UNIVERSITY OF THE **FREE STATE**
UNIVERSITEIT VAN DIE **VRYSTAAT**
YUNIVESITHI YA **FREISTATA**

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

**UFS Short Learning Programme Office
February 2020**

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Coordinating Executive Committee of Senate (ECS) member	Academic Committee of Senate
Contact person/unit	Head of the UFS Short Learning Programme Office
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	• Assessment Policy on the UFS Coursework Learning Programmes (August 2016) • Policy on the Prevention of Plagiarism and Dealing with Academic Writing Misconduct 2018 **Regulatory Environment** • Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and assessment in Higher Education. CHE 2016. • HEQC (Higher Education Quality Committee). Good Practice Guide for the Quality Management of Short Courses Offered Outside of the HEQSF. CHE 2016. • Intellectual Property Rights from Publicly Financed Research and Development Act (Act 51 of 2008).

CONTENTS

ACRONYMS

AC: The Academic Committee of Senate of the UFS
CHE: Council on Higher Education
CPD: Continuing Professional Development
CTL: Centre for Teaching and Learning
DIRAP: Directorate for Institutional Research and Academic Planning
ECS: Executive Committee of Senate
HEQC: Higher Education Quality Council
HEQSF: Higher Education Qualifications Sub-Framework
ICT: Information and Communication Technology
LMS: Learning Management System
MoU: Memorandum of Understanding
QMS: Quality Management System
RPL: Recognition of Prior Learning
SAS: Student Academic Services
SLP: Short Learning Programme
SOP: Standard Operating Procedure
UFS: University of the Free State

GLOSSARY OF TERMS

Academic Entity is an organisationally recognised academic department, school or support unit within the UFS that is equipped to develop and carry on SLP instructional offerings and activities within a specific field of knowledge/discipline. The academic entity is the dedicated custodian and provider of the SLP, and it may have a dedicated contact person(s) for liaison with regard to all SLP related matters.

Ad hoc workshops Structured short-lived learning and development experiences developed and offered by an academic entity as and when needed by clients. Workshops are developed based on clear learning objectives/outcomes, course content and a set of activities designed to promote learning, discussion and exchange of ideas around a specific topic. The purpose of a workshop may vary from training; problem-solving and dissemination of information.

Advanced standing is the status granted to an applicant in recognition of his/her successful completion of some previous studies and/or other educational experiences, which may be regarded as equivalent to the prerequisite of the intended study. The recognition affords the applicant an opportunity for an alternative admission route to studies at an advanced level compared to what prior formal studies would have afforded.

Assessment is the process of determining the value, significance, or extent of what participants know, understand, and can do with the knowledge they acquired as a result of their educational experiences. Assessment results are used to document, explain, and improve performance. Assessment can be done at various times throughout a learning programme and a comprehensive assessment plan will include either formative and summative assessment, or alternatively continuous assessment. The point at which the assessment takes place in a programme distinguishes these three types of assessment.

Blended learning is a learning method that appropriately combines online instructional resources and face-to-face facilitated activities. This learning approach includes, among other, formal academic instruction, group and individual study, tutoring, resource-based learning, service learning, and cooperative learning that involves both online and face-to-face activities.

Continuous assessment is used as an alternative to summative assessment. Continuous assessment is a series of assessments that occurs throughout the learning process, and not only after the learning process. Participants are thus examined continuously over the duration of a quarter, semester or year. It is cumulative and the marks are calculated to produce a final result.

Continuos Professional Development (CPD) refers to lifelong, systematic learning and development process that involves a range of learning activities through which professionals/individuals acquire, maintain, update, broaden and deepen their knowledge, professional competence, specific personal qualities and technical skills throughout their working life, in order to retain their capacity to practice safely, competently, effectively and legally in accordance with the scope and expectations of their practice.

Continuous Professional Dveleopment Points CPD points are values that professional bodies may allocate to SLPs that they recognise as learning and development activities that meet the set requirements of the respective profession for on-going CPD compliance. The CPD points are awarded and certified as recognition of continuing development in accordance with the expectations of the professional practice and/or licensing and registration of the professionals in the field.

Customised Short Learning Programmes are tailor-made 'just-enough', 'just-in-time' and specific purpose learning and development interventions uniquely designed to serve a particular educational need of client organisations that require the offerings to be delivered as 'in-house' learning programmes.

Digitisation in the context of UFS SLPs refers to use of information and communication technology (ICT) solutions (including computer hardware, software and systems; online platforms such as the massive open online courses (MOOCs); and electronic material such as e-books, etc.) to create online learning environments that easily/conveniently and speedily avails learning and information/knowledge at anytime, anywhere.

Distance education is both a collection of teaching and learning methods as well as a mode of provision/delivery. As a collection of methods, distance education transfers and mediates the curriculum without requiring lecturers and participants to be in the same place at the same time. Distance education methods include structured learning resources and activities for independent study. As a mode of provision, distance education uses the design of a programme to bridge the separation of lecturers and participants. The options include a single mode of provision in which all provision takes place in distance mode; a dual mode of provision in which some modules are offered in distance mode, or a mixed mode in which the same modules are offered in both contact and distance modes.

Evaluation is the process of using assessment information to produce judgements about the value and adequacy of the participant, lecturer, or learning that has taken place.

Expedited approval refers to a fast-tracked process for the approval of an SLP that may be followed in exceptional and urgent circumstances to make programme submissions to the Academic Committee of Senate outside the officially scheduled physical AC meeting. To execute the process, DIRAP prepares the relevant programme proposal documentation and requests approval from the Chair of AC to undertake a fast-tracked submission process. If approved, the application may be circulated to the AC via electronic round approve or reject proposals.

Franchising In relation to the SLPs of the UFS, franchising refers to the granting of authorisation, right or services of the UFS SLPs to another institution, company/organisation or individual to do business under the name, trademarks and/or systems of the UFS, performing SLP services such as curriculum design and development, delivery and quality management of the SLPs that are approved, registered and certificated as SLPs of the UFS.

Lifelong learning is continuous learning and development that is tailored to the needs of the individuals to provide education that is flexible, diverse and available at different times and contexts and is pursuable throughout the life of an individual in order to improve the knowledge, skills, competence, attitudes and values thereof in relation to some personal, societal or professional motive.

Moderation refers to the quality assurance process that ensures that the assessments conducted, meet the specified outcomes and standards, and that assessment of participants' performance are consistent, fair, accurate and reliable.

Open Learning is an approach which combines the principles of learner centeredness, lifelong learning, the flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems. Open learning is therefore, a set of principles that should apply to any learning programme.

Participants of an SLP are persons who register for and participate in the SLP to study and acquire the knowledge, skills and other competencies as intended.

Quality refers to conformance of educational provisioning to specified educational minimum standards; fitness for purpose of education in line with specific educational needs and strategic objectives of the institution; cost effectiveness and value for money; and facilitation of positive social change and positive impact on personal development of individuals.

Quality Assurance refers to the systematic way the institution/academic entity puts in place systems, processes, procedures and specific criteria to guarantee that educational provisioning meets the specified educational minimum standards

Quality Enhancement refers to systematic quality systems, processes and procedures aimed at improving quality and refining future practice and performance of educational provisioning based on specific criteria established by the institution/academic entity.

Quality Management entails the systematic arrangements in place for assuring, monitoring and enhancing the quality of educational provisioning based on specific criteria established by the institution, in consideration of specific recommendations, educational needs and strategic objectives of the institution.

Recognition of Prior Learning (RPL) is a term that refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development. RPL, as defined nationally by SAQA, applies to informal or non-formal learning only. Learning resulting from formal routes will normally be recognised via Credit Accumulation and Transfer (CAT), but in cases where CAT is found not to be applicable, the RPL route may be explored.

