



## **POLICY ON SHORT LEARNING PROGRAMME PROVISIONING AT THE UFS**

**Directorate for Institutional Research  
and  
Academic Planning  
(DIRAP)**

**2013**

**Amended September 2014**

<b>Document name</b>	<b>Policy on Short Learning Programme Provisioning</b>
<b>Co-ordinating Executive Committee of Senate (ECS) member</b>	Vice Rector: Academic
<b>Contact person/unit</b>	<u>Directorate for Institutional Research and Academic Planning (DIRAP)</u>
<b>Relevant to</b>	All permanent or contract staff members in departments/schools/centres/units and parties external to the UFS with regard to the offering of all SLPs bearing the University name or logo.
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<b>Related policies and documents</b>	<p><b>UFS documents</b></p> <ul style="list-style-type: none"> <li>• University of the Free State Strategic Plan 2012 – 2016</li> <li>• Strategic framework for research development at UFS</li> <li>• General conditions of service for academic staff</li> <li>• Procedures for establishment, operation and review of extra-academic entities</li> </ul> <p><b>UFS policies</b></p> <ul style="list-style-type: none"> <li>• <u>Management of intellectual property;</u></li> <li>• Budgeting, cost recovery and levies on research-related and consultancy income;</li> <li>• Management of conferences, seminars and workshops;</li> <li>• Procedures for the administration and management of entities;</li> <li>• <u>Teaching and learning;</u></li> <li>• <u>Prevention of plagiarism and dealing with academic writing misconduct.</u></li> </ul> <p><b>Legislation</b></p> <ul style="list-style-type: none"> <li>• <u>Intellectual Property Rights from Publicly Financed Research and Development Act (Act 51 of 2008)</u></li> </ul>

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## PURPOSE

The purpose of the Policy on Short Learning Programme Provisioning is to (i) provide principles to assure the academic integrity and quality of Short Learning Programmes (SLPs) offered by the University of the Free State (UFS), (ii) outline the requirements for SLPs to be accredited and registered on the UFS's SLP Catalogue, (iii) formalise the management and administration processes involved, and (iv) stipulate approaches to the distribution of income derived from offering these programmes.

## SCOPE

This policy applies to all permanent or contract staff members in departments/schools/centres/units and parties external to the UFS with regard to the offering of all SLPs bearing the University name or logo, offered on or off the UFS campuses. All future and existing SLPs at the UFS must adhere to the policy. Any programme without a structured curriculum, such as a workshop, conference, seminar, or work session, is excluded from this policy.

## CONCEPT CLARIFICATION

An SLP focuses on a demarcated field of study within a qualification, which may consist of learning in the fundamental, core or elective areas (or a combination thereof), but does not lead to the achievement of the full qualification<sup>1</sup>. The reason for this is that a qualification adheres to rules of progression and coherence and represents the purposeful combination of fundamental, core and elective learning. An SLP is based on a self-contained learning unit and does not necessarily adhere to these curriculum development rules.

SLPs consist of fewer than 120 credits (the minimum number of credits required to obtain a qualification in terms of the Higher Education Qualifications Framework [HEQSF]). An SLP does not form part of the official, accredited and subsidised qualification and programme profile of a University Programme Qualification Mix (PQM). SLPs can, however, be credit-bearing<sup>2</sup> towards a qualification.

Three types of SLPs, each with its own specifications, characteristics and admission requirements, are offered at the UFS. For the purpose of this policy three categories of SLPs are covered, namely:

- Competency-based (credit-bearing);
- Competency-based (non-credit-bearing); and
- Attendance-based (non-credit-bearing).

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<sup>1</sup> SAQA (The South African Qualifications Authority). 2004. *Criteria and Guidelines for Short Courses and Skills Programmes*. <http://www.saqa.org.za/docs/critguide/s-courses01.pdf>

<sup>2</sup> HEQC (Higher Education Quality Committee). 2008. *HEQC Framework for Delegated Functions*. Council on Higher Education (CHE). Pretoria, SA. [http://www.che.ac.za/documents/d000189/HEQC\\_Framework\\_Delegated\\_Functions\\_Oct2008.pdf](http://www.che.ac.za/documents/d000189/HEQC_Framework_Delegated_Functions_Oct2008.pdf).

## **Competency-based credit-bearing short learning programmes**

Competency-based credit-bearing SLPs are primarily professional, vocational and industry-specific. These programmes are credit-bearing (maximum 119 credits) and are offered at all levels of the HEQSF that is Levels 5 to 9, and in most fields of learning of the National Qualifications Framework (NQF). These SLPs enable participants to obtain credits or to get exemption or recognition from parts of a module or a programme on the University's PQM. Academic records and certificates of competency are issued after successful completion of these SLPs, indicating the credits attained.

## **Competency-based non-credit-bearing**

Competency-based non-credit-bearing SLPs are also primarily professional, vocational and industry-specific. These programmes are non-credit-bearing and are offered at all levels of the HEQSF that is Levels 5 to 9, and in most fields of learning of the National Qualifications Framework (NQF). These SLPs do not allow participants to obtain credits or to get exemption or recognition from parts of a module or a programme on the University's PQM. These programmes are formally assessed; resulting in statements of applied competence. Certificates of competency are issued after successful completion of these SLPs, indicating that it is not credit-bearing towards a UFS qualification.

