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| **To:** | Programme Advisory Committee (PAC) members and faculties |
| **From:** | PAC Secretariat: Melissa van der Vyver |
| **Subject:** | Programme affairs 2025 |
| **Date:** | 15 October 2024 |

## 1. Purpose

This document is distributed annually to all Programme Advisory Committee (PAC) members and faculties and provides information on:

- The **dates** of scheduled PAC meetings for 2025
- The **documents** and templates required for approval of new programmes or changes to existing programmes
- What constitutes a **new programme**
- How to report yearbook **changes** or changes to an existing programme
- Documentation required to request a change to a **programme name**

## 2. Quality assurance and Faculty approval

Please note that PAC members will provide extensive input before a PAC meeting in the form of preliminary notes; however, we kindly request that faculties take responsibility for the following:

- Submissions to the PAC must have been **approved by the relevant programme committees**, including the faculty board. This requirement **applies to each of the faculties involved in teaching, learning and assessment of a specific programme and/or module.**

- Documentation submitted to PAC should be **logically organised** for ease of navigation by PAC members. Please take into account that PAC members may not be familiar with the detailed planning and discussions that took place in faculties prior to this submission.

- **Each request** must be clearly stated, and a thorough **motivation** for the yearbook change or implementation of a new programme must be provided. A uniform approach/format should be used by all submissions by a specific faculty.

- Documentation submitted to PAC should be **thoroughly checked** in terms of spelling and grammar. It is not possible for PAC members to screen documents prior to each meeting and to correct mistakes of this nature. Any documents that do not meet an acceptable

<span style="color:red">standard will be referred back to faculties</span> for corrections without additional time included to meet specified deadlines.

- Consultation is required **in advance** when potential overlap occurs within modules offered by different faculties or departments. Where programme or module changes will impact another faculty or department, **consultative discussions must occur and be recorded**. The faculties must agree on an implementation timeline, and the faculty's programme committee chairperson or vice-dean for teaching and learning must be included in the communication.

- If more than 50% change is made to an existing programme (see Section 6 for more detail), a **phasing-out or transition plan** must be submitted. This phasing-out or transition plan should indicate:
    - whether the existing (outgoing) programme will be replaced with a revised (incoming) programme or stopped/phased out completely;
    - the **last date of achievement** (i.e. the last date the qualification will be issued at a graduation ceremony);
    - how the modules of each of the programme affected will be dealt with (how long will it be offered, what will special assessment arrangements be, etc.); how the phasing out plan provides for modules that are also part of other programmes, which ae not phased-out;
    - how students enrolled in the existing programme will be **supported** to complete the remainder of the programme successfully (e.g. academic support);
    - how students will be informed about these amendments using a **communication plan** (e.g., e-mails sent to students, documentation made available on the faculty website and yearbook and contacting students who cancelled their registration before completing the programme).

- If an existing programme is amended with more than 50% (as described in Section 6), the phasing-out plan can be approached as follows:
    - ➢ **Option 1:** The programme review, re-design and pedagogic renewal process is completed of the existing programme, and a programme specification (Form A) and module specification (Form B) of each module of the revised programme is fully completed, discussed by the relevant faculties and academic departments and approved before these documents are submitted to PAC for consideration. In other words, this option follows a new programme approval process.

    - ➢ **Option 2:** The programme review, re-design and pedagogic renewal process is completed of the existing programme and a staggered approach to implementing the revised programme is adopted. This staggered approach implies that the programme specification (Form A) and module specification (Form B) of each module of the revised programme are completed in a staggered manner over a period of time, as indicated in Figure 1 below for four-year professional Bachelor's degrees and Figure 2 below for three-year general/formative bachelor's degrees.