Short Learning Programmes (SLPs) are purposeful, flexible and just-in-time programmes designed for specific educational purposes such as enhancing and/or refreshing participants' knowledge and skills in a specific professional area for purposes of personal or continuing professional development. SLPs are offered outside the jurisdiction of the formal Higher Education Qualifications Sub-Framework (HEQSF), and may thus not necessarily lead to awarding of formal qualifications of the HEQSF.

1. BACKGROUND AND PURPOSE OF THE POLICY

The UFS Short Learning Programme (SLP) policy is used as a framework to regulate the development and delivery of short learning programmes to protect the integrity and reputation of the UFS and to ensure value to participants and sponsors. The policy is aimed at (i) providing a framework for assuring the academic integrity and quality of the SLPs offered by the UFS; (ii) outlining some good quality practices in relation to the approval and registration of the SLPs on the UFS SLP Catalogue as guided by the 2016 *Good Practice Guide for the Quality Management of Short Courses offered outside of the Higher Education Qualifications Sub-Framework of the* Higher Education Quality Committee (HEQC) of the Council on Higher Education's (CHE); (iii) formalising the governance and coordination processes involved; and (iv) stipulating approaches to the distribution of income derived from offering SLPs. This policy replaces all previous policies on SLP provisioning at the UFS.

2. VALUE PROPOSITION

The UFS continually adapts its educational offerings to meaningfully meet the evolving knowledge needs of the society and the demand for high-level expertise in the different areas of the economy. Beyond the formal qualification offerings, the UFS offers flexible, fit-for-purpose short learning programmes (SLPs) for purposes of lifelong learning and continuous professional development (CPD). SLPs are either offered through contact (on- or off-campus) and/or online, and are characterised by flexible scheduling to provide education that can be available in different forms and at different times and places at the convenience and according to the diverse preferences and needs of the participants. Online SLPs are thus offered to address the needs of participants who are not able or prefer not to attend contact-delivered learning, through which a participant management relationship will be created. Through its SLP programmes, the UFS provides the opportunity for participants to enrol for professional development opportunities while being employed. Additionally, SLPs can be used as a platform to exercise innovation and to create relations between communities, private sector businesses and national and international inter-institutional engagement for new/refreshed programmes and opportunities that contribute into the third stream income strategy of the university.

3. SCOPE

This policy applies to all permanent or contract staff members in faculties/ departments/schools/centres/units and parties external to the UFS with regard to the offering of all SLPs, offered outside the realms of the HEQSF, bearing the University name or logo, presented on or off the UFS campuses. This policy supersedes all other policies that are associated with the different forms of SLPs such as workshops. All future and existing SLPs at the UFS must adhere to this policy. Unstructured information and other engagement sessions and experiences such as conferences, seminars and strategic planning sessions are excluded from this policy.

4. SLPs OFFERED BY THE UFS

The SLPs are primarily tailor-made to address the professional, vocational and industry specific needs of the people/society/labour market. The programmes are offered at different cognitive levels and in a variety of study/career fields. The successful completion of certain SLPs provides participants with an opportunity to apply for admission into some formal cognate educational programmes through RPL, while some SLPs cater for Continued Professional Development (CPD). The SLPs of the UFS may be classified into three main categories, namely, (1) competency-based SLPs that are eligible for advanced standing; (2) Competency-based SLPs that are ineligible for advanced standing and (3) attendance-based SLPs.

4.1. Competency-based SLPs: Eligible for Advanced Standing

These SLPs involve formal summative assessment for determination of the achievement of the learning outcomes thereof. The SLPs may be used for application of RPL for access into formal programmes and/or for advanced standing/exemption from the part/modules of a particular formal qualification, improving the participants' eligibility for admission into the formal programmes of the University. SLP may further be use for CPD purposes. Academic records or certificates of competency are issued after successful completion of these SLPs, indicating the access and advanced standing/exemption eligibility. Competency-based customised programmes that are aligned to formal programmes for advanced standing eligibility and whose design and learning outcomes remain in conformant to the original SLP without alteration, belong in this category of SLPs.

4.2. Competency-based SLPs: Ineligible for Advanced Standing

These SLPs are offered for personal learning and CPD in areas of learning and development not necessarily linked to the learning outcomes of a formal programme of the University. The SLPs are formally assessed for determination of attainment of the relevant learning outcomes, and the certificates of competency are issued after successful completion of these SLPs. Some of the programmes may be considered for verifiable CPD hours/points, but the SLPs may NOT be used for application of RPL for access and/or advanced standing/exemption into/from the modules of the formal programmes of the University. Competency-based customised programmes that are partially aligned to formal programmes due to the alteration of the original design and learning outcomes, belong in this category of SLPs.

4.3. Attendance-based SLPs

Attendance-based SLPs are primarily vocational and industry-orientated, focusing on application or skills transfer. Certificates of attendance are issued to participants who will have attended and participated in the learning and formative assessment activities of the SLPs, but may not have necessarily been comprehensively assessed for the achievement of the learning outcomes of the SLPs. The programmes are therefore not recognised for purposes of confirmation of competence or for programme/module access and/or advanced standing/exemption for eligibility for admission into formal programmes of the University.

Customised programmes that are not assessed for competence and other SLPs developed to meet the requirements of professional bodies and may not necessarily be applied to obtain CPD points may fall in this category. Ad hoc workshops that are developed based on clear learning objectives/outcomes, course content and a set of

activities designed to promote learning, discussion and exchange of ideas around a specific topic, are categorised, approved and certificated as 'attendance-based' short learning programmes.

5. GUIDING PRINCIPLES

The principles that underpin the University's intention to ensure the academic integrity and quality of SLP provisioning, are based upon the directives and good practice measures stipulated in the national and institutional quality assurance guiding frameworks. The documents that guide the provisioning of SLPs are

1) *A Good Practice Guide for the Quality Management of Short Courses offered outside of the Higher Education Qualifications Sub-Framework* (2016); and the
2) *Framework for Quality Enhancement at the UFS.*

These documents define how national conceptualisation of quality in higher education and accompanying imperatives frame the work of quality enhancement at the University, also applicable to SLPs.

As required by the above documents, adherence to the principles of due diligence, quality, transparency, fairness and the management of risks are underwritten by the UFS to ensure sound governance in the delivery of SLPs.

6. GOVERNANCE AND COORDINATION

The UFS governs and coordinates its SLPs through its formal academic governance structures and systems. The Institution may not be associated with any franchising of SLPs as such SLPs would not be under the governance of the UFS. The cooperation of Faculties and other structures offering SLPs at the UFS is essential to ensure the integrity of the processes and activities across the SLP value chain at the University.

6.1. UFS SLP OFFICE: ROLES AND RESPONSIBILITIES

The UFS SLP Office is a central structure of the Institution vested with the authority to govern and coordinate all SLP offerings at the institution. As the custodian of the SLP policy, the UFS SLP Office is accountable to UFS Senate through the Academic Committee and reports to the Deputy-Vice Chancellor: Academic.

The SLP Office is responsible for offering **governance and coordination support** to all UFS entities who offer SLPs, in terms of processes from the point of inception, registration, through marketing, implementation, to certification and reporting.

6.1.1. Administrative and Coordinating Responsibilities of the SLP Office

- Developing a strategy for SLP provisioning at the UFS in collaboration with stakeholders and SLP Academic Entities. The strategy will be aligned to other UFS policies relating to learning and teaching, assessment, RPL, third-stream income and plagiarism. The Director, SLP Office will coordinate inputs from relevant UFS stakeholders to arrive at a agreed-upon strategy, which will be approved by Rectorate and relevant governance structures.

