Tracking System (QCTS)	The IIE system used to monitor and track all qualification information including communication with regulators and accreditation bodies.

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[13] S67: 2024: 11: 09 Item 8.2.13
[14] S64:2023:11:13 Item 8.2.2
[15] S64:2023:11:13 Item 8.2.2

Senate	. The overarching and highest academic <u>and research decision-making</u> governance structure of The IIE.
Sector Education and Training Authority (SETA)	A system of vocational skills training, covering every industry and occupation in South Africa, established under the Skills Development Act aimed at developing a series of sector skills plans within a clearly defined framework of the National Skills Development Strategy where each of the established authorities (SETAs) is responsible for creating learnerships, internships, unit-based skills programmes, and apprenticeship with their jurisdiction.
South African Qualifications Authority (SAQA)[16]	A statutory body, regulated in terms of the National Qualifications Framework Act No. 67 of 2008. SAQA is responsible for: • Registering qualifications and part qualifications, as recommended by the relevant Quality Council on the National Qualifications Framework. • The verification of SA qualifications. • Recognition of professional bodies. • Verification of foreign qualifications. • Issuing registered qualifications with a SAQA ID
The IIE/ the Institute	The Independent Institute of Education (Pty) Ltd.

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[16] S64:2023:11:13 Item 8.2.2

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1   INTRODUCTION[17]

(1)   The Qualification Design and Programme Review Policy (IIE005) of The Independent Institute of Education (Pty) Ltd (The IIE) is directly linked to its strategic intent.

(2)   The IIE aims to inspire individuals to develop a sense of self as citizens of change in a complex world through its commitment to transformation and excellence in learning and teaching, scholarship, and community engagement.

   a)   We encourage and develop individuals to fulfil their potential and enable them to make meaningful contributions within their spheres of influence.
   b)   We empower individuals to become mindful and ethical active citizens and leaders who challenge established ideologies, narratives, and ways of thinking.
   c)   We foster creativity and innovation through embracing diverse ideas and solutions in our commitment to the co-creation of knowledge that transforms individuals and society.
   d)   We pursue impactful research and collaborations that improve and enrich lives, communities, and society.
   e)   We entrust individuals to take responsibility for their learning and development while providing them with appropriate support to enhance their success.

(3)   The Qualification Design and Programme Review Policy (IIE005) of The IIE governs how new and existing qualifications are developed, their mode of delivery, the review of existing qualifications, and the extension of qualifications to additional sites of delivery.

(4)   The context in which new qualifications are developed seeks to promote:

   a)   Relevance that contributes to employability, entrepreneurship, or improved skills and capacity.
   b)   Inclusive and diverse learning experiences.
   c)   Quality-learning experiences across different modes of delivery.
   d)   A wide range of qualifications offered across various fields/ disciplines.
   e)   Articulation paths to enable progression into further studies.
   f)   Accessibility of the learning experience for a wide range of students.

(5)   The qualifications covered by the Policy include all learning programmes certified by The IIE.

(6)   High-quality qualifications depend on the quality of initial design and conceptualisation and thus these parts of the development process are given precedence.

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[17] S64:2023:11:13 Item 8.2.2 whole section amended.

(7)   At The IIE, this means the qualification must:

    a)   Cohere with the strategic intent of The IIE.
    b)   Include sound curriculum design.
    c)   Meet regulatory, professional body (where applicable) and industry requirements.
    d)   Take institutional, and site of delivery capacity, infrastructure, and specialist resources into consideration.
    e)   Take provision for qualified academics into account.

(8)   Qualification review is conducted on a cyclical basis, firstly after their first graduating cohort and subsequently every three years (unless requested by faculties). A set of online surveys is disseminated to the following stakeholders:

    a)   Lecturers
    b)   Support Staff
    c)   Students
    d)   Alumni
    e)   External Academic Reviewers
    f)   External Industry Reviewers
    g)   Employers
    h)   Professional Bodies and Societies (if applicable).

(9)   The qualification development and review are guided by the following regulatory policies and guidelines:

    a)   CHE: Criteria for Programme Accreditation (2012)
    b)   The Higher Education Qualifications Sub-Framework (2013)
    c)   SAQA: Guidelines for the development and evaluation of qualifications and part-qualifications for registration on the national qualifications framework (June 2023)
    d)   Distance higher education programmes in a digital era: good practice guide (2014)
    e)   Work Integrated Learning: Good Practice Guide (2012)
    f)   SAQA Level Descriptors for the South African National Qualification Framework (2012)
    g)   National Qualifications Framework Act 67 (2008)
    h)   Higher Education Act 101 (1997)
    i)   Policy on Articulation into and within Higher Education (2023)
    j)   DHET CESM (2008)
    k)   SAQA: National Qualifications Framework and the Standards Setting (2000)
    l)   Education White Paper 3: A programme for the transformation of Higher Education (1997)
    m)   Vitalstats (2021)
    n)   Doctoral degrees national report (2022)

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o)   CHE qualification standards and national reviews
     (https://www.che.ac.za/faqs/national-reviews and
     https://www.che.ac.za/publications/programme-reviews)
p)   A quality assurance framework (QAF) for higher education in South Africa
     (CHE, 2022)
q)   Framework for institutional audits (2021)

2   SCOPE

(1)   This Policy applies to all Institutional staff, students, and other relevant stakeholders.

3   PURPOSE

(1)   The purpose of this Policy is to guide the qualification development teams (QDT) in
      the development of new qualifications, additional modes of delivery, and extension
      applications. The Policy also governs programme review to ensure that internal quality
      assurance processes are adhered to and applied consistently.

4   VALUES

(1)   The Institute values a transformative mindset, characterised by **'CHANGE'** (an
      acronym for the below concepts):

   a)   **C**o-creation: Collaboratively pursuing knowledge that transforms individuals and
        society.
   b)   **H**olistic thinking: Seeing the world as a set of interconnected and interrelated
        parts.
   c)   **A**dvocacy: Championing meaningful and positive change ethically and mindfully.
   d)   **Nation-building**: Promoting social cohesion that celebrates and embraces
        diversity, equity, and inclusion.
   e)   **G**rit: Navigating the challenges that accompany learning and transformative
        change with passion, perseverance, and resilience.
   f)   **E**mpowerment**:** Enabling individuals to participate actively in shaping their own
        lives and the world around them.

(2)   These characteristics collectively form a transformative mindset that embraces
      change, innovation, and growth, while empowering individuals and communities to
      create positive and lasting change in society.

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5 GOVERNANCE AND MANAGEMENT[18]

(1) The IIE has several faculties responsible for academic leadership in qualification development and programme review, in their respective disciplines.

(2) The IIE offers its qualifications on multiple sites of delivery and through various modes of delivery.

(3) Modules can be shared across multiple qualifications where applicable.

(4) Qualifications can be shared across multiple sites of delivery, or based on resources, capacity, or niche focus area, restricted to specific sites of delivery.

(5) The intended site/s of delivery of the qualification will determine the composition of the Qualification Development Team (QDT).

(6) Appropriate annexures should be prepared and submitted for approval to the Academic Planning and Development Committee (APDC).

(7) The APDC meetings take place bi-annually. The purpose of these meetings is to:

   a) Present a five-year strategic plan of existing and planned qualification offerings, including terminations of qualifications.
   b) Propose qualifications, additional modes of delivery, and extensions for approvals.
   c) Report on progress in terms of the implementation of improvement plans based on programme reviews.
   d) Report on progress in terms of existing submissions.
   e) Provide regulatory updates.

(8) The AQA team at IIE ACE works with the relevant QDT and is accountable for managing the qualification development process, additional modes of delivery, and extension applications.

(9) AQA manages the multiple approval processes in the development of new qualifications and additional modes of delivery.

(10) The final qualification design of the submission for accreditation serves at Senate for approval.

(11) AQA is responsible for managing the programme review process.

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[18] S40: 2015-11-05 Item 7.2.3.

6 ACADEMIC PLANNING AND DEVELOPMENT COMMITTEE (APDC)

6.1 Approval of Proposed Qualifications for Inclusion in the AQA Qualification and Development Plan

(1) The AQA team manages a three-year qualification and development plan. For a qualification to be included in this plan, it must be approved by the relevant managing director and the APDC.

(2) In order to manage resource allocation and to ensure equitable attention to the qualification development ambitions of each faculty and site of delivery, new qualifications, additional modes of delivery, extensions, expansions, and new sites that did not serve at APDC cannot be added to the qualification and development plan.

(3) No qualifications will be included or considered at APDC meetings unless the feasibility and approved proposal (Annexure A) is submitted.

6.2 Timeframes for APDC

(1) Annexure A: New Qualification Proposal and Annexure C: Additional Mode of Delivery Qualification Proposal must be approved by the relevant faculty six weeks before the APDC meeting.

(2) Annexure A: New Qualification Proposal, Annexure B: Extension Qualification Proposal, and Annexure C: Additional Mode of Delivery Qualification Proposal must be approved by AQA two weeks before the APDC meeting.

7 QUALIFICATION DESIGN

7.1 Principles for Qualification Design

(1) Principles for the design of the qualification include the following:

   a) The qualification aligns with policies and the strategic intent of the Institution.
   b) The qualification submission must comply with the requirements of the programme accreditation framework and criteria of the HEQC, of professional bodies where relevant, as well as qualification standards. Best practice guides should be followed, and recommendations implemented, where relevant.
   c) The qualification submission must meet the educational best practice standards for programme design, which includes ensuring coherence in the structure through the intended and sequential arrangement of learning activities designed to achieve anticipated and explicitly stated outcomes.
   d) The QDT must ensure that suitable resources are/can be put in place to meet the educational objectives of the qualification.

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e)   All aspects of the ASK document, including the qualification type, name, design, admission requirements, and articulation possibilities must be adhered to in compliance with the HEQSF.

f)   The qualification must be designed to develop the institutional graduate attributes, qualifications-specific graduate attributes, and professional body graduate attributes (where applicable).

g)   Exit Level Outcomes must be coherent with the type and level of the qualification and must be broad and not too specific.

h)   Associated Assessment Criteria include valid and reliable measures of the Exit Level Outcomes. These are not a description of the assessment instruments that will be utilised.

i)   The curriculum design including the modules and their outcomes, as well as the integrated assessment strategy, must ensure the achievement of the Exit Level Outcomes and fulfil the purpose of the qualification.

j)   Module purposes must be aligned to the Exit Level Outcomes.

k)   The competencies embedded in the NQF-level descriptors must relate directly to the competencies of the qualification and must be used to guide the formulation of the Exit Level Outcomes.

l)   Any insights from previous submissions and outcomes must be considered and incorporated in new submissions, where relevant.

m)   Coherence, scaffolding, increasing cognitive complexity, and notional hours linked to credits in order to manage student workload must be considered.

n)   The qualification must be benchmarked against similar national and international qualifications.

o)   Horizontal, vertical and diagonal articulation pathways for the qualification must be specified.

p)   There is a specific and relevant teaching and learning and assessment strategy for the programme and for the mode of delivery of the qualification, which takes into consideration the qualification purpose, Exit Level Outcomes and student demographics.

7.2 Timeframes for Qualification Design

(1)   The development of a new qualification for submission for accreditation can take up to 18 months.

(2)   The development of a qualification in additional mode for accreditation can take up to six months.

(3)   The outcome of the submission for accreditation from the regulators can take up to two years.

(4)   Once accreditation has been received from the HEQC, the CHE submits the qualification to SAQA to be tabled at the SAQA board meeting for approval. The SAQA approval process takes between six to eight months and a SAQA ID is issued for each qualification.

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(5)   Once the qualification has been registered on the NQF, the Office of the Registrar (OoR) submits an amendment application to DHET. The DHET screening outcome and the addition of the qualification to the DHET registration certificate can take between three to six months.

(6)   Once accreditation and registration have been received, the qualification and relevant details are added to the Qualification Compliance Tracking System (QCTS) by the OoR.

(7)   Faculties and sites of delivery need to cooperate to determine the proposed year of offerings so that the development of learning material and the appointment and induction of lecturers are synchronised with this offering date.

(8)   Failure to offer a qualification within three years will result in the deregistration of the qualification by DHET.

8   DEVELOPMENT AND DESIGN OF THE ACCREDITATION SOURCE KIT (ASK) DOCUMENT

8.1   Quality Imperatives[19]

(1)   Throughout the development and design process of the ASK document, the focus on quality remains central – both in terms of the intended outcomes of the qualification and the curriculum. Relevant qualification development principles and theories should be used to develop the outcomes.[20]

(2)   Quality measures should be in place to ensure that the QDT are suitably qualified for their respective responsibilities in the design of the qualification.

(3)   All annexures must be checked for accuracy and completeness prior to submission.

(4)   AQA quality assures the ASK document to ensure regulatory and, where relevant, professional body compliance.