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Page | 2

**Staggered approach: Submission of documents to PAC, APC & Senate**
**For example: Four-year professional Bachelor's degree**

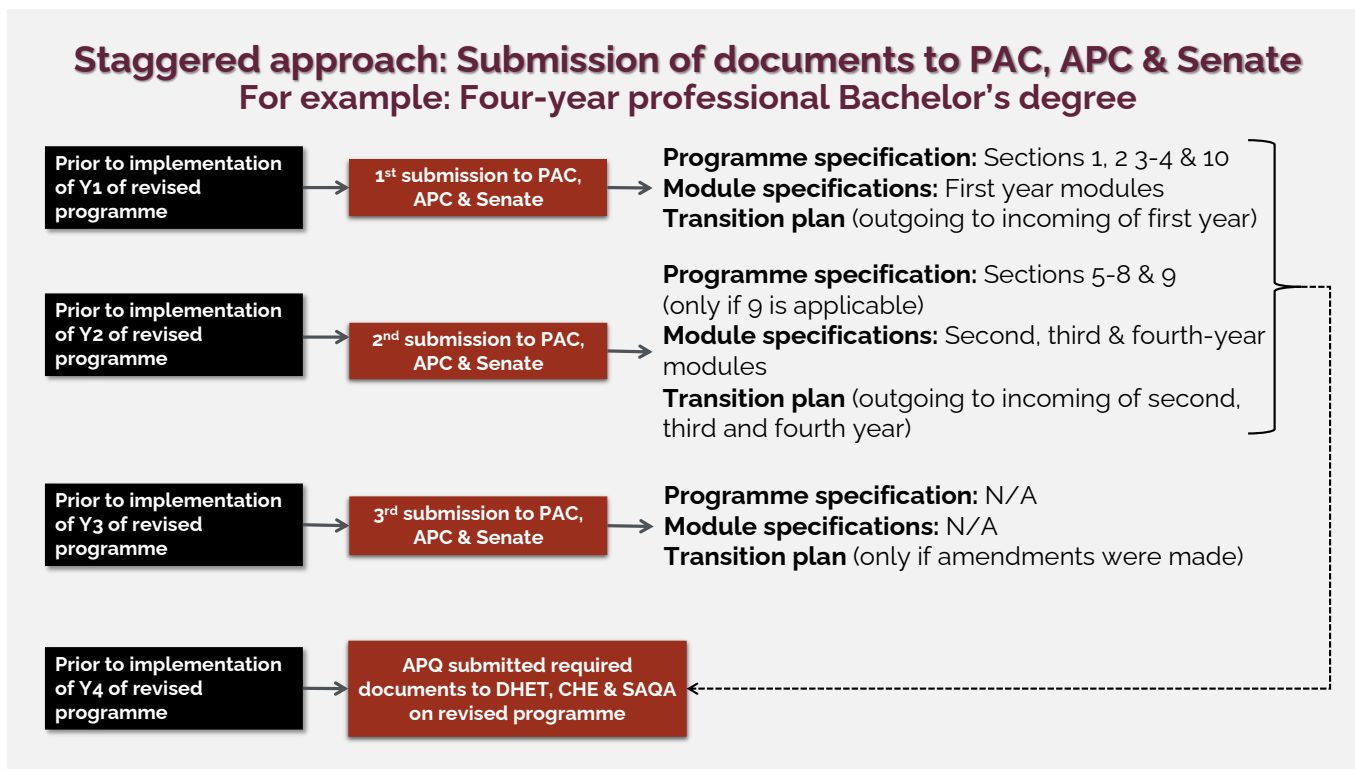| Prior to implementation of Y1 of revised programme | → | 1st submission to PAC, APC & Senate | → | **Programme specification:** Sections 1, 2 3-4 & 10<br>**Module specifications:** First year modules<br>**Transition plan** (outgoing to incoming of first year) |
| Prior to implementation of Y2 of revised programme | → | 2nd submission to PAC, APC & Senate | → | **Programme specification:** Sections 5-8 & 9 (only if 9 is applicable)<br>**Module specifications:** Second, third & fourth-year modules<br>**Transition plan** (outgoing to incoming of second, third and fourth year) |
| Prior to implementation of Y3 of revised programme | → | 3rd submission to PAC, APC & Senate | → | **Programme specification:** N/A<br>**Module specifications:** N/A<br>**Transition plan** (only if amendments were made) |
| Prior to implementation of Y4 of revised programme | → | APQ submitted required documents to DHET, CHE & SAQA on revised programme | | |

Figure 1: Staggered approach for four-year professional Bachelor's degrees

*Kindly note:* the documentation is spread over a period of time on condition that the fully completed programme specification, all the module specifications of the revised programme and a phasing-out or transition plan be submitted to PAC by no later than the second year of study of implementing the revised (incoming) programme.

