



## **DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC**

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**Registration Certificate No. 1999/HE08/001**

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### **INSTITUTIONAL POLICY ON**

### **DEVELOPMENT OF LEARNING PROGRAMMES**

Policy Owner	Board of The APA
Responsibility	Quality Commissioner and Quality Committee
Status	Approved
Dates of amendments	15 November 2012
Review date	2017

# Developing of Learning Programmes

## 1. INTRODUCTION

CHE (2004, *Criteria for Programme Accreditation*) elaborates on programme criteria. For **Die Afrikaanse Protestantse Akademie (APA)** to develop a learning programme, HEQC's criteria for programme accreditation should be used. In addition, the programme must meet the national requirements pertaining to programmes within the context of the NQF.

The objective of the policy is to develop a proper framework for the development of programmes.. A qualification must have the purpose of providing a well-rounded, broad education that equips graduates with a sound knowledge base, theory and methodology of the relevant disciplines, and enables them to demonstrate initiative and the responsibility in an academic or professional context. Principles and theory are emphasised as a theological basis for entry into the labour market, professional training, postgraduate studies, or professional practice.

## 2. PROGRAMME DESIGN

- 2.1 In order to develop a programme, such a programme must be consonant with the APA's mission and goals, as well as the national and/or regional labour market, knowledge or socio-cultural needs.
- 2.2 The programme must form part of the institutional planning.
- 2.3 The programme must meet national requirements.
- 2.4 The programme must meet the needs of students, other stakeholders and must be intellectually credible.
- 2.5 If possible and where applicable, programme design should be coherently with and articulate well with other programmes.
- 2.6 Provision and proper resource allocation for the proposed programme must be shown to the Senate, before such a programme is made part of the planning process.
- 2.7 The full range of design aspects must cater for the learning needs of its target student intake.
- 2.8 Competencies expected of students who successfully complete the programme must be made explicit.
- 2.9 The design must maintain an appropriate balance of theoretical, practical and experiential knowledge and skills.
- 2.10 The design must comply sufficiently in terms of content as well as theoretical depth with the NQF level requirements.
- 2.11 The design must offer students, where possible, learning and career pathways with opportunities for articulation with other programmes within the APA and across institutions.
- 2.12 Modules and/or courses in the programme design must be coherently planned with regard to content, learning materials, level, credits, purpose, outcomes, and rules of combination, relative weight and delivery. (No outsourcing is allowed.)
- 2.13 Indication must be made of staff requirements for the proposed programme, as well as the possible availability of appropriate staff.
- 2.14 The programme must take the requirements into consideration of applicable professional bodies and all other relevant stakeholders who must be made involved.
- 2.15 The characteristics and needs of professional and vocational education must be catered for, where applicable.
- 2.16 In case of experiential or work integrated learning(WIL), the programme design must appropriately be shown to be integrated into the APA institutional and academic planning.

## 3. STUDENT RECRUITMENT, ADMISSION AND SELECTION

- 3.1 Marketing and advertising must be done according to DHET and SAQA regulations.
- 3.2 Admission must adhere to current legislation.
- 3.3 Programme admission must take into consideration the National Plan for Higher Education's goal of widening access to higher education.
- 3.4 Admission requirements must be in line with the degree of complexity of learning required in programmes, within the context of widening access and promoting equity.
- 3.5 Selection criteria must be explicit and must indicate how they contribute to the APA's institutional plans for diversity.
- 3.6 In the case of professional and vocational programmes, the quality and number of students admitted must take into account the needs of the particular profession, consonant with the appropriate equity considerations.

#### **4. STAFFING**

- 4.1 Programme staff must have relevant academic qualifications
  - 4.1.1.1 In case of undergraduate programmes: a qualification higher than the exit level of the programme.
- 4.2 In case of a professional programme, the majority of full-time academic staff must have two or more years of teaching experience in a recognised higher education institution, and in areas pertinent to the programme.
- 4.3 Some of the staff, at least 25%, must have at least two years' experience of student assessment at the exit level of the programme.
- 4.4 Staff members must be stimulated to obtain research experience through their own research and/or studies toward higher education qualifications.
- 4.5 Provision must be made for regular staff development opportunities (including orientation and induction for new staff members).
- 4.6 The staff:student ratio expressed as full-time equivalents must continuously be evaluated to be suitable for the nature and field of the programme and the number of enrolled students.
- 4.7 Sufficient support staff must be available.
- 4.8 The programme must have an appropriate full-time:part-time staff ratio to ensure working conditions conducive to teaching and learning and research. Part-time and junior staff and tutors must be trained, where necessary, and monitored by full-time staff.
- 4.9 Recruitment and employment of staff must adhere to the stipulations of the Labour Relations Act and to conditions of service, and there must be appropriate administrative procedures for the selection, appointment, induction and payment of staff members and tutors. Equity considerations must receive due attention in the appointment of staff.
- 4.10 The academic staff must be such that it ensures that students are exposed to a diversity of ideas, styles and approaches.
- 4.11 Contractual arrangements relating to the hours and workload of staff must ensure that all programme quality assurance, teaching, research, learning support, materials development, assessment, monitoring of part-time staff (where applicable), counselling and administrative activities must take place.
- 4.12 Administrative, technical and academic development support staff must be adequately qualified for their duties, and opportunities must exist for staff development.

#### **5. TEACHING AND LEARNING STRATEGY**

5.1 The importance of the promotion of student learning must be reflected in the Development plan of the programme.

5.2 Teaching and learning methods must be appropriate for the design and use of learning materials as well as instructional and learning technology.

#### **6. STUDENT ASSESSMENT POLICIES AND PROCEDURES**

6.1 The programme development plan must address all aspects of assessment (both internal and external).

## **7. INFRASTRUCTURE AND LIBRARY RESOURCES**

7.1 The venue where the programme will be offered must be suitable and sufficient.

7.2 Venue allocation and timetabling must be carefully planned to accommodate the needs of students.

7.3 The IT infrastructure must be suitable and sufficient (and properly maintained as well as continuously upgraded) for the support and needs of accredited programmes.

7.4 Students and staff must be trained in the use of technology required for the programme.

7.5 The library resources must be suitable and sufficient which:

- Complement the curriculum.
- Provide incentives for students to learn according to their own needs, capacity and pace.
- Support appropriate professional and scholarly activities of students and staff involved in the programme.

## **8. PROGRAMME ADMINISTRATIVE SERVICES**

8.1 The programme information system for the programme must be managed effectively in order to provide reliable information on the following:

- Venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services. Information and communication needs of students in remote (rural) must receive due attention.
- Records of the students in the programme, including admission, progression, grades/marks, fees and graduation.
- Records of students in the programme for the National Learner Records Database (NLRD) of SAQA

8.2 Effective administrative systems must be in place for:

- Identifying academically non-active students, particularly in distance education programmes.
- Monitoring student performance in order to ensure timely identification of at-risk students. There must be strategies for advising students on improving their chances of success and for referral to appropriate academic development programmes. Rules for re-admission to programmes must be clear and sensitively applied.
- Dealing with the needs of a diverse student population.

8.3 Clear and efficient arrangements must be in place for ensuring that the integrity of certification processes for the qualification obtained is not compromised. These include:

- Effective mechanisms to quality assure the processing and issuing of certificates.
- Effective security measures to prevent fraud or the illegal issuing of certificates