DUT

DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

HANDBOOK: PROCEDURES AND GUIDELINES 2023-2024

ENVISION2030 transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence

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ACRONYMS

AEM	Academic Executive Management
AQM	Annual Quality Monitoring
CAO	Central Admissions Office
CELT	Centre for Excellence in Learning and Teaching
CHE	Council on Higher Education
CQPA	Centre for Quality Promotion & Assurance
DHET	Department of Higher Education & Training (new)
DoE	Department of Education (old)
DUT	Durban University of Technology
DVC: T&L	Deputy Vice-Chancellor: Teaching and Learning
DVC: P&O	Deputy Vice-Chancellor: People and Operations
DVC: TIP	Deputy Vice-Chancellor: Technology, Innovation & Partnerships
ECP	Extended Curriculum Programme
EM	Executive Management
FB	Faculty Board/s
FQC	Faculty Quality Committee
FT	Full-time
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
HoD	Head of Department
HR	Human Resources
EAPP	Extended Academic Performance Plan
IA	Institutional Audit
IPO	Institutional Planning Office
ITS	Integrated Tertiary Software
NLRD	National Learner Record Database
NSC	National Senior Certificate
PEC	Programme Evaluation Committee
PeTALS	Programme, teaching, assessment, learning, subject
PQM	Programme and Qualification Mix
PRE	Programme Review and Evaluation
QIPF	Quality Improvement Plan Follow-up
SEQ/MEQ	Subject/module Evaluation Questionnaire
LEQ	Lecturer Evaluation Questionnaire
PT	Part-time
PTL	Programme Team Leader
QA	Quality Assurance

QAF	Quality Assurance Framework
QPO	Quality Promotion Officer/s
MI	Management Information
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SATAP	Standardised Assessment Test for Access and Placement
SER	Self-evaluation Report
SL	Service Learning
SWOT	Strengths, Weaknesses, Opportunities and Threats
UPRF	University Resource and Planning Forum
VC	Vice-Chancellor
WBL	Work Based Learning
WIL	Work Integrated Learning

Abbreviations:

GenEd	General Education

USEFUL RESOURCES AND WEBSITES

South African Qualifications Authority	www.saqa.org.za
Council on Higher Education & Higher Education Quality Committee	www.che.ac.za
Department of Higher Education & Training	www.dhet.gov.za

1. Quality Promotion and Assurance Handbook

Managing quality and safeguarding academic standards must be firmly set within the context of the vision, mission and Envision 2030 strategic goals of DUT and must support the achievement of the strategic goals of the university that are underpinned by student and staff-centredness and engagement. Evaluation of the quality of the students' learning experience must form a regular and progressive feature of the work of both individuals and committees within the DUT generally and within each faculty specifically.

The purpose of this handbook is to support the implementation of the Durban University of Technology (DUT) Quality Assurance Policy. The Quality Assurance (QA) Policy is underpinned by robust processes and practices that seek to:

DUT is committed to monitoring, evaluating, and tracking the extent to which it is:

- Achieving its mission and stated strategic objectives within the context of national imperatives to ensure fitness for and of purpose.
- Ensuring accountability for the effective and efficient use of all available resources.
- Empowering students through promoting their academic success.
- Providing effective and efficient support services and appropriate resources to ensure that educational provision and equity access are enhanced.
- Establishing an organisational culture of quality.

This handbook provides relevant procedures and guidelines that support the following:

- annual quality monitoring (AQM) in all departments/sectors across the university
- programme review and evaluation
- national review and accreditation of existing programmes
- the development and approval of new programmes
- programme management
- thematic reviews
- system and process audits

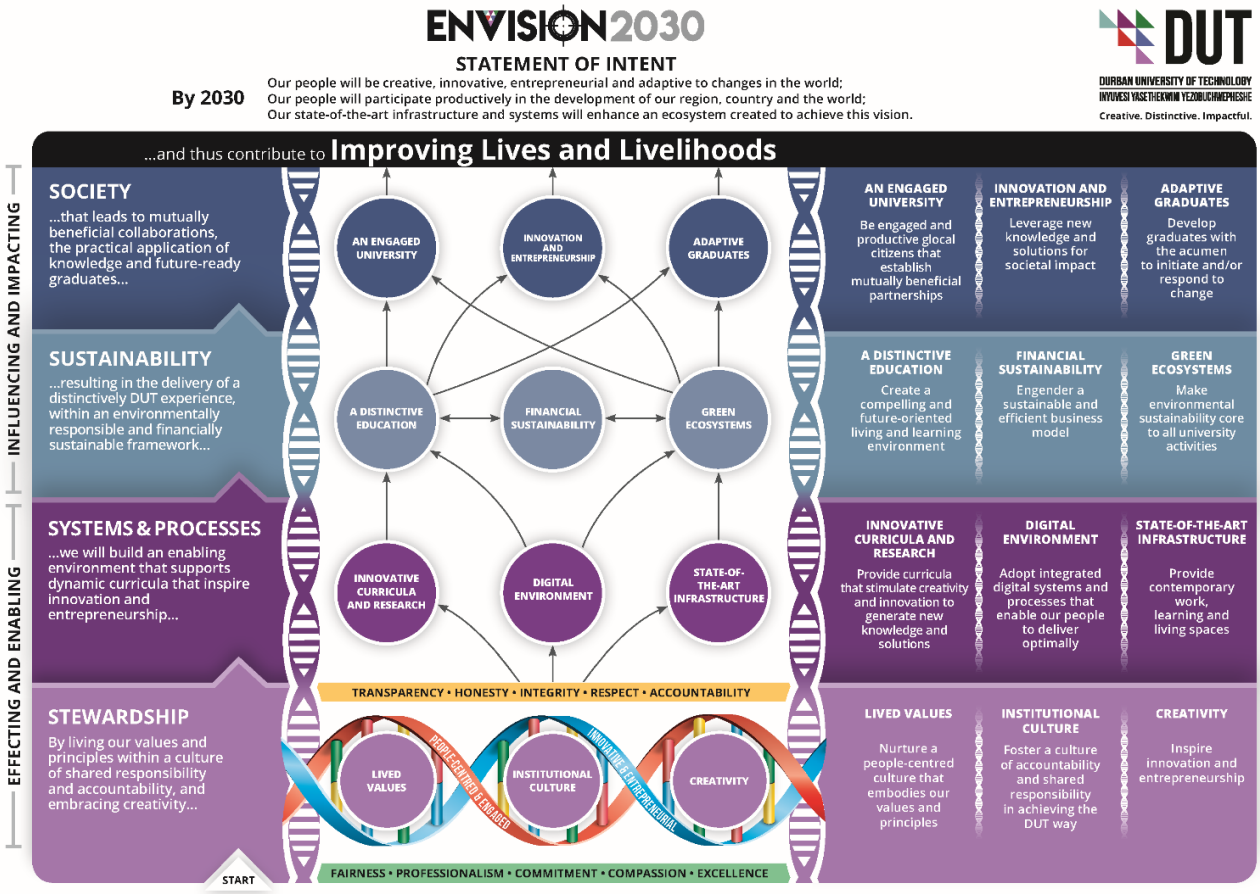
Implementation procedures take cognisance of the Institutional Audit Criteria and relevant sections of the Programme Accreditation Criteria (where applicable) of the HEQC. In the short to medium term, the QA policy and procedures will be aligned to the QAF which will replace the current Programme Accreditation criteria from 2024 onwards. Within the parameters of the QA policy, departments have the flexibility to be innovative and to enhance the procedures described in this handbook.

The procedures and guidelines contained in this handbook are mandatory however, these may be amended in special circumstances (subject to approval) for example, in response to the context of the academic department, faculty, university, professional boards and developments arising from the implementation of the Quality Assurance Framework (QAF).

2. Context

The Council on Higher Education (CHE) has developed a Quality Assurance Framework[1] that reflects the changing realities of national, regional, and global higher education systems. The QAF advocates for quality and quality assurance to be foregrounded in advancing national imperatives, including transformation, responses to the risks and opportunities posed by the Fourth/Fifth Industrial Revolutions, environmental sustainability, and the interrogation of ideas and epistemologies of knowledge in the service of society. The QAF's focus on learning and teaching is based on the understanding that there is a close relationship between the quality of learning and teaching, good student experiences, and academic success. The QAF underscores the interrelationship between external and internal quality assurance, with higher education institutions having primary responsibility for providing quality higher education while CHE plays validation and oversight roles.

The DUT strategic goals and objectives are entrenched in the the ENVISION2030 Strategy Map provided below:



The table below provides the key terms and definitions relevant to the QAF:

[1] Council on Higher Education, 2021. A quality assurance framework (QAF) for higher education in South Africa. **Available:** https://www.che.ac.za/publications/frameworks/quality-assurance-framework-qaf-higher-education-south-africa, 28 Apr 2022 , Accessed 15 Sept 2023

GLOSSARY OF TERMS (Extracted from A Quality Assurance Framework QAF Higher Education in South Africa)[2]

Codes of Practice	Codes of practice articulate the expectations for acceptable levels of educational provision and experiences for higher education students and the public. The Codes may provide guidance on how to judge measures of quality. Codes of practice may also be developed for research and community engagement, as well as for support functions such as student administration, student support or continuous professional development. They support the generation of criteria for such judgements but do not in themselves provide specific criteria for such judgements.
Communities of Practice	Communities of Practice are expert groups of peers representing knowledge fields and disciplines, or professional practices in higher education CoPs, and are the preferred origins of standards for the QAF.
Criteria	Criteria are benchmarks for evaluation and for making quality judgements about higher education activities based on the standards and guidelines agreed upon by the Higher Education (HE) sector.
Curriculum	The curriculum is a structure that distributes access to knowledge and to knowing by specifying what is taught, who is taught, who teaches, how it is taught and how learning is assessed. The curriculum is therefore politically, socially, and culturally constructed. The term curriculum encompasses: • Knowledge, such as the list of subjects, topics and resources included in a course of study • Ways of knowing, skills, values, and practices • Teaching methodologies • Assessment practices All curricula are informed by the nature of the discipline/field, the philosophical beliefs of the designer, who the students are and the broader context in which the curriculum is enacted. A curriculum encompasses the planned process, the actual implementation of the teaching and the students' experiences of the learning process. It also includes awareness of the 'hidden curriculum', that is, the unwritten, unofficial and often unintended lessons, values and perspectives that a curriculum promotes and enacts.
Differentiation	Differentiation, in the context of the Quality Assurance Framework (QAF), refers to institutional functional differences and their differences in respect of identities, missions and quality management maturity.

[2] Council on Higher Education, 2021. A quality assurance framework (QAF) for higher education in South Africa. **Available:** https://www.che.ac.za/publications/frameworks/quality-assurance-framework-qaf-higher-education-south-africa, 28 Apr 2022 , Accessed 15 Sept 2023

External Quality Assurance (EQA)	External quality assurance is the means by which an external quality agency ensures that institutions have Internal Quality Assurance (IQA) systems in place to manage the quality of their activities and educational provision. It also ensures that the qualifications and programmes that they offer have been peer-reviewed to ensure that the provisioning meets the quality standards and criteria of the Council on Higher Education (CHE).
Generative Methodology	A generative methodology, in the context of the QAF, is a method for developing and reflecting on standards and their associated guidelines that creates a deeper understanding in the users of the standards and guidelines to find opportunities for solutions and innovation in order to stay agile and be relevant.
Graduate Attributes	Graduate attributes are the qualities, knowledge, skills and values that students should acquire at an institution through their varied experiences. They include critical thinking, ethical and professional behaviour of a graduate and the capacity of a graduate to take what has been learnt beyond the site of learning in order to become an active citizen.
Guidelines	Guidelines, in the context of the QAF, explain why a particular standard is important and describes how standards might be interpreted and implemented in different contexts.
Internal Quality Assurance (IQA)	IQA refers to the integrated institutional system, policies and process used by an institution to manage the quality of its core and associated functions of learning and teaching, research and community engagement, determined by the outcomes of that institution.
National Review	A national review is a peer-driven evaluation of an aspect of the provision of education provisioning by Higher Education Institutions (HEIs) across the sector, e.g., programmes or qualifications, or aimed to ensure that threshold standards are being met
Professional Body	A Professional body is an organisation of expert practitioners in an occupational field, including an occupational body that may be statutory or non- statutory.
Programme	A programme refers to a purposeful and structured set of learning activities designed to enable a student to meet the outcomes necessary for the award of a qualification.
Qualification	A qualification refers to the formal recognition and certification of learning achievement awarded by a higher education institution and that is registered on the South African National Qualifications Framework (NQF).
Quality Assurance	Quality assurance in higher education in South Africa involves evaluating and providing evidence of the extent to which institutions have put in place the measures needed to achieve i) the goals and purposes they have identified for themselves and ii) programmes that are able to deliver a set of learning experiences which will support students in attaining the qualifications to which they lead.

Quality Assurance (QA) Dashboard	QA-Dashboards are digital track records for each of the higher education institutions in which institutional data in visually presented, and where the decisions of previous EQA activities are collated, analysed and interpreted per institution. The information is harvested and aggregated from diverse informational sources for analytical purposes to produce the dashboards. The information on the QA-dashboards will form important input into future EQA activities, in order to streamline, simplify, differentiate and integrate the EQA activities.
Quality Enhancement	The development and implementation of initiatives by an institution to raise its standards and the quality of its provisioning beyond threshold standards and benchmarks.
Quality Improvement	Quality Improvement is the development by an institution of a planned programme of activities to institutionalise a quality culture and to provide for better quality than existed previously. This may be as a direct response to an internal institutional review or an external peer review, e.g., by the CHE or a professional body.
Quality Management System	A quality management system refers to the institutional arrangements for assuring, supporting, developing and enhancing, as well as monitoring the quality of learning and teaching, assessment, research, and community engagement.
Quality Promotion	Quality promotion is the development of a programme of activities to institutionalise a quality culture in higher education in addition to the institution's commitment to continuous quality improvement.
Reflexivity	Reflexivity, in the context of the QAF, is the cyclical process of reflection on, and in action for a sustained improvement of quality over time.
Review Cycle	A Review Cycle is a finite series of engagements for each individual institutional review from initiation, through the Self-Evaluation Report (SER) preparation, site visit, final review report, improvement plans and reporting, to a final close- out report approved by the Higher Education Quality Committee (HEQC). Each cycle should culminate in a process of reflection by the CHE on the cycle to distil a picture of the state of quality in the system, and to identify major weaknesses, imperatives for refinement and /or changing the methodology for the next cycle, as necessary.
Standards	Standards are codes of practice for quality assurance in higher education, considered and adhered to by HEIs in all aspects of their activities and in all types of higher education provision.

As required in the QAF, an internal quality assurance system is fundamental to giving to quality assurance and quality enhancement at the institutional level. In addition, the Internal Quality Assurance framework for DUT (IQAF) and supporting structures are informed by, and responsive to, the national milieu and are aligned with ENVISION2030.

2.1 Structures external to the Durban University of Technology

2.1.1 Department of Higher Education & Training

The Department of Higher Education and Training (DHET) is responsible for all higher education institutions (public and private), colleges and the skills development sectors (including the Sector Education and Training Authorities, the National Skills Authority and the National Skills Fund).

2.1.2 Council on Higher Education

The Council on Higher Education (CHE) is an independent statutory body that was established in May 1998. The CHE is responsible for advising the Minister for Higher Education and Training on all higher education policy issues. The CHE has executive responsibility for quality assurance and quality promotion in higher education and training. The role of the CHE has recently been broadened to include (CHE, 2010):

- the development and management of the Higher Education Qualifications Sub-Framework (HEQSF) and advising the Minister of Higher Education and Training on matters relating to the HEQSF
- the development and implementation of policy and criteria for the development, registration and publication of qualifications, i.e. standards setting, including the development of naming conventions for qualifications
- ensuring the development of qualifications as required for the higher education system

2.1.3 Higher Education Quality Committee

The Higher Education Quality Committee (HEQC) is a permanent committee of the CHE with executive responsibility for quality assurance and quality promotion in higher education and training. The functions of the HEQC are to:

- promote quality in higher education
- audit the quality assurance mechanisms of higher education institutions
- accredit academic programmes in the higher education sector
- facilitate quality-related capacity development

2.1.4 South African Qualifications Authority

The South African Qualifications Authority (SAQA) is a juristic person (an entity given a legal personality) with the following roles, to:

- advance the objectives of the National Qualifications Framework (NQF)
- oversee the further development of the NQF
- co-ordinate the sub-frameworks which are managed by the Quality Councils

2.1.5 Professional Bodies

Statutory Professional Boards regulate specific disciplines and thus serve a multitude of roles such as:

- Review of endorsement applications for new programmes.
- Dependent on the professional council requirements, e.g. HPCSA some programmes may undergo evaluation by the professional board prior to submission to the HEQC for accreditation.
- Some professional council, for example the Engineering Council of South Africa, participate in the accreditation of academic programmes through formal agreements with the HEQC.
- Undertake 'professional registration/accreditation' site visits to ascertain the appropriateness of the site and associated resourcing and to consider the programme for professional registration of students.
- Certain professional boards, e.g. HPCSA registered boards require a site visit to be undertaken prior to the implementation of a programme.

2.2 University structures and committees

2.2.1 Centre for Quality Promotion and Assurance

The Centre for Quality Promotion and Assurance (CQPA) is responsive to national imperatives, operates within the regulatory framework of the university, and is committed to quality assurance and quality enhancement. The scope of the CQPA embraces the Teaching, Learning and Research ambits and associated sectors as required by the university and includes:

- quality assurance and management
- quality promotion and enhancement
- monitoring and evaluation
- preparation for national reviews, accreditation, and audit

2.2.2 Programme Evaluation Committee

The Programme Evaluation Committee (PEC) is a sub-committee of Senate that has a quality assurance role in the accreditation and management cycle of academic programmes.

The role of the PEC is stipulated in the terms of reference: TOR OF THE PEC-12 June 2019.pdf

2.2.3 Quality Assurance Committee

The Quality Assurance Committee is a sub-committee of Senate that has the primary quality assurance oversight role of all quality assurance functions across the university. QAC ensures effective quality management systems are in place throughout the institution.

The role of the QAC is stipulated in the terms of reference: TERMS OF REFERENCE OF THE QUALITY ASSURANCE COMMITTEE.pdf

2.2.4 Senate Rules Committee

The Senate Rules is a sub-committee of Senate that has the primary oversight role of the management and administration of all programme and general rules. The Senate Rules Committee is not a quality assurance committee per se, however, the committee plays an important role in ensuring legal compliance of academic programmes and university processes with university policies and national regulations.

The role of the Senate Rules Committee is stipulated in the terms of reference: Senate Rules Committee TORs as approved by Senate 8 November 2023.pdf

2.2.5 Faculty Quality Structure

In keeping with good practice, it is recommended that each faculty establish a Faculty Quality Committee (FQC) as a sub-committee reporting to the faculty board. In the absence of FQC or other Faculty sub-committee, quality should be a standing item on Faculty EXCO, Faculty Board and Faculty Research Committee agendas. The key issues that require attention are:

- planning and development of new learning programmes
- monitoring of amendments and enhancement of existing programmes
- monitoring of the support required by the lecturers to promote quality learning and teaching
- monitoring of student experience and student participation in quality feedback activities
- discussion of the administration of mandatory surveys
- analysis of survey results and discussion of remediation actions
- monitoring quality of service rendered by administrative, academic support and other university structures.
- annual quality monitoring processes of the departments and faculty
- monitoring that good practices are sustained and disseminated within the faculty
- monitoring the implementation of improvement plans developed in response to the outcomes of the internal review processes

- discussion of professional board reports (where appropriate)
- monitoring the implementation of improvement plans developed in response to the outcomes of the professional board review processes (where applicable)
- monitoring the implementation of responses and/or improvement plans arising from national and institutional review processes
- submitting to faculty board, AEM and the DVC: Teaching and Learning, the composite annual report and improvement plans for the faculty arising from:
    - AQM
    - programme review and evaluation
    - national reviews and accreditation processes

2.3 The framework for quality assurance

The university has an established and comprehensive framework for quality assurance and the principles and concepts that underpin the framework include that:

- ownership of quality and standards rests with the university and ultimate responsibility is formally vested in the Senate
- day-to-day responsibility for the quality of academic provision, service provision and the student learning experience rests with faculties, programme teams and support departments +
- processes for monitoring and evaluation of the quality and standard of academic provision are grounded in evidence-based reflection
- the university promotes the effective involvement of students in monitoring and evaluation.

Academic departments are responsible for the establishment of reliable and robust systems and processes to manage quality and safeguard academic standards for their programme/s. The recommended elements of a framework for programme management are that:

(a) all staff in the department are familiar with, and implement, the DUT QA framework and processes, and all relevant DUT policies
(b) a Staff-Student Committee is established and is functional for each programme offered by an academic department
(c) an Advisory Board is fully constituted and meets regularly
(d) systematic feedback is elicited from the students on modules and academic staff
(e) feedback obtained through the graduate survey, the student experience survey, and from a comprehensive and balanced range of sources as identified by the department is triangulated and informs improvement plans
(f) the department analyses relevant Management Information (MI) data, and acts accordingly to effect improvement
(g) all departments implement processes for annual quality monitoring
(h) all non-professional academic programmes are peer-evaluated typically in a six-year cycle
(i) all professional academic programmes are peer-evaluated typically in a three to four -year cycle (subject to Professional Body and other stakeholder requirements)

At the university, monitoring and evaluation of academic programmes is grounded in the annual quality monitoring process which contributes to the programme review and evaluation process. The relationship between annual quality monitoring (AQM) and programme review and evaluation (PRE) is illustrated in Figure 1, below (also refer to the critical path see section 3).