## **Attendance-based short learning programmes**

Attendance-based SLPs are primarily vocational and industry-orientated, focusing on application or skills transfer. Normally these SLPs are non-credit bearing and are not linked to a qualification. These programmes can be formally assessed; resulting in statements of applied competence, or be attendance-based only. These SLPs can also be developed to meet the requirements of professional councils' CPD and applied to obtain CEUs. Certificates of attendance are issued after satisfactory attendance of these SLPs, indicating (if applicable) the CEUs attained.

The policy is delineated in four sections. The first section describes the principles to assure the academic quality of SLPs offered by the UFS, while the second and third sections outline the requirements for accreditation and registration on the UFS's SLP Catalogue, and the administration process involved. The final section stipulates guidelines for the distribution of income derived from offering these programmes.

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## 1. ACADEMIC QUALITY

The principles which underpin the University's intention to ensure the academic integrity and quality of SLPs bearing the University name or logo pivot around the directives stipulated in the national and institutional quality assurance measures and processes required for offering 'full' qualifications presented in the *Short Learning Programme Policy Framework* and the *Framework for Quality Enhancement at the UFS*. These documents define how national understandings of quality in higher education and accompanying imperatives frame the work of quality enhancement at the University.

Both competency- and attendance-based SLPs are subjected to these quality management arrangements. Faculties are primarily responsible for the quality assurance of their SLPs. This includes:

- 1.1 Compliance with :
  - 1.1.1 The *HEQC Framework for Delegated Functions'* directives and procedures for the assessment of the effectiveness of internal mechanisms in relation to the quality assurance of SLPs, and
  - 1.1.2 This Policy and effective communication with academic departments/schools/centres/units to make sure that the requirements of the Policy are met.
- 1.2 Ensuring that SLP offerings fall within the area of expertise of the academic entity.
- 1.3 Approving that the content of a module in the Module Catalogue of the university be used to develop and present an SLP.
- 1.4 Confirming that internal or external staff members and presenters from joint ventures who present SLPs have the necessary qualifications, experience, subject knowledge and teaching expertise to deliver the SLP to the University's requirements.
- 1.5 The triennium review of SLPs in terms of relevance, up-to-date content and academic quality.
- 1.6 The development of evidence in the form of an SLP portfolio for quality assurance purposes to be presented during the triennium review cycle at intervals determined by the Directorate for Institutional Research and Academic Planning (DIRAP), which include:
  - The approval letter from the unit for Systems and Quality Enhancement (SQE) of DIRAP or the Academic Planning and Development Committee (APDC) of Senate to offer the SLP;
  - The financial arrangement, including the complete financial structure of the SLP as well as the UFS's share, signed by the Director: Innovation and Business Development;
  - Validation of the qualifications or expertise of internal and external presenters/facilitators;
  - Copies of teaching, learning and assessment material;
  - Records of SLP participants' attendance and their levels of achievement; and
  - Evaluation feedback from SLP participants.

## 2. ACCREDITATION

The authority to accredit its own SLPs is delegated to the UFS by the HEQC, which calls for an internal quality management systems (QMS) to ensure the quality of SLP provisioning.

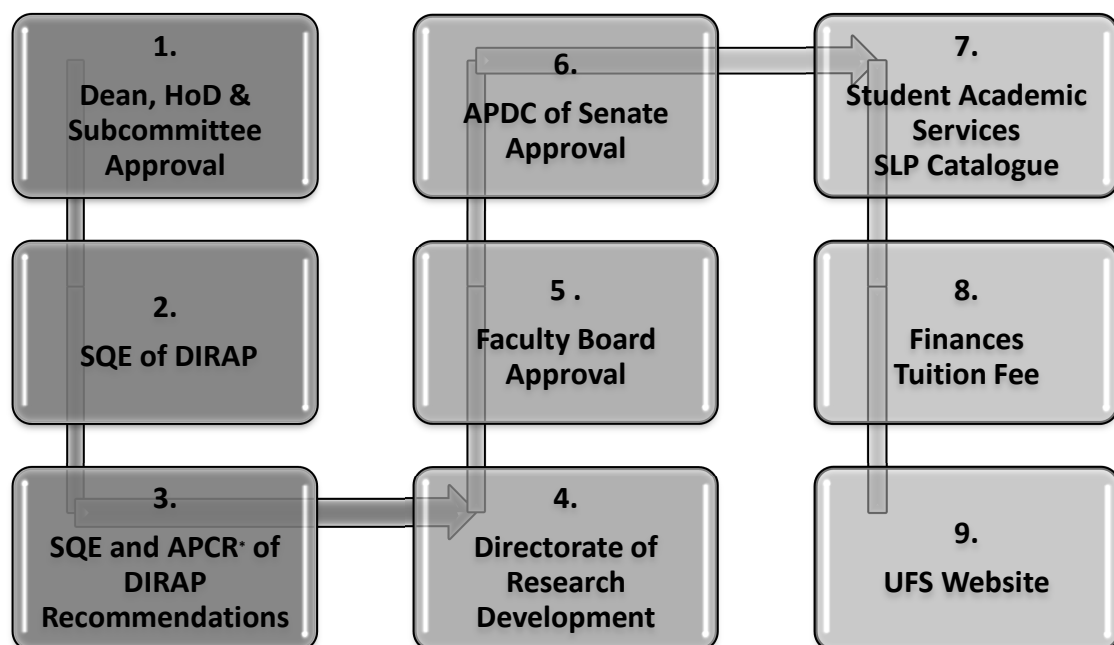
### 2.1 Application and approval

All applications to offer SLPs bearing the University name or logo require approval from the:

- Dean of the faculty;
- Faculty Board;
- DIRAP;
- Office for Innovation and Business Development of the Directorate of Research Development; and the
- APDC of Senate.