(5)   The ASK document goes through various internal approval stages to ensure quality.

8.2   External Qualification Advisory Committee (EQAC)

(1)   The completed design of the qualification is subject to peer review by both external academic subject matter experts and industry experts, through the use of an EQAC.

(2)   EQAC members must be independent from the Institution.

(3)   EQAC members are not remunerated for their services.

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[19] S51: 2019-07-11 Item 7.2.2
[20] S51: 2019-07-11 Item 7.2.2

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(4) Four academic EQAC members and four industry EQAC members are appointed as EQAC members per qualification.

(5) The EQAC members assess the quality, comparability, and relevance of the proposed qualification.

(6) The input from the EQAC is considered by the QDT and relevant changes are made before finalisation of the qualification for submission.

8.3 Submission and Approval

(1) The AQA team uploads the final submission and supporting annexures on the HEQC Online system.

(2) The OoR submits the qualification annexures on the HEQC Online system and monitors the progress through accreditation to registration.

(3) The OoR communicates The IIE submission outcomes to the relevant stakeholders.

(4) The AQA team manages responses to any conditions received, including prior to commencement, short-term, and long-term conditions, as well as representations and deferrals.

(5) Once accreditation has been received from the HEQC, a SAQA ID is issued for the qualification and added to the DHET registration certificate.

(6) The qualification and relevant details are added to the Qualification Compliance Tracking System (QCTS) by the Deputy Registrar Governance and Compliance or relevant Brand Compliance Specialist.

(7) Marketing and student recruitment can only take place once the qualification appears on the DHET registration certificate.

9 PROGRAMME REVIEW

9.1 The Purpose of Programme Review

(1) The purpose of programme review is to ensure that the programmes offered by higher education institutions meet the national and international standards of quality and relevance.

(2) Programme review also aims to foster a culture of continuous improvement and innovation in teaching and learning, as well as to enhance the employability and social responsibility of graduates.

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(3)   Programme review is intended to benefit the higher education sector, the students, the employers, and the society at large. The review processes help to make informed decisions about programme improvement and resource allocation.

9.2 Principles of Programme Review

(1)   Principles for Programme Review include the following:

   a)   All qualifications must be reviewed on a cyclical basis, based on clear unbiased criteria for evaluation.
   b)   Qualifications should be reviewed for inclusiveness, diversity, and accessibility in their content and delivery.
   c)   Qualifications must be reviewed for relevance to assess the qualifications' alignment with industry standards, job requirements, and articulation possibilities.
   d)   Feedback must be collected from all relevant stakeholders, including students, industry experts, external academics, professional bodies, employers, alumni, lecturers, and support staff.
   e)   Accurate, complete, and relevant information must be provided to respective stakeholders to gather diverse perspectives on the qualifications.
   f)   The results of user surveys used in programme reviews are utilised by faculties in the evaluation of all qualification aspects and to develop improvement plans.
   g)   It is the responsibility of the faculty concerned to develop and implement the improvement plans. These must serve at the relevant committees for approval and the monitoring of the implementation and effectiveness of interventions.

9.3 Timeframes for Programme Review

(1)   Qualifications are reviewed cyclically after the first graduating cohort and thereafter every five years, to improve the qualification design, delivery, and resourcing, and for staff development and student support, where necessary.

(2)   A maximum of 20 qualifications is reviewed in a cycle.

(3)   In the second APDC of the year, qualifications that are to be reviewed in the next cycle are proposed and approved.

(4)   Stakeholder identification and confirmation:

   a)   Faculties are required to identify and confirm external reviewers within two months after the approval at APDC. Two external reviewers (a minimum of one academic external reviewer, and one industry external reviewer) are to be appointed.
   b)   Brands are required to identify and confirm support staff details within two months after the approval at APDC.

(5)   Concurrent with stakeholder identification and confirmation, the survey team is required to finalise the different stakeholder surveys within three months.

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(6)   The AQA team has one month to quality assure the surveys against the AQA Checklist, prior to the dissemination.

(7)   The IT survey team disseminates the surveys and six weeks per survey is allocated for the completion of the programme review surveys by the different stakeholders.

(8)   The relevant Programme Coordinator and their team write the reports in a two-month period.

(9)   The Head of Faculty quality assures the reports in a three-week period.

(10)   The faculty has three weeks to populate the action plan within the report.

(11)   Programme review reports serve at annual QCOP meetings for completion of the improvement plan and serve at faculty boards.

(12)   Feedback on the improvement plan serves at Faculty Board meetings.

ANNEXURE A: NEW QUALIFICATION PROPOSAL

To be tabled at APDC

QUALIFICATION DETAILS					
Proposed Name of Qualification					
Faculty					
Qualification Type (e.g., Higher Certificate, Diploma)					
Coursework or full research? (Master's and PhD only)		Coursework		Full research	
Academic or Professional? (Postgraduate only)		Academic		Professional	
Number of Credits					
If the number of credits exceeds the regulatory requirements, motivate accordingly.					
HEQSF Level					
CESM Classification					
First Qualifier					
Second Qualifier					
New field for brand or The IIE; or if existing field is this at a new level?					
New or Replacement (specify)					
Minimum Completion Time	Full time		Part-Time		
Maximum Completion Time	Full time		Part-Time		
Proposed First Year of Offering					
Mode of Delivery	Distance		Hybrid		Both
Accreditation from a Professional Body Required (if yes, specify)					

BRAND DETAILS	
Brand	
Site of Delivery (list all)	

PROJECT TEAM DETAILS	
Designation	**Name**
Brand Subject Matter Expert	
IIE AQA	
Executive Dean Academic	
Dean of Faculty	
Dean: Academic Support	

PROJECT TEAM DETAILS	
Dean: Research and Community Engagement (if required)	
External Subject Matter Expert (if applicable)	

PART A (TO BE PRESENTED AT ANNEXURE A: PART A WORKSHOP)
1. Rationale of the Qualification
2. Purpose of the Qualification
3. Graduate Attributes
4. Exit Level Outcomes (ELOs)
5. Qualification Structure
6. Admission Requirements
PART B (TO BE PRESENTED AT APDC ALONG WITH PART A)
1. Qualification Design
2. Strategic Need for the Qualification
3. Market Demand Assessment
4. Competitor Analysis
5. Enrolment Plan
6. Lecturing Capacity
7. Specialised Resources
8. Additional comments from the Brand and Faculty

PART A

PART A
RATIONALE OF THE QUALIFICATION

WHAT TO DO: Write a Rationale for the Qualification taking the below into consideration:

The rationale is where you must explain why The IIE wants to offer this qualification, its importance, and the demand in South Africa/Africa/Internationally/Industry in five short paragraphs.

The rationale should:
- *Indicate the need for the qualification and/or part-qualification.*
- *Consider that a similar qualification is not already registered on the NQF.*
- *Explain how the qualification or part-qualification will benefit the sector, society and the economy.*
- *Identify the typical students for the qualification or part-qualification.*
- *If the assertion in the qualification or part-qualification relates to specific occupations or professions:*
- *How the qualification or part-qualification meets the requirements for professional registration, membership or licensing as required by recognised professional bodies, and proof of collaboration, **if relevant**; and*
- *The typical occupations in which the qualifying student will operate, if relevant.*

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- *Indicate the learning/work pathway.*

Please utilise the below structure for writing the rationale:
First paragraph must reflect: The need for the qualification/part-qualification. This includes:

- *An explanation for the reasons that led to identifying the need (why this qualification has been developed) for the qualification/part-qualification, e.g., it is a new discipline/occupation / there is no recognised national standard for the discipline/ occupation / existing qualifications are outdated / replacing existing qualifications no longer meeting the requirements, etc.).*

- *An indication that a similar qualification is not already registered on the NQF.*

Second paragraph must reflect: How the qualification or part-qualification will benefit the sector, society, and the economy.

- *Who identified the need and why?*

- *The specific needs that the qualification will meet in the sector for which it is to be developed, e.g., sectors and/or professional bodies that indicated a need for qualified people or addressing a national scarce skill.*

- *Details of consultation, i.e., who was consulted and participated in the development (e.g., recognised professional body/ies, industry body/ies, higher education institutions),*

- *The benefits the qualification will have for society and the economy, e.g., the contribution it will make to national and/or sector strategies, such as supporting the development of a green economy.*

Third paragraph must reflect:

- *The typical students for the qualification or part-qualification.*

- *Indicate who are the typical students likely to be attracted to this qualification.*

- *Indicate the types of occupations or jobs or areas of activity or professions that the qualifying students are likely to enter.*

- *Indicate possible work and learning pathways for qualifying students. Please use this standard IIE narrative for this paragraph: The possible learning pathways for qualifying students are detailed under Section D.14 of the online submission.*
   - *Note 1: No references should be made to specific years or number of students.*
   - *Note 2: There should not be any discrepancies between the rationale and the entry requirements, e.g. (i) if the rationale states that the qualification will enable current workers in the sector without academic qualifications to progress, then reference should be made to required experience as an entry requirement. (ii) if the rationale states that the qualification is to qualify people to install and maintain, then the purpose statement. must make reference to install and maintain.*

Fourth paragraph must reflect:

- *Section 28 of the NQF Act states that, despite the provisions of any other Act, a professional body must co-operate with the relevant QC in respect of qualifications and quality assurance in its occupational field.*

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- ***Where applicable***: *How the qualification or part-qualification meets the requirements for professional registration, membership or licencing as required by recognised professional bodies, and proof of collaboration.*
- *Qualifications often have an impact on professional designations and in turn, on designated members. Qualification developers must consult with SAQA-recognised professional bodies within the relevant sector during the development process.*
- *Where applicable, endorsement should be obtained where an Act of Parliament established a statutory council, indicating that qualified students will be able to register for the designation.*

Fifth paragraph must reflect the typical (i) occupation or profession (ii) and the learning/work pathway:

- *Typical occupations or professions may be linked to registered professional designations.*
- *A Learning pathway is about sequencing of qualifications that allows students to move vertically, diagonally, and in some cases horizontally, through NQF levels giving students recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications.*
- *A work or career pathway may be a series of structured and connected learning interventions to enable a student to advance over time to higher positions, allowing mobility within the work environment. Is the qualification a requirement for entry into a specific occupation/profession or a further specialisation to allow for career progression? What is the qualification's relation to other qualifications for the same occupation/profession?*

Rationale of the Qualification:

PART A
THE PURPOSE OF THE QUALIFICATION

WHAT TO DO: Write a Purpose for the Qualification. Take the below into consideration:

A purpose is four short paragraphs. The purpose is the "so what" of the qualification.

The purpose statements must describe:
- *How the qualification or part-qualification will benefit the student.*
- *What the qualification or part-qualification intends to achieve, i.e., what the qualifying student will know, do, and understand after achievement.*
- *The typical graduate attributes.*

Please utilise the below structure for writing the purpose of the qualification:
First paragraph
- *Answer the following questions:*
  - *What is the purpose of the qualification?*
  - *What will the student get/learn from this qualification?*
  - *Who are the target students?*
  - *Why will a student want to complete this qualification?*
  - *How will the qualification benefit the student?*

Second paragraph (purpose statement):
- *The second paragraph must reflect the academic/occupational (Academic (general), professional, occupational, part-qualification) pathways.*
- *It must provide a short description of what the student will know/do and understand after achievement.*
- *It must provide information on what the student will be responsible for doing/delivering and should be linked to the relevant pathway.*

Third paragraph (graduate attributes/occupational task statements):
- *The third paragraph must start with the sentence: A qualified student will be able to:*
- *This must then be followed by the graduate attributes/occupational tasks listed in bullet form.*

Fourth paragraph (competence relating to the qualification):
Please use this standard IIE narrative for the fourth paragraph:
- *During the design of this qualification, the level descriptors for the South African National Qualifications Framework (NQF) were utilised to establish alignment and as such the student attributes are integrated into the learning process. Details of this are explained in section D.10 of the online submission.*

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The Purpose of the Qualification:

PART A
GRADUATE ATTRIBUTES

WHAT TO DO: Identify the qualification-specific Graduate Attributes taking the below into consideration:

Graduate attributes are the qualities, skills, and understandings a 'university' community agrees its students should develop whilst completing the qualification. At the level of individual qualification, graduate attributes are further defined context-specifically in order to not only reflect The IIE's graduate attributes, but the SAQA outcomes and disciplinary and industry-related specifications as well. These include the attributes and skills a graduate will gain. For example, an independent thinker, a problem solver, etc. Kindly note that the identified graduate attributes must be qualification-specific.