**Staggered approach: Submission of documents to PAC, APC & Senate**
**For example: Three-year general/formative Bachelor's degree**
**(BA, BCom, BSc)**

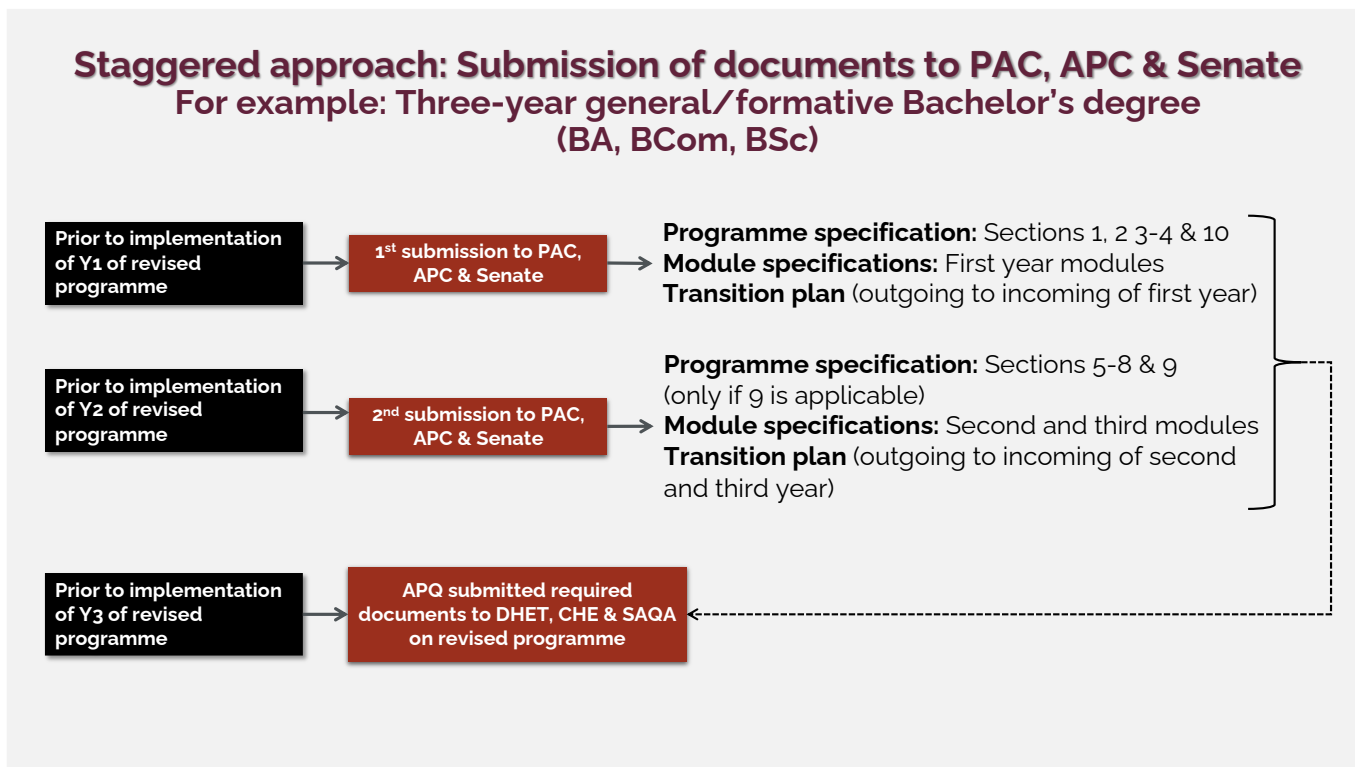| Prior to implementation of Y1 of revised programme | → | 1st submission to PAC, APC & Senate | → | **Programme specification:** Sections 1, 2 3-4 & 10<br>**Module specifications:** First year modules<br>**Transition plan** (outgoing to incoming of first year) |
| Prior to implementation of Y2 of revised programme | → | 2nd submission to PAC, APC & Senate | → | **Programme specification:** Sections 5-8 & 9 (only if 9 is applicable)<br>**Module specifications:** Second and third modules<br>**Transition plan** (outgoing to incoming of second and third year) |
| Prior to implementation of Y3 of revised programme | → | APQ submitted required documents to DHET, CHE & SAQA on revised programme | | |

Figure 2: Staggered approach for three-year general/formative Bachelor's degrees

Similar to the staggered approach adopted for revising a four-year professional Bachelor's degree, the fully completed programme specification, all the module specifications of the revised programme and a phasing-out or transition plan must be submitted to PAC by no later than the second year of study of implementing the revised (incoming) programme.