Competency-based, credit-bearing and non-credit-bearing SLPs and attendance-based, non-credit-bearing SLPs are approved and accredited by the Senate of the UFS, which delegated its authority to the APDC of Senate. These programmes may only be presented once they have gone through the full process of approval and have been registered by the SQE of DIRAP on the SLP Catalogue as an accredited SLP of the UFS. Punitive measures (e.g. restitution and/or restriction against presenting SLPs in the future) will be taken against staff members/collaborators who offer non-registered SLPs under the name of the UFS.

Applications must be made on the standard SLP application form available on the DIRAP website (see Appendix I) to be added to the SLP Catalogue. A detailed explanation of the institutional process required to add a new SLP to the catalogue, to alter an existing SLP and/or to discontinue an SLP is outlined and should be read together with the schematic illustration indicating the workflow process presented below (see Figure 1).



**Figure 1: SLP Catalogue workflow process** \*APCR (Academic Planning and Curriculum Review)

### **FACULTY**

**STEP 1:** A written proposal (including rationale and purpose) to develop an SLP must be approved by decision of the academic entity, appropriate faculty sub-committee and the dean of the faculty. The proposal should include a confirmation from the head of the academic department/school/centre/unit the allowable work division, percentage hours that members of staff may spend on the presentation of SLPs, and if adequate academic expertise, administrative support, and quality assurance measures exist.

### **SQE OF DIRAP**

**STEP 2:** Once approval has been obtained, the proposal, together with the confirmation letter and a declaration by the dean (see Appendix II), are submitted to the SQE of DIRAP, which helps the academic department/school/centre/unit to compile the formal application and verifies that the application is complete and the required institutional information accurate.

### **DIRAP**

**STEP 3:** DIRAP ensures that the application meets all the institutional requirements. The process includes the evaluation of the relevance, the academic sustainability, the quality of design and delivery, the adherence to teaching and assessment practices and the directives of this policy. The application is then referred to the Office for Innovation and Business Development of the Directorate of Research Development.

### **DIRECTORATE OF RESEARCH DEVELOPMENT**

**STEP 4:** The Office for Innovation and Business Development of the Directorate of Research Development confirms the financial arrangement and distribution in terms of the third-stream income generated by the SLP with the academic department/school/centre/unit and/or external collaborators/providers.

### **FACULTY BOARD**

**STEP 5:** After approval by the Faculty Board a letter from the dean confirming the approval of the SLP application must accompany the application before placement on the agenda of the APDC of Senate.

### **APDC**

**STEP 6:** The application, including the Memorandum of Understanding (MoU) and the formal financial arrangement between the academic entity that offers the SLP and the University signed by the Director: Innovation and Business Development, is sent for approval by Senate, which delegated its authority to the APDC.

### **STUDENT ACADEMIC SERVICES**

**STEP 7:** The Student Academic Services Office verifies the SLP code and records the SLP in the UFS's SLP Catalogue.

### **FINANCE**

**STEP 8:** The Tuition Fees Office of the Department of Finance links a tuition fee to the newly-recorded SLP based on the financial agreement between the university and the academic entity offering the SLP.

### **UFS WEBSITE**

**STEP 9:** The SQE captures the approved SLPs on the UFS's website.

The SLP applicant(s) will be notified in writing if approval has been granted, including the SLP code, title, credits and NQF level. SLPs are approved for a three-year period after which an application to be reapproved must be submitted. Changes to the content of an SLP during this period in response to, for example, rapidly changing legislation and policies, in order to stay relevant, are left to the discretion of the presenter.

### **3. MANAGEMENT AND ADMINISTRATION**

The management and administration processes involved are overseen by the SQE of DIRAP.

#### **3.1 Management**

The SQE of DIRAP falls under the jurisdiction of the APDC of Senate, which evaluates and approves all new and revised SLPs on behalf of the Senate. Its terms of reference in relation to SLPs are:

- i. Ensuring the alignment between institutional mission and strategy and the SLP offerings of the university;
- ii. Confirming the alignment of SLPs with national policies;
- iii. Approval of SLPs at the university;
- iv. After consultation with the relevant role players, suggesting amendments to or recommending replacement of the existing SLP Policy Framework or the Policy on SLP Offerings; and
- v. Reporting to Council via Senate on the state of SLP offerings at the UFS.