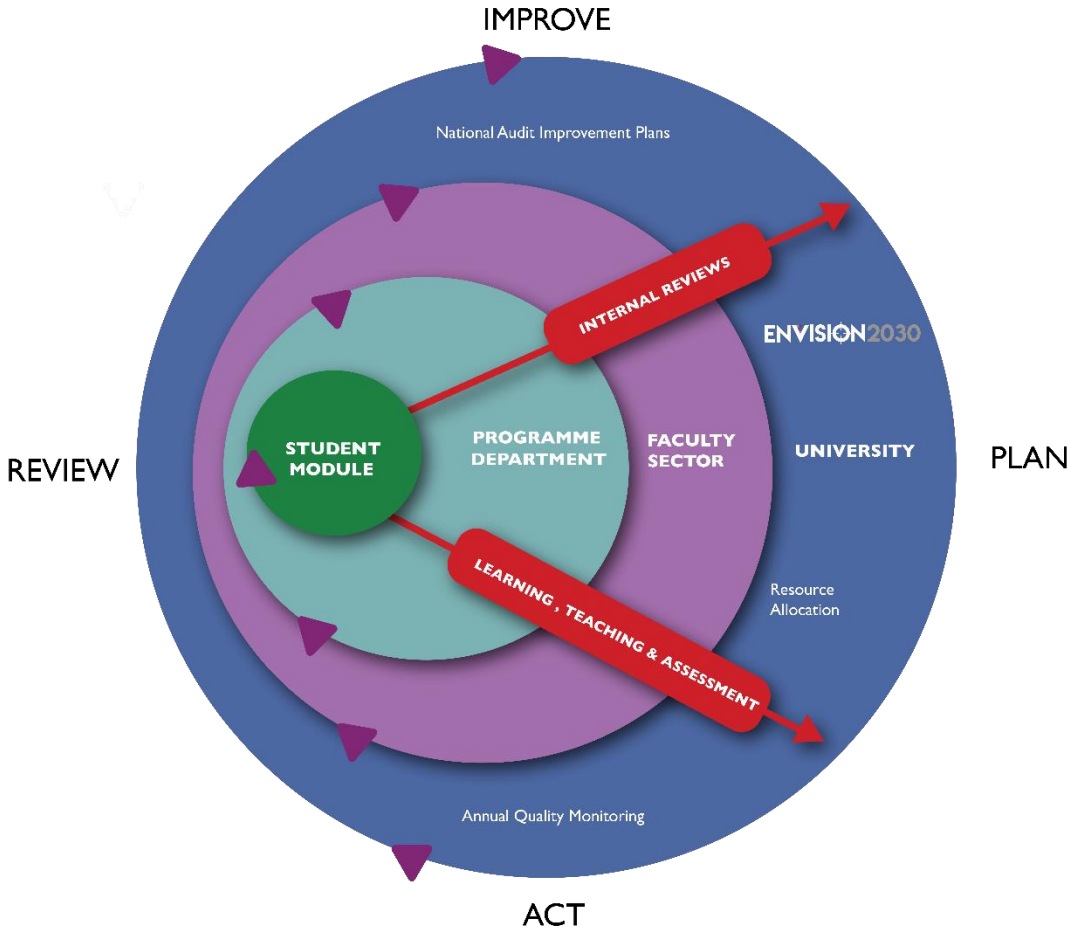


Figure 2: *The quality cycle in the DUT context*

2.4 Roles and Responsibilities

2.4.1 The Head of the Academic Department

The Head of Department should monitor the promotion of student achievement by maintaining and enhancing the quality of their learning environment as required in the university QA policy. The Head of Department should:

- ensure that student feedback is obtained using at minimum the compulsory questionnaires (SEQs and LEQs)
- ensure that appropriate action is taken in response to student feedback
- ensure that Advisory Board/s are established and meet within the framework of their constitution
- analyse reports from individual lecturers
- implement and manage the AQM process, compile and submit the AQM report to the Faculty Quality structure through the office of the Executive Dean
- implement and manage processes in preparation for the DUT programme review and evaluation cycle
- lead processes related to preparation for national reviews and accreditation (where relevant)
- obtain feedback through the Staff: Student Committee (see 2.4.6)

- develop a quality improvement plan based on issues arising from each of the above and manage the implementation of the plan

2.4.2 Individual lecturers

Individual lecturers:

- implement and manage the AQM process for modules as applicable and report accordingly
- elicit feedback from students with respect to both the module and the lecturer (see section 6)
- obtain feedback from other sources, for example, peers, industry, alumni etc.
- contribute to the development of the self-evaluation report for the programme
- ensure that all module files are up-to-date
- ensure that a three-year ongoing archive of evidence is available for the module

2.4.3 Executive Dean

The Executive Dean:

- Monitors the implementation of the QA Policy
- monitors the implementation of AQM APRF across the faculty with support from the quality promotion officer (QPO)
- presents the faculty annual report and improvement plan to the Senate at the second meeting for the year
- identifies and implements appropriate action for improvement at a faculty level to ensure quality of provision
- monitors implementation of the quality improvement plans with support from the QPO
- monitors that Advisory Boards are meeting according to their individual constitution
- confirms the schedule of programmes to be evaluated in a given year

2.4.4 Quality Promotion Officer

The QPO:

- Promote and enhance a quality culture and ethos at the Faculty/Departmental level.
- Provides support for the Faculty Quality Structure/s
- Facilitates the establishment, maintenance, and enhancement of quality management systems at faculty and departmental level.
- Ensure that the faculty and departments adhere to quality assurance procedures and principles.
- monitors the implementation of AQM processes at departmental and faculty level and coordinate the finalisation of the faculty AQM report
- facilitates preparation for programme review and provides the review panel with a report on the status of module and programme files
- monitors progress in the development, implementation and tracking of quality improvement plans in alignment with the QA policy
- coordinate the administration of surveys, analysis for quality improvement and timeous feedback to students
- facilitates the implementation of mechanisms for information gathering and analysis at departmental level
- participate in programme review and evaluation processes for departments external to their Faculty
- coordinate and manage midterm checks for certain academic programmes as specified in section 9.1
- promote student quality literacy at the faculty and departmental levels
- attend at least one staff – student committee meeting per department per year

2.4.5 Students

Students:

- provide feedback regarding modules and lecturers via surveys and other informal ways
- participate, when appropriate, in programme review and evaluation and midterm checks
- raise concerns with the lecturer/s, head of department and/or via the student representative on the Staff-Student Committee (see 2.4.6) where necessary

2.4.6 Staff: Student Committee: Terms of Reference

Composition:

- One student representative per level of the programme
- A minimum of two staff representatives
- Head of department/Programme Coordinator

Quorum: Minimum 50% of students, 1 staff rep, HoD
Chair: Head of Department/Programme Coordinator

Role and Function

- discuss any issues as raised by staff members or students
- highlight good practices
- discuss consolidated feedback from LEQs and SEQs and closing the loop (whilst maintaining confidentiality)
- student reps to report back to respective classes/groups
- provide general feedback on other related activities e.g. assessment, teaching and learning
- decide an action plan based on the above

Meeting frequency:
At least once per semester
Reporting line: the minutes and the action plan are disseminated to the:

- HoD
- students on the programme

3. Annual quality monitoring: academic

The aim of Annual Quality Monitoring (AQM) is to encourage all staff to engage in reflection on, and critical appraisal of, activities within their scope of responsibility which contribute to the university by:

- maintaining and enhancing the quality of the students' learning experience
- encouraging all staff to take responsibility for the quality of provision in their day-to-day activities.
- promote alignment of practices with approved policies.

Such activities are supported by a comprehensive departmental handbook. Section 3.1 of the Quality Assurance Policy states that:

> All academic departments are responsible for annual quality monitoring which will be implemented through departmental, sectoral, and/or faculty approved processes as applicable.

The relationship between the various levels at which AQM is conducted is shown in Figure 1, section 2.

The aim of Annual Quality Monitoring (AQM) is to encourage all staff to engage in reflection on, and critical appraisal of, activities within their scope of responsibility which contribute to the university:

- maintaining and enhancing the quality of the students' learning experience
- encouraging all staff to take responsibility for the quality of provision in their day-to-day activities

Annual quality monitoring contributes to:

- confirming that academic standards are being maintained through reflection on a variety of sources of data
- encouraging the active participation of students
- timely identification of areas for improvement
- department and faculty level planning
- preparation for external review and accreditation processes
- continuous improvement
- contributes to improving the student experience and student success

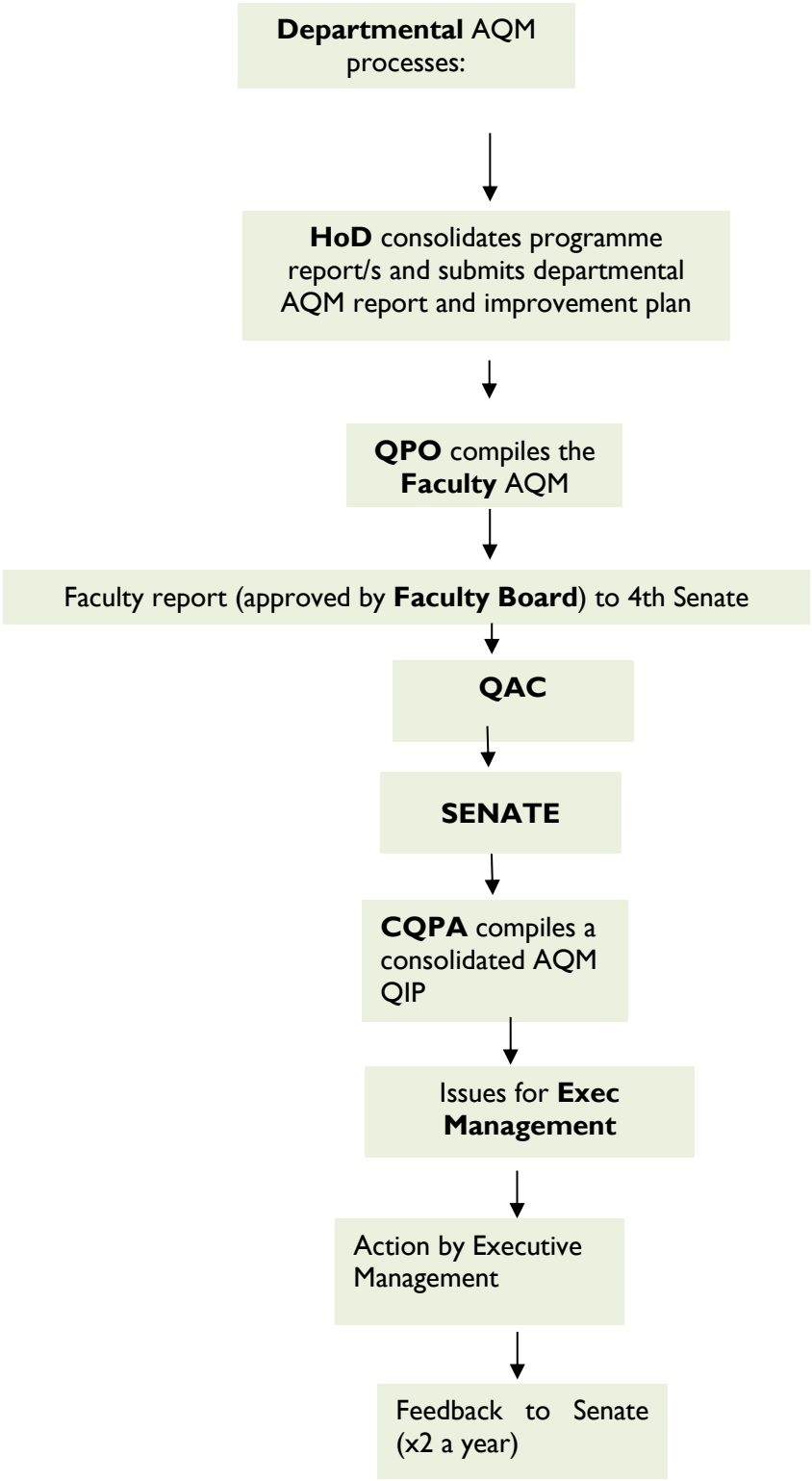
The AQM reports provide important information for programme review and evaluation.

Annual quality monitoring is the responsibility of all academic staff. The processes build up from the level of the individual modules to programme, departmental, faculty and ultimately institutional level.

The AQM reports provide important information for programme review and evaluation.

3.1 AQM process: overview

The faculties manage the processes of consolidating departmental reports to ensure that the faculty AQM report is submitted to Senate in the fourth term of the year. The process flow for AQM in faculties is as follows:



3.2 Annual quality monitoring: modules

Individual lecturers will be responsible for compiling an annual report on the module/s for which they have responsibility for delivery each year. The evidence to support the report will be documented in the module file (see below).

The module report should include, but not be limited to the following:

3.2.1 Format: module report

Faculty:
Department:
Programme/s:
Module:
Lecturer:
Year of annual monitoring:
Delivery pattern (annual/semester, if semester indicate 1st or 2nd)
Number of students registered for this module

Reflective analysis on the:

- evidence that the purpose and outcomes of the module, including the outcomes for General Education theme/s, where relevant, have been achieved
- effectiveness of teaching and learning, including where relevant technology-mediated learning and the identification of good practice
- assessment strategy in relation to teaching and learning and the effectiveness of feedback given to the students on their performance
- evidence of monitoring and assisting Students At risk. At risk student interventions.
- feedback from students (using for example SEQ and LEQ), moderators and examiners, Staff-Student Committee, Advisory Board etc.
- alignment to ENVISION2030 strategic initiatives (decolonisation, internationalisation, distinctive education, adaptive graduates, entrepreneurship, 4IR, PBL)
- adequacy of resources and teaching facilities
- student performance using for example, MI data
- effectiveness of changes implemented since the last annual review

Action plan for areas identified for improvement

_____ _____
Lecturer Date

3.2.2 Module file

See Section 4.11.2 (Programme Review)

3.3 Annual quality monitoring: programme

The AQM report for a programme/department) is a key document that can contribute to the self-evaluation report required for the programme review and evaluation (see section 4). The evidence to support the report will be documented in the programme file:

The head of department is responsible for the programme file pertaining to each programme offered in the department and must ensure that the files are updated as necessary. See departmental evidence checklist (section 4.10.1).

3.3.1 Format & Guidelines: academic department AQM report

Durban University of Technology-Annual Quality Monitoring *AQM refers to Annual Quality Monitoring reports. AQMs are compiled by the academic department and then consolidated into a Faculty AQM report that is then presented to Senate. AQMs provide a snapshot of the department's engagement with Quality and issues of department performance for a particular academic year. Thus, the AQM serves to record a 360-degree view of the department's achievement using QA, QM and QE as drivers.* *The AQM report should ideally be 20-30 pages in length, however, this is not prescriptive.*		
Department of <add Department name>	**Campus <add campus/campuses>**	**Delivery**: Annual
Department Annual Quality Monitoring Report to Faculty		**Year: <add year>**
Executive Dean: <add Name>	**Deputy Dean: <add Name>**	
Cover page		
Table of contents • List all categories and ensure that the TOC is hyperlinked to each section • Include a list of abbreviations • Include a list of tables • Include a list of graphs		
Executive Summary of the AQM Report		
Overview of the Department		
Please provide a reflective analysis on the following:		
1. Performance data		
2. Teaching, Learning and Assessment		
3. Curriculum design and development		
4. Postgraduate provision & Research		
5. External engagement		
6. Physical infrastructure, equipment and maintenance		
7. Support departments – Academic and Administrative		
8. Financial resources		
9. Human resources		
10. Quality management		
11. Highlights, Impactful Activities and noteworthy interventions		
12. Summary of Envision2030 Strategy Tracker Measures		
13. Concluding remarks		

14. Quality Improvement Plan for AQM report

Action	Responsibility	Resources	Timeframe

3.3.2 Format & Guidelines: Faculty AQM report

The faculty develops processes to ensure that a consolidated annual performance report and associated quality improvement plan are developed based on the departmental AQM reports. The faculty annual performance report and the improvement plan are submitted to the third meeting of the Senate.

<table>
<tr><td colspan="3">Durban University of Technology: Annual Quality Monitoring

AQM refers to Annual Quality Monitoring reports. The AQM provide a snapshot of the department's engagement with Quality and issues of performance for a particular academic year. Thus, the AQM serves to record a 360-degree view of the department's achievement using QA, QM and QE as drivers.
The AQM report should ideally be 20-30 pages in length, however, this is not prescriptive.</td></tr>
<tr><td>Department of <add Department name></td><td>Campus <add campus/campuses></td><td>Delivery: Annual</td></tr>
<tr><td colspan="2">Department Annual Quality Monitoring Report to Faculty</td><td>Year: <add year></td></tr>
<tr><td>Executive Dean: <add Name></td><td colspan="2">Deputy Dean: <add Name></td></tr>
<tr><td colspan="3">Cover page
• Indicate Department, AQM report reporting period e.g. AQM Report 2022 for 2021 academic year
• Use graphics, images and styles that reflect the Department and Faculty</td></tr>
<tr><td colspan="3">Table of contents
• List all categories and ensure that the TOC is hyperlinked to each section
• Include a list of abbreviations
• Include a list of tables
• Include a list of graphs</td></tr>
<tr><td colspan="3">Executive Summary of the AQM Report
(max 1 page in length)</td></tr>
<tr><td colspan="3">Overview of the Department
• Insert Faculty Mission and Vision
• Insert Department Mission and Vision
• Alignment to ENVISION2030
• Programmes offered
• Changes to the departments (including name changes, mergers, demergers etc)
• Department Organogram
• Purpose of the AQM report
• Process used to compile the AQM report (incl academic and admin staff, student input)
• Summarise the corrective actions/ preventative actions you have taken to mitigate or resolve the critical issues raised in the previous AQM. The details can be provided in the narrative for each section. Note: From 2022, faculties are required to develop a QIP to address the issues raised in the AQM report to 'close the quality loop'.</td></tr>
<tr><td colspan="3">Requirements for Data and Table
• Data must be presented as a table and a graph.
• Tables and Graphs must have a caption and linked to the TOC.
• Each graph must have a narrative describing the pattern observed in the data over the last 5 years.
• Indicate if the dataset is consistent with DHET[3], DUT, Faculty and Professional Board benchmarks or requirements such as the Enrolment Plan.
• Provide details of the possible reasons for attainment or lack thereof of meeting the desired targets as indicated in ENVISION2030 and EAPP for the Faculty/DUT.</td></tr>
</table>

[3] See Appendix A

- Describe the interventions / corrective actions you would take to remedy failure to meet targets

Please provide a reflective analysis on the following:

1. Performance data

Discussion and trend analysis of HEMIS data relating to student enrolment, retention, progression, throughput, graduation, and employment rates across all qualifications in the department. Comment on any proposed changes to admission requirements.

Ensure that data is presented for 3-5 years including the year of reporting for each of the tables required. For example, is the AQM report is for 2022, data for 2018, 2019, 2020, 2021 must be included. The historical data can be obtained from the previous AQM reports.

Tables and graphs as described above must be provided for the following:

- Enrolment Data
  - Student enrolment for the department *(Actual and Planned enrolment as per Enrolment Plan and ITS/ DA/DS data. Include CAO application data)*
  - Race and gender statistics
  - Student enrolment per qualification *(include descriptions of Phase In, Phase Out procedures including notification mechanisms and Pipeline Student arrangements)*
  - Student enrolment per qualification *(if possible also disaggregate between RSA and Non RSA students)*
- Student Performance Data
  - Success Rates per department
  - Success Rates for undergraduate students
  - Success Rates of African students
  - Retention rates / Dropout rates per programme
  - Progression
  - Throughput rates (include cohort study data)
- Graduation rates of the department (per programme)
- Employment rates (obtain data from Co-Op, Alumni / Advancement Office, Advisory Board feedback, and CQPA Graduation Survey)

2. Teaching, Learning and Assessment

Comment on class sizes and the impact thereof; faculty approaches to WIL in the curriculum; assessment methods and feedback to students in relation to the faculty plan for the implementation of the assessment policy; moderation; ECP reports, feedback from moderators, external examiners and external stakeholders.

Possible subheadings

- Include tables and graphs as much as possible.
- Indicate if the data is consistent with DHET[4], DUT, Faculty and Professional Board benchmarks.
- LTA committees and structures (in the department)
- General description of appropriateness of LTA facilities, infrastructure and equipment.
- Comment on class sizes and the impact thereof
- Department approaches to WIL in the curriculum
- Assessment methods
- Feedback to students in relation to the department & faculty plan for the implementation of the assessment policy
- Advisory Board, Professional Association feedback.
- Professional Board feedback (if applicable)
- ECP reports
- Feedback from Internal and External Moderators and External Examiners
- Identify potential risks
- Lecturer and student evaluation questionnaires
- Show table of funding allocated for UG and PG studies (including UCDG)
- NESP
- NGAP
- Tracking of at-risk students

[4] See Appendix A

- Non-performing modules/ Bottlenecks
- Tutor and Mentorship programme with results (also link to bottleneck modules, at-risk students and at-risk modules)
- Progress on Decolonisation
- Progress on Internationalisation
- Special initiatives, funding, assessment plans (proctoring software>advantages, disadvantages results)
- Gen Ed
- Graduate attributes
- Entrepreneurship
- Siyaphumelela project
- FY Student experience
- Staff Development
- Staff awards
- Identified best and good practices in LTA
- Creative and innovative LTA
- Teaching Learning & Assessment Practices Workshops
- E-learning and Online learning including integration of Moodle and MS Teams
- Open and Distance Learning
- Integrity of Assessment including Exam Audit reports
- Use of information systems for Managing by Data including AutoScholar, PowerHEDA, ENVISION2030 Tracker and ITS O Track.

3. Curriculum design and development

Comment on progress with the curriculum renewal project; shape of the faculty PQM (qualification types); new programmes and proposed date for first registration; phase-in/phase-out arrangements.

Possible subheadings

- Narrative supported with tables and graphs.
- HEQSF Approved Qualifications as of the reporting year (include description of alignment with ENVISION2030 goals and objectives)
- SET aligned programme offerings (if applicable)
- Descriptions of Phase In, Phase Out procedures including notification mechanisms and Pipeline Student arrangements.
- Curriculum transformation initiatives
- New Curriculum plans
- Curriculum alignment with philosophy of education statement
- Inclusion of ENVISION2030 strategic initiatives inter alia adaptive graduates, distinctive education and so on.
- New Programme submissions
- Applications for changes to programmes submitted.
- Table U: identify and list Applications for changes aligned with the ENVISION2030 tracker 4.1.2b[5].
- Short Course applications submitted.

4. Postgraduate provision & Research

Discussion and trend analysis of HEMIS data relating to postgraduate students.
Comment on research projects / niche areas in the faculty; research outputs in relation to DHET benchmarks

Possible subheadings

- Research committees and structures
- Postgraduate facilities and infrastructure
- Postgraduate Headcount over past 3-5 years
- Efforts to improve RSA student participation in research
- Department Staff table with a table of researchers, new staff etc
- Research outputs: journals, book chapters, conference proceedings including Creative outputs
- Library integration with research
- Writing Centre services
- OER
- New, emerging researchers
- Women in research

[5] See Appendix B for definitions and instructions for the information required.

- Research and Academic awards
- Research Niche area/s for the department
- PG orientation
- Research capacity development
- Equipment grants (research)
- Adequacy of supervision provisioning
- Adequacy of examiner provisioning
- Research Funding
- Progress reports from supervisor and students
- Miscellaneous issues supporting or hindering research progress.
- Table T: Total number of all research projects, artefacts and publications
- Table V: Research Projects, studies, patents and activities linked to environmental sustainability or environmental innovation *(for ENVISION2030 Data Point 9.1.1.)*[6]

5. External engagement

Comment on Advisory Board; stakeholder engagement and the outcome thereof; community engagement projects; international relationships, COIL projects etc

Possible sub-headings:

- Advisory Board
- Professional Board participation / Professional Association participation
- Community engagement
- Service Learning
- Engagement
- COIL
- Partnerships
- International Partnerships and agreements (including Mobility agreements, funding etc)
- Table W: Research Projects identified in Table X (Section 4 above) that includes a partnership external to the university and/or a practical application or implementation component. Hence this will be subset of the data provided in Table X *(for ENVISION2030 Data Point 9.1.2.)*[7]
- Table X: Include the Research Focus Area and Examples of Impact *(for ENVISION2030 Data Point 10.1.2.)*[8]

6. Physical infrastructure, equipment and maintenance

Comment on lecture venues, office space, meeting rooms, space for student engagement/self-directed learning spaces; maintenance of grounds and buildings

- Comment on adequacy of furniture, space/size, equipment, facilities, health and safety, water, electricity, lighting, air conditioning, WIFI/Internet, LTA aids/tools
    - Lecture venues
    - Office Space
    - Meeting rooms
    - Venues for student engagement/self-directed learning spaces/tutorial
    - Recreational facilities
    - Ablution facilities
    - Student residences
- Maintenance of grounds and buildings, walkways and other open areas

7. Support departments – Academic and Administrative

Comment on the quality of service provided by relevant support department/s in relation to the programme/s.
Identify support departments that provide excellent service to your department

Possible subheadings

- Faculty Office
- Human Capital Services
- CELT
- CQPA
- Library

[6] See Appendix B for definitions and instructions for the information required.
[7] See Appendix B for definitions and instructions for the information required.
[8] See Appendix B for definitions and instructions for the information required.

- Finance
- Maintenance
- Protection Services

8. Financial resources

Comment on: resource allocation and the budgeting process; generation and use of third stream income; enrolment targets and the impact on income and expenditure.

- Resource allocation and the budgeting process (including RAM, CAPEX and OPEX)
- Third stream income generation
- Enrolment targets and the impact on income and expenditure

9. Human resources

Comment on the status of human resources in the faculty including part-time lecturers and faculty office administration.

Possible subheadings

- Include table and graph of permanent and contract academic and support staff for the department
- Illustrate the percentage of gender Male/female staff

10. Quality management

Comment on: key issues emerging from programme reviews, external accreditation visits, and / or national reviews; benchmarking; comparison of the faculty SEQ & LEQ reports with the composite programme reports; progress with implementation of quality improvement plans.

Possible subheadings

- QAC
- Accreditation visits (if applicable)
- PRE
- QIP progress
- Mid-term checks
- LEQs/SEQs
- Graduate surveys
- New programme / programme amendment processes
- Special/Faculty audits/reviews
- Thematic reviews (if applicable)
- Institutional reviews/audits (if applicable)

11. Highlights, Impactful Activities and noteworthy interventions

Comment on awards and achievements

- International Awards achievements
- Departmental awards
- Individual awards (staff/students)
- Table Y: Include the Number of Impactful Research Innovations *(for ENVISION2030 Data Point 11.1.1.)*[9]
- Table Z: Include the Number of influential or game-changing graduates and Examples of Impact *(for ENVISION2030 Data Point 12.1.1.)*[10]

12. Summary of ENVISION2030 Strategy Tracker Measures

(Complete in conjunction with **ENVISION 2030 Strategic Plan)** Council Approved on 04 December 2021 and AEM 6 May 2022[11] Number Data points to collate onto Tracker.

SO	KPI	Measure Code	Measure	Data point
SO3 Creativity	Impact KPI 3.1. Divergent thinking	3.1.1.1	Extent of divergent thinking in research, teaching and learning: external view	*See Section 4 for required data to determine the data point (table T)*

[9] See Appendix B for definitions and instructions for the information required.
[10] See Appendix B for definitions and instructions for the information required.
[11] See *Appendix B* for detailed descriptions of the Measures and datapoints.