Graduate Attributes:

A qualified student will be able to:

- xxx
- xxx
- xxx

PART A
EXIT LEVEL OUTCOMES

WHAT TO DO: Develop 4-6 Exit Level Outcomes in the below format, taking the below into consideration:

- *Are ELOs framed against the appropriate NQF level descriptors that are relevant to the level of the qualification?*
- *Do the ELOs indicate what the qualifying students will be able to do and know?*
- *Are the competencies specified related to further learning or work for which the qualification is designed?*

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- *Does the qualification indicate how the ELOs will be assessed in an integrated way?*
- *The NQF level and descriptors **MUST** be used when designing the ELOs.*
- *The ELOs must encompass what the students will be able to do and know after completing the qualification.*
- *Ensure the competencies in the ELOs relate directly to the competencies required for further study and/or the work for which the qualification was designed.*

Phrasing of ELOs:
- *The ELO should start with a verb.*
- *The ELOs must be assessable and phrased to be consistent with the assessment model reflected as part of the integrated assessment.*
- *Instead of "demonstrate an understanding", rather use "interpret" or "motivate" (depending on the level), i.e., state "how" the student will demonstrate.*
- *Note 1: Remember that for technical qualifications, health and safety must either be reflected in the ELOs and or in the associated assessment criteria.*
- *Note 2: All management, governance and finance-related qualifications should include a reference to ethics in the ELOs and or in the associated assessment criteria.*

EXIT LEVEL OUTCOMES – These are the overall outcomes of what a student can do once they complete the Qualification.

ELO1:	
ELO2:	
ELO3:	
ELO4:	
ELO5:	
ELO6:	

**PART A
MODULE STRUCTURE**

WHAT TO DO: Complete the below table which outlines the module structure of the qualification, taking the below into consideration:

- *No qualification or part-qualification may include modules that are at a higher NQF as the exit level of the qualification.*
- *The minimum of 120 credits requirement per year. (Note: If more than 120 credits are included in the specific year, motivation must be provided.)*
- *The IIE's 15 credit structure.*
- *The CHE credit requirements for research in postgraduate qualifications.*
- *For Education Qualifications: Align with the requirements stipulated in the Minimum Requirements for Teacher Qualifications (MRTEQ).*
- *For Bachelor of Commerce Qualifications: Align with the requirements stipulated in the Standards for Bachelor of Commerce Qualifications, 2021.*
- *For a Bachelor of Sport Coaching: Align with the requirements stipulated in the Standards for Bachelor of Sport Coaching Qualifications, 2020.*

> - *For a Bachelor of Library and Information Science: Align with the requirements stipulated in the Standards for Bachelor of Library and Information Science, 2021.*
> - *For Professional Qualifications: Align with the requirements of the Professional Body, or the Accrediting Professional Body, such as SAICA, ECSA, HPCSA, etc.*
> - *Note that if accreditation from a Professional Body is required, the application for all accreditation is managed by The IIE Accreditation and Quality Assurance team, and no brand or site of delivery is permitted to undertake the accreditation process.*

Module Name	Existing / New	NQF Level	Credits	Compulsory /Elective	Semester module is in	Year module is in	Total credits per year

PART A
ADMISSION REQUIREMENTS

APPROVAL BY THE QUALIFICATILIFICATION ACCREDITATION COMMITTEE

This table is to be completed at the Annexure A Part A workshop, and before this document serves at APDC.

Designation	Name	Date
Brand Managing Director		Click or tap to enter a date.
Dean of Faculty		Click or tap to enter a date.
Executive Quality Assurance and Governance		Click or tap to enter a date.
Dean: Academic Development		Click or tap to enter a date.
Head Accreditation and Quality Assurance		Click or tap to enter a date.
Dean: Research and Community Engagement (if applicable)		Click or tap to enter a date.

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END OF PART A

PART B

PART B
QUALIFICATION DESIGN

WHAT TO DO: Explain how the qualification 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. How is each module relevant to the purpose of the qualification and how does it help achieve the ELOs?

- *How does the curriculum contribute to the intended outcomes?*
- *Where modules are grouped (such as the core discipline in semesters 1 and 2), explain that discipline and how this progresses/scaffolds rather than discussing each module on its own.*
- *How do all the modules piece together to form the design puzzle?*
- *How does each semester lead into the next and allow for students' knowledge to progress and ultimately meet the ELOs?*
- *How does the qualification offer students a sound disciplinary knowledge base and sufficient theoretical and conceptual depth taught at the appropriate level to serve the purpose of the qualification?*

Qualification Design:

PART B
STRATEGIC NEED FOR THE QUALIFICATION

WHAT TO DO: Explain the strategic need for the qualification, taking the below into consideration:

- *Explain why the Brand or The IIE needs the qualification.*
- *Explain how the qualification aligns with the Brand or The IIE's strategy.*
- *If this qualification is in a field of study that is not currently offered at the Brand or The IIE, please motivate the need to expand The IIE's offering into a new field, and how capacity would be developed.*

Strategic Need for the Qualification:

a. Why the Brand/The IIE need the Qualification?

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b. How does the Qualification align with the Brand/ The IIE strategy?

c. If this Qualification is in a field of study that is not currently offered at the Brand or The IIE, please motivate the need to expand The IIE's offering into a new field, and how capacity would be developed.

PART B
MARKET DEMAND ASSESSMENT

WHAT TO DO: Complete a market demand assessment for the qualification, taking the following into consideration.

- *Based on research and the findings of the feasibility study, explain the demand for the qualification.*
- *Include the findings of the feasibility study as evidence to demonstrate the demand for the qualification.*
- *Identify the target market of the qualification, taking into consideration age, demographic, and educational background of the target market, and any other important aspects that need to be taken into consideration, that will influence understanding the demand. Use this information to inform the enrolment plan – this will also be used in the submission.*
- *Sources of evidence could include academic and/or market research, potential employers, information from past and prospective students, input from professional bodies, scarce skills list and government departments or reports.*
- *Comment on the employability opportunities of the qualification, by including the following:*
  - *Where will the graduates find work opportunities?*
  - *What are the career opportunities students can go into upon completion of the qualification?*
  - *What is the size of the demand in the market for these skills?*
  - *Sources of evidence could include scarce skills lists and government departments or reports.*

Market Demand Assessment:

a. Demand

Evidence: Feasibility study to demonstrate demand

b. Target Market

   i. Age

   ii. Demographic

   iii. Educational background or any other important aspects

c. Employability
Comment on the employability opportunities:

PART B
COMPETITOR ANALYSIS

WHAT TO DO: Complete the table below detailing competitor offerings. Please include some examples of international qualifications as well, preferably from BRICS countries, Africa, Asia, and/or South America.

Competitor 1				
Institution				
Country				
Name of Qualification				
Annual Fees				
Mode of Delivery: Distance/Contact or both				
Duration of Qualification	Minimum Duration		Maximum Duration	
SAQA ID (if applicable)				
Characteristics of Qualification we may want to emulate				
URL Link				
Competitor 2				
Institution				
Country				
Name of Qualification				

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Annual Fees			
Mode of Delivery: Distance/Contact or both			
Duration of Qualification	Minimum Duration		Maximum Duration	
SAQA ID (if applicable)			
Characteristics of Qualification we may want to emulate			
URL Link			

Competitor 3			
Institution			
Country			
Name of Qualification			
Annual Fees			
Mode of Delivery: Distance/Contact or both			
Duration of Qualification	Minimum Duration		Maximum Duration	
SAQA ID (if applicable)			
Characteristics of Qualification we may want to emulate			
URL Link			

PART B
ENROLMENT PLAN

WHEN TO DO: *Complete the intended enrolment plan per site of delivery in the table below, by indicating the number of students each site of delivery aims to enrol once the qualification is accredited.*

Enrolment Plan				
Sites of Delivery	**Indicate the year**	**Indicate the year**	**Indicate the year**	**Indicate the year**
Enter each site of delivery the qualification is to be offered at.				

PART B

LECTURING CAPACITY

WHAT TO DO: Complete the table below, by indicating the current lecturing capacity per site of delivery. These are lecturers the site of delivery already has employed that can lecture on the qualification, either Full-time or Part-time.

Lecturing Capacity						
Site of Delivery:						
Lecturer	**FT/PT**	**Highest Qualification and awarding Institution**	**Field Qualification obtained**	**No. years of Higher Education experience**	**Postgraduate supervision (Yes / No)**	**Module/s**

Lecturing Capacity						
Site of Delivery:						
Lecturer	**FT/PT**	**Highest Qualification and awarding Institution**	**Field Qualification obtained**	**No. years of Higher Education experience**	**Postgraduate supervision (Yes / No)**	**Module/s**

PART B
SPECIALISED RESOURCES

WHAT TO DO: Complete the table below by inserting any specialised resources/skills required for the qualification, such as venues, equipment, specialised computer software and additional staff per site of delivery.

Site of Delivery:				
Resource	Existing	New	Cost (additional)	Comments

Site of Delivery:				
Resource	Existing	New	Cost (additional)	Comments

PART B
ADDITIONAL COMMENTS FROM THE BRAND AND FACULTY

WHAT TO DO: Complete the table below by including any additional comments from Brand and Faculty on key issues to be taken into consideration, if applicable.

Comments from Brand and Faculty on key issues to be taken into consideration:

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Designation	Name	Date
Brand Managing Director		Click or tap to enter a date.
Dean of Faculty		Click or tap to enter a date.
Executive Quality Assurance and Governance		Click or tap to enter a date.
Dean: Academic Development		Click or tap to enter a date.
Head Accreditation and Quality Assurance		Click or tap to enter a date.
Dean: Research and Community Engagement (if applicable)		Click or tap to enter a date.

END OF PART B

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ANNEXURE B: EXTENSION OF QUALIFICATION PROPOSAL

To be tabled at APDC

QUALIFICATION DETAILS		
Name of Qualification:		
SAQA ID:		
Faculty:		
Sites of delivery the qualification is currently registered at: (list all)		
Proposed new sites of delivery: (list all)		
Break-even analyses for each site of delivery: (list all)		

PROJECT TEAM DETAILS	
Designation	**Name**
Brand Contact Person (Admin)	
IIE AQA	

1.   PURPOSE OF THE EXTENSION

Provide a short narrative to support the request for extension.

2.   SITE/S OF DELIVERY DETAILS

To be completed for each site of delivery extension.

Site of Delivery:		
Programme Manager:		
Programme Coordinator:		
Enrolment Numbers:	Year 1:	
	Year 2:	
	Year 3:	
Lecturers per module:		
Module Name	**Lecturer**	

Site of Delivery:	
Programme Manager:	
Programme Coordinator:	
Enrolment Numbers:	Year 1:
	Year 2:
	Year 3:
Lecturers per module:	
Module Name	**Lecturer**

Site of Delivery:	
Programme Manager:	
Programme Coordinator:	
Enrolment Numbers:	Year 1:
	Year 2:
	Year 3:
Lecturers per module:	
Module Name	**Lecturer**

APPROVAL BY THE QUALIFICATION ACCREDITATION COMMITTEE

This table is to be completed before this document serves at APDC.

Designation	Name	Date
Dean of Faculty		Click or tap to enter a date.
Executive Quality Assurance and Governance		Click or tap to enter a date.
Dean: Academic Development		Click or tap to enter a date.
Head Accreditation and Quality Assurance		Click or tap to enter a date.
Dean: Research and Community Engagement (if applicable)		Click or tap to enter a date.

ANNEXURE C: ADDITIONAL MODE OF DELIVERY QUALIFICATION PROPOSAL

To be tabled at APDC

1. QUALIFICATION DETAILS

QUALIFICATION DETAILS						
Name of Qualification:						
SAQA ID:						
Faculty:						
Current mode of delivery:	Contact	☐	Hybrid	☐	Distance	☐
Proposed mode of delivery:	Contact	☐	Hybrid	☐	Distance	☐
Sites of delivery the qualification is currently registered at: (list all)						
Proposed new sites of delivery: (list all)						
Break-even analyses for each site of delivery: (list all)						

PROJECT TEAM DETAILS	
Designation	**Name**
Brand Contact Person (Admin)	
IIE AQA	
Dean of Faculty	
Deputy Dean of Faculty (if applicable)	
External Subject Matter Expert (if applicable)	

2. PURPOSE OF ADDITIONAL MODE

Provide a short narrative to support the request for additional mode of delivery:

3. SITE/S OF DELIVERY DETAILS AND CAPACITY

To be completed for additional mode of delivery.

Site of Delivery:	
Programme Manager:	
Programme Coordinator:	
Enrolment Numbers:	Year 1:
	Year 2:
	Year 3:
Online Tutors per module:	
Module Name	**Online Tutor**

Site of Delivery:	
Programme Manager:	
Programme Coordinator:	
Enrolment Numbers:	Year 1:
	Year 2:
	Year 3:
Online Tutors per module:	
Module Name	**Online Tutor**

Include the updated SAQA Comparison Document here: (or attach it)

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APPROVAL BY THE QUALIFICATION ACCREDITATION COMMITTEE

This table is to be completed before this document serves at APDC.