The SQE of DIRAP is responsible for:

- Overseeing the development, amendment and implementation of the Policy on Short Learning Programme Provisioning;
- Supporting SLP applicants and presenters to follow the directives of the policy;
- Ensuring that SLP applications comply with the relevant specifications;
- Verifying that the application is complete and the required institutional information accurate;
- Steering the workflow of the SLP accreditation and recording process before referral to the APDC of Senate;
- Maintaining the:
  - SLP institutional database for recording and statistical purposes,
  - SLP registration and administrative processes to ensure the integrity of records and certification, and
  - SLP Catalogue;
- Setting up the SLP web presence for marketing purposes;
- Arranging the triennium reviews of approved SLPs;
- Reporting on SLP provisioning to the APDC of Senate; and
- Providing evidence of institutional effectiveness in terms of an internal QMS that ensure the quality of SLP provisioning.

### **3.1.1 Principal activities**

The academic department/school/centre/unit is primarily responsible for:

- Liaising with DIRAP to follow the required procedure for approval;
- Logistical arrangements and presenting the SLP;
- Marketing the SLP;
- Dealing with enquiries and communicating with prospective participants;
- Appointing presenters that have the appropriate level of expertise and teaching ability;
- Processing applications and registrations;
- Compiling budgets and financial statements;
- Arranging for travel and accommodation of presenters;
- Processing marks and results;
- Providing information for certification; and
- Reporting to the SQE of DIRAP.

### **3.2 Administration**

The administration requirements, namely, admission, access format and delivery, are outlined below.

#### **3.2.1 Participant registration**

- Participants are required to register for an SLP through the registry of the university.
- In the case where an SLP is credit-bearing towards a specific module a participant /student should preferably register for the module as an occasional student to maximise the potential income to the University.

#### **3.2.2 Admission to mainstream programmes**

- Credits obtained through a credit-bearing SLP do not allow an SLP participant automatic access into mainstream university programmes.
- SLP participants still need to comply with the general admission requirements or RPL for admission to the UFS.

#### **3.2.3 Access to UFS facilities**

- Registered SLP participants will, for the duration of the programme, have access to the library.
- Access to the UFS's learning management system, Blackboard, and the computer laboratories will be negotiated with the presenters of the SLP.

#### **3.2.4 SLP Format**

- Credit-bearing SLPs must be offered on NQF Levels 5 to 9
- An SLP must bear at least four credits but less than 120.

### **3.2.5 SLP Delivery**

- SLPs should be presented by staff members or joint venture outside providers who have the necessary qualifications, experience, subject knowledge and teaching expertise to deliver the SLP to the University's standards.
- SLPs may be delivered at UFS premises or at off-campus venues.
- Modes of delivery may include a combination of contact (i.e. face-to-face) and online learning and should be aligned to the University's directives in this regard.
- SLPs may be offered by either UFS staff members or experts employed specifically for the purpose of presenting the SLP.
- If an SLP is presented by an academic staff member he/she must take leave subject to the exigencies of the academic work situation to present the programme.
- The language policy of the UFS must be reflected appropriately in the marketing and presentation of SLPs.

### **3.2.6 Assessment**

- The SLP must employ a formal model of assessment which is aligned with the assessment used in the full-time/mainstream qualification.
- The assessment must be subjected to internal and external scrutiny.

### **3.2.7 Event feedback**

- Participants are required to complete end-of-session feedback.
- These surveys are to be made available to DIRAP for analysis and to ascertain whether quality expectation/requirements have been met.

### **3.2.8 Credit recognition**

- Credit is granted where the completed SLP is considered equivalent in terms of the appropriate NQF level, volume of learning and content to a specific UFS module of a certificate, diploma or degree programme on the UFS's PQM.
- The time that the credits obtained through an SLP are valid is left to the discretion of the dean concerned.

### **3.2.9 Recordkeeping**

- A student number will be assigned to SLP candidates on the management information system of the University (PeopleSoft) to ensure a record system that:
  - is sufficiently secure;
  - includes a full audit trail of all marks recorded; and
  - is managed centrally to avoid duplication with departmental records.

### **3.2.10 Certification**

- A central office with delegated authority vested in a specified person in the Applications, Admissions and Graduations Section of Student Academic Services will be responsible for the certification process.
- The same secure mechanisms as for full qualifications will be followed when certificates are processed and issued, that is, certificates will be:

- Signed by the Vice Rector: Academic and the Registrar.
- Securely stored, printed or destroyed.
- Embossed with the UFS crest.
- The University will issue a Certificate of Attendance for non-credit-bearing SLPs and a Certificate of Competence for credit-bearing SLPs.
- A standard format for certificates will be used, which includes a brief description of the SLP content, the credits, NQF level, outcomes and a certificate number, which is the only nomenclature to be used in recognition of SLP completion.
- SLP certificates must meet the requirements for the Academic and Marketing Brand set out by the Strategic Communication Division of the UFS.
- The University will issue replacement certificates only in specific circumstances and at the University's discretion.

### 3.2.11 SLP Codification

All UFS SLPs shall be identifiable by a unique nine-character alphanumeric SLP code (see Table 1 for an example).