SO4 Innovative curricula and research	Number of new qualifications and % of existing curricula with updated teaching materials that relate to new skills, methods, technologies or processes	4.1.2b		*See Section 3 for required data to determine the data point*
SO9 Green ecosystems	Impact KPI: 9.1 Environmental sustainability in DUT ecosystem	9.1.1	Extent of innovation towards environmental sustainability	*See Section 4 for required data to determine the data point*
SO9 Green ecosystems	Impact KPI: 9.1 Environmental sustainability in DUT ecosystem	9.1.2	Extent of partnerships and impact towards environmental sustainability	*See Section 5 for required data to determine the data point*
SO10 An engaged university	Impact KPI: 10.1 Transformed societies and economies	10.1.2	Impact of our research focus areas (20 research focus areas)	*See Section 5 for required data to determine the data point*
SO11 Innovation and entrepreneurship	Impact KPI: 11.1 Innovations and solutions to societal problems	11.1.1	Number of impactful innovations	*See Section 11 for required data to determine the data point*
SO12 Adaptive graduates	Impact KPI: 12.1 Resilient and change-fit graduates	12.1.1	Number of influential or game-changing graduates	*See Section 11 for required data to determine the data point*

13. Concluding remarks

Comment on the department's performance; highlight improvements and significant changes since the last report; Indicate how the areas of weakness will be strengthened.

14. Quality Improvement Plan for AQM report

Action	Responsibility	Resources	Timeframe

Appendix A: DHET Benchmarks

1. DHET benchmarks:-

Student Equity	
% of African contact students	60%
% of Female students	50%
% of African M + D students	50%
African contact undergrad success	75%
Student Outputs	
Undergrad success rate	80%
Grads as % of heads	22.50%
Staff Equity	
50% of Prof staff to be African	50%

50% of Prof staff to be Female	50%
Staff Inputs and Outputs	
% of Academics with Doctorates	40%
Student to academic staff ratio	20
D grads as % of D enrolments	20%
Ratio of research output units to academic staff	0.5

TERMINOLOGIES AND DEFINITIONS APPLICABLE TO MI REPORTING STUDENTS	
Attrition rate/Dropout	Attrition rate provides a measure of the proportion of students who 'drop out' of a qualification at an institution each year.
CESM	The classification of the educational subject matter according to the 22 Hemis categories
Cohort	A study of a selected group of students over a given period of time.
Credit Value	Credit assigned to an instructional offering reflecting the fraction of the academic year which counts towards the qualification for which it is offered.
Entering Student	A student registering for a qualification that he/she had not previously been registered at the institution.
First Time Entering	A student who has not previously been registered at any post-secondary education institution.
Formal Time	The difference between the minimum total time and the minimum experiential time
FTE Degree Credit	Product of students who have obtained credit for an instructional offering and the credit of that instructional offering
Full-time equivalent (FTE) Enrolled	The product of students enrolled for an instructional offering and the credit for that instructional offering
Graduate	A student that has fulfilled the completion requirements of a qualification
Graduation rate	Number of Graduates divided by Headcount enrolled in the same reporting year expressed as a percentage
Headcount	The number of unduplicated students registered at an institution in a reporting year
Level of Study	The period of study identified by the head of department in relation to the registration details of a student.
Minimum Experiential Time	The minimum number of years of full-time study needed for the completion of the experiential part of an instructional programme leading to a particular certificate, diploma or degree
Minimum Total Time	The minimum total number of years of full-time post-secondary study needed for the completion of an instructional programme leading to a particular certificate, diploma or degree
Non-Entering Student	A student that re-registers for a qualification that he/she was registered for previously at that institution.
Occasional student	A person who (a) satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, (b) who is effectively registered for an approved course, but (c) who is not registered for an approved qualification.
Offering Department	A department that offers a qualification
Postgraduate	Masters and Doctorate qualifications
Programme and Qualification Mix	List of formal qualifications approved by the Ministry for offering at an institution for funding purposes
Qualification Type	The level at which an institution offers formal awards or recognition. In UoTs certificates, diplomas, degrees include PG etc
Research Output	Weighted M & D Tech graduates and Research publications by staff, calculated by applying the weighting factors of the funding formula

TERMINOLOGIES AND DEFINITIONS APPLICABLE TO MI REPORTING STUDENTS	
Retention rate	The percentage of students either completing their qualification or still enrolled at the institution.
Servicing Department	A department that specializes in teaching a specific subject.
Stopout	A student that does a qualification in year n, does not return in year n+1 but returns in year n+2
Student Demographics	Race and gender statistics of students
Subsidy FTE	The average of the sum of the FTE Degree Credit and the FTE Enrolled
Success rate	The FTE Passed divided by FTE Enrolled expressed as a percentage
Teaching inputs	Weighted FTE's calculated by applying the weighting factors of the funding formula
Teaching outputs	Weighted Graduates of non-research masters and below calculated by applying the weighting factors of the funding formula
Throughput rate	Tracks a cohort of students registering for the first time at a tertiary institution and completing in minimum time (3 years, minimum time + 1, minimum time + 2, etc
Transfer Student	A new student to an institution that previously registered at another post- secondary institution
Undergraduate	Refers to certificates, diplomas, and degree qualifications.
Full-time Equivalent Staff	The proportion of a staff member's employment period in a reporting year.
Permanent/Temporary	A person is a permanent staff member if he/she contributes to an approved retirement fund of the institution. All other persons are to be classified as having temporary employment status.
Personnel Category	Indicates the type of duties to be undertaken in a position which a staff member currently occupies in the institution, and the qualifications and experience normally required by the incumbent of that position
Rank	Grouping of staff members as classified by Human Resources

Appendix B: ENVISION2030 Tracker Definitions

SO	SO definitions	KPI	KPI Definitions	Measure Code	Measure	Data point (definitions)	Instruction for determining the data point
SO3	Creativity	Divergent thinking	Extent to which reference lists of university's publications reflect cited publications in journals from different scientific disciplines (U-Multirank sourced definition)	3.1.1.1	Extent of divergent thinking in research, teaching and learning: external view	The more a publication refers to publications belonging to different fields of science, and the larger the distance between these fields, the higher the degree of interdisciplinarity.	1. Compile a list of their 202x publications, if not already done. 2. Indicate the percentage of interdisciplinary publications from the total list of 202x publications.
SO4 Innovative curricula and research	Provide curricula that stimulate creativity and innovation to generate new knowledge and solutions	Impact KPI: 4.1 Inclusive and holistic research and curriculum	Teaching/learning/ research processes that attend to the intellectual, physical, emotional, social, and moral development of our people and that encourages connections to local communities, to the natural world, and to humanitarian values	4.1.2b	Number of new qualifications and % of existing curricula with updated teaching materials that relate to new skills, methods, technologies, or processes	% of existing curricula with updated teaching materials that relate to new skills, methods, technologies or processes (Senate Registrar records)	
SO9 Green ecosystems	Make environmental sustainability core to all university activities	Impact KPI: Environmental sustainability in DUT ecosystem	An ecologically friendly institution supporting environmental sustainability through teaching, innovation and partnerships	9.1.1	Extent of innovation towards environmental sustainability	# of projects, studies, patents by Departments and Research Units (research and implementation, externally funded and student projects) focussed on environmental sustainability or environmental innovations e.g., IWWT, UFC and Research Focus Area (RFA) work.	Instruction: The intent of these two measures is to assess the extent to which staff and students are contributing to environmental sustainability in the world through innovation (9.1.1) and practical application through partnerships (9.1.2) In column 9.1.1., please list (with a very short description) all projects, studies, patents and activities by the Department or Research Unit (including research and implementation projects, internally and external funded and student projects) which are focussed on or are relevant to environmental sustainability or environmental innovation. List one project per line

SO	SO definitions	KPI	KPI Definitions	Measure Code	Measure	Data point (definitions)	Instruction for determining the data point
SO9 Green ecosystems	Make environmental sustainability core to all university activities	Impact KPI: Environmental sustainability in DUT ecosystem	An ecologically friendly institution supporting environmental sustainability through teaching, innovation and partnerships	9.1.2	Extent of partnerships and impact towards environmental sustainability	% of total environmental projects (9.1.1) which have a direct practical application or implementation component.	Instruction: In column 9.1.2. below, please mention if the project in column 9.1.1 includes a partnership outside the university and/or a practical application or implementation component and briefly describe this. If there is none, leave this column blank.
SO11 Innovation and entrepreneurship	Leverage new knowledge and solutions for societal impact	Impact KPI: 11.1Innovations and solutions to societal problems	Problem-solving real-life issues	11.1.1	Number of impactful innovations	# of projects, studies, patents or commercialized products by Departments and Research Units (research and implementation, externally funded and student projects) which address societal problems and have a direct practical application or implementation component	Instruction: The intent of this measure is to assess the extent to which staff and students are impacting on the world through practical applications. List (with a very short description) all projects, studies, patents by Departments and Research Units (research and implementation, externally funded and student projects) which address societal problems and have a direct practical application or implementation component. This dataset will be superset of the data provided in 9.1.1.
SO12 Adaptive graduates	Develop graduates with the acumen to initiate and/or respond to change	Impact KPI: 12.1 Resilient and change-fit graduates	These are graduates who are able to positively manage uncertainties, have a can-do attitude and a willingness to grasp opportunities and to change.	12.1.1	Number of influential or game-changing graduates	Number of DUT students and graduates in lists of influential South Africans (M&G 200 young SAs, etc.) and award winners of science, health, arts, management sciences etc. and entrepreneurship competitions	Instruction: The intent of this measure is to assess the extent to which former and current students are playing influential roles in South Africa and the world. A proxy for this is the number of former and current students (graduates) who are recognised for their work through awards. The list below includes general awards and sector-specific awards relevant to each faculty. Report on whether any of your faculty's graduates received each of the following awards in the previous calendar year (e.g. 2021 if reporting in 2022): • National Orders Presidency announces recipients of National

SO	SO definitions	KPI	KPI Definitions	Measure Code	Measure	Data point (definitions)	Instruction for determining the data point
							Orders | South African Government (www.gov.za) • 200 Young South Africans Mail & Guardian 200 Young South Africans • NRF Awards • 2021 – National Research Foundation (nrf.ac.za) • CESA AON Engineering Awards • CESA Engineering Excellence Awards If not, leave the row blank. If yes, list the names of graduates who received that award, with their department. Secondly, list any other awards received by your faculty's influential or game-changing graduates. Include the name of the award (with a link or reference for more information), Student Name and Department.

4. Programme review and evaluation

4.1 Context for programme review and evaluation

In addition to section 3.2 and 3.3 of the Quality Assurance Policy:

Programme review and evaluation: All undergraduate and postgraduate programmes in departments will be reviewed in a cycle through external peer review processes managed by the CQPA in collaboration with faculties. **All undergraduate and postgraduate programmes will be reviewed in a cycle through external peer review processes managed by the CQPA in collaboration with faculties.** Programmes will be reviewed in a six year cycle through external peer review processes managed by the CQPA in collaboration with faculties.

Departments offering programmes that belong to professional bodies may have more frequent reviews to ensure preparedness for their Professional Board visits. Programmes may also be reviewed in response to external factors and/or when requested by the Executive Management of DUT. All academic programmes will be reviewed using the CHE criteria for the accreditation of academic programmes. General Education in the curriculum, professional body graduate attributes (where applicable), the attainment of the DUT Graduate Attributes and DUT strategic objectives will be evaluated through programme reviews. The Faculty Quality structure will have an oversight role in monitoring (a) that good practices are sustained and disseminated within the faculty and (b) the implementation of improvement plans developed in response to the outcomes of the programme review process.

Institutional Audit, National reviews, and accreditation by external bodies: Institutional audits and national reviews to be conducted by the CHE as well as all accreditation visits that are to be conducted by external bodies for example, Professional Bodies and Professional Boards, must be co-ordinated through the CQPA. The academic departments must, through the relevant Executive Dean's office, timeously notify the CQPA of external accreditation visits. Prior to an accreditation visit by a Professional Body, a programme review will be conducted, in accordance with programme reviews and evaluation, and will be co-ordinated by the CQPA. The CHE programme accreditation criteria as well as the Professional Body requirements will inform such reviews. The Faculty QPO must ensure that the department's SER and evidence is in order as per the Professional Board requirements prior to the internal PRE and Professional Board Review. Upon receipt of a Professional Board report the HoD and department staff must develop a QIP. The Faculty QPO must have oversight of the QIP and ensure timeous completion. The Executive Dean and HoD are responsible for the completion of the QIP. All review and / or institutional audit reports, together with the associated improvement plan, must ultimately be submitted, through the CQPA, to senate for discussion and for senate oversight[12].

These procedures seek to:

a) ensure that the method and processes for programme review and evaluation are credible, consistent, and allow for the triangulation of information in order to produce a valid outcome
b) enhance accountability in the management of academic programmes

[12] The critical path for these reports is documented in the CQPA Handbook

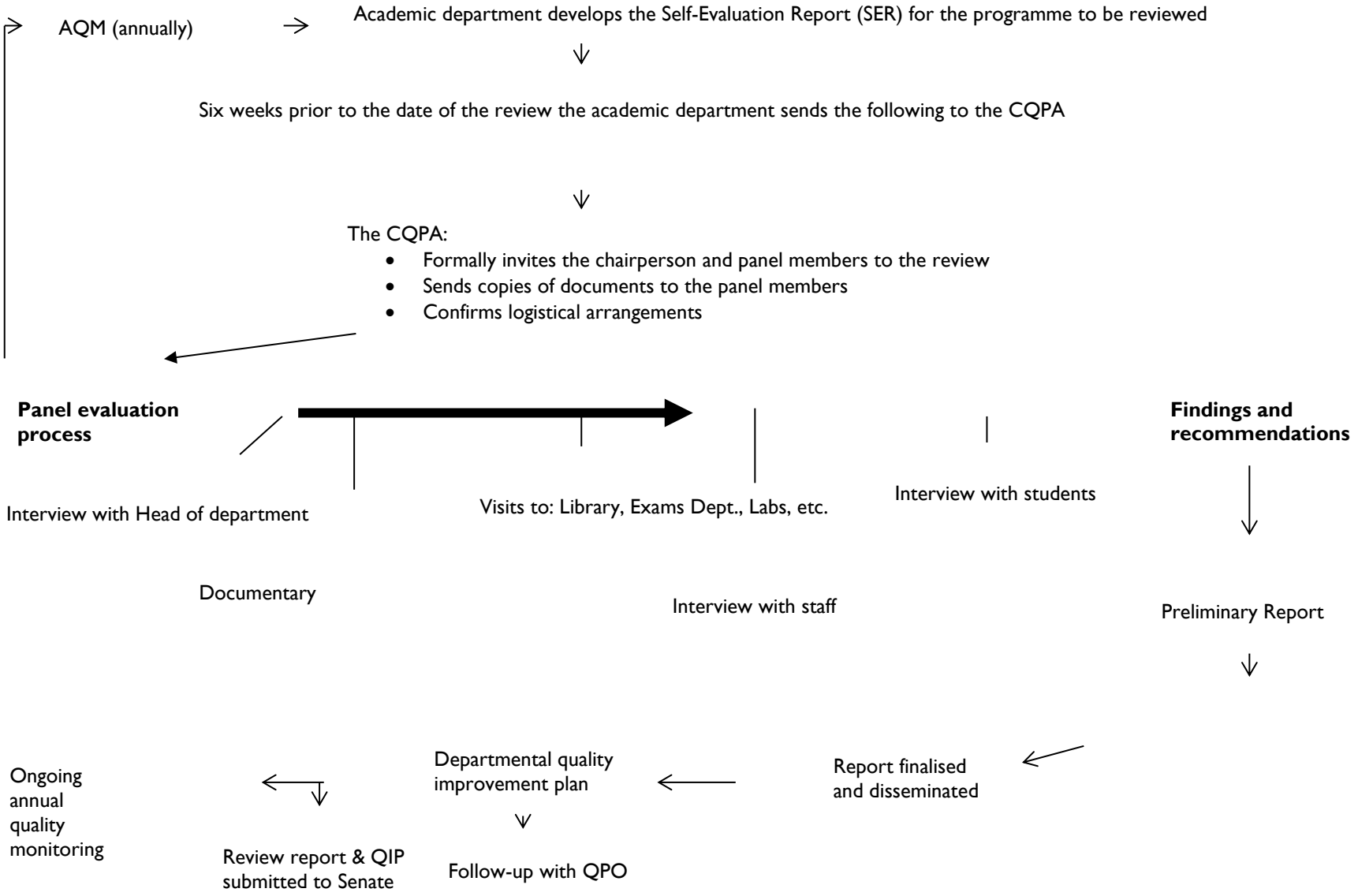
The foundations of programme review and evaluation are self-evaluation and peer review processes which are informed by a framework of criteria[13]. Peer review is enhanced through the externality of the chairperson and the industry representatives (see later).

The critical path for programme review and evaluation processes is illustrated below. These processes are not designed to be independent of each other but to unfold continuously such that reflective activities, reports and recommendations from AQM culminate in the panel evaluation of the programme in year six of the cycle. In the year prior to the review, the CQPA meets with the head of department to discuss the process and timeframes. Further support is provided by the faculty quality promotion officer.

The schedule of programmes to be reviewed in a given year will be drawn up in the preceding year by the CQPA in consultation with the Executive Dean. AEM is notified accordingly. The schedule takes into consideration those programmes to be reviewed by external bodies. The academic department must ensure that the CQPA is informed timeously about such external reviews. If academic, administrative, or extraneous challenges arise, an academic department will be permitted to defer a scheduled review once within the cycle. The deferral requires a substantive motivation following consultation with the Executive Dean and CQPA, and thereafter approval from the Executive Dean.

[13] The criteria, which are aligned with the programme accreditation criteria of the HEQC, encapsulate four main areas, namely: programme management and co-ordination; programme design, teaching, learning and assessment; student recruitment support and success; postgraduate provision.

4.2 Critical path: programme review and evaluation



4.3 Self-evaluation

Self-evaluation is understood to be an ongoing reflective process of self-critique. The head of department will provide leadership for the self-evaluation process which culminates in the development of a comprehensive Self-Evaluation Report (SER) that guides the chairperson and panel members during the programme review and evaluation process. All members of the delivery team, **including the service department/s**, have a vital role through providing critical reflection on their own practices.

One of the main benefits of the self-evaluation process is that the department is well-prepared for internal and external review and evaluation processes through reflection on the academic programme as follows:

- What do we do?
- Why do we do it?
- How are we doing it?
- Why do we do it the way that we do?
- How do we know that we are succeeding?

4.3.1 Compilation of the Self-Evaluation Report (SER)

It is intended that the SER is an honest and concise narrative that presents a detailed and reflective analysis of the programme provision over a period of six years (the review cycle). A good starting point in the development of the SER is to reflect on the AQM reports and improvement plans developed since the previous programme review.

Using information gathered through the AQM processes the programme team is encouraged to conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. A SWOT analysis is relatively straightforward and typically involves bringing together, for example, the staff in the department or the programme team in a group to brainstorm responses to a series of questions. All participants should be briefed about the purpose of the SWOT, the implications and the importance of being realistic.

In the first stage of the SWOT analysis the team identifies appropriate questions, the response to which will elucidate the strengths, weaknesses, opportunities and threats that impact on the programme. The responses to the questions are organised into a logical order in a SWOT matrix. This helps understanding, presentation, discussion, and decision-making. A typical SWOT matrix is shown below:

Strengths Responses to questions in 'strengths', for example • *Staff value their professional status* • *Our course fee structure is lower than similar programmes at other HE institutions* • *Our staff are highly regarded in the profession*	***Weaknesses*** Responses to questions in 'weaknesses', for example • *We are slow to make decisions and adapt to changes that affect the profession* • *We do not have adequate resources to market our programme*
Opportunities Responses to questions in 'opportunities', for example • *The employment market for our graduates is rapidly growing* • *There is significant interest in our programme from other SADC countries* • *Key members of our staff are up-to-date with new advances in our field*	***Threats*** Responses to questions in 'threats', for example • *On-line education will produce more competition for our course* • *Private HE providers offer similar programmes over shorter time periods and for lower cost* • *Key staff are considering early retirement*

The following matrix can be used to analyse the responses from the first part of the SWOT analysis and to identify areas for improvement:

	Strengths Positive characteristics and advantages of the issue, situation, or technique	***Weaknesses*** Negative characteristics and disadvantages of the issue, situation, or technique
Opportunities Factors, situations that can benefit, enhance or improve the issue, situation or technique	*S - O Analysis* How can strengths be employed to take advantage of development opportunities	*W - O Analysis* How can weaknesses be overcome to take advantage of development opportunities?
Threats Factors, situations that can hinder the issue, situation, or technique	*S – T analysis* How can strengths be used to counteract threats that tend to hinder achievement of objectives and pursuit of opportunities?	*W – T Analysis* How can weaknesses be overcome to counteract threats that hinder achievement of objectives and pursuit of opportunities?

Format: Self-Evaluation Report

The structure of the SER is based on the '*Framework of Criteria for Programme Review and Evaluation*' and the format is as follows:

SELF-EVALUATION[14] REPORT

Faculty	
Department	
Head of Department	
Programme team leader	
Programme/s offered	
Delivery mode (F/T P/T)	
Sites of delivery	
Period under review	
Date of panel evaluation	

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[14] The structure of the SER is based on the *'Framework of Criteria for Programme Review and Evaluation'* template as provided by the DUT's Centre for Quality Promotions Assurance (CQPA), 18 November 2019.

Preamble: including, but not limited to a narrative by the head of department on the aspirations and expectations of the department with regard to the review process and outcomes and that makes it clear that the department has maintained the academic standards of the programme and has ensured that there has not been slippage since the previous evaluation

Overview of Programme
Subheadings

- Identify all pathways by which students may obtain the qualification, for example study at different sites, modes of learning (contact/distance), access programmes, ECP, articulation, International/Exchange student and TVET partnership arrangements. If necessary, describe the pathway to the degree by means of a diagram.
- Summarise any major changes, giving dates of implementation and cohorts of students affected, that have occurred since the last accreditation visit under the headings:
- Educational objectives, curriculum structure and content; perhaps table form
- Assessment of exit level outcomes;
- Graduate attributes including entrepreneurial skills and cultural sensitivity and diversity (including Decolonisation)
- Teaching, learning, assessment and quality assurance;
- Staff, students and other resources
- How has the department addressed sustainability?
- Detail strategies to address concerns raised from the previous programme review reports. Specifically highlight the areas that have been addressed and those that have not be addressed (stating reasons why these were not addressed).+-4 pages
- How does the department foster a culture of accountability and responsibility amongst staff and students?

A. PROGRAMME MANAGEMENT AND CO-ORDINATION

Nineteen Criteria's for programme review adopted from CHE Programme Accreditation -September 2004, revised June 2012.

Criteria 10 Programme Co-Ordination pg 17
The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes.

Criteria 3 Staffing pgs 10&11 **(can combine 3&4)**
Academic staff members responsible for the programme are suitably qualified, have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff members to enhance their competences and to support their professional growth and development. How is staff centred culture addressed in the Department?

Staffing
Evidence to demonstrate that *inter alia*, the following aspects are managed:

- The size and seniority of staff in relation to the nature and field of the programme and the number of enrolled students

Name	Qualification	Rank	PT/FT	Experience		Modules taught
				Teaching	Industry	

- academic staff members have research experience through their own research and/or studies toward higher education qualifications. The research area(s) of some of the academic staff members are relevant to the subject area of the programme.

Name	Artefacts, Publications, Professional Activities	Completed Research Theses Supervised

Possible Sub Headings

- The ratio of full-time to part-time staff
- The staff: student ratio is suitable for the nature and field of the programme
- That sufficient administrative and technical staff are dedicated to the programme. Provide a support staff list showing their overall responsibilities and contributions to the programme.
- Qualified and experienced academic staff members
- The procedures for selection, appointment, induction and remuneration of staff are consistent with the legislation, university procedures, staff conditions of service and payment
- Academic staff members are competent to apply the assessment policies of the institution. Some of the academic staff members responsible for the programme have at least two years' experience of student assessment at the exit level of the programme. There is ongoing professional development and training of staff in assessment.
- Staff development opportunities

Training & Development programmes	Period offered	Staff member who attended

CRITERIA 4: Academic and support staff pg 11

The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. There is an appropriate ratio between full-time and part-time staff. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff members are adequately qualified and their knowledge and skills are regularly updated.

CRITERION 7: Infrastructure and library resources pg 13

Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development of library staff takes place on a regular basis. How does the department ensure that all Health and safety protocols are adhered to?

Infrastructure and learning resources

- Office Space for Staff (Academic and Support)

Room No.	Number of Staff

- Classrooms/Lecture Rooms/Seminar Rooms

Room No.	Capacity	Weekly usage (hrs/wk)

- Computer facilities (for Students)

Room No.	No. of Computers	Software

- E-Learning strategy

Please use this template to support the development of E-Learning in the university. This information will be shared with the office of the DUT E-Learning coordinator in order to identify needs and challenges of programme in the design and implementation of E-Learning initiatives.