- Liaising with SLP stakeholders, Academic Entities and other providers at the UFS to coordinate all SLPs approvals, registration and delivery. This entails keeping and maintaining an accurate institutional SLP programme register/data-base/catalogue, which will include course identity; information on delivery; costing; dates of registration and review; responsible programme coordinators/managers and other relevant data.
- Coordinating the establishment of an appropriate records management system for SLPs in collaboration with relevant stakeholders and SLP academic entities.
- Accountable for the mapping and maintenance of the SLP database, as well as for the coordination of the system setup in consultation with SLP academic entities and relevant support structures.
- Through collaboration with DIRAP, ensure that all SLPs are quality assured, are formally approved by the Academic Committee of Senate, and registered in the SLP catalogue.
- All applications for SLP applications are submitted to the SLP Office who will process to DIRAP for quality assurance purposes.
- Coordinate submissions on the Academic Committee of Senate agenda in collaboration with stakeholders and academic entities of SLPs. This includes giving feedback to SLP academic entities on Academic Committee decisions and comments.
- Liaising with DIRAP to track the life cycle of the SLPs and facilitate timely approvals/re-approvals and registrations/re-registration of all active/dormant SLPs, on the database/catalogue.
- Supporting SLP applicants and presenters to follow the directives of the policy through dissemination of relevant information on SLP provisioning to all stakeholders.
- Monitoring compliance with the UFS SLP policy throughout the Institution. This also entails continued communication and support to entities who do not comply with the policy.
- Developing a system for monitoring compliance with approval and registration requirements to ensure that Faculties and other SLP academic entities offer only accredited SLPs.
- Where relevant, drawing up of Standard Operating Procedures (SOPs) and development of templates to standardise SLP processes in accordance with the policy, through collaboration with stakeholders.
- Liaising with the university governance and relevant structures to provide appropriate processes for SLP applications, admissions, registrations and participant access, as well as liaising with entities such as Student Academic Services and ICT Services to develop and maintain adequate processes
- Liaising with SAS to establish the central and standardised participant admission and registration processes for SLPs for all participants/departments/units.
- Investigating current university processes for access of SLP participants and ad hoc staff to the library, and collaboration with relevant entities to ensure a standardised process for access. This might include investigating the need for (special) participant cards for SLP participants and staff.
- Coordinating the process of obtaining participant cards and access to campus though collaboration with responsible entities.
- Verifying that applications for registration of SLPs are submitted to DIRAP.
- Dealing with enquiries on all aspects of SLP governance and communicating with prospective Faculties and other SLP academic entities, disseminating information on the workflow of SLP design, registration, delivery and certification.
- Compiling an annual UFS SLP Report in collaboration with DIRAP and presenting the report to relevant governance structures.

- Ensuring that there is an appropriate certification (which includes printing and provision) process for SLPs through collaboration with SAS and SLP academic entities.
- Maintaining a central database of SLP reports by SLP academic entities.
- Programme scheduling on PeopleSoft (per class) in collaboration with SAS.
- Facilitates online registration process, in collaboration with SAS and ICT Services.
- Ensures maintenance of accurate database and record system of SLPs offered as well as participant records and performance, in collaboration with SAS.
- Render any other support needed by stakeholders and or staff members to assist in the planning, development and presenting of SLP's

6.1.2. Marketing Role of the SLP Office

- Coordination of central marketing of SLPs, including drafting of a marketing plan, in collaboration with SLP academic entities and relevant support services.
- Maintaining the UFS SLP Webpage (not applicable to Business School Webpage) for marketing purposes in collaboration with relevant support services, SLP academic entities and other relevant stakeholders.
- Marketing the SLPs on different marketing platforms in collaboration with SLP academic entities.

6.1.3. Financial Confirmation Role of the SLP Office

- Design of a UFS SLP business plan in collaboration with internal or external experts.
- Liaise with Finance and SLP academic entities and other relevant entities on the framework for financial aspects of SLPs.
- Ensuring that all SLPs are approved by SLP Office with regard to budget considerations before delivery.

6.2. ROLES AND RESPONSIBILITIES OF SLP ACADEMIC ENTITIES

6.2.1. SLP Governance

- As the academic entities of the SLP, the academic entity or unit/centre prepares the proposal for registration of the SLP by DIRAP.
- The proposal is supported by the Dean of the Faculty (or Head of a unit/centre) and approved by a Faculty sub-committee and/or Faculty Board (management committee of a unit or centre) to be submitted to the Academic Committee of Senate for final approval.
- Under permissible exceptional circumstances, the Dean of the Faculty, as Chairperson of the Faculty Board, or the Head of an equivalent structure, may request expedited approval from the Academic Committee of Senate via a Round Robin process to introduce a new SLP where reasonable justification can be given for a course starting before the next official Academic Committee of Senate meeting. A SLP application associated with such a request must have gone through all the prior appropriate approval structures of the Academic Entity and Faculty/equivalent structure of the support unit. Such a request must be accompanied by the relevant sets of minutes and a strong motivation with supporting evidence..
- The Dean of a Faculty/Head of an equivalent structure is delegated the authority to reapprove a SLP if not more than 50% of the content has changed and its relevance, up-to-date content and academic quality are still in place after the five-year period.

6.2.2. Quality Management of SLPs

The SLP Academic Entity is responsible for assuring the quality management of the SLP, through the following:

- The SLP Academic Entity conducts a needs analysis to determine the viability of the SLP.
- Completing accurate documentation for registration, indicating the purpose of the SLP; outcomes; learning and teaching and assessment strategies.
- Liaising with the SLP Office and DIRAP to follow the required procedure for approval and registration.
- Design and development of the SLP; including all materials.
- Compliance with the UFS SLP Policy, and effective communication with academic and support structures to ensure that the requirements of the Policy are met.
- Appointing presenters that have the appropriate level of expertise and teaching ability.
- Presenting the SLP, whether on- or off-campus.
- Dealing with academic and technical enquiries and communicating with prospective participants and staff where necessary.
- Obtaining participant and facilitator feedback and providing a report to the SLP Office after each completed SLP
- Collaborating in the RPL process when participants apply for advanced standing/exemption for entry into a formal UFS programme after successful completion of a SLP.

6.2.3. General Administration

General administrative tasks performed by SLP academic entity include the following:

- Processing manual applications and registrations on the UFS SLP database.
- Logistical arrangements for travel and accommodation of presenters (and participants if necessary).
- Processing marks and results, and communicating results to SLP Office.
- Booking venues for delivery of SLP.
- Providing certification information to SLP Office.

6.2.4. Marketing Responsibilities

The SLP academic entities are expected to make a contribution to the marketing of the SLPs by:

- Providing marketing information to the SLP Office.
- Providing information for the SLP Website to the SLP Office.
- The SLP Office is not responsible for the webpage and marketing of SLPs offered by the UFS Business School.

6.2.5. Financial Consideration Role of Academic Entities

The SLP academic entity has to draft a budget for the delivery of the SLP, indicating all direct and indirect costs as well as proposed fees, to be signed off by the SLP Office during the workflow of registration.

6.2.6. Programme Review

Evidence in the form of a SLP portfolio for quality assurance purposes is prepared and presented by the SLP academic entity according to the programme review and re-registration cycle determined by DIRAP. The content of the portfolio of evidence include:

- An approval of the Academic Committee of Senate
- A financial arrangement, including the complete financial structure of the SLP as well as the UFS's share, approved and signed by the SLP Office.
- 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 and staff.

6.3.   FINANCIAL ROLES AND RESPONSIBILITIES

6.3.1 Academic Entity

The Academic entity will be responsible for:
- Drafting of the SLP Budget by making use of the relevant template
- Adherence to the approved budget with regard to costing and expenses
- Reconciliation of the SLP entity at the close of the SLP offering, but no later than the end of the UFS financial year end.