Designation	Name	Date
Dean of Faculty		Click or tap to enter a date.
Executive Quality Assurance and Governance		Click or tap to enter a date.
Dean: Academic Development		Click or tap to enter a date.
Head Accreditation and Quality Assurance		Click or tap to enter a date.
Dean: Research and Community Engagement (if applicable)		Click or tap to enter a date.

ANNEXURE D: ACCREDITATION SOURCE KIT (ASK)

ASK is a consolidated source document for a new qualification at The Independent Institute of Education (Pty) Ltd (The IIE). This is the one-stop shop for the design team. Outside of this, the only other documents that require completion are the Prescribed/Recommended Reading List, Qualification Guide, and the Staff Recruitment Plan. As the acronym implies, if you are unsure at any time, please ask the AQA team for assistance –. We look forward to co-designing with you.

Note: All text in green is either standard IIE narrative or standard SAQA or CHE narrative, which must remain in the document.

The ASK Document will be co-designed in parts. See below the different section outlines and the part of the ASK document they fall under.

PART A
1.   Qualification Information
2.   Qualification Purpose
3.   Rationale
4.   Exit Level Outcomes
5.   Associated Assessment Criteria
6.   Qualification structure
7.   Learning activities
8.   Qualification design
PART B
1.   Module outline section of the ASK document:
a.   Module purpose
b.   Module outcomes
c.   Associated Assessment Criteria
d.   Integrated Assessment Strategy
e.   Work Integrated Learning
PART C

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1. The narrative in the remaining sections of the ASK document:
    a. Assessment strategy (SAQA level descriptor mapping)
    b. NQF alignment
    c. Articulation possibilities
    d. International comparability

PART D (if applicable)

1. External Qualification Advisory Committee (EQAC) (mandatory for all new qualifications, and Emeris Ruimsig qualifications for additional mode of delivery).

PART A

QUALIFICATION INFORMATION

CHE Reference No.	
Institution Name	The Independent Institute of Education (Pty) Ltd
Provider Type	PHEI
Qualification Title	
Qualification Title abbreviation	
Site(s) of Delivery	
Date of Submission	

Is approval/endorsement/validation by a statutory professional body a requirement for this qualification?	YES/NO If yes, please specify.			
For an existing private institution:	Upload the 'report of good standing' provided by the DHET.			
	Upload the confirmation letter from HEQCIS to verify institutional bi-annual uploads.			
Is this an education qualification?	YES/NO			
HEQSF	Qualification Type:	NQF Level:	Credits:	

Note:	Higher Certificate	5	120	
• No qualification or part-qualification may include modules that are at a higher NQF as the exit level of the qualification.	Advanced Certificate	6	120	
	Diploma	6	360	
• At least 60% of the credits must be at the exit level of the qualification or part-qualification, for 120 credit qualifications.	Advanced Diploma	7	120	
	Bachelor's degree	7	360	
• For qualifications with a designator, at least 50% of the credits must be linked to the designator.	Bachelors' degree	8	480	
	Postgraduate Diploma	8	120	
	Bachelor Honours degree	8	120	
	Master's degree	9	180	
	Master's degree (Professional)	9	180	
	Doctoral Degree	10	360	
	Doctoral degree (Professional)	10	360	

Number of total minimum credits as per Professional Body requirements (may exceed the total minimum credits on the HEQSF):		
Total number of credits for this qualification:		
If the total number of credits exceeds the minimum total of credits as prescribed in the HEQSF, provide motivation. (Note: the total number of credits for the qualification may not be exceeded by more than 10%):		
Minimum duration (years) for completion – Full-time:		
Minimum duration (years) for completion – Part-time:		
If this is a postgraduate qualification, indicate the number of research credits:		
If this is a postgraduate qualification indicate the accredited underpinning qualification/s of the institution:	Qualification name:	
	CHE reference code:	
	SAQA ID:	
Indicate the National Qualifications Framework Organising Field:		
Field:		
Subfield:		
Indicate the Classification of Education Subject Matter (CESM):		

CESM:	
First Order:	
Second Order:	

PART A

QUALIFICATION PURPOSE: WHAT DOES THIS QUALIFICATION DO?

WHAT TO DO: WRITE A PURPOSE FOR THE QUALIFICATION KEEPING THE BELOW POINTS IN MIND

A purpose is four short paragraphs. The purpose is the "so what" of the qualification.

The purpose statements must describe:
- How the qualification or part-qualification will benefit the student;
- What the qualification or part-qualification intends to achieve, i.e., what the qualifying student will know, do, and understand after achievement; and
- The typical graduate attributes.

Please utilise the below structure for writing the purpose of the qualification:

First paragraph
- Answer the following questions:
  - What is the purpose of the qualification?
  - What will the student get/learn from this qualification?
  - Who are the target students?
  - Why will a student want to complete this qualification?
  - How will the qualification benefit the student?

Second paragraph (purpose statement):
- The second paragraph must reflect the academic/occupational (Academic (general), professional, occupational, part-qualification) pathways.
  - It must provide a short description of what the student will know/do and understand after achievement.
  - It must provide information on what the student will be responsible for doing/delivering and should be linked to the relevant pathway.

Third paragraph (graduate attributes/occupational task statements):
- The third paragraph must start with the sentence: A qualified student will be able to:
  - This must then be followed by the graduate attributes/occupational tasks listed in bullet form.

Fourth paragraph (competence relating to the qualification)

Please use this standard IIE narrative for the fourth paragraph:

During the design of this qualification, the level descriptors for the South African National Qualifications Framework (NQF) were utilised to establish alignment, and as such the student attributes are integrated into the learning process. Details of this are explained in section D.10 of the online submission.

First paragraph:

What is the purpose of the qualification?

What will the student get/learn from this qualification?

Who are the target students?

Why will a student want to complete this qualification?

How will the qualification benefit the student?

Second paragraph (purpose statement):

Provide a short description of what the student will know/do and understand after achievement of this qualification.

Provide information on what the student will be responsible for doing/delivering and should be linked to the relevant pathway.

Third paragraph (graduate attributes):

A qualified students will be able to:

- xxx
- xxx
- xxx

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Fourth paragraph (competence relating to the qualification):

During the design of this qualification, the level descriptors for the South African National Qualifications Framework (NQF) were utilised to establish alignment, and as such the student attributes are integrated into the learning process. Details of this are explained in section D.10 of the online submission.

PART A

RATIONALE: WHY DO WE WANT TO DO THIS?

WHAT TO DO: WRITE A RATIONALE FOR THE QUALIFICATION KEEPING THE BELOW POINTS IN MIND

The rationale is where you must explain why The IIE wants to offer this qualification, its importance, and the demand in the sector, industry, South Africa/Industry/Globally in five short paragraphs.

The rationale should:
- Indicate the need for the qualification and/or part-qualification;
- Consider that a similar qualification is not already registered on the NQF;
- Explain how the qualification or part-qualification will benefit the sector, society and the economy;
- Identify the typical students for the qualification or part-qualification.
- If the assertion in the qualification or part-qualification relates to specific occupations or professions:
  o How the qualification or part-qualification meets the requirements for professional registration, membership or licensing as required by recognised professional bodies, and proof of collaboration, **if relevant**.
  o The typical occupations in which the qualifying student will operate, if relevant.
  o Indicate the learning/work pathway.

Please utilise the below structure for writing the rationale:

First paragraph must reflect: The need for the qualification/part-qualification. This includes:
- An explanation for the reasons that led to identifying the need (why this qualification has been developed) for the qualification/part-qualification, e.g., it is a new discipline/occupation / there is no recognised national standard for the discipline/ occupation / existing qualifications are outdated / replacing existing qualifications no longer meeting the requirements, etc.).
- An indication that a similar qualification is not already registered on the NQF.

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Second paragraph must reflect: How the qualification or part-qualification will benefit the sector, society and the economy.

- Who identified the need and why?
- The specific needs that the qualification will meet in the sector for which it is to be developed, e.g., sectors and/or professional bodies that indicated a need for qualified people or addressing a national scarce skill.
- Details of consultation, i.e., who was consulted and participated in the development (e.g., recognised professional body/ies, industry body/ies, higher education institutions),
- The benefits the qualification will have for society and the economy, e.g., the contribution it will make to national and/or sector strategies, such as supporting the development of a green economy.

Third paragraph must reflect:

- The typical students for the qualification or part-qualification.
- Indicate who are the typical students likely to be attracted to this qualification.
- Indicate the types of occupations or jobs or areas of activity or professions that the qualifying students are likely to enter (career opportunities).
- Indicate possible work and learning pathways for qualifying students. Please use this standard IIE narrative for the fourth paragraph: The possible learning pathways for qualifying students are detailed under Section D.14 of the online submission.
  - *Note 1: No references should be made to specific years or number of students.*
  - *Note 2: There should not be any discrepancies between the rationale and the entry requirements, e.g. (i) if the rationale states that the qualification will enable current workers in the sector without academic qualifications to progress, then reference should be made to required experience as an entry requirement. (ii) if the rationale states that the qualification is to qualify people to install and maintain, then the purpose statement) must make reference to install and maintain.*

Fourth paragraph: must reflect.

- Section 28 of the NQF Act states that despite the provisions of any other Act, a professional body must co-operate with the relevant QC in respect of qualifications and quality assurance in its occupational field.
- **Where applicable**: How the qualification or part-qualification meets the requirements for professional registration, membership or licencing as required by recognised professional bodies, and proof of collaboration.
- Qualifications often have an impact on professional designations and in turn, on designated members. Qualification developers must consult with SAQA-recognised professional bodies within the relevant sector during the development process.
- Where applicable, endorsement should be obtained where an Act of Parliament established a statutory council, indicating that qualified students will be able to register for the designation.

Fifth paragraph: must reflect the typical (i) occupation or profession and (ii) the learning/work pathway.

Typical occupations or professions may be linked to registered professional designations.

- A Learning pathway is about sequencing of qualifications that allows students to move vertically, diagonally, and in some cases horizontally, through NQF levels giving students recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications.
- A work or career pathway may be a series of structured and connected learning interventions to enable a student to advance over time to higher positions, allowing mobility within the work environment. Is the qualification a requirement for entry into a specific occupation/profession or a further specialisation to allow for career progression? What is the qualification's relation to other qualifications for the same occupation/profession?

First paragraph (need for the qualification/part-qualification):

Provide an explanation for the reasons that led to identifying the need (why this qualification has been developed) for the qualification/part-qualification, e.g., it is a new discipline/occupation / there is no recognised national standard for the discipline/ occupation / existing qualifications are outdated / replacing existing qualifications no longer meeting the requirements, etc.

Provide an indication that a similar qualification is not already registered on the NQF.

Second paragraph (how the qualification or part-qualification will benefit the sector, society and the economy):

Who identified the need and why?

Explain the specific needs that the qualification will meet in the sector for which it is to be developed, e.g., sectors and/or professional bodies that indicated a need for qualified people or addressing a national scarce skill.

Provide details of consultation, i.e., who was consulted and participated in the development (e.g., recognised professional body/ies, industry body/ies, higher education institutions),

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Explain the benefits the qualification will have for society and the economy, e.g., the contribution it will make to national and/or sector strategies, such as supporting the development of a green economy.

Third paragraph:
Identify typical students for the qualification or part-qualification.

Indicate who are the typical students likely to be attracted to this qualification.

Indicate the types of occupations or jobs or areas of activity or professions that the qualifying students are likely to enter.

The possible learning pathways for qualifying students are detailed under Section D.14 of the online submission.

Fourth paragraph:
Explain how the qualification or part-qualification meets the requirements for professional registration, membership or licencing as required by recognised professional bodies, and proof of collaboration, if applicable.

Where applicable, endorsement should be obtained where an Act of Parliament established a statutory council, indicating that qualified students will be able to register for the designation.

Fifth paragraph:
Typical occupations or professions may be linked to registered professional designations.

- A Learning pathway is about sequencing of qualifications that allows students to move vertically, diagonally, and in some cases horizontally, through NQF levels giving students recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications.

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Is the qualification a requirement for entry into a specific occupation/profession or a further specialisation to allow for career progression?

What is the qualification's relation to other qualifications for the same occupation/profession?

PART A

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA: HOW DO WE INTEND MEETING THE PURPOSE OF THE QUALIFICATION?

WHAT TO DO: DEVELOP A MINIMUM OF 4 - 6 EXIT LEVEL OUTCOMES AND BETWEEN 3 - 8 ASSOCIATED ASSESSMENT CRITERIA FOR EACH EXIT LEVEL OUTCOME IN THE BELOW FORMAT, KEEPING THE BELOW POINTS IN MIND:

EXIT LEVEL OUTCOMES:

Ensure the following when developing Exit Level Outcomes (ELOs):

- The competencies embedded in the NQF level descriptors relate directly to the competencies required for further learning and/or the work for which the qualification or part-qualification was designed and must be used to guide the formulation of the ELOs.
- The ELOs must indicate what the students will be able to know, do and understand after completing the qualification or part-qualification:
  - The ELOs of the qualification or part-qualification must be aligned with the NQF level descriptors and must meet the competencies of the relevant NQF level; and
  - The ELOs must be designed for the qualification or part-qualification and not the modules or subjects.