No.	Strategic item
1.	Explain how E-Learning is conceptualised into the TLA model of the department.
2.	Identify the E-learning technologies and systems used by the department. Blackboard ☐ Moodle ☐ Other ☐ If "Other" is selected above, please describe the system/s used.
3.	Identify the E-learning features/content used in online classrooms by department: Learning Materials ☐Additional/Supplementary Learning Materials ☐ Assessment Materials ☐ Interactive Assessments ☐ Forums/Chat Rooms ☐ Interactive Learning Materials ☐ Other ☐ If "Other" is selected above, please describe the features/content used.
4.	Is there an existing E-Learning strategy or guidelines in the department? (please explain)
5.	Who is the main person responsible for planning and monitoring of E-Learning initiatives in the department?
6.	What are the equipment, facilities, financial and infrastructure requirements for realising the E-Learning strategy of the department and the DUT?
7.	Table for usage (please complete the table below)

	Name of Module (Code of module)	Active module online (Y/N)	Current active student usage	Challenges experienced	
8.	Comment on the application of E-Learning and social media in the department				
9.	Comment on the needs of academic staff, technical staff and tutors concerning e-learning training and support with the implementation of "live" classrooms.				
10	Are all departmental communication to students sent via the DUT4LIFE account (Y/N)?				
11.	Comment on student satisfaction / provide evidence of student feedback with regards to E-learning materials and services.				

- Laboratory Provision and Utilisation

Laboratory (Room No.)	No. of Places	Weekly Usage (Hours)

- Provision of Equipment

CRITERION 8: **Programme Admin Services** Pg 14
The programme has effective administrative services in order to provide information, manage the programme information system, deal with a diverse student population, and ensure the integrity of processes

CRITERION 18: **Programme Impact** Pg 23
The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme
How has the department addressed/implemented: Internationalisation, 4IR, Project Based Learning, Entrepreneurship, Community Engagement and Decolonisation?
Evaluation of national and international benchmarking of teaching, learning, assessment and research.
How is student centred culture addressed in the Department.

CRITERION 19: **Programme Review** Pg 24
User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. Results are used to improve the programme's design, delivery and resourcing, and for staff development and student support, where necessary.
How does the department track employability and of its graduates in the relevant discipline?

B. CURRICULUM DESIGN, DELIVERY AND ASSESSMENT

CRITERION 1: Programme Design Pg 8
The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.
Possible Format-Adopted from HEQC online

Teaching, learning and assessment in relation to the design of the programme

Using, for example, the programme overview, module descriptors, and the relevant study guides evaluate teaching learning and assessment in relation to the design of the programme and complete the following table:

Learning activities	% learning time
TOTAL	

- State how the programme maintains an appropriate balance of theoretical, practical and experiential knowledge and skills
- How does the department ensure fitness of and for purpose of its programme offerings?
- Indicate how the Graduate attributes are made explicit in the programme and assessed during delivery
- Explain how the department ensures that it produces adaptable graduates who are ready for the future world of work?
- Teaching and learning strategy (faculty and department)
- The progression rules governing the requirements for constructing curricula and the award of the qualification, including explicitly stated articulation options into, out of and beyond the programme.
- What is the teaching and learning methodologies, how is it geared to the student entry routes and level (s) and what learning opportunities does it provide?
- How does the programme develop independent learning?
- Describe the internal policies and procedures to validate the assessment of exit level outcomes through internal processes and external moderation
- Comment on the internal and administrative checks and balances in the assessment and promotion system.
- Management of continuous assessment
- What is the role of formative assessment in the programme? How does the assessment process provide timely feedback to students?
- How and at what stages is the progress of students monitored?
- Faculty and departmental processes for the development and approval of learning materials, including study guides
- Professional board regulations are integrated to the curricula
- Describe academic development programmes provided for both students and staff

What is the throughput of the programme and how does it vary by gender and race? What measures are taken to monitor and improve/maintain throughput? Data must be presented as a cohort analysis

CRITERION 5: Teaching and Learning Strategy pgs 11/12

The institution gives recognition to the importance of the promotion of student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, as well as mechanisms to monitor progress, evaluate impact and effect improvement. How is the element of 4IR included in the teaching, learning and assessment?

CRITERION 12: **Teaching and Learning interactions** pg 18
Effective teaching and learning methods and suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of the programme. Describe in detail how support (academic and holistic) is provided to students.

CRITERION 15: **Co-Ordination of Work Based Learning** pg 21
The coordination of workplace-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.

CRITERION 6: Student Assessment Policies and Procedures pg 12
The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.

CRITERION 13: Student Assessment Practices, pgs 19 &20 (Can combine 13&14)
The programme has effective assessment practices, which include internal (or external) assessment, as well as internal and external moderation. Are assessment practices benchmarked regularly on a national and international level?

CRITERION 14: pg 20-(Can combine 13&14)
The programme has taken measures to ensure the validity reliability, rigour, authentic, consistent and security of the assessment system.

C. STUDENT RECRUITMENT, SUPPORT AND SUCCESS

CRITERION 11: Academic Development for Student Success pg 18
Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary.

Residence education programme

- Adequacy of infrastructure, facilities and services to support learning e.g. WIFI, computers, study areas
- Tutorial support programmes

First Year Student Experience (FYSE)

- Involvement of programmes in the FYSE initiative
- Impact on student success (if applicable)
- Support Services (including student services)
- Quality of services offered by academic and administrative support departments to ensure effective programme coordination

CRITERION 2: Student Recruitment pg 9
Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

Departmental recruitment strategy

- Widening access
- RPL processes
- Describe the capacity of the department to conduct the programme for the enrolled number of students, considering other commitments that the unit may have.

CRITERION 17: **Student Retention and Throughput Rates** pg 23
Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.

Identifying non-active and at-risk students

- Identifying drop-out or attrition rate and strategies to address it
- Monitor student performance in order to ensure timely identification of at-risk students
- Rule for re-admission to programmes are clear and are sensitively applied.

Student retention and throughput rates

- Monitor information on retention and throughput rates for the programme including national benchmarks
- Profile of qualifying class in terms of race and gender increasingly resembles that of the entering class

D. POSTGRADUATE PROVISION

CRITERION 9: **Post Graduate Policies, Procedures and Regulations** pg 14
Postgraduate programmes have appropriate policies, procedures and regulations for the admission and selection of students, the selection and appointment of supervisors, and the definition of the roles and responsibilities of supervisors and students, etc.

CRITERION 16: Delivery of Post Graduate Programme pg 21
The postgraduate programme is managed properly, offers opportunities for students to develop research competence, and ensures that research is properly assessed. Policies for student admission and selection, criteria for the selection and appointment of supervisors, and guidelines on the roles and responsibilities of supervisors and students are effectively implemented.

CONCLUSIONS including areas for improvement
The SER will clearly identify supporting sources of evidence.
All appendices must be clearly identified

4.3.2 Review panel: composition and terms of reference

The department under review should ensure that the Executive Dean approves the panel list comprising the members that the department has nominated. This should happen prior to the list being forwarded to CQPA. The Executive Dean, supported by the Quality Promotion Officer (QPO), should guard against conflict of interest with regards to the nomination of all the members to serve in the panel (including students). The panel should include the following members: List the members then indicate contact etc.

A chairperson who is a discipline expert

The Chairperson should be:
A senior academic from another university, preferable within the same discipline.
In possession of a teaching and administrative experience of more than five years in the higher education sector.
In possession of a minimum of a master's degree in the relevant discipline.
Independent, and not have any relationship with the department (i.e., external examiner or moderator). The candidate should not be related to any staff member or student in the department.

Note:

If the candidate is a graduate of the department, reasonable time should have lapsed, preferable a minimum of three years.
In cases where the candidate was a staff member in the department, reasonable time should have lapsed from last employment at DUT. There may be exceptions where the candidate was an examiner or moderator for the department in instances of scarce skills programmes.

When any one of the above-mentioned requirements cannot not be met due to limited expertise in a particular field or discipline, the academic department should write a motivation via the Executive Dean to the Director: CQPA.

Quality Specialist- Programme Reviews

The QA Specialist: Reviews works closely with all the panel members to facilitate the programme review process and is responsible for collating the programme review report.

Two senior academic staff in the same discipline from another university

When inviting an academic staff, the following should be taken into consideration:
The candidate must be a full-time teaching academic in the same discipline from a different university.
The candidate should not be servicing any of the programmes in the department (and should not be involved in research supervision of students /staff).
The candidate should not have a relationship with any staff member in the department.

The department is advised to provide details of two other alternative choices of academic staff from other universities. When inviting industry representatives, the following should be taken into consideration:
The candidate/s should be in possession of at least a minimum of five years of work experience in the relevant field.
If (s)he is an alumnus, then this candidate should have graduated five years prior to the forthcoming programme review.
The candidate should not be a previous staff member of the department and should not have any personal relations with the staff members or students.
It is recommended that at least one representative is a member of the Advisory Board.

Two representatives from industry/employers
When inviting industry representatives, the following should be taken into consideration:

- The candidate/s should be in possession of at least a minimum of five years of work experience in the relevant field.
- If (s)he is an alumnis, then this candidate should have graduated five years prior to the forthcoming programme review.
- The candidate should not be a previous staff member of the department and should not have any personal relations with the staff members or students.
- It is recommended that at least one representative is a member of the Advisory Board.

Senior Student representative from the department
Students play a key role in the programme reviews. It is important that the department ensure student representation in the review panel.

One representative from the professional body, where relevant
Departments that have professional bodies should invite a representative to participate in the programme reviews.

An academic (from another faculty at DUT, academic support personnel)
When inviting academics to the panel, the following should be taken into consideration:

- The candidate must be a full-time teaching academic from a different faculty at DUT.
- The candidate should not be servicing any of the programmes in the department (and should not be involved in research supervision of students or staff).
- The candidate should not have a relationship with any staff member in the department.
- The candidate should not be an examiner or moderator in the department.

4.4 Process
The department is advised to provide details of two other alternative choices of chairpersons, two academics from the same discipline from another university and two industry representatives.

The QPO must verify that all external panel members (including alternatives) are not formally employed at DUT as staff members with a DUT staff number and not receiving any form of remuneration, inter alia external moderators, examiners, supervisors, and part time lecturers. QPOs must verify with Human Capital Services and Salaries (Finance) prior to finalisation of the panel lists.

The Executive Dean has final approval for the nomination of the Chairperson. In special cases, the Vice Chancellor has authority to nominate an international Chairperson for the programme review.

Once the review panel has been nominated, the head of department forwards the names and contact details of the panel members to the Executive Dean for approval. Upon approval of the panel list, the head of department sends it to CQPA. The department formally invites the panel members to participate in the programme review. Thereafter, the CQPA will formally communicate with the panel members about the logistical, administrative, and procedural arrangements.

Executive Dean of the relevant faculty

It is important that the Executive Dean welcomes the panel and is also present during the oral feedback session at the end of the programme review. In cases where the Executive Dean might not be available, a person from his or her office should be sent to meet the panel during the review.

4.5 The panel evaluation process and the report

The CQPA manages/supports the chairperson in coordinating the process of the panel evaluation and communicates all relevant details to the panel, before, during and after the programme review. In addition to those representatives listed above, the head of department may draw upon other members from the Advisory Board to participate in the programme review.

The head of department should always be available for the duration of the programme review and attends the panel meetings (when invited) but is not a participant in the closed panel discussions.

The panel members will:

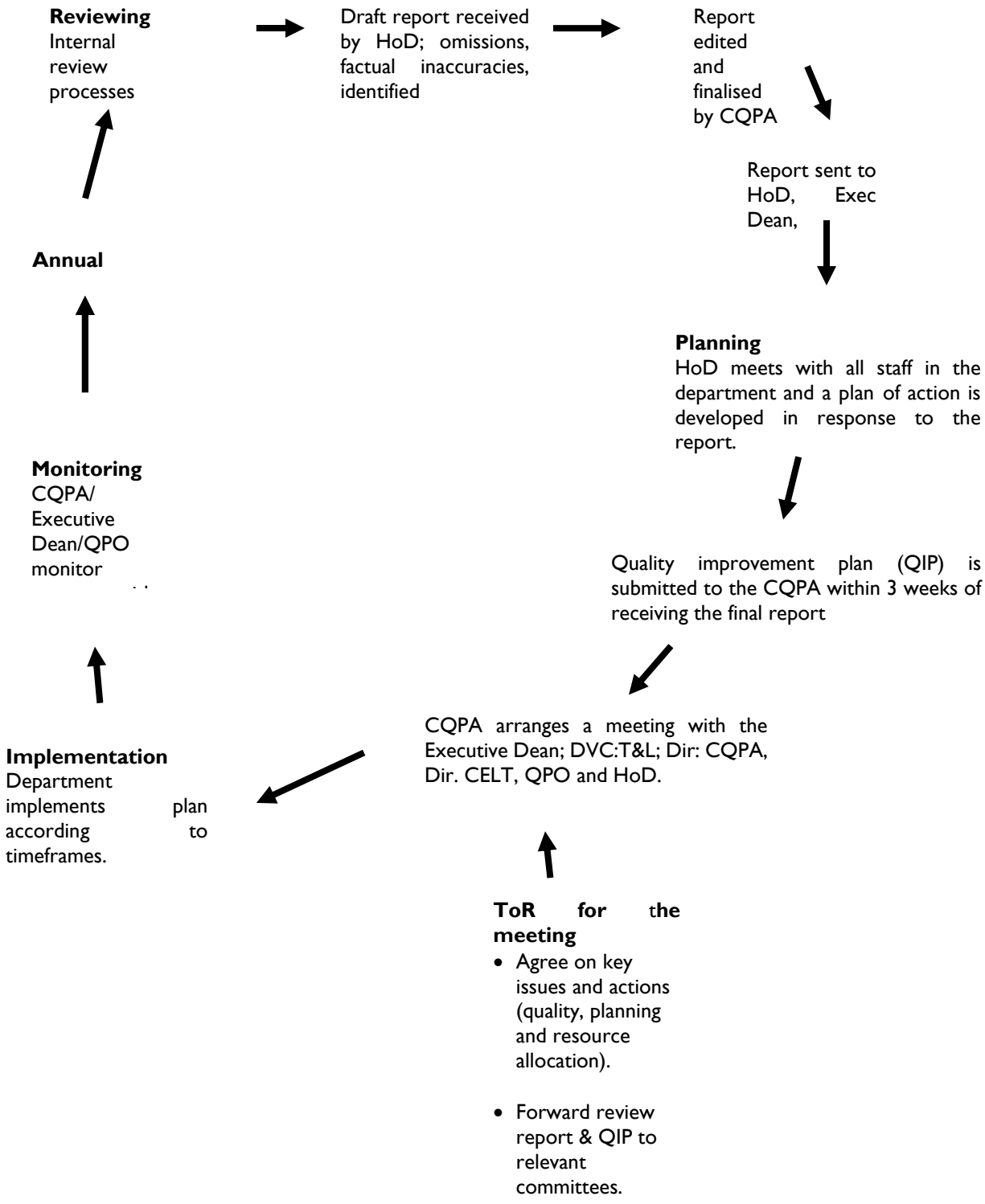
- maintain confidentiality throughout the process of evaluation
- validate the SER submitted by the department as follows:
    - evaluate progress with the implementation of improvement plans to address the issues (departmental, programme, institutional) identified through AQM and previous programme review and evaluation processes
    - triangulate the evidence through conducting interviews with the head of department, academic staff, secretary, technical staff, students from all levels of the programme/s, subject librarian, representatives from service departments, etc.

    - conduct site visits to, for example, other delivery sites, specialist rooms, lecture rooms, the library, etc
    - examine supporting documentation provided by the department
- make recommendations for improvement in areas that are identified by the panel as being weak/requiring attention
- based on concerns that may arise from the above, recommend additional review in conjunction with the CQPA
- highlight areas the panel deems to be good/exemplary practice
- provide comment on the draft version of the Panel Evaluation Report as written by the Quality Specialist

The CQPA writes the panel report, and the chairperson and panel members verify the accuracy of the report. Prior to finalisation, the draft report is sent to the head of department and the Executive Dean for the identification of omissions and correction of factual inaccuracies or misunderstandings. After the acceptance of the draft report by the head of department, the report is finalised by CQPA.

The final report is sent to the Executive Dean and the head of department. The head of department is required (within three weeks of receiving a final report) to facilitate the development of a quality improvement plan. Common key issues that have arisen during the relevant period of evaluations (across faculties) are highlighted by CQPA, and discussed at AEM, QAC and Senate.
Refer to the critical path outlined below:

CRITICAL PATH: PROCESSES FOLLOWING INTERNAL REVIEWS



4.6 Quality improvement plan

The academic department will draw up a comprehensive quality improvement plan (QIP) to address the recommendations that arise from the evaluation process as documented by the panel in their report. The quality improvement plans should also indicate how good practice would be sustained.

To guide implementation, the QIP should contain sufficient detail pertaining to manageable actions, tangible targets, resources required, and the projected timeframes for completion. The plan should inform the development of the departmental budget for the following year. The quality improvement plan is submitted to CQPA after it has been signed by the Executive Dean. Copies of the final review report and the QIP are tabled at the relevant committee for discussion.

4.7 Monitoring the implementation of the quality improvement plan

QIP tracking is in place and is done once a semester and tabled at Faculty Exco and sent to CQPA. The Faculty QPO is responsible for oversight of the QIP in the faculty. The department should aim to complete a QIP within a year of implementation. The CQPA, in consultation with the Executive Dean, will convene a follow-up meeting as part of the tracking process, to ascertain whether all the recommendations from the review have been addressed. The CQPA, together with the Executive Dean, will be responsible for the development of the critical path and timelines for this follow-up process.

The faculty QPO will be responsible for monitoring the implementation of the QIPs. The QPO will report to the Faculty Quality Committee as well as to the CQPA on progress made as well as on challenges experienced by departments with regards to implementing the QIPs.

4.8 Resource-related issues

The Senior Director: CQPA, working closely with members of AEM team, will identify resource-related issues arising from recommendations in the various programme review reports and feedback from monitoring quality improvement plans. Such issues will form part of the annual report to the university, highlighting in particular, any recommendations that could not be reasonably met within the existing/current university resources.

4.9 Publication of reports

CQPA will upload the programme review reports and quality improvement plans on the Petals database for archiving purposes.

4.10 Evidence

Academic departments are required to gather evidence in support of their practices. Such evidence will support both AQM (see section 4) and programme reviews, including external reviews by professional bodies.

Supporting documentation (evidence) should be kept in an on-going three to five-year archive.

At least two months prior to the review, the Faculty QPO will work closely with the department under review to check the available documentation using the checklists provided by the CQPA approved.

Format of Evidence
All evidence must be provided in an electronic/online format to align with ENVISION2030's goal of attaining green ecosystems. In some cases, exceptions may be made upon approval of the CQPA.

Good practices in the university with regard to managing and maintaining documents that support quality promotion and assurance include:

- having a dedicated area where all current and archived documents are stored and readily available. This practice removes the burden of consolidating documents in preparation for any internal/external process
- using an electronic document management system, e.g. *OneNote.*

Evidence on the legal status of the programme must be provided as required in the programme file *(*see section 4.4.2*).* The department is encouraged to showcase good practices in, for example

- teaching, learning and assessment including General Education
- 'greening' the programme

4.10.1 Supporting documents to be provided on-site

DEPARTMENT EVIDENCE CHECK LIST
DOCUMENTS/INFORMATION AVAILABLE FOR THE REVIEW PANEL

Programme: _____ **Date of report:** _____

Module Name: _____ **Module Code:** _____

The Head of Department (HOD) is the custodian of all programme files pertaining to each qualification offered in the department. The secretary can assist in collating the Programme Files. The following documents/information is/are available for the panel review in electronic format and available on MS Teams.

ITEM	Y/N	COMMENTS
Copies of the departmental/programme handbook		
Handbooks compliant with the DUT template		
Curriculum Verification Report		
Alignment of SAQA qualification specification and study guides		
PROGRAMME FILE		
Contents page for programme file		
SAQA qualification specification		
Copies of ministerial approval (DHET Letter)		
CHE Letter		
HEQC Online		
Copies of programme overview		
Copies of all module descriptors (including synopsis of CESM Code)		
Copy of Phase In-Phase-Out Plan		
Copies of accreditation outcome from HEQC and/or professional body where applicable		
Evidence of the accreditation of other sites of delivery by the HEQC		
Copies of previous review/accreditation and AQM reports and improvement plans		

Professional body regulations and/or criteria where applicable		
MARKETING MATERIAL		
marketing material		
criteria for the selection of students		
CAO handbook		
SATAP reports (where applicable)		
Analysis of first year cohort		
WIDENING ACCESS		
Departmental procedures for WIL WIL assessments		
Guidelines for students and employers		
MANAGEMENT OF POSTGRADUATE STUDIES		
Policy for student admissions to postgraduate studies		
Criteria for selection of supervisors		
Appointment of supervisors		
Processes for supervisor reports		
Dealing with plagiarism/fraud issues		
Code of ethics		
Appointment of external examiners and reports		
Qualifications of staff		
Feedback from PG students and reporting back to PG students		
Minutes of meetings		
Student appeals		
PG student guidelines		
Examples of student dissertations		

FACULTY PLANS FOR THE IMPLEMENTATION OF THE ASSESSMENT POLICY		
Copy of the faculty plan for the implementation of the assessment policy		
Approved list of examiners and moderators		
A copy of the learning, teaching, and assessment strategy for the programme		
Copyright clearance		
STAFFING		
Copies of timetables		
Copies of workload allocation etc.		
Abridged CVs of staff		
Staff organogram		
Part-time staff allocation		
Staff development plan		
Approval of non-subsidised courses (if applicable)		
SUPPORTING DOCUMENTS INDICATING APPROVAL		
change/s to the programme		
changes to rules		
appointment of supervisors		
RPL		
International Students		
CURICULUM AND ASSESSMENT DOCUMENTS		
curriculum design and development		
outcomes of disputes of assessment results		

the review of provision of non-subsidised (short) courses		
faculty examination board		
exam audit panel		
moderators and external examiners		
attendance at conferences and workshops		
E-Learning development /implementation/remote learning		

DEPARTMENTAL PLANS		
Faculty strategic plan		
Departmental strategic/operational plan		
Faculty and departmental enrolment plans		
Faculty/departmental equity plan		
Previous PRE report		
Previous Professional Board report if applicable		
quality improvement plan		
Staff development plans		
Departmental e-learning plan		
SWOT analysis		
Copies of the faculty student orientation programme		
Copies of the department student orientation programme		
PROGRAMME MANAGEMENT RECORDS		
Management Information data pertaining to student performance, progression and throughput		
MI statistics for the identification of students at risk		

FEEDBACK ON EVALUATIONS		
subject (SEQ) and lecturer evaluations (LEQ) and other forms of eliciting feedback		
report back on actions related to student evaluations		
monitoring of general education module		
surveys (graduate, student experience etc.) and related actions		
library usage		
the employment and employability of students		
budget and resource allocation		
COLLABORATION AND LINKAGES		
Collaboration with other universities of technology, international linkages (where appropriate)		
Minutes/notes/aide memoire, etc. of meetings, that have relevance for the programme, for example o Senate and other university-level committees o Faculty Board and other faculty-level committees o departmental/programme team, including service department input o Staff-Student Committee o Advisory Board o with students at risk o consultation with students o with colleagues from other DUT sites of delivery o service departments o Exam Board o Health and Safety issues o FQC o Previous QIPs o Feedback from employers and other relevant stakeholders		
Implementation of ENVISION2030 DUT strategic initiatives:		
Decolonisation		
Entrepreneurship		

Innovation		
4IR (assessment, teaching and technology)		
Project-Based Learning		
Internationalisation		
General Education and Producing Adaptive Graduates		
Graduate Attributes		
Benchmarking of Assessments, Teaching, Learning and research		
Initiatives to ensure people Centredness		
Evidence to support curriculum transformation, innovative curriculum and		
Sustainability initiatives		
EVALUATION OF REMOTE TEACHING, LEARNING AND ASSESSMENT		
Implementation Plans for Teaching, Learning and Assessment		
Plans for ensuring the validity, authenticity, consistency reliability and integrity of online assessments		
Blended Teaching, learning guidelines		
Blended learning formative and summative assessments (include practical's if necessary)		
Communication Plans		
Adequacy of resources (including online platforms/tools)		
Enhancement Support (tutors/online technical support)		
Challenges, Successes ,Improvements		
Adequacy of PPEs, sanitizers and related Health and Safety provisions		
Other		

GENERAL COMMENTS FOR ATTENTION OF CHAIRPERSON/CQPA:

SIGNATURE OF QPO: _____
DATE: _____

Checklist received by CQPA SPECIALIST: _____
DATE: _____

4.11 Framework of criteria for programme review and evaluation

The CHE criteria for programme accreditation will be used for all the reviews. The quality promotion officers will work closely with the quality assurance specialist to orientate the departments that are preparing for the internal programme reviews.