6.3.2 SLP Office

The SLP Office will be responsible for:
- Approval fo the SLP Budget in due time for the relevant process to follow
- Pricing the SLP on the system in due time for the SLP to be offered
- Creating the SLP entities in due time for the SLP to be offered
- Validation of the entity in accordance with the approved budget

6.3.3 Internal Audit

The UFS Internal Auditor
- Riks based audit responsibilities of the SLP entities
- Reporting rrresponsibilites

6.4.   ROLES AND RESPONSIBILITIES OF STUDENT ACADEMIC SERVICES (SAS)

The main role of SAS is provision of guidance and support to the SLP Office in relation to the established institutional compliance standards, processes and procedures with regard to the SLP participant's life cycle and the associated record management. SAS in particular establishes the compliance standards for the SLP Office with regard to the application, admission, registration and certification of SLP participants; record keeping and management; and the SLP academic structure.

SAS provides operational and/or compliance guidance and support to the SLP Office in performing the following tasks and responsibilities:

- Ensuring compliance with the relevant policies, procedures and guidelines associated with SLPs and admission, registration, attendance/participation and certification of SLP participants
- Establishing and monitoring institutional compliance with regard to standards, processes and procedures to ensure secure and credible/accurate production, storage, distribution and record keeping of certificates
- Providing advice, guidance and support to the SLP Office regarding Programme scheduling on PeopleSoft (per class).
- Providing advice, guidance and support to the SLP Office regarding participant application, admission and registration processes to ensure that all applications, admission decisions and registrations are processed and/or captured accurately on the PeopleSoft system
- Providing advice, guidance and support to the SLP Office regarding keeping of a database and record system of the SLPs offered as well as participant records and performance.

6.5.   LEARNING MANAGEMENT SYSTEM

Depending on the LMS utilised by the SLP, access to the particular LMS is to be provided. Support to staff and participants with regard to the design and delivery of online SLPs to be provided through the liaison of the SLP Office with the relevant stakeholders.

7. DESIGN AND DEVELOPMENT OF SLPs

The design and development of the SLPs should be informed by academic expertise and research in the relevant discipline/field of study; and the process should adhere to sound academic and curriculum design principles and standards. As stated in paragraph 6.2, the academic entities of the SLP or equivalent structures are responsible for the design, delivery and quality assurance of the SLPs.

The following considerations are applicable to the design and development of all SLPs:
- The Head of the academic entity or equivalent structure who owns the SLP is responsible for ensuring quality and credibility of the SLP's design and development process.
- The basis of the content should be well-grounded knowledge and scholarship, including legitimate, well-grounded theoretical and conceptual frameworks in the respective discipline.
- The development of content should be based on current research and emerging developments in the academic discipline/area to ensure relevance and currency of the SLP.
- Teaching and learning should meaningfully integrate theory and practice to ensure that the SLPs retain their immediate relevance, and that the student's expertise in the area of practice is purposefully extended.
- Learning content and activities should be sequentially and progressively structured to coherently achieve the learning outcomes of the SLP.
- Professional bodies/economic sector key stakeholders and/or their respective guidelines should be consulted to ensure that the participants obtain the intended recognition, where applicable.
- 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.

- The language policy of the UFS must be reflected appropriately in the marketing and presentation of SLPs.
- All course outlines of the SLPs should include, but not be limited to, the following sections:
  o Programme introduction and purpose
  o Learning outcomes
  o SLP sessions schedule
  o Content
  o Learning and teaching strategy and activities
  o Assessment strategy, activities and requirements
- The possible impact of the SLP should be determined.
- The Faculty/department has to ensure that SLP offerings fall within the context of the University's vision, mission, goals, core competencies and resources and the area of expertise of the academic entity.
- Confirming that internal or external staff members and presenters from external collaborators who present SLPs have the necessary qualifications, experience, subject knowledge and teaching expertise to deliver the SLP in line with the University's requirements.

7.1. DIGITISATION OF SLP PROVISIONING

The SLP provisioning of the UFS acknowledges the extent to which digital technologies have changed the society and the face of learning in the 21st century. The provisioning recognises that digitisation has become the core of learning (both individual and collaborative) reading, writing and exchange of ideas. The UFS SLP provisioning therefore aspires to consistently progress from the predominant dependence of traditional physical learning spaces to digitisation in order to capitalise on the possibilities of the new media forms that could maximise educational interaction between participants, between participants and educators, and between the participants/educators and the unlimited online sources of empowering information.

8. QUALITYASSURANCE

The authority to register its own SLPs is delegated to the UFS by the Higher Education Quality Council (HEQC) of the Council on Higher Education (CHE), which calls for an internal quality management system (QMS) to ensure the quality of SLP provisioning.

8.1. INSTITUTIONAL QUALITY ASSURANCE THROUGH THE DIRECTORATE FOR INSTITUTIONAL RESEARCBH AND ACADEMIC PLANNING (DIRAP)

The quality management processes of the UFS are overseen by the Academic Planning Directorate of DIRAP. This Unit operates under the jurisdiction of the Academic Committee of Senate, which evaluates and approves all new and revised SLPs on behalf of Senate. DIRAP's terms of reference and responsibilities in relation to SLPs are as follows:
- Confirming the alignment of SLPs with national policies.
- Ensuring the alignment between the institutional mission and strategy and the SLP offerings of the university.
- Verifying that SLP applications are complete and the required institutional information accurate.
- Ensuring SLP registration and the process of quality assurance to ensure the integrity of SLP catalogue and associated records

- Supporting the SLP Office and SLP academic entities to follow the directives of the policy.
- Registration of SLPs at the university.
- After consultation with relevant role players and the SLP Office, suggesting amendments to the Policy on SLP Offerings.
- Collaborating with the SLP Office in the maintenance of the institutional database/catalogue for recording and statistical purposes.
- Arranging the five-year cycle reviews of approved SLPs.
- Providing evidence of institutional effectiveness in terms of an internal QMS that ensures the quality of SLP provisioning.
- System setup on PeopleSoft and maintenance of the SLP Catalogue.
- Providing evidence of institutional effectiveness in terms of an internal QMS that ensures the quality of SLP provisioning.
- Submission of documentation for the SLP registration and recording process before referral to the Academic Committee of Senate.

8.2. QUALITY MANAGEMENT AT THE LEVEL OF SLP ACADEMIC ENTITIES

As indicated in paragraph 6.2.2, and in line with the quality agenda of the UFS, SLP academic entities are primarily responsible for the quality management of their SLPs. This includes compliance with:
- The national and institutional directives and procedures.
- This policy and effective communication with departments/schools/centres/units to make sure that the requirements of the policy are met.
- Ensuring that SLP offerings fall within the area of expertise of the academic entity.
- Confirming that internal or external staff members and presenters from external collaborators have the necessary qualifications, experience, subject knowledge and teaching expertise to deliver the SLP to the University's requirements.
- Where applicable, approving that the content of a module in the Module Catalogue of the university be used to develop and present a SLP.
- Assessment policy of the institution, ensuring that SLP assessment is subjected to internal and/or external quality assurance scrutiny/moderation.

9. APPROVAL AND REGISTRATION OF SLPs

Both competency-based and attendance-based SLPs must follow the standard SLP workflow and approval process (Figure 1).