## 3. Dates for PAC meetings

The PAC dates for 2025 have been scheduled as follows. *Please note*: should faculty submissions be available before the closing date of the agenda, please do not wait until the agenda closes to submit them to the PAC secretariat.

*Table 1: PAC dates for consideration of **new programmes***

| PAC agenda close | PAC meeting | APC agenda closes | APC meeting 10:00- 13:00 | Senate |
|---|---|---|---|---|
| *6 Jan 2025* | Thursday 23 Jan 2025 09:00 – 13:00 | 3 Feb | 17 Feb | 19 March 2025 |
| *31 Jan 2025* | Monday 3 March 2025 09:00 – 13:00 | 8 April | 22 April | 30 May 2025 |
| *8 May 2025* | Monday 2 June 2025* 09:00 – 13:00 | 21 July | 31 July | 5 September 2025 |
| *Please note that preference will be given to resubmissions. Where possible, additional submissions must be avoided, unless these requests were identified as necessary during the April meetings. Requests for additional yearbook changes have to be communicated to the PAC secretariat by the end of April to enable the PAC secretariat to confirm whether new programmes can be accommodated. Should it be necessary, an additional PAC meeting might have to be scheduled. | | | | |
| *15 Aug 2025* | Monday 15 Sept 2025 09:00 – 13:00 | 29 Sept | 13 Oct | 21 November 2025 |

*Table 2: The institutional target dates for **yearbook changes** for 2026*

| TARGET DATES | YEARBOOK CHANGES FOR 2025 OR CHANGES TO EXISTING PROGRAMMES |
|---|---|
| Round 1: | |
| before March | Faculty programme committees debate their proposed changes to the yearbook. |
| 3 March 2025 | **PAC agenda closes** for yearbook changes or changes to existing programmes: Faculties of **Agrisciences, Engineering, Medicine and Health Sciences** and **Science** |
| 7 March 2025 | **PAC agenda closes** for yearbook changes or changes to existing programmes: Faculties **of Arts and Social Sciences, Economic and Management Sciences, Education, Law, Military Science** and **Theology** |

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Page | 4

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| **Friday**<br>**4 April 2025**<br>**09:00 – 14:00** | **Extended PAC meets** to discuss the proposed yearbook changes or changes to existing programmes for Faculties of **Agrisciences, Engineering, Medicine and Health Sciences** and **Science.** |
| **Friday**<br>**11 April 2025**<br>**09:00 – 14:00** | **Extended PAC meets** to discuss proposed yearbook changes or changes to existing programmes for the **Faculties of Arts and Social Sciences, Economic and Management Sciences, Education, Law, Military Science** and **Theology.** |
| 5 – 12 April 2025 | PAC reports are submitted to the APC, and feedback is given to faculties. Officially, the APC agenda closes on 8 April; therefore, the reports for meetings held before 8 April will be submitted by 8 April, with a final report submitted on 12 April. |
| 6 – 9 May 2025 | Amendments to address the PAC recommendations serve at the respective Faculty Boards (it is the responsibility of the programme committees to ensure that the recommended amendments are considered and, where applicable, addressed in the documentation) |
| 22 April 2025 | APC meets and discusses the recommendations of the PAC |
| 13 May 2025 | EC(S) agenda closes. Faculty reports, including the APC decisions, submitted |
| 29 May 2025 | Yearbook changes serve at the Senate meeting via Faculty Board reports |
| 8 May 2025 | **PAC agenda closes** for yearbook changes or changes to existing programmes that were:<br>• Referred back to faculties during the April meetings<br>• Retracted by the faculties for the April meetings to attend to feedback<br>• Urgent additional yearbook changes arising due to professional body requirements, etc. |
| 2 June 2025 | Extended PAC meets to discuss the proposed yearbook changes or changes to existing programmes. |
| 21 July 2025 | PAC reports are submitted to the APC, and feedback is given to faculties. |
| 31 July 2025 | APC meets and discusses the recommendations of the PAC |
| 13 – 15 August | Amendments to address the PAC recommendations serve at the respective Faculty Boards (it is the responsibility of the programme committees to ensure that the recommended amendments are considered and, where applicable, addressed in the documentation) |
| 26 August 2025 | EC(S) agenda closes. Faculty reports, including the APC decisions, submitted |
| 4 September 2025 | Final yearbook changes serve at the Senate meeting via Faculty Board reports |