For those programmes that are accredited by the CHE as well as professional bodies, the criteria will be adapted to reflect the requirements of both the CHE and the requirements of the professional bodies.

The critical path outlined in this section requires that the head of department disseminates the reports received from professional bodies or any external accreditation structure (such as the national or international regulators) to the CQPA, and to arrange a meeting to discuss the implications of the report.

4.11.1 REPORTS FROM PROFESSIONAL BODIES

See processes for QIP development and tracking above.

4.11.2 **MODULE** FILE CHECK LIST

DOCUMENTS/INFORMATION AVAILABLE FOR THE REVIEW PANEL

Programme: _____
Date of report: _____

Module Name: _____
Module Code: _____

The Head of Department (HOD) is the custodian of all module files pertaining to each programme offered in the department. The lecturer/s is/are responsible for ensuring that they update the files for the subject/module/s that they are teaching. Subject/module files are maintained as an ongoing three-year archive and staff should ensure that at a minimum the subject/module file includes the following in electronic format and available on MS Teams.

ITEM	Y/N	COMMENTS
Module file available		
Contents page for the module file		
Copy of the module descriptor (including synopsis of CESM Code)		
Copy of the study guide		
Copy of Programme Overview		
Lecture schedule lecture schedule / work plan (lectures; laboratory work; field trips; tutorials; assessments, etc.) Staff and student timetable		
copies of assessments, together with the marking memo and/or rubric (three year archive) class list with results of assessments		

Exemplars of students work e.g., one good, one average, one below average		
Module/subject AQM report and improvement plan		
Module/subject and lecturer evaluation (EvaSys reports for SEQ & LEQ feedback from Staff-Student Committee Evidence of changes made in response to student feedback Evidence of report back to students on actions taken from their feedback.		
Copies of exam questions, scripts and moderators reports, including moderators reports for modules assessed by continuous assessment processes Include samples of highest, middle and lowest marks and		
Copies of Tests, and assignments		
copies of learning material given to students		
Student support/intervention provided for students deemed to be @ risk		
Progress made on DUT Strategic Initiatives		

General comments to bring to the attention of the Chairperson/CQPA:

SIGNATURE OF QPO: _____
DATE: _____

Checklist received by CQPA SPECIALIST: _____
DATE: _____

General comments to bring to the attention of the Chairperson/CQPA:

SIGNATURE OF QPO: _____
DATE: _____

Checklist received by CQPA SPECIALIST: _____
DATE: _____

5. Gathering feedback from students: evaluation questionnaires

Introduction

The administration of the *Subject/Module Evaluation Questionnaire* (SEQ) and the *Lecturer Evaluation Questionnaire* (LEQ) are requirements for academic staff at the DUT. These allow for student feedback during their module on their learning experience and support for their learning. Other evaluation surveys include: a Student Experience Survey for current students, Graduate Survey for the graduates' (including postgraduates) reflections on their DUT experience administered around the time of graduation, and a pilot experience survey for current postgraduates.

The graduate survey asks students to reflect on their learning experience and also elicits information on, for example, employment or further study. The student experience survey elicits feedback on current students' learning experience, as well as support for student life.

Other surveys include, for example, surveys requested for evaluating laboratory practicals. The *EvaSys* survey management system is also used to administer, for example, the ENVISION2030 tracker survey. Eliciting feedback from stakeholders is an important quality assurance mechanism. Evidence of regularly eliciting feedback from students is required for programme accreditation and usually for professional body accreditation. Evidence from feedback informs quality improvements, including those formally indicated in annual quality monitoring, programme review and other quality assurance processes. Evaluations by students work best when students are informed about the results and consequent actions. Demonstrating that improvements are based on evidence that includes student evaluation data encourages students to voice their opinions and perceptions on practices/services and to feel valued through having their voices heard.

The DUT study guide template requires that information about improvement/changes in responses to student feedback be included. This could take the form of a summary of how previous feedback was acted upon (for example, '*You said...We did...*').

Surveys, e.g. the graduate survey, inform ENVISION2030 tracking.

5.1 Administration and analysis of subject/module and lecturer evaluation questionnaires

This section of the guidelines provides support for lecturers in the administration and analysis of SEQs and LEQs. Departments complete the request template for SEQs and LEQs and send student email addresses in Excel. With this method, students receive the survey link on their DUT4Life emails, and can also access the surveys through Moodle. They will also receive reminders. Staff and students can view their survey dashboards on Moodle. It will also assist with making use of, acting on, and closing the loop on student feedback gathered through the administration of the questionnaires.

In consultation with the relevant Quality Promotion Officer (QPO), the head of department should develop a plan to ensure that:

- SEQs and LEQs are administered via the online approach. The online surveys are available on all DUT campuses or off campus. To make use of this facility, please follow the process

described in the latest CQPA '*Notice for SEQs and LEQs*', available on the DUT notice board.

- An SEQ is completed by all students at least once per semester **per subject/module** or, in the case of annual programmes, once per annum **per subject/module**.
- lecturers are evaluated by students at least once per annum using the LEQ
- the process by which feedback will be given to students on the outcomes of evaluations is made explicit
- the due dates for the submission of completed questionnaires are taken into consideration. It is generally better to administer the SEQ questionnaire fairly early in the year/semester to allow for sufficient time to effect short-term improvements in response to the student feedback
- Additional evaluations may be conducted where modules have been identified as being at-risk or where there has been a change in lecturer, changes in assessment, etc.
- The QPO will monitor the surveys completed per department/faculty according to agreed plans

5.2 The analysis of the outcomes of the questionnaire

The CQPA sends the *EvaSys* analysis and consolidated qualitative comments to the lecturer concerned, the head of department and the QPO. For lecturer evaluations the head of department will discuss the analysis of the data in confidence with the lecturer concerned. For service modules, the SEQ results are also sent to the head(s) of department of the home programme(s).

The CQPA gives each head of department the comparative data relevant to the module and lecturer evaluations that have been done in the department. This data includes:

- summary data for modules evaluated in each programme
- an overall average across all modules evaluated in the department

The Executive Deans receive an overall average for the faculty for:

- each module evaluated
- an average for each item across all modules evaluated
- a single overall average across all modules evaluated

The CQPA publishes the composite averages for each of the faculties and for the whole institution on the intranet. These averages can be used for making comparisons and for internal benchmarking purposes. The number of evaluations completed and the total responses for each faculty are discussed at the relevant committees by the CQPA.

5.3 Advantages of evaluation questionnaires

The advantages of administering the SEQ and LEQ questionnaires include that:

- there is anonymity for students
- eliciting information is efficient

- the results provide both a broad indicator of student opinion as well as for particular issues for a subset of students in a class
- each student in a class is given the opportunity to respond
- the procedure for the administration and analysis of the questionnaires is standardised which enables a comparison of the responses across the institution

5.4 Developing a feedback strategy

A systematic and co-ordinated approach to the development of a feedback strategy will enable a department to plan how analyses of evaluations will be used. In developing the strategy consideration should be given to the departmental, faculty, sectoral and DUT contexts. For example, how do such evaluations link to improving the students' total experience at the university?

The HoD supports lecturers to ensure that student feedback is obtained using at minimum the compulsory questionnaires, that appropriate action is taken in response to student feedback, and that the feedback loop is closed. the lecturer elicits feedback from students with respect to both the module and the lecturer. The QPO monitors the processes and reports on issues for each department and faculty, including in AQM.

The feedback strategy would be developed prior to the evaluation and would include an indication of when and how information on the outcomes will be given to relevant stakeholders. Apart from the Study Guide mentioned above, some examples on how to disseminate such information include:

- discussion directly with students, student representatives and the Staff-Student Committee
- through publication of a departmental newsletter
- using an electronic forum

Obtaining feedback is beneficial with regard to:

- contributing to evidence in AQM
- identifying trends through analysis over a specified period of time
- indicating areas for further investigation
- improving practices/services
- developing innovative practices/services
- matching practices/services to the needs of the university
- identifying and sustaining good practice
- sustaining quality teaching, learning, and service provision
- assessing the impact of improvements
- programme review and evaluation, and accreditation by professional bodies
- compiling a teaching/performance portfolio
- informing action, planning and resource allocation
- making teaching more enjoyable for the lecturer, and learning more enjoyable for the students

- involving students in developing a culture of evaluation and feedback

Findings and problems areas from surveys must inform QIPs, must be tabled at Faculty Quality structures and feed into Faculty Strategic Planning and AQMs, and be featured in Programme Reviews, MTCs and so on.

5.5 What are other means of gathering feedback?

The suitability of different methods for obtaining feedback depends on both the purpose and the context. In addition to questionnaires, other means of eliciting feedback may include: informal discussions, consultations, focus group interviews and short questionnaires.

Additional information on teaching and learning may be elicited through, for example: a carefully planned peer review of teaching; self-evaluation; staff-student liaison committees; student mentor meetings; external moderators; other stakeholders for example, from an Advisory Board; parents phoning in, or meetings held with parents; and student performance, for example, progression and throughput rates.

In the academic sector additional mechanisms include:

- discussion with an underperforming student
- questions posed directly to students where the response can be either oral or in writing (either individually or in groups). For example: 'What was the most useful thing you learned today?'
- collection of critical learning statements whereby at the end of the learning period students are asked to write down one or two points from the lecture which are clear and one or two which are unclear, or 'muddy'
- 'free-writing' on an issue or question given to the students
- facilitating the development of evaluation questionnaires by students
- student reflective journals
- comments on an electronic forum or notice board
- recording informal feedback in a feedback log. This type of feedback could be from students who speak to you in your office, or after class, etc
- asking to look at a few students' lecture notes to gain insights into how the students interpreted the lecture

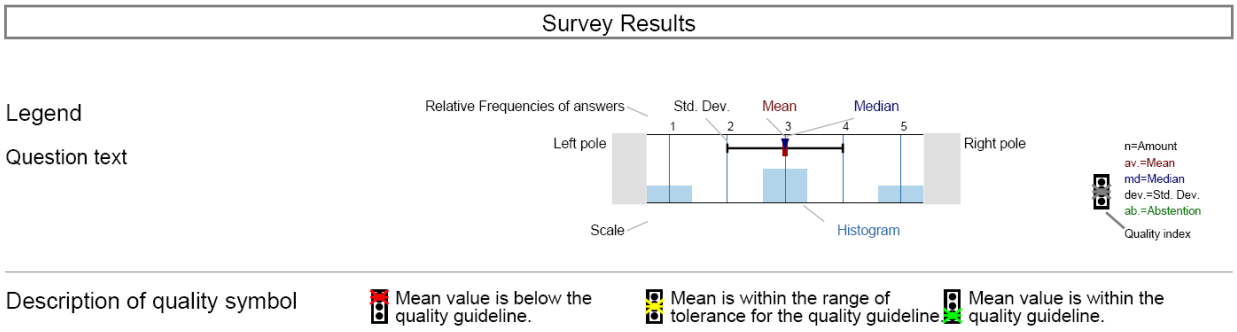
5.6 What do we gather feedback about?

In the academic support and administrative support departments feedback should be gathered with regard to the service provided, for example:

- timeous response to requests
- availability of clear procedures
- consistent implementation of procedures
- availability of support for the implementation of procedures
- relevance of advice given, alternative options provided
- interpersonal communication with stakeholders
- consistency and accuracy of the information provided

In the academic sector, using a range of survey instruments, the university is able to gather information on areas such as: teaching, learning and assessment; organization and planning for modules and programmes; teaching practice; lecturer rapport; support for student learning; the study guide; workload; library resources; access to a computer; teaching resources; good practice and improvements.

5.7 Interpreting data output from *EvaSys*



These questionnaires contain items to which students respond on a 5-point Likert scale on which: 1 = Strongly agree (SA), 2 = Agree (A), 3 = Neutral (N), 4 = Disagree (D), 5 = Strongly disagree (SD). Students may also respond 'don't know' (DK). There are also several open-ended questions with spaces provided for the students to respond in writing.

To help interpret the data:

- Firstly, check which point on the Likert scale has the most frequent response (the mode). Check if the responses are 'clumped' together. Add the percentage of SA and A together; and also add the percentage of SD and D together. Most of the responses in this example, item 3.1, are 'strongly agree' and 'agree', although there are a few 'disagree' and 'strongly disagree' responses, which could suggest further investigation is needed. If the responses are more varied, further feedback is also useful to probe the greater range of opinion in the class.
- You can also refer to the red, yellow and green 'traffic lights' where:
    - 1 to 2.4 (green): the mean value is within the quality guideline (ensure quality is sustained)
    - 2.5 to 3.5 (yellow): the mean is within the range of tolerance (need to guard against slippage)
    - 3.6 to 5 (red): the mean value is below the quality guideline (urgent attention needed)
    -

Note: a large number of 'don't knows', neutrals or abstentions would indicate the need for further investigation.

The *profile line* gives an 'at a glance' overview of the item responses.

The qualitative data provided by the comments from students on the open-ended items are included in the analysis given to each lecturer. Some suggestions on using this data are given below:

- scan the student comments for patterns that emerge
- be careful of negative comments looming too large: balance with positive feedback. Also be aware that there might be hurtful or personal comments. These could be discussed with the head of department or other colleagues, or with the QPO
- with data from a large number of students the comments can be systematically sampled, for example, use every second page
- use a straightforward content analysis
- look for outliers or unusual observations which may warrant further investigation
- compare the quantitative data with the qualitative data as these would usually align for students studying a particular module.

5.8 Triangulation of information from different perspectives:

A quick scan of the types of feedback elicited over the past year can be useful. The scan enables a comparison of the different methods that have been used, the identification of any gaps and of good practice.

A combination of methods can build up a multi-dimensional picture of students' experience. Professional judgment is also important and caution should be taken to guard against uniformly equating the different sources of feedback and other information to be compared. In the academic sector, for example, information from discussions with students might focus on particular issues that the students feel are important at the time, such as clarification on assignments, and might not easily compare with other information from a focus group and evaluation questionnaires conducted towards the end of a module.

6. Programme management

6.1 PeTALS

The CQPA is currently developing the new generation *PeTALS 2*[15] database. This version will capture, store, and facilitate retrieval of, data pertaining to all new and revised programmes which are HEQSF aligned. The system facilitates the management of:

- information for tracking programmes and modules in the programme and qualification mix (PQM)
- documents pertaining to academic programmes

The building blocks of the system include the following:

- programme overview: curriculum map
- module descriptors
- departmental handbooks
- study guides
- legal documents pertaining to programme approval, accreditation and registration
- documentation pertaining to the approval of changes to programmes
- self-evaluation reports
- internal programme review and evaluation reports
- reports arising from external accreditation
- quality improvement plans
- aggregated data from surveys

[15] Programme, teaching, assessment, learning, subjects

6.2 Formats: Programme Overview: Curriculum Map (Mainstream and ECP/Foundation Provision)

The programme overview is being updated to incorporate additional information pertinent to HEMIS report, Examinations, ITS and MI coding and financial aspects.

6.2.1 Mainstream Programme

PROGRAMME OVERVIEW / CURRICULUM MAP FOR MAINSTREAM PROGRAMME

DATE OF MODIFICATION TO OVERVIEW	**Insert date**	**DATE APPROVED BY FACULTY BOARD**	**Insert date**
DATE OF APPROVAL OF THE MAINSTREAM PROGRAMME BY THE CHE		**Insert date as indicated on the Accreditation Letter**	
HEQC REFERENCE NUMBER		**Insert HEQC Reference number as indicated on the Accreditation Letter**	
SECTION A: DETAILS OF QUALIFICATION			
Qualification type (Diploma, B degree, etc.)	**Insert type , qualification type must be recorded as indicated in the HEQSF**	**Programme name as registered with SAQA**	**Insert programme name[16]**
SAQA ID number	**Insert the SAQA ID number/NLRD ID**	**HEQSF level**	**Insert level**
Total number of HEQSF credits	**Insert number[17]**	**HEQSF Credits at each level**	**Insert number of credits at each level (5, 6, 7 etc.)[18]**
CESM Category/Categories	**Insert number/s[19]**		
Programme department	**Insert name of department**	**Head of Department**	**Insert name**
Purpose of the qualification	**Insert purpose (from registered qualification)**		
Exit Level Outcomes	**Insert exit level outcomes (from registered qualification)**		
Professional Qualifications Graduate Attributes	**Only applicable to Professional Qualifications. Insert programme Professional Qualification graduate attributes. Provide details of relevant regulations and standards.**		

[1,2,3,4] Must be aligned to the DHET PQM Clearance application, HEQC Online submission and SAQA Registration document

SECTION C[20]: OVERVIEW OF MAINSTREAM PROGRAMME												
Year of study (1, etc.)	Study Period (SP)[21]	Module title	HESQF Level of module (5-9)	CESM (at module level)	SAQA Credit for the module	Examination Indicator[22]	Compulsory or Elective	General Education Theme				
								Theme[23] *Introduced [I]; Reinforced [R]; Assessed [A]*	*Credits for the Gen Ed theme*	*Writing; quantitative reasoning; KZN Introduced [I]; Reinforced [R]; Assessed [A]*		
										W[24]	*QR*[25]	KZN[26]
Insert year of study	Insert study period (e.g. SP1)	Insert name	Insert level	Insert number	Insert number	Insert Exam indicator	Insert C or E	Insert theme/s number indicate I/R/A	Indicate credits			
TOTAL CREDITS FOR THE YEAR		SAQA		HEMIS[27]								

[20] Note Section B is not included in this template to ensure easier alignment with previous versions.

[21] A study period is the year in which a module is offered and which determines the curriculum structure. Typically, a three year semesterised programme will have 3 study periods and a four year semesterised programme will have 4 study periods.

[22] Indicate Y or N. Y meaning an Examination applies to the module or N indicates no Examination applies to the module.

[23] Themes: 1 Environmental Sustainability; 2 History, Politics, Economics and Philosophy; 3 Languages, Culture & Society; 4 Work preparedness; 5 Entrepreneurship; 6 Personal Development; 7 Health & Wellness

[8,9,10] Complete relevant columns and indicate the SAQA credits and how General Education theme/s will be handled in the modules, for e.g. 2RA in the Writing column (W) states that the General Education theme/s will be covered in 2 credits via writing methodologies and will be Reinforced (R) and Assessed (A)

[27] Total HEMIS credits for each year must be 1.000

Section D: Graduate Attributes
The graduate attributes are developed in this programme in the following list of modules: *(insert list of modules)*

Section E1: Learning and Teaching strategies

The achievement of the graduate attributes is supported by the learning and teaching strategies for the programme as follows: *(insert narrative about the learning and teaching strategies*

Section E2: Map the Exit Outcomes to the modules
The exit outcomes developed in this programme are covered in the indicated modules. Insert a table as follows:

Exit Outcome	Modules
Exit Outcome 1	List of relevant modules
Exit Outcome 2	List of relevant modules
Exit Outcome 3 ….	List of relevant modules
Exit Outcome xx	List of relevant modules

Section E3: Map the HEQSF Exit level descriptor narrative to the modules
The level descriptor narrative is mapped to the indicated modules. Insert a table as follows:

HEQSF Level Descriptor Narrative[28]	Modules
Scope of Knowledge	List of relevant modules
Knowledge Literacy	List of relevant modules
Method and Procedure ….	List of relevant modules
Accountability	List of relevant modules

[28] The HEQSF level descriptor narrative is available in the SAQA Level Descriptors: https://dut4lifeac.sharepoint.com/sites/DUTStaffPortal/Office%20of%20the%20Vice-Chancellor/CQPA/Processes%20%20New%20Programmes/2.%20Supporting%20Documents/level_descriptors.pdf

Section E4: Programme Alignment to DUT Strategic Initiatives

Describe how the programme and modules are aligned to the DUT Strategic Initiatives. Insert a table as follows:

DUT Strategic Initiatives[29]	Modules	Teaching, Learning approaches	Assessment strategy
Decolonisation	List of relevant modules (where relevant)		
Entrepreneurship	List of relevant modules (where relevant)		
Creative thinking[30]	List of relevant modules (where relevant)		
Problem Based Learning	List of relevant modules (where relevant)		
Innovative Curriculum[31]	List of relevant modules (where relevant)		
Distinctive Education[32]	List of relevant modules (where relevant)		
Internationalisation	List of relevant modules (where relevant)		
Digital Economy[33]	List of relevant modules (where relevant)		
Living Values[34]	List of relevant modules (where relevant)		

6.2.2 ECP / Foundation Provision

PROGRAMME OVERVIEW: CURRICULUM MAP FOR ECP/FOUNDATION PROVISION[35]

[29] The DUT Strategic Initiatives are indicated in the DUT Strategic Plan.
[30] Indicate which aspects of creative thinking inter alia innovation, divergent thinking, creativity and so on
[31] Include innovative teaching, learning and research and aspects of connected curriculum
[32] Include aspects of teaching, learning, assessment, curriculum and research that provide a distinctive DUT experience
[33] Include aspects pertaining to 4IR and 5IR such as automation, AI, KWS, DSS and so on
[34] Select the living values covered for each module from: 1. Transparency 2. Honesty 3. Integrity 4. Respect 5. Accountability 6. Fairness 7. Professionalism 8. Commitment 9. Excellence 10. Compassion

[35] ECP provision is applicable to 3 year diplomas and degrees and 4 year professional degrees.

Section D: Graduate Attributes

The graduate attributes are developed in this programme in the following list of modules: *(insert list of modules)*

SECTION B[36]: OVERVIEW OF ECP/FOUNDATION PROVISION FOR THE PROGRAMME													
Year of study (1, etc.)	**Study Period (SP)[37]**	**Module title**	**HESQF Level of module (5-9)**	**CESM (at module level)**	**Module code[38]**	**SAQA Credit for the module**	**HEMIS Credit for the module[39]**	**Compulsory or Elective**	**General Education Theme**				
									Theme[40] Introduced [I]; Reinforced [R]; Assessed [A]	***Credits for the Gen Ed theme***	***Writing; quantitative reasoning; KZN Introduced [I]; Reinforced [R]; Assessed [A]***		
											W[41]	***QR[42]***	**KZN[43]**
Insert year of study	**Insert study period (e.g. SP1)**	**Insert name**	**Insert level**	**Insert number**	**Insert code**	**Insert number**	**Insert HEMIS credits**	**Insert C or E**	**Insert theme/s number indicate I/R/A**	**Indicate credits**			
TOTAL CREDITS FOR THE YEAR			**SAQA**	**HEMIS[44]**									

Section E1: Learning and Teaching strategies

The achievement of the graduate attributes is supported by the learning and teaching strategies for the programme as follows: *(insert narrative about the learning and teaching strategies*

[36] Note Section C is not included in this template to ensure easier alignment with previous versions.

[37] A study period is the year in which a module is offered and which determines the curriculum structure. Typically, a three year semesterised programme will have 3 study periods and a four year semesterised programme will have 4 study periods.

[38] Prior to CHE accreditation, the module code should be indicated as TBA. The module codes for common modules that were included in other programmes and Institutional and Faculty General Education modules must be inserted in the relevant column.

[39] HEMIS credits must be recorded as a value using 3 decimal places. HEMIS credits for Institutional General Education Modules are fixed at 0.094 for 12 credits modules and 0.067 for 8 credit modules and adjusted as advised. The HEMIS and SAQA credits and other information for common modules that were included in other programmes, must be inserted in the relevant columns.

[40] Themes: 1 Environmental Sustainability; 2 History, Politics, Economics and Philosophy; 3 Languages, Culture & Society; 4 Work preparedness; 5 Entrepreneurship; 6 Personal Development; 7 Health & Wellness

[8,9,10] Complete relevant columns and indicate the SAQA credits and how General Education theme/s will be handled in the modules, for e.g. 2RA in the Writing column (W) states that the General Education theme/s will be covered in 2 credits via writing methodologies and will be Reinforced (R) and Assessed (A)

[44] Total HEMIS credits for each year must be 1.000

Section E2: Map the Exit Outcomes to the modules
The exit outcomes developed in this programme are covered in the indicated modules. Insert a table as follows:

Exit Outcome	Modules
Exit Outcome 1	List of relevant modules
Exit Outcome 2	List of relevant modules
Exit Outcome 3 ….	List of relevant modules
Exit Outcome xx	List of relevant modules

Note: Do not simply list of modules for each exit outcome. Ensure that the modules are relevant and speak to the particular exit outcome.