Figure 1: SLP workflow and approval process

```
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│          1          │      │          2          │      │          3          │
│ Academic Entity     │ ──▶  │ Programme Design by │ ──▶  │ Academic Entity     │
│ Consultation        │      │ the Academic Entity │      │ Consultation        │
│ with SLP Office     │      │                     │      │ with DIRAP          │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                      │
                                                                      ▼
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│          6          │      │          5          │      │          4          │
│ Approval by         │ ◀──  │ Faculty Board       │ ◀──  │ Academic entity     │
│ Academic            │      │ Consideration       │      │ engagement with SLP │
│ Committee of Senate │      │ and Approval        │      │ Office regarding    │
│                     │      │                     │      │ Budget              │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
         │
         ▼
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│          7          │      │          8          │      │          9          │
│                     │      │ Consultation with   │      │                     │
│ Financial Setup by  │ ──▶  │ Communication and   │ ──▶  │ Programme Creation  │
│ SLP                 │      │ Marketing & UFS     │      │ by DIRAP            │
│                     │      │ Website Execution   │      │                     │
│                     │      │ in conjunction with │      │                     │
│                     │      │ SLP Office          │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                      │
                                                                      ▼
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│          12         │      │          11         │      │          10         │
│ Blackboard Access   │      │ Application,        │      │ Catalogue Coding    │
│ Facilitation by SLP │ ◀──  │ Admission &         │ ◀──  │ System by SAS       │
│ Office & Provision  │      │ Registration by     │      │                     │
│ by relevant Campus  │      │ SLP Office          │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
         │
         ▼
┌─────────────────────┐
│          13         │
│ Certification by    │
│ SLP Office with     │
│ Compliance by SAS   │
└─────────────────────┘
```

The UFS associates itself with only the SLPs that have been approved by the Senate of the UFS, which delegates its authority in this regard to the Academic Committee of Senate. The programmes may only be presented at Academic Committee of Senate once they have gone through the full process of approval and have been quality verified DIRAP. All applications to offer SLPs bearing the University name or logo require approval from the following structures of the institution:

- Dean of the Faculty/Head of Entity
- Faculty Board or equivalent structure
- Finance
- DIRAP
- Academic Committee of Senate.

Applications for approval and reregistration of the SLP must be made on the standard SLP application form available on the DIRAP website (see Annexure A). The institutional process that must be followed in adding a new SLP to the catalogue, to alter an existing SLP and/or to discontinue an SLP is outlined in sub-section 9.1 and it should be read together with the schematic illustration indicating the workflow process presented in Figure 1. The SLP applicant(s) will be notified by DIRAP in writing if approval has been granted, including the SLP code and title. SLPs are approved for a five-year period after which an application to be reapproved (the review process) must be submitted by the Academic Entity. Changes to the content of an SLP during this period in response for example, rapidly changing legislation and policies, in order to stay relevant, are left to the discretion of the presenter.

The brief description of the process diagrammatically illustrated in Figure 1 is provided below.

STEP 1: ACADEMIC ENTITY CONSULTATION WITH SLP OFFICE

The SLP Academic Entity holds consultations with the SLP Office for purposes of support and guidance in relation to the policies, process, procedures and associated expectations. The SLP Office coordinates and monitors the workflow process.

STEP 2: PROGRAMME DESIGN BY THE ACADEMIC ENTITY

The SLP Academic Entity prepares a written proposal of the SLP using the standard SLP application form. The proposal includes the needs analysis, rationale and purpose, and confirmation that the SLP is designed and developed to meet the needs and expectations developed in the context of the institution's vision, mission, goals, core competencies and resources. The budget draft for the SLP is attached. The proposal is then approved by the relevant structure of the Academic Entity and signed off by the Dean of the Faculty/Equivalent structure of the support unit.

STEP 3: ACADEMIC ENTITY CONSULTATION WITH DIRAP

DIRAP ensures that the application meets all the national and institutional standard requirements. The process includes the evaluation of relevance, academic sustainability, quality of design and delivery, adherence to teaching and assessment practices and directives of the SLP policy. DIRAP makes the relevant recommendations and the Academic Entity improves the proposal accordingly. The application is then referred to the Finance Office for confirmation of class fees and verification of budgetary considerations.

STEP 4: ACADEMIC ENTITY ENGAGEMENT WITH FINANCE

SLP Academic Entity engages with the SLP Office and confirms the programme costs (pricing), budget and financial arrangements and distribution in terms of the third-stream income generated by the SLP.

STEP 5:	FACULTY BOARD CONSIDERATION AND APPROVAL

The proposal is submitted to the Faculty Board or equivalent sub-committee/structure of the support unit. The approved proposal is submitted to the SLP Office with the letter from the Dean/Head of the Academic Entity confirming the approval of the SLP.

STEP 6:	APPROVAL BY ACADEMIC COMITTEE OF SENATE

The SLP Office prepares the proposal, which includes the Memorandum of Understanding (MoU) (if applicable) and the formal financial arrangement between the SLP Academic Entity and the University signed by the Head of Finance, for consideration by the Academic Committee of Senate. The proposal is the forwarded to DIRAP for inclusion on the agenda of the Academic Committee of Senate, which has Senate's delegated authority to perform the approval.

STEP 7:	TUITION SETUP BY FINANCE

SLP Office links a tuition fee to the newly-recorded SLP based on the financial agreement between the university and the academic entity offering the SLP. The SLP Office also manages the prepayment setup and the lifting of enrolment blocks.

STEP 8:	CONSULTATION WITH COMMUNICATION AND MARKETING AND UFS WEBSITE EXECUTION

The Academic entity and the SLP Office liaises as appropriate for the approved SLP to be captured on the UFS website according to the appropriate branding and marketing standards.

STEP 9:	PROGRAMME CREATION BY DIRAP

DIRAP sets up the SLP and Plan on PeopleSoft and informs SAS.

STEP 10:	CATALOGUE CODING SYSTEM BY STUDENT ACADEMIC SERVICES (SAS)

SAS assists with the coding system and records the SLP in the UFS's SLP Catalogue. SAS also provides support to the SLP Office on how to register SLP participants.

STEP 11:	SLP OFFICE: APPLICATION, ADMISSIONS, REGISTRATION AND TIME TABLING

Applications: The SLP Office and Academic Entities finalise the online process and captures hardcopy application forms. Admissions (with guidance and support from SAS where necessary)

Admissions: The SLP Office coordinates the admissions and setup basic admissions communication in collaboration with respective academic entities.

Registrations: The SLP Office schedules the timetable and assessments if needed via ad-hoc bookings.

STEP 12:	BLACKBOARD ACCESS FACILITATION BY SLP OFFICE & PROVISION BY THE RELEVANT CAMPUS

Access and support in uploading the SLP on Blackboard will be given by the relevant Campus (either CTL or South Campus). Support to participants on Blackboard will be provided through the liaison of the SLP Office with the relevant stakeholders. Blackboard Access is only possible via Peoplesoft as there is a direct link.

STEP 13:	CERTIFICATION BY SLP OFFICE WITH COMPLIANCE BY SAS

SAS supports the certification process of the SLP Office by assisting with the conformance of the institutional certification requirements and capturing of security features on the certificates. The SLP Office follows the appropriate process to develop, print and distribute the certificates.

9.1. RE-APPLICATION AND RE-APPROVAL PROCESS

The following two options are respective routes for application of re-approval of the SLPs depending on the amount in percentage of the content change of the SLP:

Less Than 50% Content Changes

If the content of the SLP has less than 50% changes made to it, the following application and re-approval process is followed:
- The application for re-approval is prepared and approved through the different approval structures of the Department/Unit and the Faculty
- The completed SLP application form, which includes a signed approval confirmation letter from the Dean/Head of the Unit and Faculty Board, is submitted to DIRAP for quality checks.

50% and More Content Changes

In the event that the changes constitute for 50% or more, the following application and re-approval process is followed:
- The application is prepared and submitted to DIRAP
- DIRAP performs quality checks and confirmations in consultation with the Department/Unit
- The application is finalised and approved through the different approval structures of the Department/Unit and the Faculty
- The completed SLP application form is submitted to DIRAP with a signed approval confirmation letter from the Dean/Head of the Unit
- DIRAP submits to the Academic Committee of Senate for consideration and approval.

10. MONITORING AND EVALUATION

The quality of SLPs are monitored by DIRAP and evaluated through individual SLP session feedback and formal programme review cycles.