**Table 1: Nine-character alphanumeric SLP code example**

Subject Field				Catalogue Number						
QUALIFICATION TYPE	SLP Abbreviation	YEAR/ EDUCA- TIONAL LEVEL	NQF LEVEL	TUITION PERIOD 3	CREDITS Multiples of 4	S SLP identi- fier	EXAMPLE			
	The first 4 characters (letters)	1st Digit	2nd Digit	3rd Digit	4th Digit	5th Digit				
UNDERGRADUATE (UG)										
■ Higher Certificates	A	P	C	G	1	5	2	1 to 9 (X4)	S	APCG6804S, i.e. AP = Applied C = Conservation G = Genetics 6 = Honours 8 = NQF level 0 = year 4 = credits (4X4) S = SLP
■ Advanced Certificates					1	6	2			
■ Diplomas					1	5/6	1			
■ Advanced Diplomas					1	7				
■ Bachelor's Degrees					1/2/3	5/6/7				
■ Professional Bachelor's					1/2/3 /4	5/6/7 /8				

<sup>3</sup> Odd=1st semester Even=2nd semester 0=year SLP

### 3.2.12 Marketing

Approved and accredited SLPs will be captured on the UFS website as a marketing tool and for verification purposes. The following table represents the content that will be captured on the site (see Table 2).

**Table 2: SLP web content**

Name/title of the SLP	NQF Level	Credits
Admission requirements	Duration	Purpose
Target group	Fees	Language medium
Delivery method	Presenter	Contact details

The appearance of these programmes on the website must meet the requirements for the Academic and Marketing Brand set out by the Strategic Communication Division of the UFS and will be limited to the advertisement format shown above to prevent the breach of copyright as a consequence of web browser insecurity.

### 3.2.13 Reporting

- The Deans will submit annual reports on all SLPs offered in their respective faculties to DIRAP.
- An annual consolidated report of all SLPs offered will be presented to the APDC of Senate by DIRAP.

## 4. INCOME DISTRIBUTION

The distribution of income derived from offering SLPs is guided by the relevant UFS policies, which outline the generally accepted principles that should be followed when conducting a third-stream income exercise. The financial management and administration of all SLPs offered by the University are dealt with in accordance to the business and financial model developed by the Directorate of Research Development and approved by Senate. The available models for costing and the aligned mechanisms for cost recovery available to the university is the responsibility of the Office for Innovation and Business Development of the Directorate of Research Development.

A formal contract/MoU/MoA must be drawn up between the University and the academic entity/external collaborator or provider which includes the proposed programme fee and financial arrangements with the academic entity.

### 4.1 External entity involvement

SLP applications and proposals that involve a partnership and/or co-branding with an external entity must be referred to the Director: Innovation and Business Development. These partnerships will take into account a number of elements, viz. (i) the utilisation of university resources in the delivery of SLPs (personnel, physical and technical infrastructure) and the available models for costing; (ii) the mechanisms for cost recovery available to the University; (iii) the appropriate management (and auditing) of income generated by SLPs; (iv) the extent to which third-stream

income is channelled to the University as such; and (v) the model that the University chooses for the management of the generation of third-stream income through SLPs. The Office for Innovation and Business Development of the Directorate of Research Development will consider each application on a case-by-case basis and make recommendations to the APDC of Senate.

Academic departments/schools/centres/units who wish to set up joint ventures to deliver SLPs are required to submit an outline proposal to the Office for Innovation and Business Development of the Directorate of Research Development in the form of a memorandum including:

- a. The business and financial model;
- b. The reason for the partnership;
- c. The nature of the collaboration;
- d. Profile of the proposed collaborator;
- e. The collaborators' intended contribution to develop and present the SLP;
- f. Where the Intellectual property (IP) ownership resides;
- g. The financial arrangement with the academic department/school/centre/unit and the collaborator;
- h. The financial agreement between the collaborator and the University;
- i. The projected income distribution;
- j. How the accrued income will benefit the University;
- k. The MoU entered into and between the UFS and the collaborator(s); and
- l. The developer of the SLP, as the owner of the IP, will enter into an agreement with the UFS in accordance with the guidelines set out in the Intellectual Property Policy of the UFS.

All external entity agreements will be valid for three years. A renewal application by the scheduled renewal date must be submitted to the Directorate of Research Development to continue offering the SLP.



# Short Learning Programme Application Form

**Directorate for Institutional Research  
and  
Academic Planning  
(DIRAP)**

Title of the SLP (Eng.)									
Title of the SLP (Afr.)									
SLP Code									<b>S</b>
Department									
Faculty									
Date submitted to DIRAP									
Date APDC Meeting									

## Checklist

*Please tick the relevant check box(es) below, also enter the relevant date for each checkbox ticked and provide documentary evidence.*

Declaration Signed by the Dean	Faculty Board Approval and Date	Directorate of Research Development Costing Model Finalised and Date
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date	Date	Date
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

## UFS SHORT LEARNING PROGRAMME (SLP) APPLICATION FORM

Please mark the appropriate box with an 'X' or provide the details as requested

<b>Competency-based (credit-bearing)</b> (i.e. an SLP which carries credits of a module as part of a whole accredited qualification included in the UFS's PQM. Students are assessed and declared competent)	<input type="checkbox"/>	<b>Competency-based (non-credit-bearing)</b> (i.e. an SLP which does not carry credits of a module as part of a whole accredited qualification. Students are however assessed and declared competent)	<input type="checkbox"/>	<b>Attendance-based (non-credit-bearing)</b> (i.e. an SLP which have been developed without any reference to credits)	<input type="checkbox"/>
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Please indicate the purpose of the application