Section E3: Map the HEQSF Exit level descriptor narrative to the modules
The level descriptor narrative is mapped to the indicated modules. Insert a table as follows:

HEQSF Level Descriptor Narrative[45]	Modules
Scope of Knowledge	List of relevant modules
Knowledge Literacy	List of relevant modules
Method and Procedure ….	List of relevant modules
Accountability	List of relevant modules

Note: Do not simply list of modules for each exit outcome. Ensure that the modules are relevant and speak to the particular exit outcome.

Section E4: Programme Alignment to DUT Strategic Initiatives

Describe how the programme and modules are aligned to the DUT Strategic Initiatives. Insert a table as follows:

DUT Strategic Initiatives[46]	Modules	Teaching, Learning approaches	Assessment strategy
Decolonisation	List of relevant modules (where relevant)		
Entrepreneurship	List of relevant modules (where relevant)		
Creative thinking[47]	List of relevant modules (where relevant)		
Problem Based Learning	List of relevant modules (where relevant)		
Innovative Curriculum[48]	List of relevant modules (where relevant)		
Distinctive Education[49]	List of relevant modules (where relevant)		
Internationalisation	List of relevant modules (where relevant)		

[45] The HEQSF level descriptor narrative is available in the SAQA Level Descriptors: https://dut4lifeac.sharepoint.com/sites/DUTStaffPortal/Office%20of%20the%20Vice-Chancellor/CQPA/Processes%20%20New%20Programmes/2.%20Supporting%20Documents/level_descriptors.pdf
[46] The DUT Strategic Initiatives are indicated in the DUT Strategic Plan.
[47] Indicate which aspects of creative thinking inter alia innovation, divergent thinking, creativity and so on
[48] Include innovative teaching, learning and research and aspects of connected curriculum
[49] Include aspects of teaching, learning, assessment, curriculum and research that provide a distinctive DUT experience

Digital Economy[50]	List of relevant modules (where relevant)		
Living Values[51]	List of relevant modules (where relevant)		

[50] Include aspects pertaining to 4IR and 5IR such as automation, AI, KWS, DSS and so on

[51] Select the living values covered for each module from: 1. Transparency 2. Honesty 3. Integrity 4. Respect 5. Accountability 6. Fairness 7. Professionalism 8. Commitment 9. Excellence 10. Compassion

SECTION F: ACADEMIC STRUCTURE (for Academic Data & Student Records Department) QUALIFICATION/PROGRAMME LEVEL												
FACULTY:				**PROGRAMME NAME AS REGISTERED WITH SAQA:**								
QUALIFICATION TYPE				**DESIGNATOR**						**HEQSF EXIT LEVEL**		
NLRD/SAQA ID NUMBER										**HEMIS COURSE LEVEL OF QUALIFICATION**		
MINIMUM HEQSF CREDITS		**QUALIFIER**								**ABBREVIATED TITLE**		
						YEAR 1		**YEAR 2**		**YEAR 3**		**YEAR 4**
TOTAL NUMBER OF CREDITS PER LEVEL (YEAR)	**SAQA CREDITS**											
	DHET HEMIS CREDITS [1]											
TOTAL NUMBER OF CREDITS FOR PROGRAMME	**SAQA CREDITS**											
	DHET HEMIS CREDITS											
HEMISFORMAL TOTAL TIME		**HEMIS MINIMUM EXPERIENTIAL TIME**			**HEMIS MINIMUM TOTAL TIME**			**MODE OF DELIVERY**		**SITE/S OF DELIVERY**		
TOTAL FUNDING (SUBSIDY) UNITS												

Module Title	Module Code	HEQSF level	HEMIS Course Level	HMEIS Credits	SAQA/ HEQSF Credits	Period of Study	Block Code	Offering Type	WIL Indicator	Foundation Indicator	Examinations	Continuous Assessment	E-Learning	Pre-requisite module/s	Co-requisite module/s	Substitute Module	Linked Module	Major Module	Compulsory Module	Exit Level Module	Exam Month Change2020	Service Department	Staff Teaching

6.3 Format: Module descriptor

MODULE DESCRIPTOR

Faculty			**Department**					
Contact details for department/ programme co-ordinator			**Version number**					
Site/s of delivery			**Date**					
1	**Module title**		**2**	**Module code**				
3	**Gen Ed Theme (name where applicable)**		**4**	**Gen Ed Code (where applicable)**	**W**	**QR**	**KZN**
5	**HEQSF level**		**6**	**HEQSF Credits**			
7	**CESM**		**8**	**Annual/semester**			
9	**Year in which offered (Yr 1, 2, 3 etc)**		**10**	**Compulsory or elective**			
11	**Total notional hours**		**12**	**Contact hours**			
13	**Pre-requisite module/s**		**14**	**Co-requisite module/s**			
	Title			Title			
	Code			Code			
15	**Qualification/s name/s**						
16	**Purpose of this module in relation to the qualification/s**						
17	**Learning outcomes**						
18	**Graduate attributes developed and/or assessed in this module**						
19	**Module content**	**Theoretical content** **Practical content**					
20	**List of recommended and/or prescribed readings**	**Recommended**		**Prescribed**			
21	**Teaching and learning strategy**						
22	**Learning activities**	**Learning activity**		**% learning time**			

23	**Assessment and moderation**	Explain the assessment /moderation methods (Indicate in the appropriate box with √) **Examination** | **Continuous Assessment** | **Other** If the **Examination method is selected**, indicate the weighting of the year / semester mark and the exam mark in the calculation of the final mark. If the **Continuous Assessment method is selected**, indicate how the final mark will be calculated and how assessment/s will be moderated		
		If the **Other method is selected**, indicate how the final mark will be calculated and how other method will be moderated		
24	**Assessment Matrix**	**Learning Outcomes**	**Associated Assessment Criteria**	**Assessment Method**
25	**Feedback to students on assessment**			
26	**Resources required to offer this module**			
27	**Student numbers**	Minimum number for module to be viable: Maximum number of students that can be accommodated:		
28	**Quality assurance**			
29	**Motivation for additional credits**			

Tracking changes to the module descriptor [to be completed by CQPA]				
Version	**Section number and details of change**	**Approved by**	**Date of approval**	**Relevant departments informed**
2				
3				
4				

6.4 Guidance notes: completion of the module descriptor template

The module descriptor outlines key information about a specific academic module. This document is vital for students, lecturers and administrators to understand the content, learning outcomes, assessment methods, and other relevant details of the module. An electronic version of this information will be uploaded onto the CQPA SharePoint PeTALS database. The database facilitates, for example, document management, annual quality monitoring, programme review and evaluation, and tracking changes to modules and programmes at departmental, faculty and university level. Furthermore, the information in the descriptor may be used to generate departmental handbooks and study guides.

NOTE: Please ensure that the information in the header on the pages (after p1) is completed.

The guidance notes below are numbered in alignment with the numbering in the module descriptor template.

NOTE: Please ensure that the information in the header on the pages (after p1) is completed.

The guidance notes below are numbered in alignment with the numbering in the module descriptor template.

1. Module title
The name of the module as approved by Faculty Board and Senate.
NOTE: For newly accredited (HEQC) programmes that are already aligned with the HEQSF, the name of the module must be the same as indicated in the on-line application for accreditation.

2. Module Code
Indicate the code as generated by Academic Data.

3. General Education Theme
Where applicable indicate the General Education theme in the module. The themes are as follows:

1. Environmental sustainability
2. History, politics, economics & philosophy
3. Languages, culture & society
4. Work preparedness
5. Entrepreneurship
6. Personal development
7. Health & wellness

4. General Education Code
Where applicable indicate the General Education Code as follows:

Writing = W
Quantitative Reasoning = QR
KwaZulu-Natal = KZN

5. HEQSF level
Indicate the HEQSF level (5 and above) for this module.

6. HEQSF credits
The number of credits for this module.
NOTE: Senate has approved that modules should be a minimum of 8 credits and increase in multiples of 4.

7. CESM
Indicate the CESM category for this module.

8. Annual/semester
Indicate whether this module is offered over a year or in a semester.

9. Year in which offered (Year 1, 2, 3 etc.)
Indicate in which year of the qualification the module is offered e.g. first year, second year etc.

10. Compulsory/elective
Indicate whether the module is compulsory or whether the students can choose this module from a suite of elective modules.
NOTE: A module may be compulsory in one programme but elective in another.

11. Total notional hours
Indicate the total number of notional hours of study required to complete this module. This is related to the HEQSF credits for the module whereby each credit represents 10 notional hours of study. Notional hours represent **all** the time that the 'average' student would need to spend engaged in the learning activities (see section 22), including assessment and independent study, to achieve the learning outcomes. Total notional hours are calculated by multiplying the HEQSF credits (from section 6) by 10.

12. Contact hours
Indicate the contact hours per semester/annum associated with this module. These hours should be aligned with the information in sections 6, 11 and 22 of the descriptor.

13. Pre-requisite module/s
List the modules which the students will need to have passed in order to register for this module.

14. Co-requisite modules
List the modules that must be studied concurrently with this module.

15. Qualification/s name/s
Indicate the name/s of the qualification/s in which this module is offered.

16. Purpose of this module in relation to the programme/s
A concise statement that describes the aim of the module, how this relates to the purpose of the qualification, and to the achievement of the exit level outcomes for the qualification.

17. Learning outcomes
The learning outcomes for the module should be explicit, achievable, and related to the level and credits for the module. There should be a clear relationship between the learning outcomes for the module and the purpose and exit level outcomes for the programme. The learning outcomes must be written in language that is easily understood by staff and students.

Where applicable indicate how the outcomes for the fundamental learning module are integrated into the module outcomes. There should be between 4 to 6 learning outcomes.

18. Graduate attributes developed and/or assessed in this module

Indicate which graduate attributes will be developed in this module and how the learning and teaching strategy ensures development of these attributes. Comment on whether these attributes will be assessed and where relevant indicate how such assessment has been incorporated into the assessment strategy for the module.

19. Module content

Provide an overview of the topics that comprise the module i.e. an indication of the content that will support achievement of the learning outcomes. Sufficient detail should be provided to meet the necessary requirements of the relevant professional body where applicable. There should be between 8 to 12 topics listed and where applicable practical components of the module must be included.

20. List of recommended and/or prescribed readings

Provide a list of recommended and/or prescribed reading resources that students would be expected to engage with for this module. Textbooks, periodicals, journals etc. may be referenced.

21. Teaching and learning strategy

Describe the range of teaching methods and how these methods support learning and the achievement of the outcomes. Indicate how the learning and teaching strategy for the module is informed by, *inter alia*:

- the university guidelines for teaching and learning
- the design of the programme

Describe technology-mediated learning where applicable.

22. Learning activities

Complete the section in the template on learning activities and the percentage of time spent on each activity. Such activities will include, for example:

- lectures
- practical sessions
- tutorials
- fieldwork
- technology-mediated learning
- work integrated learning
- independent study
- etc.

23. Assessment and moderation

Comment on how the assessment strategy relates to the learning and teaching strategy and how it contributes to achievement of the learning outcomes. Explain how the assessment strategy addresses the graduate attributes and/or the fundamental learning outcomes.

Where assessment includes a final examination, indicate the number and the weighting of the assessments for the year/semester mark and the weighting of the examination mark in the calculation of the final mark. For example the assessment pattern[52] and weightings might comprise:

- 1 x tests (15%), 1 x assignments (10%), 1 x project (15%), examination (60%)
  or
- 1 x presentation (20%), 2 x assignments (20%), examination (60%)

Where assessment does not include an examination, indicate how the final mark will be calculated, how assessments will be moderated and how the sample to be moderated will be selected. Describe the assessment pattern in broad terms and the number and weighting of each type of assessment in relation to the final mark. For example, the assessment pattern, number and weightings might comprise:

- 2 x projects (100%)
  or

[52] It is not necessary to specify the number of tests, assignments etc. This level of detail will be included in the study guide.

- 2 x tests (30%), 2 x assignments (20%), 1 x project (50%)
  or
- 1 x presentation (20%), 3 x tests (30%), 2 x assignments (20%), 1 x project (30%)
- etc.

The exemplars listed above are provided for clarification and are not intended to be prescriptive. Assessment must be carefully planned in the context of the workload for students across all modules at a given level/year of study and the relationship between the type of assessment and the learning outcomes.

24. Assessment Matrix

Learning Outcomes

Insert the learning outcomes that were previously listed in section 17 of the module descriptor.

Associated Assessment Criteria

The Associated Assessment Criteria should provide assessors with sufficient guidelines for developing particular assessment tasks at learning programme level (i.e., to develop formative and summative methods of assessment appropriate to the situation and context of the learners). There should be 2 to 3 assessment criteria per learning outcome and these must follow the format of noun + verb + modifier. E.g. Social Security categories are listed in tabular form with examples illustrating which people fall into each category.

Assessment Method

The assessment method will indicate which type of assessment is being used to assess whether or not the student has attained the desired learning outcome. The assessment methods previously listed in section 23 will now be aligned to the appropriate assessment criteria and learning outcome.

25. Feedback to students on assessment

Describe the process for ensuring that the students are provided with timely feedback on assessment. Such feedback should relate to the learning outcomes and might typically include written and verbal comments which will enable the students to identify their weaknesses and to improve their performance in future assessments.

26. Resources required to offer this module

List the resources required for the delivery of the module, for example, staff (teaching, technical, etc.), teaching and learning venues (laboratories, lecture rooms, etc.), equipment, library resources etc.

NOTE: The relevant study guide must include the list of recommended reading and the Library must be informed accordingly.

27. Student numbers

Indicate the minimum number of students required for the module to be financially viable.

Indicate the maximum number of students that can be accommodated on the module given the resources that are available.

28. Quality assurance

a) Indicate how feedback on the module will be gathered from students. This includes the compulsory questionnaires for subject and lecturer evaluation. Elaborate on how students will be informed about improvements / changes to be made in response to their comments
b) Indicate how direct evidence pertaining to student performance and the attainment of the learning outcomes will be gathered

6.5 Changes to approved (existing) programmes

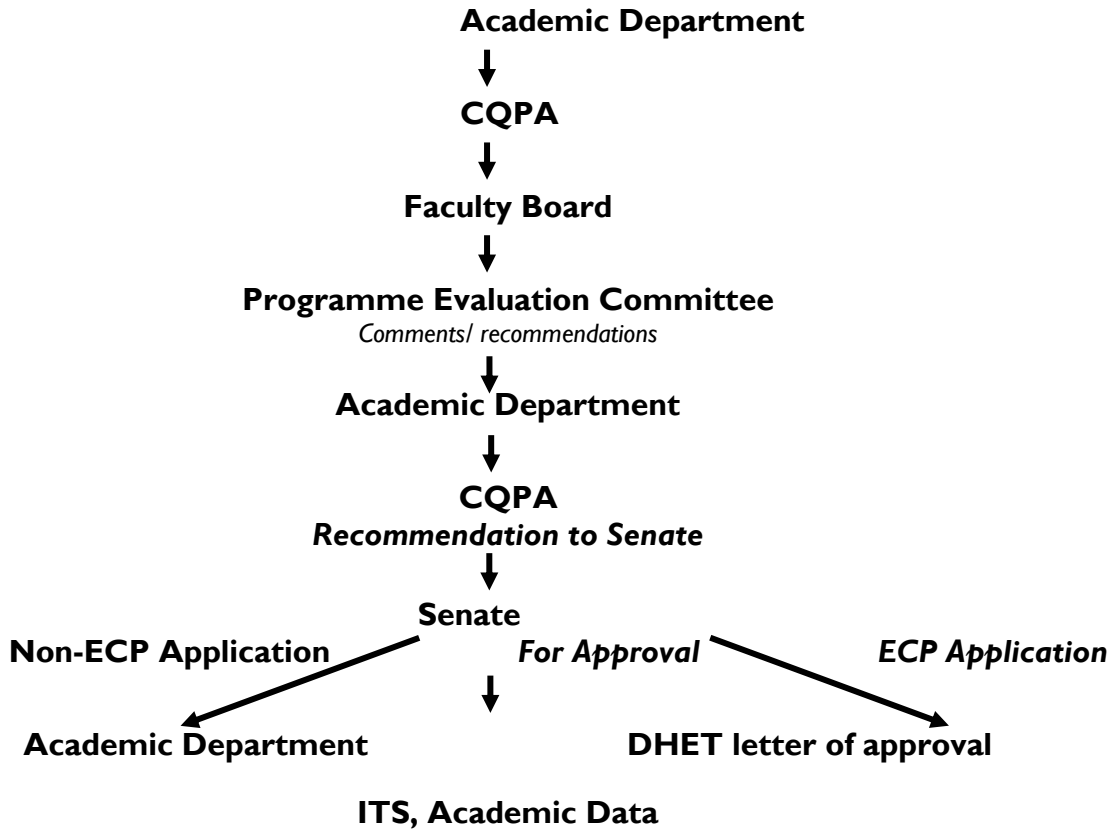
Under section 3.6 the Quality Assurance Policy states that:

> ***Changes to approved (existing) programmes***
> *3.6.2 DUT is authorised to make changes to a maximum of 49% of the credits of a programme. Applications for changes to existing programmes will be approved at faculty level by the Faculty Board after due consideration of the motivation for change by the CQPA. All changes to academic programmes must be ratified by Senate and will be recorded on the relevant electronic database.*

There are four levels of changes that are permitted (with differing approval processes). A department intending to make changes to an existing programme must first contact the CQPA to discuss the proposed change/s to the programme and the implications thereof.

The application form for changes to an approved HEQSF aligned programme are available at:
CQPA - Shared Documents - All Documents (sharepoint.com)

Critical path for Changes to Approved Programmes



6.6 Phasing-out academic programmes

Under section 3.7 of the Quality Policy states that:

> ***Phasing-out academic programmes*** *Senate must approve proposals for the phase-out of academic programmes. As part of their annual quality monitoring process, the academic department will be responsible for tracking the progress of pipeline students until all have completed such phased-out programme within the prescribed maximum time. On completion of the phase-out process the academic department will notify the CQPA who will report to the Department of Higher Education and Training accordingly.*

A department intending to phase-out an existing programme must first contact the CQPA. The phase out application is available from: CQPA - Shared Documents - All Documents (sharepoint.com)

DISCONTINUATION OF PROGRAMMES				
CHANGES TO BE MADE:	**PROCESS TO BE FOLLOWED:**	**APPROVAL BY:**	**INVOLVEMENT OF:**	**COMMENTS**
Programme to be discontinued	Dept → CQPA → Fac Board → Senate → CQPA CQPA notifies MI, Registrar, Academic Data, DHET, CHE, SAQA, CAO, Library, etc.	Senate	CQPA, Registrar, Academic Data, MI, DHET	Department to submit detailed motivation as well as arrangements to be made for pipeline students

Application for approval for the discontinuation of an academic programme

Faculty _____

Department _____

Delivery site(s) _____

Name of Programme _____

Number of students currently registered:

Yr 1 _____

Yr 2 _____

Yr 3 _____

Yr 4 _____

other _____

Motivation for discontinuation

[provide full details of the reasons for phase-out of this programme]

Arrangements for pipeline students

[provide full details of the arrangements and support that will be offered to students currently registered for this programme to ensure their success]

8. Programme Design

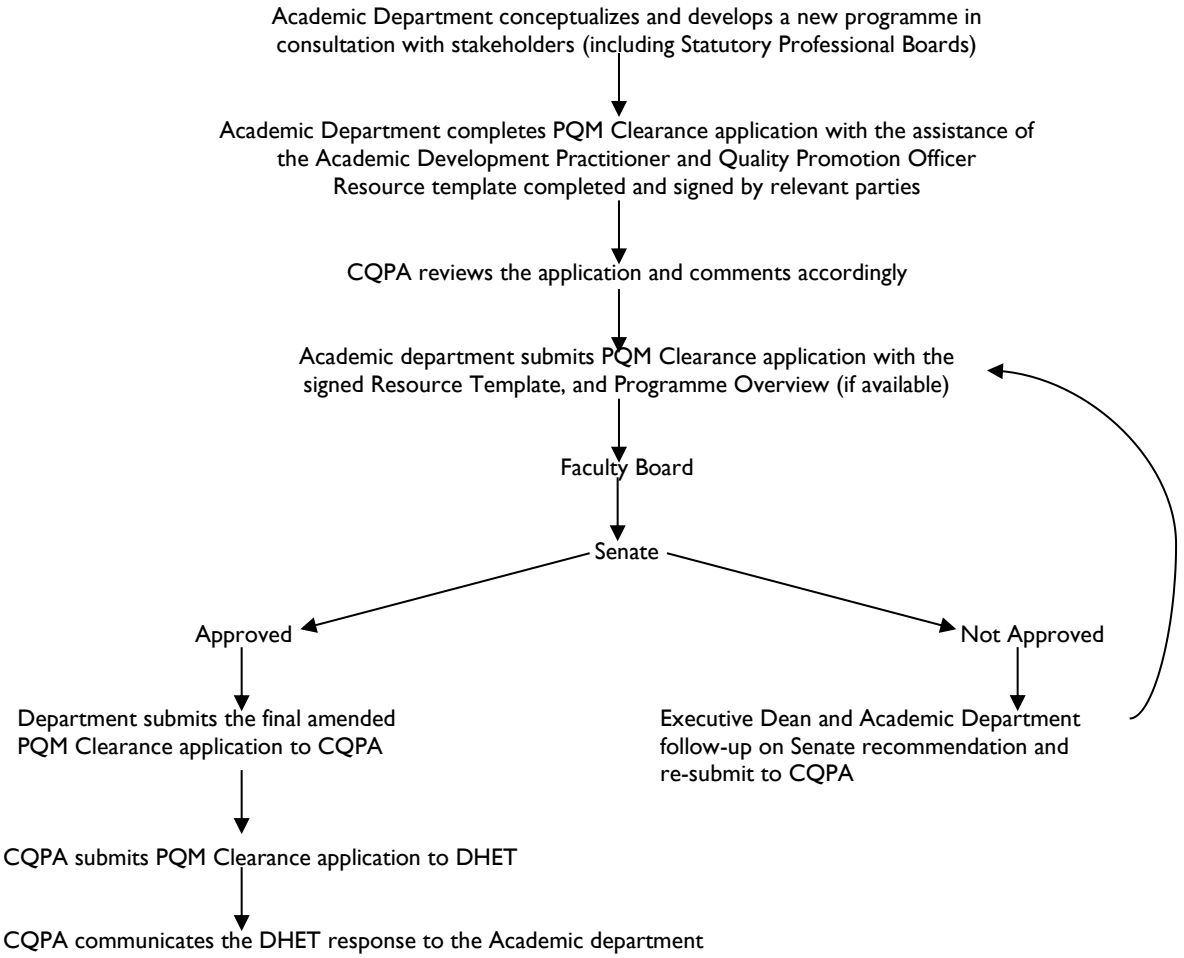
Under section 3.5 the Quality Policy states that:

> ***Approval of applications for new programmes*** *All applications for new programmes (refer to 3.5) must ultimately be approved by Senate prior to submission to national bodies.*

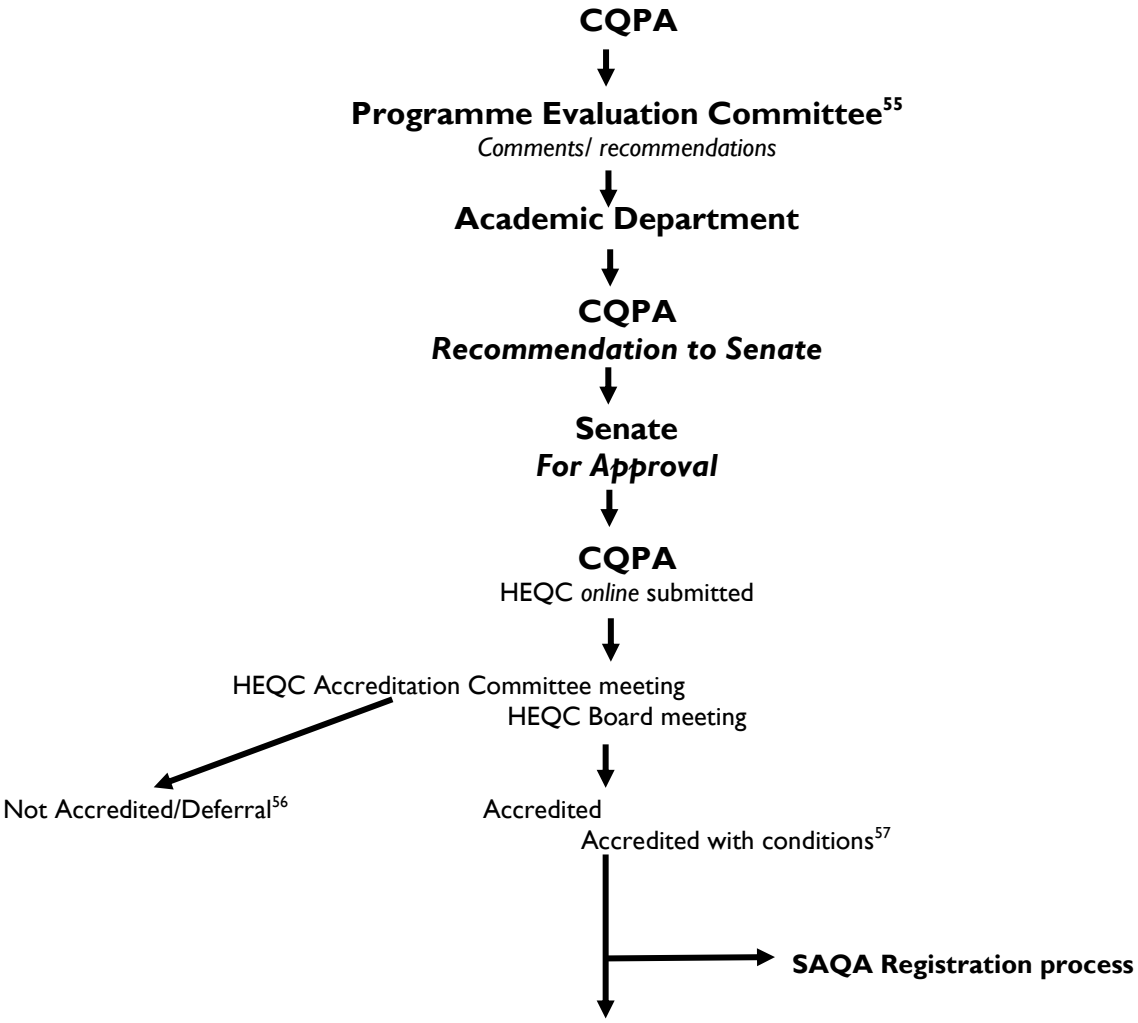
The university will ensure that the development and approval of new programmes is aligned with the requirements of the: SAQA; DHET; and CHE. There are three key phases /stages in the approval of a new academic programme.
The three phases are:
(a) Phase 1: PQM Clearance (and Professional Board endorsement where necessary)
(b) Phase 2: Accreditation, Registration and Approval
(c) Phase 3: Preparation for Implementation of the New Programme

8.1 Critical Path: New Programmes

The first stage of the process is a meeting with the CQPA to discuss the development of new programmes and associated internal and external processes.