10.1.   SESSION FEEDBACK

On a continuing basis, participants are required to complete end-of-session feedback, administered by the presenters of the SLPs. These surveys will inform further development and improvement at academic entity and presenter level. The survey feedback is also to be made available to the SLP Office, and to DIRAP for analysis and to ascertain whether quality expectations/requirements have been met.

10.2.   FORMAL REVIEW

All SLPs undergo formal review and renewal every five years in terms of relevance, up-to-date content and academic quality. Programmes may also be continually adapted or be scheduled for special reviews in response to feedback from the participants, clients and other stakeholders. The minor continuing adaptations of the SLP are approved at unit/department and faculty levels by Deans/Heads of Departments/Units through the relevant quality overseeing structures. When SLPs are approved and registered on the Institution's SLP catalogue, the date for next review is stipulated and recorded to ensure compliance with regard to monitoring and review.

Units/departments/faculties that are responsible for the SLPs are expected to follow the following quality assurance measures for purposes of review and renewal of their SLPs (see also 6.2):
- A portfolio of evidence of the delivery of the SLP over the period of 5 years of its running is developed for quality assurance purposes.
- The SLP approval form is completed and both the form and the portfolio are presented before the Dean/Head of Departmental/Unit for approval by the relevant quality assurance structure to quality assure the SLP.
- The re-approval process checks among others the following:
  o Validation of the qualifications or expertise of internal and external presenters/facilitators.
  o Copies of teaching, learning and assessment material.
  o Records of SLP participants' attendance and their levels of achievement.
  o Evaluation feedback from SLP participants.
- The financial model of the SLP should then be considered by Finance from a financial perspective.
- Once it has been financially endorsed, the SLP documentation is forwarded to DIRAP. The SLP documentation is examined for SLP quality compliance, and may then be signed off by DIRAP for quality compliance confirmation.
- The SLP documentation is prepared and submitted to the Academic Committee of Senate for consideration and approval.
- The SLP may only be recorded on the Institution's SLP Catalogue after approval by the Academic Committee of Senate.

10.3.   PUNITIVE MEASURES

Punitive measures, which include undergoing the institutional disciplinary process, and restitution and/or restriction against presenting SLPs in the future, will be taken against staff members/departments/units that offer non-registered SLPs under the name of the UFS.

11.   LEARNING AND TEACHING STRATEGY

The SLPs' content and learning and teaching activities should be designed to effectively support and promote personal and professional development. With all its SLPs, the UFS advocates for high quality, relevant teaching and flexible delivery that involves a variety of pedagogical practices and methods. Participant engagement is the preferred approach to learning and teaching. Learning and teaching should promote active participation and make use of technologies to promote interest/excitement and curiosity in learning, and also create learning experiences that are relevant to the real life environment. The instructional approach should provide the participants with the necessary knowledge, skills and tools to access knowledge for their own intellectual use in dealing with current, real and critical issues. It should foster critical thinking, creativity and innovation, and attainment of high ethical and professional standards.

12.   VENUES FOR SLP DELIVERY

SLPs may be delivered both on and off UFS campuses, depending on the nature of the SLP and the needs and profile of the participants. In cases of off-campus offering, all measures should be made to ensure that the off-campus site offers the equivalence of the facilities that the UFS campuses offer.

13.   ASSESSMENT STRATEGY

Assessment of learning in the SLPs should remain flexible and be unique to the needs of each individual SLP.

SLP assessment may take any of the following assessment methods:
Formative assessment
> This type assessment measures a students progress during the learning process to provide ongoing feedback and incremental feedback. It includes a range of formal and informal assessments, typically to monitor the progress being made toward achieving learning outcomes.

Summative assessment
> This assessement takes place after the learning has been completed and sums up the learning pocess. The intenion of this assessment is to validate the performance of the participant.

Continuous Assessment
> This type assessment is used as an alternative to summative assessment. Conitnous assessment is a series of assessments that occur throughout a learing process.   Participants are examined continuously over the dration of the programme.

An SLP for advanced standing must include assessments that are relavant to the purpose of the SLP.

An attendance based SLP may not be assessed.

14. CERTIFICATION

The SLP Office will liaise with the delegated institutional certification office and the relevant person in the Applications, Admissions and Graduations Section of SAS to facilitate the certification process. Security measures that the UFS has in place in relation to certification include the following:

- The SLP Office should enable a secure and credible certificate processing and issuing process by ensuring that the certificates are:
    - Securely stored at all time
    - Embossed when they are competency-based certificates
    - Signed by the appropriate Dean of Faculty/Head of Department/Unit as appropriate
    - Signed by the appropriate Project Manager/Director as appropriate
    - Issued with academic transcripts in the case of competency based SLP.
- The University will only issue certificates for programmes that have been approved by the Academic Committee of Senate.
- SLP certificates will meet the requirements for the Academic and Marketing Brand set out by the Communication and Marketing Division of the UFS.
- The University, through its SAS, will issue a Certificate of Attendance for attendance-based SLPs and a Certificate of Competence for competency-based SLPs together with an academic transcript.
- A standard format for certificates will be used, which includes a brief description of the SLP content, outcomes, certificate number (which is the only nomenclature to be used in recognition of SLP completion), completion date and required signatures. Provision and exception will be made for the printing of customised SLPs.
- SLP academic entities offering SLPs will budget and account for certification costs.
- Duplicate certificates will be issued when the original certificate(s) have been lost or damaged
- Participants will be held liable for the cost of their duplicate certificates when their original certificates have been lost or damaged.
    - The following documents are required to issue duplicate certificates:
    - A sworn affidavit stating the reasons for the duplicate certificate request
    - A certified ID/passport document
    - Marriage certificate (in cases where names have to be changed or added)
    - Proof of payment

15. RECORD MANAGEMENT

Record management with regard to both participant and programme information management forms an inherent part of all the processes of SLPs from admission through registration and participation to certification to ensure the integrity of records and certification. When SLPs are approved and registered on the UFS' SLP catalogue, they are denoted a unique nine-character alphanumeric SLP code for identification and record/information management purpose as illustrated in Tables 1; and 2. The codes are linked to all the activities associated with the respective SLPs, including enrolment, achievements, reporting, review cycles and certification of participants.

15.1. SLP CODIFICATION

All UFS SLPs shall be identifiable by a unique nine-character alphanumeric SLP code determined in accordance with the parameters presented in Table 1. An example of the coding system is provided in Table 2).

Table 1: SLP Codification

Cognitive Engagement Consideration	Subject Field Applied Conservation Genetics	Catalogue Number				
		Educational year level	Cognitive level	Tuition period: 1, 2 or 0	Duration Indicator (Multiples of 4)	S (for SLP)
	The first 4 characters (letters)	1st Digit	2nd Digit	3rd Digit	4th Digit	5th Digit
Higher Certificates		1	5	1, 2 or 0		
Advanced Certificates		1	6	1, 2 or 0		
Diplomas		1	5/6	1, 2 or 0		
Advanced Diplomas		1	7	1, 2 or 0		
Bachelor's Degrees		1/2/3/4	5/6/7/8	1, 2 or 0		
PGDip/Hons		4	8	1, 2 or 0		
Masters		5	9	1, 2 or 0		

Example: Postgraduate nine-character alphanumeric SLP code

An Applied Conservation Genetics (APCG) SLP that requires cognitive engagement at the level of an honours programme would be coded as follows:

Table 2: Example of nine-character alphanumeric SLP code

Cognitive Engagement Consideration	Subject Field Applied Conservation Genetics				Educational year level	Cognitive level	Tuition period: Year	Duration Indicator (Multiples of 4)	S (for SLP)
Honours level	A	P	C	G	4	8	0	4	S

16. RECORDKEEPING

Individual participant numbers are assigned to SLP candidates on the management information system of the University (PeopleSoft) to ensure a record system that is sufficiently secure. The information management process includes a full audit trail of all marks recorded; and is managed centrally to avoid duplication with departmental records. Records on attendance and performance of participants are kept in a limited-access database. iii). SLP presenters are required to keeps files containing

copies of all teaching, learning and assessment and marketing material, attendance lists, evaluation questionnaires, and participant feedback.