Phrasing of ELO

- The ELO should start with a verb.
- The ELOs must be assessable and phrased to be consistent with the assessment model reflected as part of the integrated assessment.
- Instead of "demonstrate an understanding", rather use "interpret" or "motivate" (depending on the level), i.e., state "how" the student will demonstrate.
  - *Note 1: Remember that for technical qualifications, health and safety must either be reflected in the ELOs and or in the associated assessment criteria.*
  - *Note 2: All management, governance and finance-related qualifications should include a reference to ethics in the ELOs and or in the associated assessment criteria.*

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ASSOCIATED ASSESSMENT CRITERIA:

Ensure the following when developing Associated Assessment Criteria (AACs):

- There must be at least three AACs per ELO and normally there should not be more than eight assessment criteria per ELO.
- The same ELO may have AACs related to knowledge and some to performance or one associated assessment criteria can contain both.
- Associated Assessment Criteria indicate what the student must do to show competence, the knowledge involved, the context, the standard of assessment and the range if applicable.
- Associated Assessment Criteria indicate the nature and level of the assessment associated with the qualification or part-qualification and how the ELOs could be assessed.
- Associated Assessment Criteria can be given as a comprehensive set to assess all the ELOs in an integrated manner or as a comprehensive set to assess ELOs separately.
- Assessment criteria are the standards used to guide the recognition of learning and assess students' achievement and/or evaluate and certify competence as stated in the ELO.
- AACs are not ELOs and should assess *applied competence*.
  - *Applied competence* has three constituent elements:
    1. *Foundational competence* that embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem-solving;
    2. *Practical competence* includes the concept of operational context; and
    3. *Reflective competence* incorporates student autonomy.

Practical competence	Foundational competence	Reflexive competence
The demonstrated ability to perform a set of tasks and actions in authentic contexts (situations).	The demonstrated understanding of what we are doing and why we are doing it.	The demonstrated ability to integrate our performances with our understanding so that we are able to adapt to changed circumstances and explain the reason behind these adaptations.

The AACs should specify:

- The knowledge, understanding, action(s), roles, skills, values and attitudes that a student has to display in order to provide evidence that outcomes and competence have been achieved.
- The level of complexity and quality of these.
- The context of and conditions under which demonstrations should occur.

Phrasing of Associated Assessment Criteria

- The statement must contain a verb, noun and quality criterion / criteria or modifying phrases.
- The quality criteria must appear at the end of the statement.
- *Assessment criteria should not be reflected as tasks. They must reflect the evidence to be provided to prove competence.*

EXIT LEVEL OUTCOMES – These are the overall outcomes of what a student can do once they complete this qualification.	ASSOCIATED ASSESSMENT CRITERIA OF EACH OUTCOME – These must show how the exit level outcomes could be assessed in an integrated way. They must demonstrate the appropriate nature and level of assessments for this qualification.
Graduates will be able to:	
ELO1:	•
ELO2:	• •
ELO3:	• •
ELO4:	• •

PART A

QUALIFICATION STRUCTURE: WHAT WILL THE QUALIFICATION LOOK LIKE?

WHAT TO DO: COMPLETE THE BELOW TABLE WHICH OUTLINES THE MODULE STRUCTURE OF THE QUALIFICATION, TAKING THE BELOW INTO CONSIDERATION:

- No qualification or part-qualification may include modules that are at a higher NQF as the exit level of the qualification.
- The minimum of 120 credits requirement per year. (Note: If more than 120 credits are included in the specific year, motivation must be provided.)
- The IIE's 15 credit structure.
- The CHE credit requirements for research credits in postgraduate qualifications.
- For Education Qualifications: Align with the requirements stipulated in the Minimum Requirements for Teacher Qualifications (MRTEQ).
- For Bachelor of Commerce Qualifications: Align with the requirements stipulated in the Standards for Bachelor of Commerce Qualifications, 2021.
- For a Bachelor of Sport Coaching: Align with the requirements stipulated in the Standards for Bachelor of Sport Coaching Qualifications, 2020.
- For a Bachelor of Library and Information Science: Align with the requirements stipulated in the Standards for Bachelor of Library and Information Science, 2021.
- For Professional Qualifications: Align with the requirements of the Professional Body, or the Accrediting Professional Body, such as SAICA, ECSA, HPCSA, etc.

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Year	Number of NQF 5 credits	Number of NQF 6 credits	Number of NQF 7 credits	TOTAL CREDITS PER YEAR
1	120	0	0	120
2		120	0	120
3	0	0	120	120
TOTAL				360

Module name	Existing / New at The IIE	NQF Level	Credits	Compulsory/Elective	Semester module is in	Year this module is in	Total credits per year

PART A

QUALIFICATION STRUCTURE: 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 Module Outline Document (no need to add information here)

PART A

RULES OF COMBINATION: SPECIFY THE RULES OF COMBINATION FOR THE CONSTITUENT MODULES TO INDICATE COHERENCE.

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 qualification 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 qualification.

The rules of combination must:
- Comply with the requirements for the qualification type as determined by the relevant sub-framework policy and related policies;
- Indicate names of subjects and/or modules and credits;
- Stipulate the compulsory modules, their levels and the credits; and
- Stipulate the selection of elective modules (where more than one is applicable) and their levels and credits.

For **multi-year qualifications**, state the following:

This qualification comprises compulsory and/or elective modules at NQF Levels X, X, X (levels of the compulsory modules for the qualification) totalling X Credits (total for the qualification – **kindly note** that the student must complete all the modules and must achieve all the credits).
- List all compulsory modules at level X, totalling X credits (indicate names of modules and the number of credits)
- List all elective modules at level X, totalling X credits (indicate names of modules and the number of credits)

A justification of compulsory modules and elective modules is required. Using the below points as a guideline, please justify the rules of combination.

In this qualification there are only compulsory modules because (add qualification-specific justification).

Compulsory: needs to relate to the qualifier, OR the central discipline(s) of the qualification

OR

There is coherence in this qualification because (add qualification-specific justification) and (a justification as to why there are certain compulsory modules).

- A balance between theory and application/ knowledge and skills
- Balance between discipline knowledge and contextual examples
- How are modules linked logically,
- For a Degree – how the discipline is covered over the course of three years.
- For a HC – transition modules – e.g., DIAL
- For WIL – practical application of theoretical modules replicating a real-world work context.
- For a Postgrad: developing theoretical depth in a specified area.
- For a PGDip: providing foundational knowledge in a new area, and links between modules.
- "Filler" modules – providing related skills that are not necessarily core to the discipline, but essential for a well-rounded graduate of the qualification.
- Coherence between previous qualification (e.g., undergrad degree) and Honours, or Honours and Masters

OR

This qualification includes elective modules (add qualification-specific justification).

Electives: providing student choice in areas that are relevant to various applications/ issues in the field. We want these to be electives because we want to be able to change these as issues emerge.

Example:

Compulsory Modules, Level X, X Credits

- Module Name, X Credits
- Module Name, X Credits

Elective Module, Level X, X Credits

- Module Name, X Credits
- Module Name, X Credits

PART A

RULES OF PROGRESSION: THE RULES OF PROGRESSION SHOULD INDICATE COHERENCE BETWEEN SEMESTER- AND/OR YEAR-MODULES. INDICATE PRE- AND/OR CO-REQUISITE MODULES.

Add rules of progression narrative here.

This qualification includes the following pre-requisite modules (add qualification-specific justification).

This qualification includes the following co-requisite modules (add qualification-specific justification).

PART A

LEARNING ACTIVITIES

- Contact: campus-based, face-to-face engagement. Face-to-face contact must be a minimum of 30%.
- Blended/Hybrid: contact with supporting educational technologies. A blended qualification 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 is fully online and supported by an LMS.

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Complete the following table for the qualification.

YES/NO	Mode of provisioning	Indicate % contact provisioning	Indicate % online provisioning
	Contact	30%	70%
	Blended/Hybrid	30%	70%
	Distance	0%	100%

PART A
EXPLAIN THE QUALIFICATION DESIGN: HOW DOES THE CURRICULUM CONTRIBUTE TO THE INTENDED OUTCOMES?

WHAT TO DO - **EXPLAIN HOW THE QUALIFICATION 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. HOW IS EACH MODULE RELEVANT TO THE PURPOSE OF THE QUALIFICATION AND HOW DOES IT HELP ACHIEVE THE EXIT LEVEL OUTCOMES?**
- Where modules are grouped (like your core discipline in semesters 1 and 2), you could explain that discipline and how this progresses rather than discussing each module on its own.
- How do all the modules piece together to form your design puzzle?
- How does each semester lead into the next and allow for students' knowledge to progress and ultimately meet the exit level outcomes?
- How does the qualification offer students a sound disciplinary knowledge-base and sufficient theoretical and conceptual depth taught at the appropriate level to serve the purpose of the qualification?

Add qualification design narrative here.

Deadline for the completion of Part A
Date: Click or tap to enter a date.

END OF PART A

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PART B
MODULE PURPOSES, SAMPLE ASSESSMENT CRITERIA, MODULE OUTCOMES AND ELO MAPPING

WHAT TO DO – **List the Exit Level Outcomes in the first table, the second table is detailed per module: "Module" column requires the name of the module, year, semester, credits, level and prescribed textbooks, recommended readings, module type (Theory module/Practical module/WIL module), and if externally moderated; "Module Purpose/Objectives" column requires the purpose, assessment information (including number of assessments and weighting), and sample assessment criteria. The "Module Outline/Outcomes" requires each module outcome to be listed, and the corresponding exit level outcomes covered by that module outcome must be indicated in the final column, "ELO" - a well-designed module outcome should map to two or more exit level outcomes but must at the least map to 1 exit level outcome.**

Exit Level Outcomes

ELO1:
ELO2:
ELO3:
ELO4:

Knowledge Mix: Guidelines

For each module, please indicate whether it is a **theory, practical or WIL module.**

Below is a brief description of each type:

Theory Module: Theory refers to the academic study of a subject or discipline. It involves the acquisition of knowledge through lectures, readings, discussions, and other forms of instruction. Theory is focused on understanding concepts and principles, and it is often used to build a foundation of knowledge that can be applied in practical settings.

_____
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Practical Module: Practical learning involves the application of theoretical knowledge to real-world situations. It is often hands-on and involves working with physical objects, tools, or equipment. Practical learning is focused on developing skills and competencies through experience and observation. It is often used to complement theoretical learning, as it allows students to see how concepts and principles are put into practice (e.g., Pattern Construction).

WIL Module: Experiential learning is a type of learning that involves active participation in real-world experiences, such as simulations or placements. It involves reflection on the experience to develop insights and new perspectives. Experiential learning is focused on developing practical skills, as well as personal and interpersonal competencies. It is often used to help students apply what they have learned in the classroom to real-world situations, and to develop a deeper understanding of themselves and the world around them.

Once the knowledge mix has been indicated for each module, please calculate the overall knowledge mix of the qualification and indicate below as a percentage:

Knowledge Mix	Percentage
Theory	
Practical	
WIL	

Module	Module Purpose/Objectives:	Module Outline/Outcomes:	ELO Mapping
Module Name **Year:** **Semester:** **Credits:** **NQF Level:** **Prescribed Textbook:**	The purpose of this module is to …. **Assessment Instruments: (Weighting to be uniform for the hybrid and distance mode of delivery for the same qualification)** • 2 x Tasks (50%) • ICE (10%) • Portfolio of Evidence (40%) **Sample Assessment Criteria:**	**MO1** **MO2** **MO3** **M04**	

Module	Module Purpose/Objectives:	Module Outline/Outcomes:	ELO Mapping
Recommended Readings: **Compulsory/Elective Module** **Theory Module/ Practical Module/ WIL Module** **Externally Moderated: Y/N**	•	**MO5**	

PART B

INTEGRATED ASSESSMENT STRATEGY

WHAT TO DO – WRITE A NARRATIVE EXPLAINING THE INTEGRATED ASSESSMENT STRATEGY FOR THE QUALIFICATION.