<b>New SLP</b>	<input type="checkbox"/>	<b>Discontinue SLP</b>	<input type="checkbox"/>	<b>Changes to an existing SLP</b> <i>e.g. content, credits, NQF level</i>	<input type="checkbox"/>	<b>Replacement of existing SLP(s)</b> <i>e.g. conflating two or more modules into one new module</i>	<input type="checkbox"/>
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Please provide the SLP code

<b>Old</b>									
<b>New</b>									<b>S</b>

Effective/implementation date of the SLP

Day	Month	Year

Planned Scheduling

<b>Per Contract</b>	<input type="checkbox"/>	<b>On Request</b>	<input type="checkbox"/>	<b>Fixed Scheduling</b>	<input type="checkbox"/>
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<b>Proposed title of the short learning programme (SLP)</b> in English and Afrikaans, e.g. General Management / Algemene Bestuur	Eng.:					
	Afr.:					
<b>Language of Presentation</b>	<b>English</b>	<input type="checkbox"/>	<b>Afrikaans</b>	<input type="checkbox"/>	<b>Bilingual</b>	<input type="checkbox"/>

<b>Applicant/contact person(s)</b>	
<b>E-mail</b>	
<b>Tel.</b>	
<b>Academic entity</b> e.g. the department/school/centre/unit	
<b>Professional council (if applicable)</b>	
<b>Continuing education units (if applicable)</b>	

<b>Academic career<sup>4</sup></b>											
Is this SLP linked to a formal qualification?						Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
Complete only if linked to a formal qualification											
Undergraduate						<input type="checkbox"/>	Postgraduate				<input type="checkbox"/>
Qualification group within which the SLP is conceptualise to allow transferability of credits											
HCert	<input type="checkbox"/>	Dip	<input type="checkbox"/>	Bachelor's Degree	<input type="checkbox"/>	Bachelor Honours	<input type="checkbox"/>	Master's Degree Research	<input type="checkbox"/>	Prof. Master's Degree	<input type="checkbox"/>
AdvCert	<input type="checkbox"/>	AdvDip	<input type="checkbox"/>	Prof. Bachelor's Degree	<input type="checkbox"/>	PGDip	<input type="checkbox"/>	Master's Degree Structured	<input type="checkbox"/>	Other	<input type="checkbox"/>
In the case of credit-bearing SLPs, please indicate:											
The link between the SLP and other programmes, both internal and external.											
Internal (please specify below)						External (please specify below)					
Whether the SLP carries credits towards registered qualifications and/or whether it enables access to programmes linked to registered qualifications.											
Carries credits			<input type="checkbox"/>			Enables access			<input type="checkbox"/>		

<b>Qualification</b> towards which the SLP is credit-bearing, e.g. Bachelor of Commerce in General Management								
<b>Qualification title</b> e.g. BCom (General Management)								
<b>Study code of the qualification</b> <b>Academic Programme</b> e.g. M6010								
<b>Academic Plan</b> e.g. 63011								
<b>Name of module</b> towards which the SLP is credit-bearing, e.g. General Management								
<b>Module code</b> towards which the SLP is credit-bearing, e.g. ENMB1614								

<b>SLP SPECIFIC INFORMATION</b>
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<b>NQF level of the SLP</b>													
4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>

<b>Number of credits</b>			<b>Notional learning hours</b>			<b>Formal contact time</b>		

<b>SLP code (proposed – will be verified)</b>								
<b>Subject field (e.g. ENGL)</b>					<b>Catalogue number</b>			
					Year Indicator	NQF Level Indicator	Semester Indicator	Credit Indicator

Please provide:

<b>A short motivation/rationale for the development of the SLP, taking into account the envisaged participant intake and stakeholder needs.</b>																			
<b>The purpose of the SLP</b> in English and Afrikaans																			
Eng.							Afr.												
<b>Target Group</b> in English and Afrikaans																			
Eng.							Afr.												
<b>Faculty that presents the SLP (SLP home)</b> Academic group																			
NAS	<input type="checkbox"/>	HUM	<input type="checkbox"/>	EDU	<input type="checkbox"/>	LAW	<input type="checkbox"/>	THL	<input type="checkbox"/>	EMS	<input type="checkbox"/>	HSC	<input type="checkbox"/>	SOL	<input type="checkbox"/>	BSc	<input type="checkbox"/>	CTL	<input type="checkbox"/>
<b>Departmental owner of the SLP</b> Academic organisation																			
<b>List all other departments involved in this SLP</b> (if applicable)																			
<b>Does the offering of the SLP involve a departmental or collaborator third stream income split?</b>																			
												Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				
If 'Yes', please indicate the entity/collaborator																			

<b>Campus where SLP will be presented</b>					
Bloemfontein	<input type="checkbox"/>	Qwaqwa	<input type="checkbox"/>	South	<input type="checkbox"/>
<b>Location(s) where SLP will be presented</b>					
Please specify:					
<b>Minimum number of students required for the SLP to run</b> (if applicable)					
<b>Maximum number of students allowed to register</b> (if applicable)					
<b>Who is responsible for the SLP fees?</b>		Student	<input type="checkbox"/>	Employer	<input type="checkbox"/>
				Per contract	<input type="checkbox"/>