17.   ACCESS TO UFS FACILITIES

Registered SLP participants will for the duration of the programme have access to the UFS libraries. Access to the UFS's learning management system, Blackboard, and the computer laboratories will be financially costed as part of its financial model.

18.   MARKETING

The marketing material should include comprehensive, current and accurate information on the SLP as approved purposes and will be coordinated by the SLP Office (see 6.1.2). Table 3 represents the content that will be captured on the UFS website by the SLP Office, as a marketing tool and for verification:

Table 3: SLP web content

Name/title of the SLP	Duration	Purpose
Admission requirements	Fees	Language medium
Target group	Presenter	Contact details
Delivery method	Facilities	Resources and support
Location/premises		

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.

19.   REPORTING

The Deans/Heads of `Units will submit annual reports on all SLPs offered in their respective faculties to the SLP Office to be compiled as part of the annual SLP report. The SLP Office in collaboration with DIRAP will present an annual consolidated report of all SLPs offered to the Academic Committee of Senate. This report will be included in the institution's overall annual report.

20.   RPL PROCESS

The SLP policy is aligned with the UFS RPL Policy and the current national legislation. Participants who complete a competency-based SLP at the UFS can apply for advanced standing for entry into a formal qualification through the RPL process. The process is managed by the UFS RPL Office (CTL) in collaboration with the SLP academic entity and the SLP Office.

21. RECRUITMENT AND APPOINTMENT OF SLP ACADEMIC STAFF

SLPs may be presented by full time staff members of the University, external collaborating providers or temporary staff recruited and appointed specifically for the SLPs. In all cases, presenters/lecturers of the SLPs must have the necessary qualifications, experience, subject knowledge and teaching expertise to deliver the SLPs to the University's standards.

In the case of temporary expert recruitment, units and departments may or may not follow the formal advertising procedure to recruit SLP presenters/instructors, depending on the nature and length of the SLP and the type and ease of availability of the expertise required.

The SLP presenter/lecturer is identified and appointed directly by the SLP Academic Entity of the SLP, and the appointment must be approved by the Dean/Head of Unit/Department.

The SLP academic entities should ensure that a minimum of 2 references are obtained, and that the qualification checks and criminal record disclosures are conducted/facilitated.

Potential presenters/instructors should be interviewed to establish that they meet the intended job description/selection criteria. A description of the deliverables of the SLP that the presenter/lecturer will be expected to perform should be compiled to develop a job description and/or selection criteria.

The following may be used to identify the suitable candidate:
- Job description/selection criteria
- Candidate's CV
- Academic/professional qualifications and vocational experience held by the candidate
- Areas/units/courses that the appointee may teach
- Evidence of permission to work in South Africa (if not a South African national)
- Candidates must also have the appropriate proficiency in the language of instruction and the necessary competence in delivering quality higher education programmes.
- Once the recruitment process has been completed, the appointment documents must be submitted to the Human Resources Department to enable the contracts and payments to be made.

22. INDUCTION OF SLP ACADEMIC STAFF

Once the appointment is finalised, the SLP Academic Entity should put in place a plan to induct the new appointee to the environment of the institution, the unit/department and the SLP, explaining the relevant HR and operational expectations, processes, programmes, policies and procedures, academic standards and requirements, etc.

23. REMUNERATION

The time spent by presenters/instructors who are not employees of the UFS will be compensated according to the determined hourly rate of the Institution in collaboration with and agreed to by the Head of Human Resources. The hourly rates are used according to the academic and/or professional expertise levels attained by the appointees. Remuneration should inclusively take into consideration the instructional hours and the associated preparation, assessment, participant consultation and other activities, as well as the degree of academic responsibility in the SLP. (*As this may not necessarily be

applicable to the Business School, a relevant alternative model is applicable to the Business School SLPs due to associated nature of business model).

The total staff costs of presenters/instructors who are employees of the UFS will be charged to the SLP entity and the funds made available in the SLEs of the department from where the salary of such employees are paid. The staff cost recovery is determined in accordance with the approved budget for the SLP and will be transferred as part of the close-out entries for the SLP. (*As this may not necessarily be applicable to the Business School, a relevant alternative model is applicable to the Business School SLPs due to associated nature of business model).

24.   SURPLUS 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 (see Table 4). The financial management and administration of all SLPs offered by the University is dealt with in accordance with the business and financial model developed by Finance and approved by Senate. The available models for costing and the aligned mechanisms for cost recovery available to the university is the responsibility of Finance in collaboration with the SLP Office. A yearly surplus target will be agreed with academic entities by Rectorate (Budget Summit). (*As this may not necessarily be applicable to the Business School, a relevant alternative model is applicable to the Business School SLPs due to associated nature of business model).

Table 4: Surplus Distribution Model

SURPLUS DISTRIBUTION BELOW TARGET		SURPLUS DISTRIBUTION ABOVE TARGET	
UFS (including funding of SLP-office)	60%	UFS (including funding of SLP-office)	50%
Academic Entity	30%	Academic Entity *SLE's and growth 35%	50%
Principle Creator/s of SLP	10%		
DEFICIT DISTRIBUTION		*Principle Creator/s of SLP 15%	
Academic entity (in addition to contribution towards funding of the SLP office)	100%		

The following considerations are applicable to the surplus distribution:
(i) An approved budget for a SLP must be provided for cost recovery entities of UFS academic employees.
(ii) A formal contract must be drawn up between the UFS and external collaborator or provider, which includes the services to be delivered and the cost thereof. These costs are part of the total costs of the SLP and should include VAT when the service provider is a VAT registered vendor.

24.1.   EXTERNAL ENTITY INVOLVEMENT

SLP applications and proposals that involve a partnership and/or co-branding with an external entity must be referred to the Head of Finance. 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. Finance will consider each application on a case-by-case basis and make recommendations to the Academic Committee of Senate.

Academic departments/schools/centres/units who wish to set up external collaborators to deliver SLPs are required to submit an outline proposal to the SLP Office for distribution to Finance in the form of a memorandum of agreement including:
- The business and financial model
- The reason for the external collaborator
- The nature of the collaboration
- Profile of the proposed collaborator
- The collaborators' intended contribution to develop and present the SLP
- Where the Intellectual property (IP) ownership resides
- The financial arrangement with the academic department/school/centre/unit and the collaborator as per paragraph 24 (ii).
- How the accrued income will benefit the University
- The contract entered into and between the UFS and the collaborator(s); and
- 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 the term of the intended SLP with a maximum term of three years. A renewal application by the scheduled renewal date must be submitted to the SLP Office and Finance to continue offering the SLP. Such a memorandum, after consideration by the SLP Office and Finance Department, to be approved by the DVC: Academic.