Whilst the PQM Clearance application approval is in process, the Academic Department commences work on the Phase 2 documentation[53]. The documents required are: HEQC Accreditation document – offline version; Template: Philosophies & strategies underpinning the programme; Programme Overview: Curriculum Map & module descriptors; Draft Rules/Handbook[54], DHET PQM Clearance application; DHET PQM Clearance approval; Resource Template, Staffing information, Infrastructure and Facilities Information, Financial Information and Professional Board endorsement letter (if required).



[53] Note: Guidelines and Supporting documentation are available to assist in the completion of these documents. The guidelines and additional supporting documents are available on the CQPA PeTALS portal site: CQPA - Processes - New Programmes - All Documents (sharepoint.com)

[54] Note: The Draft Rules are "approved" in a very superficial sense, by PEC. The final rules must be submitted to Senate via Faculty Board for approval, after the programme is accredited by the CHE and approved by DHET.

[55] After the academic programme receives a successful recommendation from the Programme Evaluation Committee (PEC), the CQPA submits the HEQC Online system link to the Academic Department for the completion of the Online version of the application.

[56], [47] In the cases of Accredited with conditions or Not Accredited or Deferred programme applications, the Academic Department, with the assistance of the CQPA, prepares a written representation to respond to each of the accreditation conditions or reasons provided for non-accreditation or deferral. The CQPA submits the final written representation.

DHET letter of approval

8.2 Critical path after Accreditation, Registration & Final approval received from DHET (Phase 3 - Preparation for New Programme Implementation)

Ensure that all sections of the Programme Overview: Curriculum Map are completed

▼

Department / Faculty submits the Programme Overview: Curriculum Map to the CQPA for checking and verification

▼

CQPA submits Undergraduate and select Post Graduate qualifications to the *General Education department* for verification/checking of GE requirements

▼

Submit Programme Overview: Curriculum Map to Academic Data for module codes to be allocated

▼

NB: cut-off date for coding: end September in the year prior to implementation

Calculation of credits

HEMIS credit of a module = SAQA credit for the module / Total SAQA credits for the year (round off answer to 3 decimal places)

Diploma ≥ 240 SAQA credits = 2 HEMIS credits
- *Year 1 ≥ 120 credits =1 HEMIS Credit*
- *Year 2 ≥ 120 credits =1 HEMIS Credit*

≥ 360 SAQA credits = 3 HEMIS credits
- *Year 1 ≥ 120 credits =1 HEMIS Credit*
- *Year 2 ≥ 120 credits =1 HEMIS Credit*
- *Year 3 ≥ 120 credits =1 HEMIS Credit*

B degree ≥ 360 SAQA credits = 3 HEMIS credits (see above)

≥ 480 SAQA credits the minimum total at level 8 is 120; therefore it is a 3+1 model where ≥ 360 over Year 1, 2 & 3 = 3 HEMIS credits and Year 4 ≥ 120 credits = 1 HEMIS credit

Total HEMIS credits per year must be exactly 1.000 (3 decimal places – no rounding off)

The Outcomes, Content, HEMIS credits, NQF Levels and SAQA credits for modules that are common across other academic programmes offered by Department, Faculty or DUT, that were previously accredited and implemented, must be the same.

Note: DHET HEMIS credits are fixed for Institutional General Education modules. For 12 SAQA credit modules, the HEMIS credit is 0.094 and for 8 credit modules, the HEMIS credit is 0.067. The HEMIS credits for the remaining modules can be calculated (rounded off to three decimal places) after the IGE modules HEMIS credits are allocated.

Curriculum Verification Report; module insert forms is sent to the HoD by Academic Data

▼

HoD notifies Finance Department[58] with regard to the Fee Structure for the programme (on prescribed template)

Fee Structure is based on Business Plan in the Resource Template
Driven by operating expenses, benchmarked against fee structure of a similar programme at another university
Approved by EM after consultation with Finance Department (to ensure for example that all levies have been included)

NB: if new modules that do not yet have an academic 'home' are introduced (c.f. Gen Ed) ITSS must be informed to enable a 'department' to be created on ITS

The academic department also need to take into consideration in their timeframe *inter alia*:

*NB: No advertising or marketing until final DHET approval letter has been received

- CAO Handbook deadlines
- Marketing/Career Fairs
- Rules approved by Senate[59]
- DUT Programme Handbook
- Phase out plans for existing programmes
- Creation of academic structure on ITS by Academic Data
- Finalisation of Study Guides, Learning Materials, Online Classrooms, Staff Allocations, Lecture Scheduling, and associated Academic Planning processes

In the case of professional qualifications, professional board approval may be required prior to implementation of the new academic programme. The Faculty and Academic Department must ensure that these requirements are met before the implementation of the new programme.

Post CHE accreditation, SAQA registration, DHET approval and implementation of the new HEQSF aligned academic programme, the Academic Department and Faculty must consult with the CQPA prior to amendment of the modules, programme structure, credits, assessment or delivery of the programme.

[58] This step can commence prior to the finalisation of the Programme Overview. However, any required amendments must be included in the Fee structure.

[59] Including articulation/CAT provisions for the Non-HEQSF aligned NDip and BTech qualifications

8.3 Designing New Academic Programmes

Programme design must be aligned with the HEQSF and the CHE[60] commitment to the key objectives of ensuring that:

- Students are protected against poor quality programmes
- The credibility of programmes is maintained

Programme development at DUT will be aligned with the institutional vision, mission, values and goals and consistent with the concepts of 'fitness for' and 'fitness of' purpose. The staff of the academic departments will be responsible for ensuring that evidence of ongoing processes to ensure this alignment is lodged within the department.

Programme and curriculum design processes are often 'messy' and iterative by nature and do not lend themselves to linear and sequential development approach[61]. Whilst many forms and templates need to be completed to satisfy all the regulatory and legislative requirements, academic departments should guard against adopting a purely technical approach of 'form filling' to designing and developing programmes.

8.3.1 Establishment of a Programme Team

Academic departments will establish a programme team for each programme. The team will include all members of the department/school who teach on the programme together with members of service departments, representation from all sites of delivery, and part-time staff where possible. This team will be accountable to the Head of Department who will take responsibility for overseeing the processes of design, development, delivery and quality management of the programme.

8.3.2 Environmental Scan

An environmental scan ensures that the learning programme: offers realistic employment opportunities for learners; is relevant (socially and educationally) and sensitive to market needs; is internationally comparable (according to SAQA guidelines); is aligned with the legislated level descriptors and has been reviewed by stakeholders. This review will also include a **needs analysis**.

[60] CHE 2004 'Framework for Programme Accreditation', Pretoria South Africa

[61] It is suggested that after the department collects information that will inform programme design, that a brainstorming approach is used to identifying all possibilities using flipcharts, chart paper and /or index cards. Thereafter each input can be evaluated / weighed; alternatives can be considered and areas which require further interrogation before completing the required templates can be established.

8.3.3 Development of Rationale, Purpose and Outcomes

The environmental scan will result in the development of a rationale for offering the qualification and a clear purpose statement for the qualification and the learning programme. The analysis will yield a comprehensive competence profile for the qualifying learner and will indicate opportunities for experiential learning.

The rationale will identify Human Resources and Skills gaps for a range of qualifications in a particular discipline / field of study. Arising from the rationale, the department develops a purpose statement to address a specific need identified in the rationale. The rationale and purpose statement will point to a specific qualification type such as a diploma or degree. It is important to note that Diploma and Degree qualifications are different in their focus and goals (see the HEQSF).

Thereafter, draft exit level outcomes and assessment criteria can be formulated, to achieve the intended qualification purpose (see the work of Biggs & Tang[62] for further details). The exit outcomes must be aligned to the exit level of the qualification, for example, NQF level 6 for a 3-year diploma. Note that due to the iterative nature of the process, the rationale and purpose statements may be revised and adjusted.

Following the formulation of draft exit outcomes, the curriculum structure comprising module titles across the different levels with associated credits and NQF levels can be developed.

8.3.4 Level Descriptors and Programme Design

Particular attention must be given to ensuring that the exit outcomes and module outcomes are aligned to SAQA level descriptors. The various facets of the level descriptors must be incorporated into outcomes design for example scope of knowledge, accountability level, knowledge literacy, and so on.

It is critical that a 'golden thread' exists between the qualification title, purpose statement, exit outcomes and curriculum design.

8.3.5 Taxonomies and designing Outcomes and Assessments

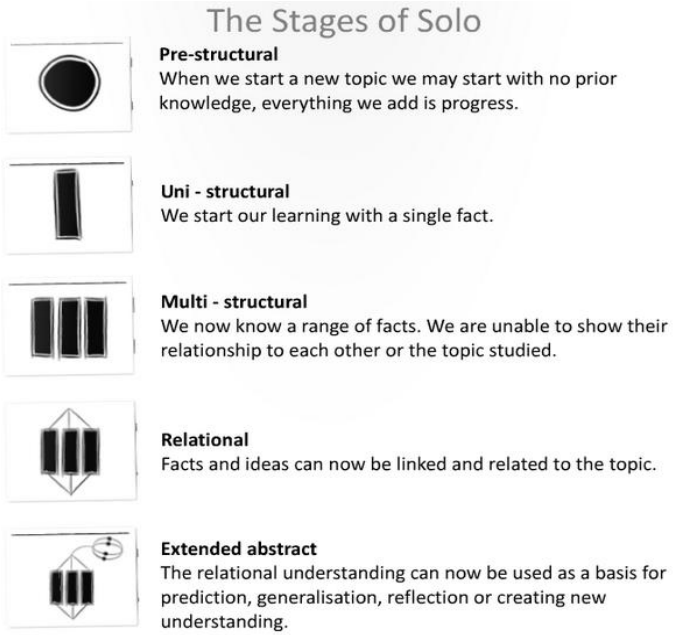
A taxonomy is a useful tool in designing/constructing module and programme goals/aims/objectives/outcomes and associated assessments. A taxonomy of educational objectives is defined by Prof DR Krathwohl as a framework for classifying/categorising and arranging statements of what students are expected / intended to learn (outcomes) as a result of instruction (teaching)[63].

[62] Biggs, J and Tang, C (2010), Applying constructive alignment to outcomes-based teaching and learning, Training material for "quality teaching for learning in higher education" workshop for master trainers, Ministry of Higher Education, Kuala Lumpur

[63] Krathwohl DR (2002), A Revision of Bloom's Taxonomy: An Overview, Theory into Practice, , Vol 41 (No 4), p.212-281, Available at: http://www.tandfonline.com/doi/abs/10.1207/s15430421tip4104_2

A wide range of taxonomies and classification systems exist, and each may have pros and cons. It is recommended that the taxonomy of educational objectives by **Anderson and Krathwohl Taxonomy** (**Revised Bloom's Taxonomy**) is used in conjunction with the **Solo Taxonomy** developed by Collis and Biggs together with a careful consideration of the applicable knowledge domain and knowledge dimension. See the figures below and accompanying references for further details.

A word of caution - taxonomies must not be viewed as a panacea or 'catch all' for writing outcomes. Taxonomies must be used in conjunction with the SAQA Level descriptors appropriate to the programme and module. In addition, avoid a mechanistic approach to outcome formulation. An outcome cannot be deemed to be on a particular NQF level by virtue of the verb/objective used. The associated teaching, learning and assessment strategies must be aligned to the requirements of the level descriptors.



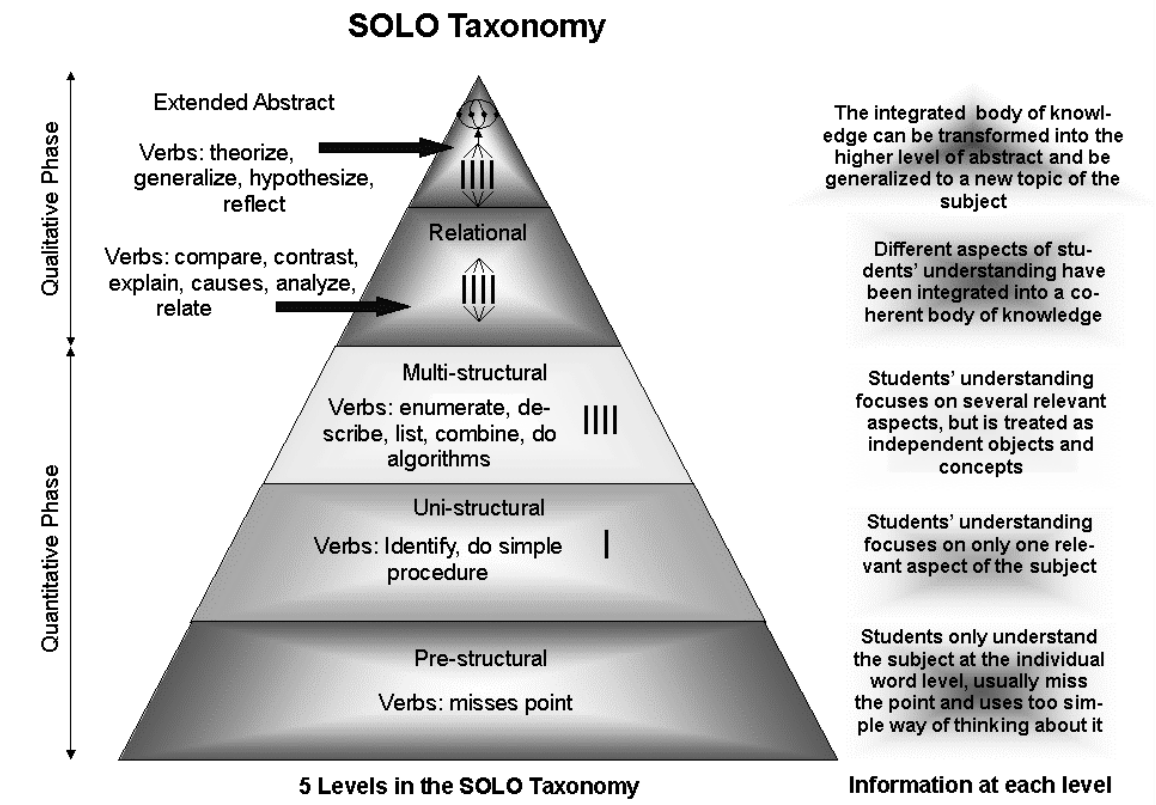
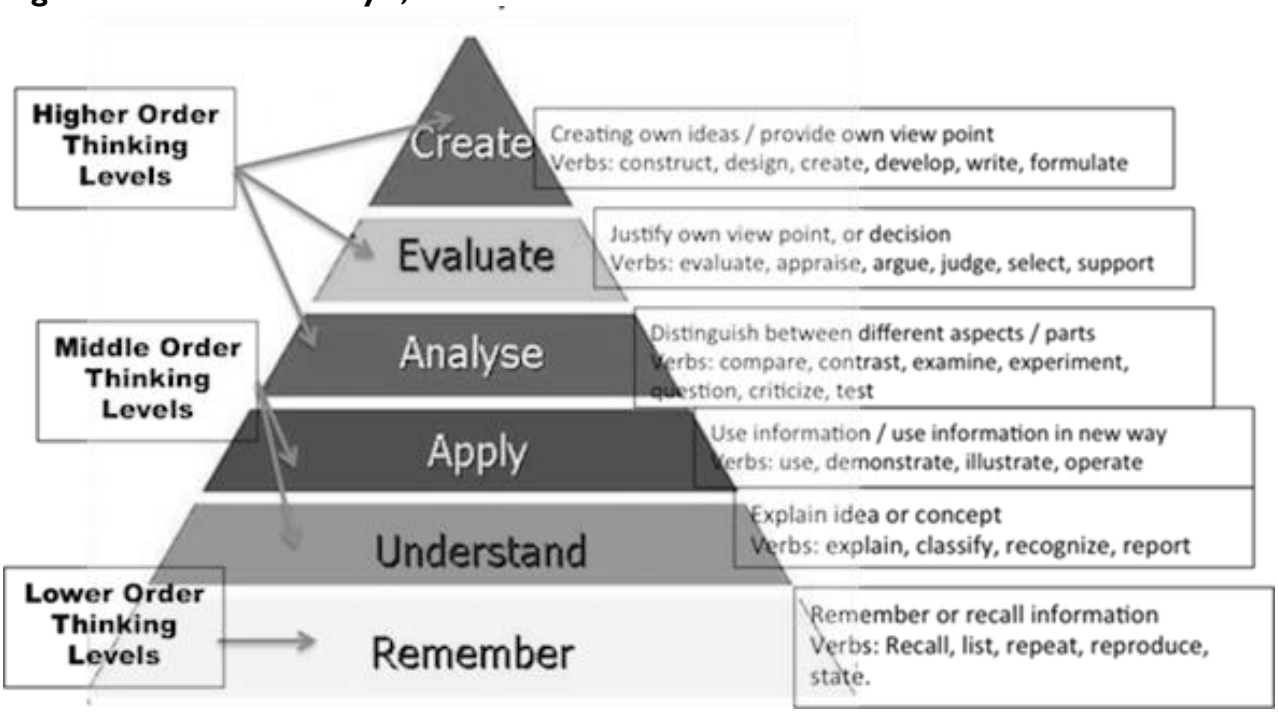


Figure 5: Solo Taxonomy[64],[65]



[64] Available:https://ukedchat.com/2014/06/12/session-206-how-can-solo-taxonomy-improve-teaching-and-learning/
[65] Available: https://digiteacher.wordpress.com/2014/04/11/why-i-prefer-the-solo-taxonomy-to-blooms/

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember (Knowledge)	Understand (Comprehension)	Apply (Application)	Analyze (Analysis)	Evaluate (Evaluation)	Create (Synthesis)
Factual				Identify the mix of content types (articles, FAQs, News) that are needed for a topic		
Conceptual	Describe the types of content used in the W1, Inc. KB	Interpret what the knowledge life cycle means for W1, Inc. Customer Care				
Procedural			Demonstrate how to create content in KB.net	Decide how the use of images, tables, lists, etc. will help deliver the topic for each content type		Produce content development plan. Produce content in KB.net
Meta-Cognitive					Critique personal strengths and weaknesses with the topic prior to creating content.	

Figure 6: Revised Bloom's Taxonomy[66], [67]

For further information on the use and application of the Revised bloom's taxonomy see http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/printable_examples.htm, http://gurongmapeh.blogspot.co.za, http://file.scirp.org/Html/8-6302205_47477.htm and https://ucalearningandteaching.wordpress.com/course-documentation/unit-aims-learning-outcomes/

8.3.6 Constructive Alignment

The concept of **constructive alignment** was initially developed by Professor John B. Biggs[68], and represents a union between the constructivist educational learning theory and an aligned design for outcomes-based teaching. Constructive alignment underpins the requirements for qualification/programme specification, statements of learning outcomes, assessment criteria, and the use of criterion-based assessment.

[66] Available: http://www.karenwalstraconsulting.com/home/index.php?ipkArticleID=15.

[67] http://www.maxvibrant.com/bloom-s-taxonomy/bloom-s-taxonomy

[68] Biggs, J (2003): Aligning Teaching and Assessment to Curriculum Objectives, (Imaginative Curriculum Project, LTSN Generic Centre)

The principle of **constructive alignment** is used in the design and development of academic programmes and qualifications to ensure that the teaching, learning and assessment tasks are clearly and deliberately aligned to the intended learning outcomes (Biggs and Tang, 2011)[69].

The academic department is required to perform an introspective exercise of identifying, examining and revising its philosophies, strategies and approaches to knowledge production and acquisition that supports and defines the department's approach to teaching, learning and assessment. This approach will also be informed by institutional and faculty strategies and plans, for example, General Education, Graduate Attributes and E-Learning.

This concept and the underpinning educational theories are used by programme evaluators to determine if a programme or qualification is conceptually and structurally coherent and consistent.

In simple terms, the qualification title, purpose statement, qualification level and type, exit outcomes and curriculum design must be aligned to each other and should support the programme design decisions that were taken.

8.3.7 Implementation and Evaluation

The programme team will have overall responsibility for ensuring that adequate and careful consideration is given to the selection of appropriate learning, teaching and assessment (LTA) practices that promote the achievement of the learning outcomes for the programme. This must be undertaken whilst bearing in mind the programme design approaches and strategies adopted. It is anticipated that the programme team will identify any potential for developing synergies between clusters of modules within and between learning programmes.

Each member of the programme team will be responsible for the design and development of appropriate LTA practices for the learning outcomes to be achieved in their areas of expertise. The selection of appropriate LTA practices may be influenced by, for example: feedback obtained from students; feedback obtained from other stakeholders; staff development initiatives; and the introduction of new technologies.

To evaluate the LTA practices:

- Each individual lecturer will monitor the LTA practices through obtaining feedback from students and taking action where necessary. These processes will be documented in the annual quality monitoring report[70]
- The Programme Team will monitor LTA practices at a programme level and will document their findings in the AQM report[71]

[69] Biggs, J and Tang, C. (2011): Teaching for Quality Learning at University, (McGraw-Hill and Open University Press, Maidenhead)

[70] See QA Policy (2017)
[71] See QA Policy (2017)

- The Head of Department (HoD) will monitor LTA practices and should maximise opportunities to promote the sharing of good and innovative practices within the department

8.4 Summary of phases in the design and development of new programmes

PLANNING	
The academic department conducts a needs analysis / environmental scan[72] through consideration of: • input from stakeholders • national imperatives, for example scarce skills • the HEQSF • identified niche areas • alignment with the strategic plan: faculty and ENVISION2030 (include Graduate Attributes, Decolonisation and General Education) • enrolment planning: departmental, faculty and university • resource implications • sites of delivery • opportunities for inter-disciplinarity / trans-disciplinarity / multi-disciplinarity Sources of information that will inform the development of the rationale for a new programme include: • The outcomes of the needs analysis • AQM and PRE processes • International/National comparisons and Benchmarking • Industry trends and developments • etc. Where an existing programmes will be phased out the anticipated date for the final registration of new students and the arrangements for pipeline students must be clarified **Where departments intend to offer a new programme this must be discussed and approved by Faculty Board**	Stakeholders for needs analysis: • faculty • department • students • alumni • advisory board • industry/employers • other UoT's • professional body • professional associations • etc Identification of: • a 'champion' to drive programme design development and approval at departmental level • support required by the champion • team members • service departments to be represented in the team **Faculty Board**

[72] These studies must be supported by research papers, statistics and publications relevant to the discipline or field.