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Page | 5

## 4. Documents

Electronic copies of all documents referred to in this memorandum, as well as helpful resources to assist in completing the documentation, are available on the Centre for Academic Planning and Quality Assurance website at *www.sun.ac.za/apq*

The templates to be completed for a new/revised module or a new programme include hyperlinks to relevant documents (policies/regulations) to be consulted when considering curriculum design or programme review and renewal. Additionally, a summary of assessment terminology used at SU is attached to this memorandum as an *annexure*. The annexure summarises the terms in the *Assessment Policy* and *General Yearbook (Part 1)* and outlines the different assessment periods and opportunities. The document can be helpful when considering the teaching, learning and assessment strategies of modules..

*Table 3: Templates and documents available on the APQ website*

| Name of document | Purpose of document |
|---|---|
| Programme specification (Form A) | To be completed and submitted when:<br>(a) An entirely new academic programme is proposed or<br>(b) when an existing programme is amended with more than 50%<br><br>The programme specification document must be accompanied by the following:<br>1. a short motivation indicating the reason why this new programme should be considered or why more than 50% change to an existing programme is needed.<br>2. a financial viability report (see Section 10 of programme specification)<br>3. a module specification for each module of the programme, and<br>4. in the case of alignment with a professional body, documentation indicating support by the professional body. Please remember to confirm with the professional body what has been agreed upon with the CHE on the order for submission of documents accreditation. |
| Module specification (Form B) | Form B must be completed and submitted when a new academic module/amendment to an existing module is proposed.<br><br>The module specification is an initial planning document outlining to the faculty, institutional committees, and |

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Page | 6

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| | potentially external evaluators what is proposed with the module and how it "fits" into the identified programme(s).<br><br>More detailed and practical information influencing the implementation and offering of the module (such as detailed timetable information, the assessment plan for the academic year, an updated list of prescribed learning material, etc.) will be communicated to students via the *module framework*, which is a separate document completed <u>after</u> the module/changes to the module have been approved by Senate. |
| **Phasing out plan/transition plan** | If an existing programme is amended with more than 50%, then a transition/phasing out plan must also be submitted. Please refer to Section 2 above on the requirements of the phasing out or transition plan and the two possible approaches that can be adopted for this purpose. |
| <u>DHET Application for changes to an existing academic qualification</u> **is only applicable** if the changes are **less than 50%** | To be completed and submitted when reporting the following changes to a programme for the DHET:<br>• Name change of a programme<br>• Change to research credits<br>• Several changes to programme design (including decreasing the total number of credits for a programme)<br>• Registration of a focal area (please note that where the programme consists of more than ten (10) modules or where focal areas exist, the module summary has to be completed in a separate Excel document available from APQ). |
| <u>CHE Programme Title Change</u> | This document must be completed and submitted when requesting the change to a programme name only. |
| <u>Overview of the Modes of Provision at SU</u> | This document explains the SU approach to contact and hybrid learning offerings |
| <u>Assessment Terminology</u> | This document explains and summarises the terminology used at SU for assessment-related matters. |

## 5. Collaboration

In the case of a new programme or an existing programme amended with more than 50%, the *Programme Specification* (Form A) and a *Module Specification* (Form B) for each module in the programme, **including existing modules**, are completed in collaboration with relevant parties. A financial viability analysis (see Section 10 of Programme Specification) should also be conducted in consultation with the faculty manager and the Division of Information Governance, and a report should be compiled.