Please keep the following guidelines in mind for the integrated assessment strategy:

- Integrated Assessment means the range of formative and summative assessment methods that permit the student to demonstrate applied competence (please refer to Part A of this document under ELOs and AAC), and which assess different types of learning.
- The assessment methods must be suitable to assess students' achievements against the Exit Level Outcomes and the Associated Assessment Criteria.
- Integrated assessment is assessment that involves all the differing types of assessment tasks (variety of options) required for a particular qualification, part-qualification, or professional designation, such as written assessment of theory and practical demonstration of competence.
- The purpose of the qualification must guide the development of assessment methods.
- It is not a standard set of assessment methods.
- Integrated assessment is a holistic set of assessment tasks needed for a qualification or part-qualification.
- Example: Integrated assessment could consist of written assessment of theory together with a practical demonstration of competence – where a student's conceptual understanding of something is evaluated through the approach, they take in applying it practically. The intention is to assess students in the modes in which they are expected to display particular competencies.
- Student competence must be demonstrated through a variety of options which must include formative assessment including but not limited to tests, case studies, problem solving assignments, projects and practical exercises. Students are required to do an integrated summative assessment.

Add integrated assessment narrative here

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PART B
WORK INTEGRATED LEARNING

Select which one is appropriate for this qualification – delete the narrative that does not relate to this qualification.

For qualifications in which modules clearly show a link to the world of work:

The type of WIL that is implemented in this qualification is work-directed theoretical learning (WDTL). This form of WIL is present because we have attempted to ensure that knowledge and skills are introduced and sequenced in ways that meet both academic criteria and are applicable and directly relevant to career-specific components (Barnett, 2006, in USAF: 2021). In this qualification the following modules are relevant here:
• Project Management in Supply Chain and Logistics

OR

For qualifications in which there are stand-alone WIL modules only (i.e., no modules that have modules described above):

The type of WIL that will be implemented in this qualification is simulated learning. In the WIL modules, which are all credit-bearing, learning is simulated through activities that imitate the real world of work on the sites/campuses. Consequently, certain key characteristics of the selected workplace are represented (Barnett, 2006, in USAf: 2021), for example, mock meetings/ mock trials/teamwork to produce a project/ artifact applying theory in an integrated manner to analyse, understand, design, and implement solutions or carry out specific tasks using knowledge and skills that they have developed in all their modules.

The design of the WIL component is carried out by the curriculum designers to match the overall outcomes of the qualification. For example, applying theory in an integrated manner to analyse, understand, design, and implement solutions or carry out specific tasks using knowledge and skills that they have developed in all their modules. In the case of this qualification, this is done in the following manner:

Provide a brief summary of what is done in each WIL module.

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PART B
WORK INTEGRATED LEARNING SUMMARY: YOU NEED A SEPARATE BLOCK FOR EACH YEAR OF WIL.

WHAT TO DO:

Complete a separate block for each year of WIL.

List all modules that precede the WIL module, e.g., all the modules in the first year.
Complete the module information to indicate how WIL will be incorporated and assessed in the modules.

WIL Module Name:	
Year(s) of study when experiential learning takes place:	
Duration of the placement (experiential learning):	
Credit Value:	
NQF Level of WIL:	
Expected Purpose of this WIL:	
Expected learning outcomes:	
Monitoring procedures:	

Sample Assessment Criteria	
Assessment methods:	
Who is responsible for placements? (only if students are placed)	
Community Engagement: Indicate the community engagement aspect of the WIL	

Integration of Modules:

Indicate the modules that contribute to the WIL Module to show how what is covered in these modules is integrated into the WIL module:

Module Name	Precedes WIL or Simultaneous to WIL	Outcome & AAC that will assist the student in meeting the WIL outcomes. (How what is covered in these modules is integrated into the WIL module)

Deadline for the completion of Part B
Date: Click or tap to enter a date.

END OF PART B

PART A AND B APPROVALS – PART A AND B: Sign-off is required from the below stakeholders.

QUALIFICATION ACCREDITATION COMMITTEE		
Designation	**Signature**	**Date**
AQA Specialist		**Click or tap to enter a date.**
Dean: Academic Development		**Click or tap to enter a date.**
Dean of Faculty		**Click or tap to enter a date.**
Research and Community Engagement Dean (if applicable)		**Click or tap to enter a date.**
Head Accreditation and Quality Assurance		**Click or tap to enter a date.**
Executive Quality Assurance and Governance		**Click or tap to enter a date.**

PART C
SAQA LEVEL DESCRIPTORS MAPPING TO ASSOCIATED MODULE

SO, WHAT IS A LEVEL DESCRIPTOR? – **These are generic and predictable standards that have been written per NQF level so that qualification designers know the level of complexity and skills needed for each NQF level.**

WHAT TO DO – Every module should cover most of the level descriptors for that level. State per module, how and in what way each level descriptor is covered by that module. For example, is it by an assignment, prescribed reading, etc.? Some examples have been provided – these need to be amended to reflect the qualification.

NQF 5 Level Descriptors	NQF 5 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
a. **Scope of knowledge** - Demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.	Prescribed and Recommended Reading Activities Practical Projects	In-class and take-home activities. Portfolio of evidence.	Prescribed and Recommended Reading Activities	In-class activities. Tasks to apply knowledge.
b. **Knowledge literacy** - Demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.	Practical Projects	Prescribed Reading and online content.	Assignments In-class discussions Activities	In-class discussions. Task with written rationale
c. **Method and procedure** - Demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.	Activities Practical Projects	Portfolio of evidence requiring the application of processes and principles to prepare artwork for different scenarios.	Assignments Activities	Portfolio of Evidence to apply processes, methods and techniques at a fundamental level.
d. **Problem solving** - Demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.	Activities Practical Projects	Portfolio of Evidence requiring the student to solve and execute the solution of a simple design problem.	Assignments Activities	Creative Project to develop a conceptual solution for a creative problem within a familiar context.

NQF 5 Level Descriptors	NQF 5 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
e. **Ethics and professional practice** - Demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.	Activities Practical Projects	Prescribed Readings In-class discussion of ethical practices around image manipulation Portfolio of evidence with written reflection on ethical manipulation of images in own work	Assignments Activities In-class discussions	Practical tasks supported by correctly referenced desktop and observational research.
f. **Accessing, processing and managing information** - Demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.	Research component in Practical Projects	Prescribed readings and online content.	Assignments Activities	Practical tasks supported by visual and observational research.
g. **Producing and communicating information** - Demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.	Research and Creative Rationale components in Practical Projects	Portfolio of Evidence that includes a written or visual explanation for techniques and principles applied to create the outcome.	Assignments Activities In-class discussions and presentations Summative Assignment	In-class peer and lecturer evaluation of activities. Written critical reflection on own learning.

NQF 5 Level Descriptors	NQF 5 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
h. **Context and systems** - Demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system.	Examples Case studies Practical Projects	Portfolio of Evidence requiring the creation and manipulation of pixel-based images for different types of print and digital media.	Assignments Activities	Practical tasks based on familiar and new real-world contexts. Collaboration /group work
i. **Management of learning** - Demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.	Reflection in Summative Project	Portfolio of Evidence and in-class activities requiring self-reflection and the refinement of work based on feedback	Self-reflection and peer feedback on activities	In-class peer and lecturer feedback. Written critical reflection on own learning. Tasks (refine based on feedback) Peer reviews.
j. **Accountability** - Demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.	All assessments	Portfolio of Evidence with milestones set against specific deadlines and deliverables. Demonstrate responsible use of computer lab on campus.	Assignments Activities	Tasks with milestones, set against specific deadlines. Collaboration /group work and peer reviews.

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NQF 6 Level Descriptors	NQF 6 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
a. Scope of knowledge - Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.	Prescribed and Recommended Resources Project ICE and Summative Project	Prescribed and Recommended Resources Tasks ICE PoE	Prescribed and Recommended Resources Tasks ICE PoE	Prescribed and Recommended Resources Project ICE and Summative Project
b. Knowledge literacy - Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.	Projects ICE Summative Project	Tasks ICE PoE	Tasks ICE PoE	Projects ICE Summative Project
c. Method and procedure - Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.	Projects ICE Summative Project	Tasks ICE PoE	Tasks ICE PoE	Projects ICE Summative Project
d. Problem solving - Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.	Projects ICE Summative Project	Tasks ICE PoE	Tasks ICE PoE	Projects ICE Summative Project
e. Ethics and professional practice - in respect of which a student can demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.	Projects Summative Project	Tasks PoE	Tasks PoE	Projects Summative Project

NQF 6 Level Descriptors	NQF 6 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
f. **Accessing, processing and managing information** - Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.	Projects ICE Summative Project	Tasks ICE PoE	Tasks ICE PoE	Projects ICE Summative Project
g. **Producing and communicating information** - Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.	Presentation Summative Project	Presentation Tasks PoE	Presentation Tasks PoE	Presentation Summative Project
h. **Context and systems** - Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.	Case Studies Projects	Case Studies Tasks	Case Studies Tasks	Case Studies Projects
i. **Management of learning** - Demonstrate the ability to evaluate performance against given criteria and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.	Group Work in Projects	Group Work in tasks with peer evaluation	Group Work in tasks with peer evaluation	Group Work in Projects with peer evaluation
j. **Accountability** - Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.	All assessments Self-evaluation	All Assessments Self-evaluation	All Assessments Self-evaluation	All assessments Self-evaluation

NQF 7 Level Descriptors	NQF 7 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
a. Scope of knowledge - Demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.	Prescribed and Recommended Reading Assignments ICE and Summative Project	Prescribed and Recommended Resources Tasks ICE PoE	Prescribed and Recommended Resources Test Project Summative Project	Prescribed and Recommended Resources Test Assignment Examination
b. Knowledge literacy - Demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.	ICE Projects Summative Project	Tasks ICE PoE	Tests ICE	Tests Examination
c. Method and procedure - Demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.	ICE Projects Summative Project	Tasks ICE	Project ICE Summative Project	Assignment ICE
d. Problem solving - Demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.	ICE Projects Summative Project	Tasks ICE PoE	Project Test ICE	Assignment Test ICE
e. Ethics and professional practice - Demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.	ICE Projects Summative Project	Tasks PoE	Project	Assignment

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NQF 7 Level Descriptors	NQF 7 Semester 1 Modules			
	Module 1	Module 2	Module 3	Module 4
f. **Accessing, processing and managing information** - Demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.	ICE Projects Summative Project	Tasks ICE PoE	Project Test ICE Summative Project	Assignment Test ICE Examination
g. **Producing and communicating information** - Demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.	Presentation Project Summative Project	Presentation Tasks PoE	Presentation Project ICE	Presentation Assignment ICE
h. **Context and systems** - Demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system-bound, and does not occur in isolation.	Case Studies Projects	Case Studies Tasks	Case Studies Project Test	Case Studies Assignment Test
i. **Management of learning** - Demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.	Group Work in Projects	Group Work in tasks with peer evaluation	Group Work in Assignment with peer evaluation	N/A
j. **Accountability** - Demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.	All assessments Self-reflection.	All Assessments Self-reflection	All assessments Self-reflection	All assessments Self-reflection

NQF 8 Level Descriptors	NQF 8 Semester 1 Modules		
	Module 1	**Module 2**	**Module 3**
a. Scope of knowledge - 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	Prescribed and recommended readings Case studies ICE Participative group activities All assessments	Prescribed and recommended readings Case studies ICE Participative group activities All assessments	Prescribed and recommended readings Case studies ICE Participative group activities All assessments
b. Knowledge literacy - Demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.	Prescribed and recommended readings Case studies Online research ICE All assessments	Prescribed and recommended readings Case studies Online research ICE All assessments	Prescribed and recommended readings Case studies Online research ICE All assessments
c. Method and procedure - 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.	Prescribed and recommended readings Real-life examples ICE All assessments	Prescribed and recommended readings Real-life examples ICE All assessments	Prescribed and recommended readings Real-life examples ICE All assessments
d. Problem solving - Demonstrate the 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.	Prescribed and recommended readings Participative group activities Case studies Scenario-based questions ICE All assessments	Prescribed and recommended readings Participative group activities Case studies Scenario-based questions ICE All assessments	Prescribed and recommended readings Participative group activities Case studies Scenario-based questions ICE All assessments

NQF 8 Level Descriptors	NQF 8 Semester 1 Modules		
	Module 1	Module 2	Module 3
e. **Ethics and professional practice** - Demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.	Prescribed and recommended readings Self-reflection and peer evaluations Scenario-based questions Online articles Online research ICE All assessments	Prescribed and recommended readings Self-reflection and peer evaluations Scenario-based questions Online articles Online research ICE All assessments	Prescribed and recommended readings Self-reflection and peer evaluations Scenario-based questions Online articles Online research ICE All assessments
f. **Accessing, processing and managing information** - Demonstrate the 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.	Prescribed and recommended readings Online articles Online research Participative group activities Presentations Report writing Case studies ICE All assessments	Prescribed and recommended readings Online articles Online research Participative group activities Presentations Report writing Case studies ICE All assessments	Prescribed and recommended readings Online articles Online research Participative group activities Presentations Report writing Case studies ICE All assessments
g. **Producing and communicating information** - Demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative	Prescribed and recommended readings Presentations Online research ICE	Prescribed and recommended readings Presentations Online research ICE	Prescribed and recommended readings Presentations Online research ICE