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS

DIRECTORATE FOR
INSTITUTIONAL RESEARCH AND
ACADEMIC PLANNING (DIRAP)

Short Learning Programme Application Form

Title of the SLP	

SLP CODE						
Subject field		**Catalogue number (e.g 1500)**				
(e.g. ENGL)		**Year**	**Level**	**Period**	**Credits**	**SLP**
						S

Academic entity/department	
Faculty	

APPROVAL AND RECORDING

	Day		Month		Year		
Faculty board							
Dean of the faculty							
SLP Office (financial clearance)							
DIRAP (quality conformance)							
Academic Committee of Senate (AC)							
Recorded catalogue (implementation date)							
Date for next programme review							

ACADEMIC ENTITY CONTACT

Academic entity contact person(s)	
Email:	
Telephone:	
Professional council (if applicable)	
Continuing education units (if applicable)	

INDICATE THE TYPE OF SLP RELEVANT

Competency-based, advanced standing/exemption eligible (These SLPs may be used to apply for recognition of prior learning (RPL) to gain access to formal programmes and/or for advanced standing/exemption from a part/module(s) of a particular formal qualification.)	☐	**Competency-based, advanced standing/exemption ineligible** (These SLPs are offered for personal learning and CPD in areas of learning and development not necessarily linked to the learning outcomes of the formal programmes of the university.)	☐	**Attendance-based** (These SLPs are non-assessed, attendance/participation based.)	☐

PLEASE INDICATE THE PURPOSE OF THE APPLICATION

New SLP	☐	Customised SLP(s)	☐	Changes to an existing SLP	☐	Discontinue SLP	☐	Re-approval of SLP	☐

If this application has bearing on an existing SLP, please provide the both the SLP codes:

Old									
New									S

ASSOCIATED QUALIFICATION
(In case of Advanced Standing / Exemption Eligible)

Provide details of the formal programme / module to which this SLP is associated	
Module code towards which the SLP offers possible advanced standing. E.g. ENMB1614	
Name of module towards which the SLP offers possible advanced standing. E.g. General Management	
Qualification towards which the SLP offers possible advanced standing. E.g. Bachelor of Commerce in General Management	
Qualification towards which the SLP offers possible advanced standing. e.g. BCom (General Management)	
Study code of the above Qualification	
Academic plan of the above Qualification	
NQF level of the above Qualification	

Is this SLP linked to a formal qualification?	Yes	☐	No	☐

Complete only if linked to a formal qualification		
Undergraduate	☐	**Postgraduate** ☐

Qualification group within which the SLP is conceptualised to allow RPL

HCert	☐	Dip	☐	Bachelor's degree	☐	Bachelor's honours	☐	Master's degree Research	☐	Prof Master's degree	☐
AdvCert	☐	AdvDip	☐	Prof bachelor's degree	☐	PGDip	☐	Master's degree Structured	☐	Other	☐

The link between the SLP and other programmes, both internal and external

Internal (please specify below)	External (please specify below)

SLP SPECIFIC INFORMATION

Total learning time	
Formal contact time		**Other learning time**	

A short motivation/rationale for the development of the SLP, taking into account the envisaged participant intake and stakeholder needs

The purpose of the SLP

Target group

Does the offering of the SLP involve a departmental or collaborator third-stream income split? (if 'Yes', please indicate the entity/collaborator below)	Yes	☐	No	☐

Planned scheduling					
Per contract	☐	On request	☐	Fixed scheduling	☐

Language of presentation			
English	☐	**Other (Specify):**	

Campus where SLP will be presented							
Bloemfontein	☐	QwaQwa	☐	South campus	☐	Other	☐
In the case of other, provide location(s) where SLP will be presented							
Minimum number of participants required for the SLP to run							
Maximum number of participants allowed to register (if applicable)							
Who is responsible for the SLP fees?	Participant	☐	Employer	☐	Per contract	☐

Contact or distant mode					
Face to face/contact only	☐	Distance (including online) only	☐	Contact and distance mixed	☐

Semester or year SLP											
Quarter 1	☐	Quarter 2	☐	Quarter 3	☐	Quarter 4	☐	Semester 1	☐	Semester 2	☐	Year	☐

Admission requirements of the SLP – prerequisites, e.g. an NSC or higher-education qualification

Preconditions e.g. the learning assumed to be in place, experience or employment in the specific industry

Brief description of the content of the SLP

Learning outcomes of the SLP

Articulation and recognition attained through the SLP(s) i.e. access to a module or qualification

Learning outcomes of the module towards which the SLP enables access

Provide a curriculum outline (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:		

TEACHING AND LEARNING STRATEGY

Discuss the teaching and learning strategy applicable to the SLP and outline (1) the teaching methods, (2) mode of delivery, and (3) materials used for the attainment of the proposed outcomes of the SLP

| To be scheduled on the official UFS class timetable | | | | | | Yes | ☐ | No | ☐ |

Please select all the applicable venues, could e.g. be lecture, practical, and tutorial									
Lecture	Tutorial	Practical Clinical	Laboratory session	Computer lab session	Block session	Seminar	Workshop	Group work	Supervision
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ASSESSMENT STRATEGY

Discuss the assessment strategy applicable to the SLP

Type of assessment
Select all that are applicable

Formative	☐	Continuous	☐	Performing Arts	☐	Summative		☒

Formative assessment
Select all that are applicable

Paper	Practical	Open book	Oral	Tests	Portfolio	OSCA	Presenta-tion	Report	Assign-ments	Workbook	Project	Integrated medical
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Summative assessment
Select all that are applicable

Paper	Practical	Open book	Oral	Tests	Portfolio	OSCA	Presenta tion	Report	Assign-ments	Workbook	Project	Integrated medical
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Does the SLP include a formal written examination?	Yes	☐	No	☐
Should the SLP be scheduled on the UFS official exam timetable?	Yes	☐	No	☐

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

QUALITY ASSURANCE

Does the SLP have a quality-assurance system based on anonymous questionnaires for each teaching activity?	Yes	☐	No	☐

CESM category of the SLP e.g. CESM 04: BUSINESS, ECONOMICS AND MANAGEMENT STUDIES

HEMIS (HEGIS) code e.g. 0410 Management Sciences and Quantitative Methods

HEMIS (HEGIS) code e.g. 041001 Management Science, General

Provide details of how recognition of prior learning (RPL) will be applied

EXTERNAL COLLABORATION[1]

Is the offering of the SLP a joint venture? (if yes, please provide the following information)	Yes	☐	No	☐
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)	

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[1]*The reason for the partnership/joint venture needs to provide the rationale and motivation why the UFS, in its right as an institution of higher education, may not offer the programme as its own intellectual property (IP). The profile of the proposed collaborator(s) must be clearly stated to validate the credibility thereof.*

FINANCIAL INFORMATION

What is the estimate income that will be generated by this SLP per offering?	
What is the indirect cost recovery of this SLP?	
What are the TOTAL expenses of this SLP?	
What is the expected profit margin of this SLP?	

Budget Approved by:		**Signature:**		**Date:**	
Comments:					

PERSONNEL INFORMATION

Applicant		**Pers number**		**Signature**			
Contact person		**Pers number**		**Email address**		**Tel**	
Lecturer		**Pers number**		**Email address**		**Post level**	
Project leader		**Pers number**		**Email address**		**Post level**	

STAFF CAPACITY

State whether the SLP will be taught by UFS staff members or external persons
List the UFS academic staff members involved in the delivery of the SLP and their workload in mainstream teaching
Detail the adherence of the UFS academic staff member to their performance plan over the past three years with regard to Teaching, Research and Engaged Scholarship
Indicate the workload that teaching in the SLP represents for the UFS academic staff involved
List the UFS administrative staff members involved in the management of the SLP
Indicate the workload of the UFS administrative staff supporting the SLP

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

- All academic staff members (full time/part time/contract) teaching in the SLP hold the required minimum qualifications (one level above that of the programme) and have appropriate experience to teach in the programme.
- The faculty/department/school/centre/unit responsible for the SLP has identified a programme coordinator.
- The programme coordinator is trained and informed about 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 provides 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 participant 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 meet the standard set by the department.
- The success rate of the modules offered by the academic meets the minimum benchmark set by the department.

FINANCIAL MANAGEMENT

- The financial viability, planning, and management related to the development and presentation of the SLP abide by the financial policies of the university and are in accordance with the rules, procedures, and models of the policy and procedures regarding 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 the 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: _____