<b>Contact or distant mode</b>													
On campus/contact only		<input type="checkbox"/>	Off campus/distance only		<input type="checkbox"/>	Mixed only		<input type="checkbox"/>					
<b>Semester or year SLP</b>													
Quarter 1	<input type="checkbox"/>	Quarter 2	<input type="checkbox"/>	Quarter 3	<input type="checkbox"/>	Quarter 4	<input type="checkbox"/>	Semester 1	<input type="checkbox"/>	Semester 2	<input type="checkbox"/>	Year	<input type="checkbox"/>
<b>Admission requirements of the SLP</b> Prerequisites e.g. a NSC or higher education qualification													
Eng.						Afr.							
<b>Preconditions</b> e.g. the learning assumed to be in place, experience and/or employment in the specific industry													
<b>Articulation and recognition attained through the SLP(s)</b> i.e. possible transfer of credits/advance standing/access to a module or qualification													
<b>Learning outcomes of the <u>module</u> towards which the SLP is credit bearing</b>													

Brief description of the content of the SLP in English and Afrikaans	
Eng.	Afr.

Learning outcomes of the SLP (Eng.)
The proposed outcomes of the SLP for which credit is sought must be clearly aligned with a qualification accredited in the UFS's PQM and a module listed in the Course Catalogue.

Learning outcomes of the SLP (Afr.)
The proposed outcomes of the SLP for which credit is sought must be clearly aligned with a qualification accredited in the UFS's PQM and a module listed in the Course Catalogue.

Provide a curriculum outline (Eng.) (i.e. learning units that constitute the SLP)		
	Name of the learning unit	Brief description of the content of the learning unit
Learning unit 1:		
Learning unit 2:		
Learning unit 3:		
Learning unit 4:		
Learning unit 5:		
Learning unit 6:		

Provide a curriculum outline (Afr.) (i.e. learning units that constitute the SLP)		
	Name of the learning unit	Brief description of the content of the learning unit
Leereenheid 1:		
Leereenheid 2:		
Leereenheid 3:		
Leereenheid 4:		
Leereenheid 5:		
Leereenheid 6:		

Teaching and learning offering											
Discuss the teaching and learning strategy applicable to the SLP											
Outline (1) the teaching methods, (2) mode of delivery and (3) materials used for the attainment of the proposed outcomes of the SLP											
<u>Teaching methods:</u>  <u>Mode of delivery:</u>  <u>Study material:</u>											
To be scheduled on the official UFS class timetable								Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Please select all the appropriate venue(s) e.g. could be lectures, practicals and tutorials											
Lectures	Tutorials	Practicals Clinicals	Laboratory sessions	Comp. Lab sessions	Block sessions	Seminars	Workshops	Groupwork	Supervision		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Assessment component(s)
Discuss the assessment strategy applicable to the SLP

<b>Type of assessment</b> Select all that are applicable													
Formative	<input type="checkbox"/>	Continuous	<input type="checkbox"/>	Performing Arts	<input type="checkbox"/>	Summative	<input type="checkbox"/>						
<b>Formative assessment</b> Select all that are applicable													
Paper	Practical	Open book	Oral	Tests	Portfolio	OSCA	Presentation	Report	Assignments	Workbook	Project	Integrated medical	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Summative assessment</b> Select all that are applicable													
Paper	Practical	Open book	Oral	Tests	Portfolio	OSCA	Presentation	Report	Assignments	Workbook	Project	Integrated medical	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the module include a formal written examination?										Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Should the module be scheduled on the UFS's official exam timetable?										Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Will the study material, teaching and learning strategies and assessment allow differently abled participants to be successful? Please motivate the answer.

<b>Quality assurance</b>				
Does the SLP have a Quality Assurance System based on anonymous questionnaires for each teaching activity?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<b>CESM category of the SLP</b> e.g. CESM 04: BUSINESS, ECONOMICS AND MANAGEMENT STUDIES
<b>HEMIS (HEGIS) code</b> e.g. 0410 Management Sciences and Quantitative Methods
<b>HEMIS (HEGIS) code</b> e.g. 041001 Management Science, General

<b>Provide details of how recognition of prior learning (RPL) will be applied</b>
<b>Provide the prospective participant numbers</b>

<b>Please indicate if the intended SLP:</b>				
<b>Has an equivalent SLP?</b> (If yes, please provide the SLP code)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<b>Equivalent SLP code</b>								
Subject field (e.g. ENGL)					Catalogue number			
				Year Indicator	NQF Level Indicator	Semester Indicator	Credit Indicator	SLP Indicator
								<b>S</b>

## EXTERNAL COLLABORATION

<b>Is the offering of the SLP a joint venture?</b>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please provide:				
1. The collaborator(s)				
2. The reason for the partnership.				
3. The nature of the collaboration.				
4. Profile of the proposed collaborator(S).				
5. The collaborators intended contribution to develop and present the SLP.				
6. Where the Intellectual property (IP) ownership resides.				
7. The financial arrangement with the academic department/school/centre/ unit and the collaborator.				
8. The financial agreement with the University and the collaborator (projected income distribution).				