NQF 8 Level Descriptors	NQF 8 Semester 1 Modules		
	Module 1	**Module 2**	**Module 3**
insights, rigorous interpretations and solutions to problems and issues appropriate to the context	All assessments	All assessments	All assessments
h. **Context and systems** - Demonstrate the 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.	Scenario-based questions Case studies ICE All assessments	Scenario-based questions Case studies ICE All assessments	Scenario-based questions Case studies ICE All assessments
i. **Management of learning** - Demonstrate the ability to apply, in a self-critical manner, learning strategies that effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.	Independent reading Independent learning Participative group activities Project and time management Self-reflection and peer evaluations ICE All assessments	Independent reading Independent learning Participative group activities Project and time management Self-reflection and peer evaluations ICE All assessments	Independent reading Independent learning Participative group activities Project and time management Self-reflection and peer evaluations ICE All assessments
j. **Accountability** - Demonstrate the 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.	Independent reading Independent learning Prescribed and recommended readings Participative group activities Project and time management Self-reflection and peer evaluations Presentations	Independent reading Independent learning Prescribed and recommended readings Participative group activities Project and time management Self-reflection and peer evaluations Presentations	Independent reading Independent learning Prescribed and recommended readings Participative group activities Project and time management Self-reflection and peer evaluations Presentations

NQF 8 Level Descriptors	NQF 8 Semester 1 Modules		
	Module 1	**Module 2**	**Module 3**
	ICE All assessments	ICE All assessments	ICE All assessments

PART C
EXPLANATION OF HOW COMPETENCES DEVELOPED IN THE QUALIFICATION ARE ALIGNED WITH NQF-LEVEL DESCRIPTORS

WHAT TO DO - The exit level of this qualification is level 7 of the HEQSF with modules offered at levels 5, 6 and 7 to ensure the essential cognitive progression in the key disciplines. In the process of designing this qualification, you need to show how the NQF level descriptors at each level were used to achieve alignment, in just two or three paragraphs. This will be supported by the SAQA mapping to the tasks above.

Add NQF descriptor narrative here

PART C
ARTICULATION – WHAT CAN A STUDENT STUDY AT THE SAME LEVEL OR AFTER COMPLETION?

WHAT TO DO - Provide a minimum of four qualifications for each type of articulation, please ensure these are still registered on SAQA and you need to check the admissions criteria of those qualifications you select to check that our proposed qualification meets their admission requirements.

HORIZONTAL ARTICULATION
The following qualifications are examples of horizontal articulation opportunities allowing for mobility between qualifications of the same level at The IIE and at different institutions:
- Qualification name – Institution (SAQA ID:)

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VERTICAL ARTICULATION

Vertical articulation into a (qualification type) is also a distinct possibility, provided the candidate meets the entry requirements for this qualification at the offering institutions. For graduates of the (Qualification), the following qualifications are opportunities for upward mobility offered at The IIE, public South African universities or other accredited South African providers (this is not an exhaustive list):

- Qualification name – Institution (SAQA ID:)

DIAGONAL ARTICULATION

The following qualifications are examples of diagonal articulation opportunities allowing for mobility between qualifications across sub-frameworks or between different qualification types on the HEQSF:

- Qualification name – Institution (SAQA ID:)

PART C
INTERNATIONAL COMPARABILITY

WHAT TO INCLUDE:
- The statement of international comparability must support student mobility, and in doing so, must include how the qualification compares with relevant good practices in other parts of the world.
- The international comparability must provide details of how the 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:
  - 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
  - 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.

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- Ensure that qualifications are compared with accredited qualifications and institutions in the country of origin.

Complete the table with a minimum of three different institutions (duplicate the table for each institution).

Country	
Accredited Institution	
URL Link	
Title of Qualification	
Purpose of the Qualification	
Entry Requirements	
Exit Level Outcomes	
Content/Modules	
Credits	
Assessments	
Duration	
Articulation	
Comparison Notes	

INTERNATIONAL COMPARABILITY NARRATIVE

Add the international comparability narrative here. Complete the narrative as per the headings below and include the URL links as references at the end of the narrative.

Introduction

Purpose of the Qualifications

Entry Requirements

Exit Level Outcomes

Credits and Assessments

Duration and Articulation

Content/Modules

Conclusion

If no comparable qualifications are indicated, provide substantive reasons why this qualification is not internationally comparable.

Add a substantive reason why this qualification is not internationally comparable.

PART C

ADMISSION REQUIREMENTS: PLEASE ADD THE STATUTORY MINIMUM ADMISSION REQUIREMENTS FOR THIS QUALIFICATION

Admission requirements:

Please complete:

- For this postgraduate (qualification), the specific undergraduate qualification of The IIE is: (list relevant undergraduate qualification).
- Other than these qualifications offered at The IIE, the following qualifications from other institutions may be used to grant access into this (qualification): (list relevant undergraduate qualification).

Standard RPL Narrative as required by SAQA:

The institution has an approved Recognition of Prior Learning (RPL) policy which is applicable with regard to equivalent qualifications for admission into the qualification. RPL will be applied to accommodate applicants who qualify. RPL thus provides alternative access and admission to qualifications, as well as advancement within qualifications. RPL may be applied for access, credits from modules and credits for or towards the qualification.

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RPL for access:

- *Students who do not meet the minimum entrance requirements or the required qualification that is at the same NQF level as the qualification required for admission may be considered for admission through RPL.*
- *To be considered for admission in the qualification based on RPL, applicants should provide evidence in the form of a portfolio that demonstrates that they have acquired the relevant knowledge, skills, and competencies through formal, non-formal and/or informal learning to cope with the qualification expectations should they be allowed entrance into the qualification.*

RPL for exemption of modules:

- *Students may apply for RPL to be exempted from modules that form part of the qualification. For a student to be exempted from a module, the student needs to provide sufficient evidence in the form of a portfolio that demonstrates that competency was achieved for the learning outcomes that are equivalent to the learning outcomes of the module.*

RPL for credit:

- *Students may also apply for RPL for credit for or towards the qualification, in which they must provide evidence in the form of a portfolio that demonstrates prior learning through formal, non-formal and/or informal learning to obtain credits towards the qualification.*
- *Credit shall be appropriate to the context in which it is awarded and accepted.*

Deadline for the completion of Part C
Date: Click or tap to enter a date.

END OF PART C

PART A, B, and C FINAL APPROVALS AND SIGN-OFF – Approval and -sign-off are required from the below stakeholders.

Designation	Signature	Date
Head Accreditation and Quality Assurance Manager (Approval)		Click or tap to enter a date.
Executive Quality Assurance and Governance		Click or tap to enter a date.

PART D

EXTERNAL QUALIFICATION   ADVISORY COMMITTEE (EQAC)

An External Qualification Advisory Committee (EQAC) needs to be in place to ensure we have consulted external industry and academic professionals active in the relevant field to ensure the alignment and the relevance of the qualification from purpose through module outcomes to assessment strategy. The EQAC supplements the research work done by our own academics.

- A minimum of four Academics is required to provide feedback on the qualification.
- A minimum of four Industry Specialists is required to provide feedback on the qualification.
- Industry and Academic Options may also be provided where individuals selected have both industry and academic experience.
- The AQA team will manage the EQAC process, from sending the qualification information to be reviewed to collating and summarising the feedback.
- Please complete the table below and ensure the individuals listed have confirmed they are willing to assist, and that they are aware that the AQA team will be sending the information to them to be reviewed within the next three months.
- There is **no** financial compensation for the EQAC.

Title and Name	Designation	Institution/ Company	Highest Qualification/ position	E-Mail Address	Telephone Number	Confirmed
ACADEMIC						
1.						
2.						
3.						
4.						
INDUSTRY						

1.						
2.						
3.						
4.						

Deadline for the completion of Part D
Date: Click or tap to enter a date.

END OF PART D

END OF ASK DOCUMENT

ANNEXURE E: ACCREDITATION TEMPLATES – OVERVIEW[21]

(1)   The AQA team makes the application for accreditation on the HEQC Online system. An MS Word version of the submission is developed and when finalised, sections are uploaded onto the online system.

(2)   The templates required for the development of the qualification are saved on Intralink in a shared folder created by the relevant AQA administrator[22].

(3)   The QDT is responsible for completing the programme-specific information on the templates online.

(4)   Sites of delivery are responsible for completing the site-specific information on the templates online.

(5)   After Annexure A has been approved, the QDT completes the ASK document, aligned to the process document (refer to Annexure D). The AQA team transfers the programme-specific information into the supporting templates and required documents of the HEQC by the AQA team.

(6)   **From this ASK document**, and the additional information such as staffing information and information centre resourcing the following documents are prepared for submission:

    a)   **Submission Document:** Due to the complexity of the online HEQC submission system, this template is a word document of the completed submission. Some of the information (institutional and policy) is standard and the template is thus maintained by the AQA team, and the general sections are updated based on institutional and/or policy changes. Programme-specific information is populated from the ASK document. The submission document is approved and the information is transferred onto the online submission format and submitted by the Office of the Registrar.

    b)   **Supporting documents:** Various supporting documents are included in the submission of a qualification application. These include Module Outline Document, Qualification Guide, Prescribed and Recommended Reading List, Actual Library Holdings, Budget for Development of Learning materials, Special Equipment, Lecturer Lists and Support Staff, Supporting CVs, Recruitment Plan, Study Material examples, External Moderators/examiners, Post Graduate Annexures (where applicable), Infrastructure Resources, and Enrolment Plan.

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[21] S40: 2015-11-05 Item 7.2.3
[22] S51: 2019-07-11 Item 7.2.2

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c) **HEQC Specific Annexures:** Templates are downloaded from the HEQC Online System and populated by AQA; these are uploaded on the HEQC Online System under relevant sections. These include Work Integrated Learning, Staffing, Assessment Strategy, Postgraduate, Learning and Teaching, Management Information System, Learning Management System, Internal Quality Assurance, Signed Verification.

d) **Section A of the submission:** The first section of the online accreditation application form is institutional information, which is largely managed by the Office of the Registrar and updated annually. Brands may be asked for information that is not centrally available.

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DEVELOPMENT PROCESS - NEW QUALIFICATION

[OBJ]

DEVELOPMENT PROCESS – ADDITIONAL MODE OF DELIVERY

[OBJ]

DEVELOPMENT PROCESS – EXTENSIONS

[OBJ]

ANNEXURE F: DEVELOPMENT PROCESS – NEW QUALIFICATION[23]

This table outlines the high-level steps only. The AQA team manages a procedure document that has the detail.

Procedural Steps	Stakeholders	Process
Step 1: Proposal/ Idea	National / Head Office Faculty AQA	• Identify qualification based on industry and student demand and market research. • Approved by Managing Director • AQA to be informed of proposed qualification: • National / Head Office to liaise with Head Accreditation and Quality Assurance • National / Head Office to identify Brand SME
Step 2: Annexure A completed by National / Head Office	National / Head Office Subject matter expert Head of Faculty	• Part A to be worked on and presented in workshop
Step 3: Workshop of Annexure A Part A (before APDC)	Brand Subject Matter Expert IIE AQA Dean of Faculty Dean: Academic Development Dean: Research and Community Engagement (if required)	• AQA to set up workshop. • Annexure A Part A to be presented. • Part A: Rationale of the Qualification; Purpose of the Qualification; Graduate Attributes; Exit Level Outcomes (ELOs); and Qualification Structure to be discussed and refined through the participation of the Qualification Accreditation Committee. • Annexure A Part A approved by the Qualification Accreditation Committee.

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[23] S40: 2015-11-05 Item 7.2.3

Procedural Steps	Stakeholders	Process
Step 4: Annexure A approval	Faculty AQA Specialist/ Head of Accreditation and Quality Assurance Executive Quality Assurance and Governance	• Faculty approval • AQA Specialist • Head of Accreditation and Quality approval • Executive Quality Assurance and Governance approval
Step 5: Annexure A Part B to be completed	Brand QDT	• Part B of Annexure A (List) • Qualification Design • Strategic Need for the Qualification • Market Demand Assessment • Competitor Analysis • Enrolment Plan • Lecturing Capacity • Specialised Resources • Additional comments from the Brand and Faculty
Step 6: Annexure A - Part B completed.	Faculty AQA specialist Head Accreditation and Quality Assurance	• Approval of Part B of Annexure A
Step 7: Annexure A serves at APDC	AC Director AQA team Faculty	• Annexure A to serve at APDC. • Feasibility study to be presented at APDC
Step 8: QDT confirmed. AQA folders created	QDT AQA Faculty	• Identify QDT (Brand, ACE) • AQA to create folders on Intralink
Step 9 a and b: Initial Meeting	QDT AQA T&L	• Annexure A is populated into ASK document to start the development process. • Confirmation of ELOs, purpose, rationale and structure. • Deadlines/timeframes to be discussed and agreed upon.