DESIGN AND DEVELOPMENT	
The programme team will identify the: • Qualification name and type (including the designator and qualifier where applicable) • purpose and NQF level of the qualification • exit level outcomes and assessment criteria The programme team will design and develop the learning programme with a focus on the: • modules including the levels and credits • teaching, learning and assessment • integration of WIL • learning materials • resources available and/or required Design and development to be aligned with the: • DUT teaching and learning strategy • DUT academic operational plan • HEQSF • etc.	Documents to be completed: • Module descriptor • Programme overview: curriculum map • Resource template • Template: Philosophies and strategies underpinning the programme • DHET application for PQM Clearance • *heqc-online* application (off-line version) • SAQA registration document Guidelines and Supporting for completing the various templates can be obtained from the following link and related sub-folders: http://staffportal/vc/cqpa/Processes%20%20New%20Programmes/Forms/AllItems.aspx The decision of the EM to authorize the application (Resource Template) will be based on the following, that: • the programme is offered in an appropriate host Faculty • the programme is aligned with the mission and strategic plan of the university • specialist equipment, facilities and library resources are available and that formal commitment to the allocation of resources has been made • the academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and competence in teaching and assessment • the balance of research, consultancy, professional experience and expertise within the staff team is appropriate where postgraduate qualifications are proposed

<table>
<tr><th colspan="2">PROGRAMME EVALUATION COMMITTEE</th></tr>
<tr><td>The committee considers the documentary evidence, resource allocation provisioning, professional body approval (where necessary), compliance of teaching, learning and assessment strategies, philosophies and methodologies with the HEQSF, NQF and SAQA requirements, DUT General Education requirements and the minimum standards set by the HEQC for candidacy phase.

The PEC report, detailing the committee's comments and recommendations regarding the proposed programme/qualification must be submitted to the Faculty Board. PEC may recommend (i) approval with minor changes (ii) approval with significant changes or (iii) resubmission to PEC. If the programme is not recommended by the committee, the report will clearly state reasons for not recommending the proposed new programme and the conditions that must be satisfied for recommendation of the programme.</td><td>The PEC comprises:
• DVC: Teaching and Learning (Chairperson)
• Senior Director: CQPA
• Quality Specialist: CQPA
• General Education co-ordinator
• Director: CELT
• Director: Management Information
• Registrar
• Director: International Education & Partnerships
• Executive Dean / alternate representative per faculty
• SRC Transformation & Education representative
• 1 programme / discipline representative as necessary

The DVC: Teaching and Learning, as the chair of the committee signs the report on behalf of the PEC.

CQPA sends the PEC report and copies of all documentation to the HoD and Exec Dean.

CQPA sends the PEC report and an accompanying memo, informing Senate about the PEC decision.</td></tr>
<tr><td colspan="2">To internal/external approval</td></tr>
</table>

INTERNAL AND EXTERNAL APPROVAL
The CQPA verifies and checks the DHET PQM Clearance application and supporting documents including Resource Temaplate to Senate Faculty Board support the submission of the DHET PQM Clearance application and supporting documents to Senate PEC recommends the submission of the DHET PQM Clearance application and supporting documents to Senate, after completing an evaluation of the submission. Senate approves the application for PQM Clearance for the new programme CQPA sends the application for PQM Clearance (signed by the DVC:T&L) and Professional Board endorsement (where appropriate) to the DHET DHET gives clearance to proceed with the processes for *heqc-online* submission for accreditation The HoD ensures that the Resource Template, the *HEQC-online* application (on-line and off-line versions), and other relevant documents are completed and submitted to the CQPA for consideration by the PEC PEC considers the submission and provides feedback to the department. Faculty Board and Senate approve the submission. The CQPA submits the *HEQC-online* to the CHE The CHE communicates the decision with regard to accreditation. Where accreditation has been granted the relevant registration information is submiited to SAQA by the CHE, for the registration of the qualification/programme DHET sends DUT the final letter of approval of the programme indicating that it is included on the PQM and that the programme will be funded. The academic department can ***only*** offer the programme once this letter has been received and SAQA has registered the qualification/programe Faculty Board approves the submisssion of the admission and progression rules for the new programme to Senate for Approval. Senate approves the admission and progression rules for the new programme.

All programmes approved by the DHET and accorded accreditation by the HEQC will be subject to a mid term check by the CQPA prior to the graduation of the first cohort of students. This will be done in alignment with the HEQC requirements for midterm check and accreditation stages *(HEQC Framework and Criteria for Programme Accreditation, November 2012).*

Summary of Accreditation Outcomes

Accreditation Decision	Implications
Full Accreditation	Programme may be implemented
Accreditation with Short Term or Long-Term conditions	Programme may be implemented. Response to conditions is required.
Accreditation with Prior to Commencement conditions	Programme may not be implemented. Response to conditions is required.
Deferral	Programme may not be implemented. Representation is required.
Not Accredited	Programme may not be implemented. Representation is required.

8.5 Resource Template

The Resource Template must be given final approval by Executive Management prior to implementation. In addition the necessary resources inter alia Human Capital, Financial and Infrastructural must be in place before the programme can commence will enrolment of students and delivery of the programme.

8.6 Summary of phases in the design and development of Extended Curriculum Programmes

PLANNING	
The academic department conducts a needs analysis / environmental scan[73] through consideration of: • input from stakeholders • national imperatives • the HEQSF • alignment with the strategic plan: faculty and university (include Graduate Attributes, Decolonisation and General Education) • enrolment planning: departmental, faculty and university • resource implications • sites of delivery Sources of information that will inform the development of the rationale for a new programme include: • The outcomes of the needs analysis • AQM and PRE processes • DHET ECP norms and standards • etc. Where an existing programmes will be phased out the anticipated date for the final registration of new students and the arrangements for pipeline students must be clarified **Where departments intend to offer a new programme this must be discussed and approved by Faculty Board**	Stakeholders for needs analysis: • faculty • department • students • other UoT's • professional body • professional associations • etc Identification of: • a 'champion' to drive programme design development and approval at departmental level • support required by the champion • team members • service departments to be represented in the team **Faculty Board**

[73] These studies must be supported by research papers, statistics and publications relevant to the discipline or field.

DESIGN AND DEVELOPMENT	
The programme team will identify the: • purpose of the ECP offering The programme team will design and develop the learning programme with a focus on the: • modules including the levels and credits • teaching, learning and assessment • integration of WIL • learning materials • resources available and/or required Design and development to be aligned with the: • DUT teaching and learning strategy • DUT academic operational plan • HEQSF	Documents to be completed: • Module descriptor • Programme overview: curriculum map for ECP • DHET application for ECP offering approval (consult CELT for the relevant template) Guidelines for completing the document are available at: http://staffportal/vc/cqpa/ECP%20HEQSF%20aligned%20Programmes/Forms/AllItems.aspx

PROGRAMME EVALUATION COMMITTEE	
The committee considers the documentary evidence, resource allocation provisioning, professional body approval (where necessary), compliance of teaching, learning and assessment strategies, philosophies and methodologies with the HEQSF, NQF and SAQA requirements, DUT General Education requirements. The PEC report, detailing the committee's comments and recommendations regarding the proposed programme/qualification must be submitted to the Faculty Board. PEC may recommend (i) approval with minor changes (ii) approval with significant changes or (iii) resubmission to PEC. If the programme is not recommended by the committee, the report will clearly state reasons for not recommending the proposed new programme and the conditions that must be satisfied for recommendation of the programme.	*The DVC: Teaching and Learning, as the chair of the committee signs the report on behalf of the PEC.* ***CQPA sends the PEC report and copies of all documentation to the HoD and Exec Dean.*** ***CQPA sends the PEC report and an accompanying memo, informing Senate about the PEC decision.***
To internal/external approval	

INTERNAL AND EXTERNAL APPROVAL
CELT representatives and Academic Development Practitioners (ADPs) assist the academic department in the design and conceptualisation of the ECP offering. The HoD/Curriculum Champion ensures that the application and supporting documents are completed and submitted to the CQPA for consideration by the PEC. PEC considers the submission and provides feedback to the department. Faculty Board and Senate approve the submission. The CQPA submits the DHET ECP application to the DHET. *The DHET application will only be submitted once the mainstream programme is fully accredited, registered and approved.* DHET sends DUT the ECP approval letter of approval of the programme indicating that it is included on the PQM and that the programme will be funded. The academic department can ***only*** offer the programme once this letter has been received Facculty Board approves the submisssion of the admission and progression rules for the new programme to Senate for Approval. Senate approves the admission and progression rules for the new programme. All programmes approved by the DHET will be subject to annual quality monitoring by the CQPA until the first cohort of students has graduated.

Summary of DHET Approval decisions

Accreditation Decision	Implications
Full Approval	Programme may be implemented
Approved with amendments	Programme may be implemented. Response to conditions is required.
Not Approved	Programme may not be implemented. Response to conditions is required.

9. Midterm checks

9.1 Introduction

All new programmes that are accredited by the CHE are deemed to be provisionally accredited for the candidacy phase. The DUT needs to check that implemented programmes continue to meet the HEQC's criteria for the new programmes. It is therefore incumbent on DUT to monitor progress with the implementation of new programmes and to report to Senate and/or a Senate subcommittee accordingly. In this regard, a midterm check of all new programmes is conducted.

In general, the midterm check will be conducted in the year following implementation of the new programme for three-year programmes. The exception is the 480 credit Professional Bachelor's degree which is a four-year programme and the midterm check for such programmes will be conducted in the third year of implementation. For one-year programmes, the midterm check is conducted in the second semester of the first year of the programme being offered.

If challenges arise, an academic department will be permitted to postpone the MTC once within the academic year. The postponement requires a substantive motivation following consultation with the Executive Dean and CQPA, and thereafter approval from the Executive Dean.

The midterm check is used to support sustaining of good practice and for improvements in the AQM. The department develops a QIP based on the check. A midterm check for Higher Certificate, Advanced Certificate, Advanced Diploma, Postgraduate Diploma and Honours degree qualifications will be conducted by the Faculty. A Programme Review is conducted by the CQPA after the first cohort of students graduate.

9.2 Purpose

The purpose of the midterm check is to ascertain how effectively:
(a) the accreditation criteria are being fulfilled in practice; that the programme implemented is as per the accreditation application, and any changes are approved
(b) General Education is being implemented in relation to the envisaged outcomes thereof; and
(c) how the attainment of DUT Graduate Attributes is being fostered, and then identifying promising practices.

The schedule of programmes for a midterm check will be prepared by the CQPA in consultation with departments. In preparation for the midterm check, the CQPA or QPO will conduct a workshop with the relevant HoDs to discuss the process and requirements.

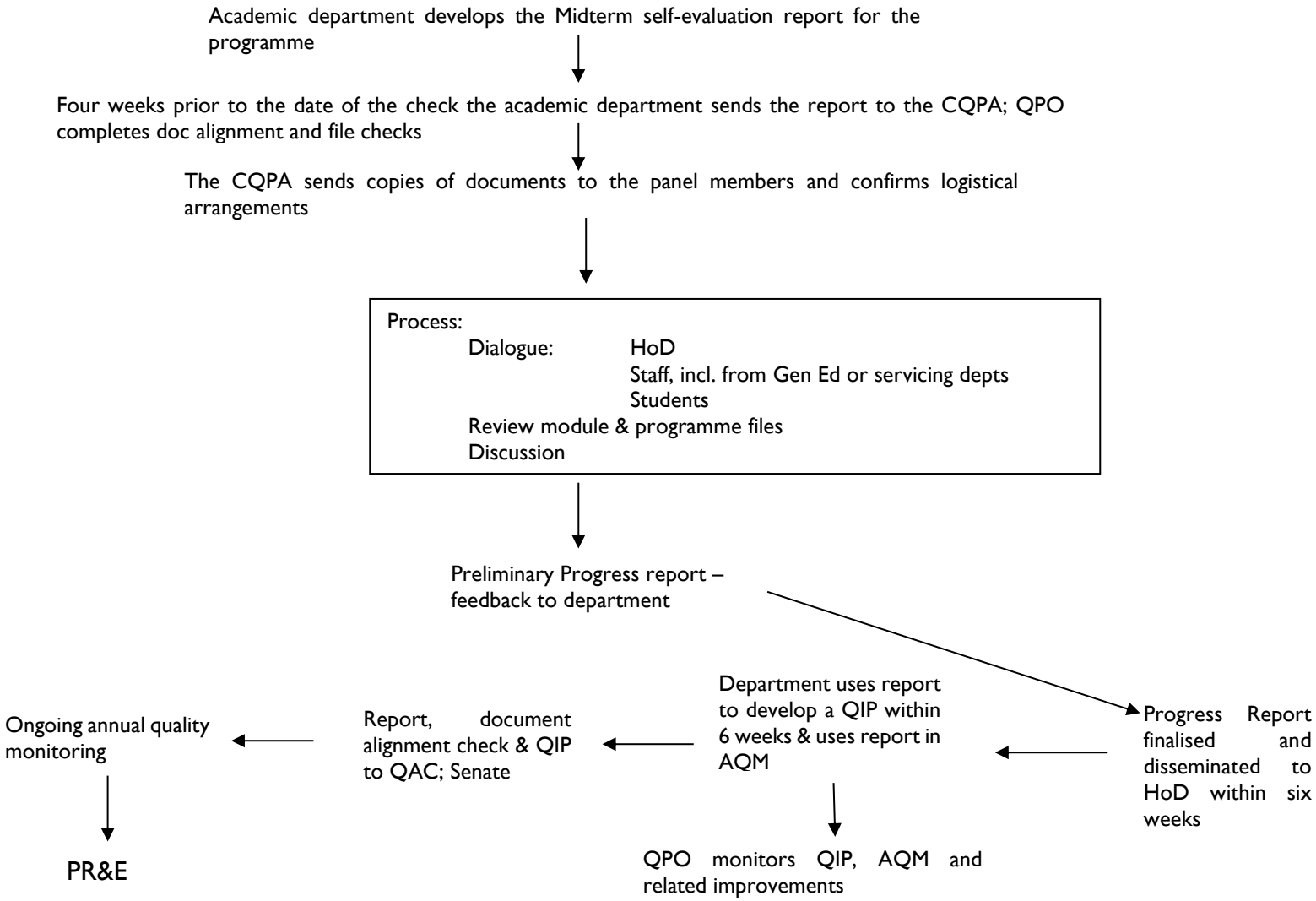
9.3 Panel for the midterm check

The midterm check will be conducted by an internal panel including:

a. A Chair from the respective Faculty
b. a Quality Specialist for three year or longer programmes
c. the Quality Promotion Officer from the respective Faculty
d. a lecturer, or lecturers, from the faculty in which the programme is located
e. the ADP

f. student representative(s) from the programme

9.4 Critical path: midterm check



9.5 Criteria

The CHE criteria for programme accreditation serve as the organising framework for the check, as well as the Guidelines for General Education and the approved DUT Graduate Attributes.

9.5.1 CHE criteria for midterm check

Area	Relevant aspects	Criterion
1. Programme coordination	• Mandate and responsibilities of the programme coordinator/s • Student input and participation • Implementation of policies for ensuring the integrity of certification	10
2. Academic development for student success	• Student and staff development • Curriculum development • Additional student academic support	11
3. Teaching and learning interactions including WIL modalities	• Guidance to students on programme integration and outcomes • Teaching and learning methods • Suitable learning opportunities including the attainment of DUT graduate attributes • Implementation of Gen Ed • Student involvement • Qualifications, teaching experience of staff	12
4. Student assessment practices	• Integral part of teaching and learning including the DUT graduate attributes and Gen Ed • Assessment – internal, external • Moderation – internal, external • Reliability • Rigour and security	13 14
5. Coordination of work-based learning	• communication • recording system • Monitoring system • Mentoring system	15
6. Delivery of postgraduate programmes	• Management of postgraduate programmes • Assessment • Implementation of policies for student admission and selection • Implementation of criteria for selection and appointment of supervisors • Implementation of guidelines on roles and responsibilities of supervisors and students	16

9 .6 The midterm self-evaluation report

The department submits a brief report (4 to 5 pages) on the implementation of the new programme. This report should focus on implementation in relation to the accreditation criteria. See format below:

9.6.1 Format: Report for midterm check

Cover Page:

Faculty	
Department	
Head of Department	
Programme team leader	
Programme title	
Delivery mode (F/T P/T)	
Site/s of delivery	
Commencement date for new programme	
Date of midterm check	

1. Introduction

2. Programme management and co-ordination

3. Compliance with accreditation documents

4. Provision and adequacy of infrastructure and resources, including staff

5. Student admission, retention, progression and support

6. Teaching, learning and assessment including General Education and the DUT Graduate Attributes
    a. Teaching, learning and assessment

    b. General Education

    c. Graduate Attributes

    d. Decolonisation

    e. Entrepreneurship & Innovation

    f. 4IR

    g. Project-Based Learning

    h. Internationalisation

i. E-Learning [may have been discussed above]

j. Comment ENVISION2030 attributes, such as Digital Economy, Distinctive Education, and Adaptive Graduates

7. Good practice and highlights

8. Areas for attention and challenges

The report will clearly identify supporting sources of evidence.

9.7 Supporting documents to be provided on site:
See programme and module file checklists under Programme Review and Evaluation. Sources of documentary evidence available for the panel will include, but will not be limited to:

- Copies of the departmental/programme handbook
- Approved Rules (supported by evidence of approval)
- Document alignment tables
- Module files, including module descriptors
- File/s for the management of WIL with evidence to demonstrate that, where relevant WIL is supported by:
    - Efficient and effective processes for communication among, for example, the academic staff, students, and mentors/supervisors in the workplace
    - A robust system for recording and monitoring student achievement and progress
    - An effective system for mentoring students
- Files for the management of postgraduate level studies (where applicable)
- A copy of the learning, teaching, and assessment strategy for the programme
- Copies of timetables, workload allocation
- Minutes of meetings, for example
    - Faculty Board and other faculty-level committees
    - departmental/programme team, including service department input
    - Staff-Student Committee
    - Advisory Board
    - with students at risk
    - with colleagues from other DUT sites of delivery
- Documents indicating approval at the relevant level of, for example:
    - change/s to the programme
    - changes to rules
    - appointment of examiners and moderators
    - appointment of supervisors
    - RPL
- Reports arising from, for example:
    - AQM processes
    - outcomes of disputes of assessment results
    - faculty examination board
    - exam audit panel
    - moderators and external examiners
    - research activities, including outputs (where applicable)
    - attendance at conferences and workshops
- Copies of plans, for example:
    - quality improvement plan (from AQM)
    - Staff development plans
- Copies of the student orientation programme: faculty and department
- Management Information data pertaining to, for example, student:
    - retention
    - success
    - drop-out/withdrawal
    - demographics

- Data and the analysis thereof from, for example:

  - the identification of students at risk
  - module (SEQ) and lecturer evaluations (LEQ)
  - library usage
  - budget and resource allocation
- Examples of:
  - learning material
  - promotional and marketing material
  - collaboration with other universities of technology, international linkages (where appropriate)
- Records of, for example
  - participation in staff development initiatives
  - library acquisitions
  - purchase of equipment

9.8 Progress report

The document alignment, and file checklists are foregrounded and accompany a progress report which will highlight opportunities for developmental intervention.

9.8.1 Format of the Progress report

This corresponds to the department's SER, and includes:

1. Introduction
2. Programme management and co-ordination
3. Compliance with accreditation documents
4. Provision and adequacy of infrastructure and resources, including staff
5. Student admission, retention, progression and support
6. Teaching, learning and assessment including General Education and the DUT Graduate Attributes
   - 6.1. Teaching, learning and assessment
   - 1.6. E-Learning [may have been discussed above]
   - 6.2. General Education
   - 6.3. Graduate Attributes
   - 6.4. Decolonisation
   - 6.5. Entrepreneurship & Innovation
   - 6.6. 4IR
   - 6.7. Project-Based Learning
   - 6.8. Internationalisation
   - 6.9. ENVISION2030 attributes, such as Digital Economy, Distinctive Education, and Adaptive Graduates
   - 6.10. Use of MI data
7. Good practice and highlights
8. Areas for attention [used to inform a QIP]

9.1 QIP: MTC: template

QIP: MTC: Dept & programme:					
		Issues To Be Addressed By Head Of Department			
	Areas for attention	**Action for improvement**	**Responsibility**	**Time frame**	**Evidence of improvement & commentary on process, outcomes & impact**
1.					
2.					
3.					
4.					
5.					
Other issues that have been, or still need to be addressed:					
	Areas for attention	**Action for improvement**	**Responsibility**	**Time frame**	**Evidence of improvement & commentary on process, outcomes & impact**

Issues for faculty or support services:					

10. Thematic reviews

10.1 Thematic reviews

The CQPA will identify the thematic reviews to be conducted on an annual basis. One of the priority areas that will inform the schedule for thematic reviews will be the implementation of the university improvement plan that was developed in response to the recommendations from the CHE after the institutional audit. Furthermore, the schedule will be informed by, but will not be limited to:

- trends emerging from:
    - AQM of academic and support departments
    - programme review and evaluation
    - surveys (staff and students)
- issues identified by Senate and the UPRF
- issues identified by Executive Management.

11. System and Process Audits

11.1 Introduction

System and Process Audits (SPA) refers to the comprehensive evaluations of DUT's organisational structures, operational workflows, and the effectiveness of implemented processes. Furthermore, SPAs deal with systems and processes for which non-compliance will have a significant impact on university brand, reputation, resourcing and will have significant legal implications.

11.2 Objectives and Purpose

The Key Objectives are as follows:

- verify that DUT systems and processes comply with external, professional and associated regulatory requirements and standards
- ensure that all systems and processes are aligned with the university's strategic goals and objectives stipulated in ENVISION2030
- highlight areas for enhancement to align with ENVISION2030 and industry best practices
- evaluate the efficiency of operational processes and suggest improvements to streamline workflows; and
- promote a culture of continuous improvement by addressing emerging trends and issues
- proactively inculcate self-management of quality at departmental, support unit and faculty levels

DUT's System and Process Audits will play a crucial role in maintaining and enhancing the quality of the university operations by systematically assessing and improving organisational structures and operational processes. The audits are driven by data obtained from various sources (External Review, AQM, PRE, Surveys, Internal Audit, External Audi and so on), ensuring a holistic and informed approach to continuous improvement.

11.3 Identifying the need for System and Process Audits

AQM reports of academic departments

AQMs may identify recurring issues to curriculum delivery, the System and Process Audit may probe into the effectiveness of the department's curriculum and delivery processes (see Figure 1 p18). The audit may also be extended into a Faculty AQM to ensure that other departments are also not in violation. At the university, monitoring and evaluation of academic programmes is grounded in the annual quality monitoring process which follows the programme review and evaluation process.

Programme Review and Evaluation

Programme review may indicate challenges in student engagement, the audit may investigate if all processes are in place for student assessments, timeous feedback is provided and programme improvement/updates, amongst other challenges, are being addressed.

Surveys (staff and students)

Staff/student surveys may consistently highlight concerns on subject/lecturer evaluation the audit may review all academic issues. These issues could be identified in the programme reviews as well.

Issues identified by SENATE and the University Resource and Planning Forum (UPRF)

SENATE may raise concerns about the consistency in applying admission/exclusion rules, the audit may focus on these processes across all faculties. In the case of a lack of resources, the audit may review issues in the university's resource allocation processes (UPRF portfolio).

Issues identified by Executive Management

Executive Management may identify challenges with governance and management at institutional level that require implementation in the digital environment, the audit may evaluate the efficiency of IT-related processes.

Issues from external audits/reviews

Challenges / issues may arise from external audits and reviews that require systemic interventions and enhanced / new oversight / governance processes.

11.4 Audit criteria

The CQPA will develop audit criteria and processes to guide the SPAs in collaboration with Executive Management and other relevant stakeholders.

11.5 Audit cycles

The SPAs will be multi-tiered and will be underpinned by faculty peer evaluation system supported by institutional capacity development and review and when required cyclic external review systems.

Executive Management in collaboration with the CQPA will identify SPA's that will take place annually.

The faculty will conduct regular and ad hoc System and Process Audits at the Faculty and Department levels on an annual basis.

The CQPA will coordinate an internal System and Process Audit at institutional level at least once in two years. The audit will be undertaken by a peer review panel comprising members from critical areas within DUT.

The CQPA will coordinate external System and Process Audit at institutional level l at least once in three to four years. The audit will be undertaken by a peer review panel comprising members from critical areas external to DUT with appropriate expertise in the functional area being audited.

11.6 Regular system and processes audits

The following audits are mandatory:

11.6.1 Audit of Programme Legal Compliance (Rules, Print/Online Programme Documentation, PQM, External Accreditation/Registration) at the Faculty Level

11.6.2 Audit of HEMIS records (including Enrolment and Graduation data)

11.6.3 Postgraduate/Research Audit

11.6.4 Short Course Provisioning