## FINANCIAL INFORMATION

**Outline the design and delivery costs of the SLP\*** (please confirm agreement with the the Directorate of Research Development: Innovation and Business Development) *\*Example only*

1.	Turnover	COST/TARIFF	UNITS	TOTAL
	First Semester	800	125	100 000
	Second Semester	800	125	100 000
				<u>200 000</u>
2.	Institutional Levy			
	CENTRAL BUDGET		5%	10 000
	DIRAP		5%	10 000
	SLP ACADEMY / UNIT		5%	10 000
			15%	<u>30 000</u>
3.	Costs			
3.1	Personnel Cost			
	University-funded staff costs	TARIFF	UNITS	TOTAL
3.2	Project Funded additional staff costs			
	Gerhard Botha	472	40	<u>18 874</u>
3.3	Other Direct Cost			TOTAL
	Accommodation	500	10	5 000
	Printing			
	Course Material	150	250	37 500
	Refreshments/meals	100	10	1 000
	Administration			
	Certificates	20	250	5 000
	Venue			
	Marketing and advertising	1 000	1	1 000
	Transport	3.24	200	648
	<b>TOTAL OTHER DIRECT COST</b>			<u>50 148</u>
	<b>TOTAL COST</b>			<u>99 022</u>
	<b>PROFIT</b>			<u>100 978</u>
4.	Profit Sharing			
	Project Leader/(s)		30%	30 293
	Faculty and Department		50%	50 489
	UFS		20%	20 196
			<b>TOTAL</b>	<u>100 978</u>

<b>Describe the resources required to effectively present the SLP (e.g. venues, study material, marketing etc.).</b>
<b>Provide confirmation of how the costs of the proposed SLP will be recovered through fees and other revenue sources.</b>
<b>State the estimated income generated by the SLP (fill in correct amounts)</b>

## STAFF CAPACITY

<b>State whether the SLP will be taught by UFS staff members or external persons.</b>
<b>List the UFS academic staff members involved in the delivery of the SLP and their workload in mainstream teaching.</b>
<b>Outline the UFS academic staff members' workload in mainstream teaching.</b>
<b>Indicate the workload that the teaching in the SLP represents for the UFS academic staff involved.</b>
<b>List the UFS administrative staff members involved in the management of the SLP.</b>
<b>Indicate the workload of the UFS administrative staff supporting the SLP</b>

## APPROVAL AND RECORDING

Approval and recording dates								
	Day		Month		Year			
Dean of the faculty								
SQE of DIRAP								
Faculty Board								
The Directorate of Research Development:								
APDC								
Recorded on the SLP catalogue								
Date for next programme review								

## PERSONNEL INFORMATION

Applicant		Pers. number		Signature			
Contact person		Email address		Tel. number			
Lecturer		Pers. number		Tel. number		Post Level	
Project Leader						Post Level	



### DECLARATION BY THE DEAN

This section is to be completed and signed by the dean of the faculty involved.

#### STAFF QUALIFICATIONS AND COMPETENCIES

Academic staff members responsible for the SLP are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme.

In verifying compliance, staff members involved in the SLP adhere to the following requirements:

- All the academic staff members (full-time/part-time/contract) teaching on the SLP hold the required minimum qualifications (one level above that of programme) and have appropriate experience to teach on the programme.
- The faculty/department/school/centre/unit responsible for the SLP has identified a programme coordinator.
- The programme coordinator is trained and informed on the roles and responsibilities of the programme coordinator and is able to provide academic leadership for the SLP.
- The faculty/department/school/centre/unit responsible for the SLP makes provision for opportunities for academic staff to enhance their competences and to support their professional growth and development in the interest of programme quality.
- The faculty/department/school/centre/unit responsible for the SLP makes adequate provision for the SLP in the workload allocation model in mainstream offerings taking into account the number of academic staff members involved in the SLP and envisaged student enrolments.
- The faculty/department/school/centre/unit responsible for the SLP has ensured that the teaching involvement of academics in this course will not in any way undermine the quality of teaching and learning in mainstream programmes.
- The academic's workload and performance regarding teaching and research are at the required standard set by the department.
- The qualification and expertise required of the academic to design and present the SLP.
- The success rate of the modules offered by the academic meet the minimum benchmark set by the department.

#### FINANCIAL MANAGEMENT

- The financial viability, planning and management related to the development and offering of the SLP abide by the financial policies of the University and are in accordance to the rules, procedures and models of the Policy and Procedures for the Administration and Management of Entities.

#### PROGRAMME ADMINISTRATION

- The SLP has effective administrative services for providing information and ensuring the integrity and security of the processes leading to certification. All marketing material is in accordance with UFS brand identity guidelines.

#### RESOURCES AND INFRASTRUCTURE

- Suitable and sufficient venues, infrastructure and resources supporting the delivery of the SLP are adequate, available and accessible to differently-abled persons.

#### CERTIFICATION

- The certification of the SLP complies with the stipulations of the SLP Policy. Certificates are in accordance with UFS brand identity guidelines.

Dean:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_