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Procedural Steps	Stakeholders	Process
Step 10: a. Complete qualification information b. ASK Part A and EQAC to be identified. c. ASK Part B	QDT AQA OoR	• Qualification information section of ASK to be completed. AQA to request OoR to open on HEQC. • Part A of ASK to be worked on (refer to details in ASK). • EQAC members to be identified and confirmed. • Part B (module outline section) of ASK to be completed.
Step 11: Qualification Accreditation Committee to approve Part A and B	Qualification Accreditation Committee QDT AQA	• Meeting to be set up and ASK to be attached for review, at least two weeks prior to meeting. 2-hour meeting required and to be set up during the initial meeting. • Follow up reminder to be sent, 4 days prior to meeting. • Part A and B to be approved by the Qualification Accreditation Committee.
Step 12: a. Staff Recruitment Plan, and Module outline document to be created. b. ASK Part C	AQA QDT	• Staff recruitment plan is completed by QDT. • Module Outline document, Prescribed and Recommended readings document, and qualification guide to be created from ASK, by administrators and checked by specialist. • QDT to continue working on Part C of ASK (see details in ASK). • AQA completes Articulation, International Comparability, and to be checked by QDT.
Step 13: Request Actual Library Holdings, and Academic and Support Staff	AQA Sites of delivery Information Specialist	• Requests sent to sites of delivery for (2 weeks): • Lecturers/tutors • Programme managers/ coordinators • Support staff • Requests sent to IIE operations for (2 weeks): • External moderators • External examiners • Request sent to IIE Information Specialist for (2 weeks): • Actual library holdings.

Procedural Steps	Stakeholders	Process
Step 14: AQA approval and sign off – ASK all Parts	AQA Dean of Faculty	• AQA Specialist finalises ASK. • Dean of Faculty approves ASK. • Head Accreditation and Quality Assurance approved ASK. • Executive Quality Assurance and Governance Approves and signs off ASK.
Step 15: a. EQAC briefs to be sent out. b. AQA Annexures	AQA EQAC	• AQA administrator creates EQAC brief, checked by AQA specialist and sends it out to EQAC members. • Annexures finalised (all annexures IIE and HEQC)
Step 16: EQAC Feedback	AQA QDT	• EQAC feedback received and summary document created. • QDT to review feedback. • Should changes be necessary: • Steps 14 and 15b to be revised and finalised.
Step 17: Senate and SAQA approval	AQA OoR	• Senate brief populated by specialists and sent to OoR for round-robin approval. • SAQA document created by Specialist and sent to OoR to approve. • Any changes proposed by Senate to be raised with QDT and ASK and Annexures to be amended as necessary.
Step 18: Submission template populated	AQA	• Submission template to be populated and split according to HEQC documents.
Step 19: Cross-check Annexures	AQA	• Final annexures to be cross-checked (to each other).
Step 20: Head Accreditation and Quality Assurance Submission template and annexure approval	AQA	• Head Accreditation and Quality Assurance to check all word versions of all HEQC documents and annexures
Step 21: Annexure uploads on HEQC	AQA	• AQA Administrator uploaded supporting annexures.
Step 22: Submission narrative uploaded on HEQC	AQA	• AQA Specialist uploads narrative on HEQC

Procedural Steps	Stakeholders	Process
Step 23: Head Accreditation and Quality Assurance final check of HEQC uploads – submission and annexures	AQA	• Head Accreditation and Quality Assurance to check HEQC online version
Step 24: Send to OoR for submission and payment	AQA OoR	• Head Accreditation and Quality Assurance reassigns HEQC online submission to OoR. • OoR does final checks (checklist) and submits to HEQC. • CHE sends invoice for payment. • OoR submits for payment.
Step 25: Final documents saved and printed	AQA	• AQA Administrator prints the final submission and checklist for filing, online versions saved in final submission folder. • AQA Administrator – SAQA, Module Outline and Qualification Guide – saved in separate folder for Operations. • AQA Administrator - Staff Recruitment Document saved separately for sites of delivery.

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ANNEXURE G: DEVELOPMENT PROCESS – ADDITIONAL MODE OF DELIVERY

This table outlines the high-level steps only. The AQA team manages a procedure document that has the details.

Procedural Steps	Stakeholders	Process
Step 1: Proposal/ Idea	National / Head Office Faculty AQA	• Approved by Managing Director. • AQA to be informed of proposed additional mode of delivery: • National / Head Office to liaise with Head Accreditation and Quality Assurance • National / Head Office to identify Brand SME
Step 2: Annexure C completed by National / Head Office	National / Head Office	• Annexure C to be completed, including a motivation of the reason for an additional mode of delivery.
Step 3: SAQA Comparison to be updated by faculty.	Faculty	• Faculty to ensure the SAQA comparison is updated and complete. • Faculty to check that no more than 50% of the accredited qualification has changed. • Integrity of the qualification is intact and that it is not dated. • The qualification is viable to be offered in the proposed additional mode of delivery.
Step 4: Annexure C serves at APDC	AC Director AQA team Faculty	• Annexure C to serve at APDC for approval.
Step 5: AQA folders created	AQA team Faculty	• AQA to create folders on Intralink. • Dean of Faculty responsible for the qualification identified.

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Procedural Steps	Stakeholders	Process
Step 6: ASK document and staff recruitment and development plan	AQA Team	• ASK document to be populated from accredited mode of delivery submission documents. • Recruitment plan to be populated from MIS.
Step 7: ASK document and staff recruitment and development plan sent to Dean of Faculty for completion.	Faculty	• ASK document to be checked for correctness, reviewed for relevance of additional mode of delivery and outstanding sections completed. • Staff recruitment and development plan to be completed.
Step 8: Finalisation of ASK document.	AQA	• AQA to finalise ASK document. • Staff recruitment and development plan to be finalised.
Step 9: Supporting Annexures to be created	AQA QDT	• Module outline document, Qualification Guide, Prescribed and Recommended reading list to be created.
Step 10: Actual Library Holdings requested	Information Specialist	• Request sent to IIE Information Specialist for (two weeks): • Actual library holdings.
Step 11: Lecturer List, Support Staff, and enrolment plan requested	Site of Delivery	• Requests sent to sites of delivery for: • Lecturers/tutors • Programme managers/ coordinators • Support staff • Requests sent to IIE operations for: • External moderators • External examiners
Step 12: Supporting Annexures	AQA	• Additional supporting annexures completed and finalised.

Procedural Steps	Stakeholders	Process
Step 13: Approval and sign off – ASK all Parts	AQA Dean of Faculty	• AQA Specialist finalises ASK. • Dean of Faculty approves ASK. • Head Accreditation and Quality Assurance approves ASK.
Step 14: Senate and SAQA approval	AQA OoR	• Senate brief populated by specialists and sent to OoR for round-robin approval. • SAQA document created by Specialist and sent to OoR to approve. • Any changes proposed by Senate to be raised with AQA and ASK and Annexures to be amended as necessary.
Step 15: Submission template populated	AQA	• Submission template to be populated and split according to HEQC documents.
Step 16: Cross-check Annexures	AQA	• Final annexures to be cross-checked (to each other).
Step 17: Head Accreditation and Quality Assurance Submission template and annexure approval	AQA	• Head Accreditation and Quality Assurance to check all word versions of all HEQC documents and annexures
Step 18: Annexure uploads on HEQC	AQA	• AQA Administrator uploaded supporting annexures.
Step 19: Submission narrative uploaded on HEQC	AQA	• AQA Specialist uploads narrative on HEQC
Step 20: Head Accreditation and Quality Assurance final check of HEQC uploads – submission and annexures	AQA	• Head Accreditation and Quality Assurance to check HEQC online version

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Procedural Steps	Stakeholders	Process
Step 21: Send to OoR for submission and payment	AQA OoR	• Head Accreditation and Quality Assurance reassigns HEQC online submission to OoR. • OoR does final checks (checklist) and submits to HEQC. • CHE sends invoice for payment. • OoR submits for payment.
Step 22: Final documents saved and printed	AQA	• AQA Administrator prints the final submission and checklist for filing, online versions saved in final submission folder. • AQA Administrator – SAQA, Module Outline and Qualification Guide – saved in separate folder for Operations. • AQA Administrator - Staff Recruitment Document saved separately for sites of delivery.

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ANNEXURE H: DEVELOPMENT PROCESS – EXTENSION OF QUALIFICATION[24]

This table outlines the high-level steps only. The AQA team manages a procedure document that has the details.

Procedural Steps	Stakeholders	Process
Step 1: Proposal/ Idea	National / Head Office Faculty AQA	• Approved by Managing Director. • AQA to be informed of proposed Extension: • National / Head Office to liaise with Head Accreditation and Quality Assurance • National / Head Office to identify Brand SME
Step 2: Annexure B completed by National / Head Office	National / Head Office	• Annexure B to be completed, including a motivation of the reason for the extension.
Step 3: SAQA Comparison to be updated by faculty.	Faculty	• Faculty to ensure the SAQA comparison is updated and complete. • Faculty to check that no more than 50% of the accredited qualification has changed. • Integrity of the qualification is intact and that it is not dated. • The qualification is viable to be offered on the proposed site of delivery.
Step 4: Annexure B serves at APDC	AC Director AQA team Faculty	• Annexure B to serve at APDC for approval.
Step 5: AQA folders created	AQA team Faculty	• AQA to create folders on Intralink. • Policies are saved in the folder. • Programme manager/co-Ordinator responsible for the qualification identified.

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Procedural Steps	Stakeholders	Process
Step 6: Populate the extension application	AQA team National / Head Office	• Extension application is completed by AQA. • Extension application is sent to the National / Head Office for outstanding sections to be completed.
Step 7: Supporting annexures are compiled	AQA Team	• Information is requested from National / Head Office to complete the supporting annexures.
Step 8: Qualification Registration and CHE documentation requested	AQA Team Office of Registrar	• OoR provides registration information, admission requirements, and CHE documentation to be used as supporting annexures.
Step 9: Actual Library Holdings requested.	Information Specialist	• Module Outline document is sent to Information Specialist for completion of Actual Library Holdings.
Step 10: Lecturer List, Support Staff, and enrolment plan requested	Site of Delivery	• Requests sent to sites of delivery for: • Lecturers/tutors • Programme managers/ coordinators • Support staff • Requests sent to IIE operations for: • Academic Staff
Step 11: Application to be approved	AQA team	• Head Accreditation and Quality Assurance to approve.
Step 12: OoR to submit	OoR	• OoR to submit to the CHE.

ANNEXURE I: PROGRAMME REVIEW PROCESS

This table outlines the high-level steps only. The AQA team manages a procedure document that has the details.

Procedural Steps	Stakeholders	Process
Step 1: Identification of Qualifications for Programme Review Cycle	AQA team Faculty	• Qualifications are reviewed cyclically after the first graduating cohort and thereafter every five years. • A maximum of 20 qualifications are reviewed in a cycle. • In the second APDC of the year, qualifications that are to be reviewed in the next cycle are proposed and approved.
Step 2: Faculties to provide AQA with QCOP minutes and SAQA Comparison documents.	Faulty AQA Team	• Minutes of the previous QCOP meetings of identified qualifications for programme review must be sent to AQA. • Faculties to upload the updated SAQA Comparison documents in the relevant folder.
Step 3: Stakeholder identification and confirmation	Faculties Sites of delivery	• Faculties are required to identify and confirm external reviewers within two months after the approval at APDC. • Brands are required to identify and confirm support staff details within two months after the approval at APDC.
Step 4: The survey team finalises the different stakeholder surveys	Survey Team AQA Team	• AQA team provides the information to be used in the surveys. • Survey Team creates the different stakeholder surveys.
Step 4: The AQA team quality assures the surveys prior to the dissemination.	Survey Team AQA Team	• AQA Team approves the surveys prior to dissemination.

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Procedural Steps	Stakeholders	Process
Step 5: The survey team disseminates the surveys.	Survey Team AQA Team Stakeholders	• Survey Team disseminates the surveys for the completion of the programme review surveys by the different stakeholders.
Step 6: The AQA team writes the reports.	AQA Team	• AQA team collates, interprets the data, and compiles the reports.
Step 7: The Head Accreditation and Quality Assurance quality assures the reports.	AQA Team	• Head Accreditation and Quality Assurance approves reports.
Step 8: The faculty populates the action plan within the report.	Faculty	• Faculty to provide improvement plans and action plans in the reports.
Step 9: Programme review reports serve at annual QCOP meetings.	QCOP Members Faculty Faculty Board members	• Programme review reports serve at annual QCOP meetings for completion of the improvement plan and serve at Faculty Board.
Step 10: Programme Review reports serve at APDC meetings.	Faculty APDC Members AQA Team	• Feedback on the improvement plan serves at the bi-annual APDC meetings.