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Page | 7

Programme leaders are encouraged to collaborate with professional academic support staff to discuss developing new programmes or amendments to existing programmes and their modules. These discussions may include staff members from the following:

- Centre for Academic Planning and Quality Assurance (APQ)
- Centre for Teaching and Learning (CTL)
- Centre for Learning Technologies (CLT)
- Division for Academic Administration/Registrar's Division
- Faculty Managers
- Division for Information Governance (IG).

If the PAC, APC or Senate refer a submission for a new programme back to the faculty during the institutional approval process it will delay the implementation of the new programme or a programme where more than 50% change was made to an existing programme. Therefore, it is recommended that programme leaders consult with the following role-players in advance to clarify any uncertainties regarding the submission documents. The Programme Specification document (Form A) also indicates where it is recommended that consultations occur and with whom to consult. Please take note of the contact information of role-players who can provide collaborative support:

*Table 4: Contact persons for further consultations*

| Centre / Division | Consultation reason | Contact persons | Contact detail |
|---|---|---|---|
| Academic Planning and Quality Assurance (APQ) | New programme design and the review and renewal of existing programmes; completion of forms and approval timelines | *New programmes and modules; documentation for PAC; reporting to and communication with national bodies* | |
| | | Melissa van der Vyver | melissavdv@sun.ac.za (021) 808 3966 |
| | | *Programme review, renewal and redesign of existing programmes and modules:* | |
| | | Olebogeng Mokgantshang (from 1 December 2024) | The e-mail address will be confirmed. Please contact cpfrancke@sun.ac.za |
| Centre for Learning Technologies (CTL) | Support in using learning technologies for teaching, learning and assessment | Magriet de Villiers | mdev@sun.ac.za |
| Hybrid Learning Office | Advice on Hybrid Learning design of modules and or programmes | Renelle Terblanche (*HL Coordinator*) | rterblanche@sun.ac.za |
| Timetables office | Advice on timetable implications of undergraduate programmes | Stefné Franken | sfranken@sun.ac.za (021) 808 3022 |

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Page | 8

| Division for Academic Administration | Admission requirements for similar programmes, etc. | The Faculty Administrator of the faculty. | |
|---|---|---|---|
| Faculty Manager | Programme-specific financial planning | The Faculty Manager of the faculty. | |
| Division for Information Governance | HEMIS information | Leon Eygelaar | le@sun.ac.za (021) 808 4524 |
| | Financial Viability and enrolment planning | Wilhelm Uys | jwuys@sun.ac.za (021) 808 4470 |
| | | Anri Dorfling | anrid@sun.ac.za (021) 808 2897 |

Dedicated teaching, learning, assessment and learning design support is also available to faculties, as listed below. Do not hesitate to contact these colleagues for advice on teaching-learning-assessment matters and alignment with relevant SU policies.

*Table 5: Further consultation for teaching, learning, assessment and learning design support*

| Faculty | CTL Advisor/contact person | Blended Learning Coordinator (BLC) |
|---|---|---|
| AgriScience | Contact person: Claudia Swart-Jansen van Vuuren claudias2@sun.ac.za | Kathryn Wirth wirthk@sun.ac.za |
| Arts and Social Science | | Lennox Olivier lennox@sun.ac.za |
| Economic and Management Sciences | Advisor: Gert Young gyoung@sun.ac.za | Melissa Siegelaar msiegelaar@sun.ac.za |
| | | Mireille de Villiers-Kleynhans mdvk@stellenboschbusiness.ac.za |
| Education | Contact person: Melanie Petersen mpeter@sun.ac.za | Please contact CLT for support. Magriet de Villiers mdev@sun.ac.za |
| Engineering | Contact person: Claudia Swart-Jansen van Vuuren claudias2@sun.ac.za | Please contact CLT for support. Magriet de Villiers mdev@sun.ac.za |
| Law | Advisor: Claudia Swart-Jansen van Vuuren claudias2@sun.ac.za | Alma Coertzen almac@sun.ac.za |
| Medicine and Health Sciences | Advisor: Charmaine van der Merwe cvandermerwe@sun.ac.za | Simone Titus-Dawson titusdawsons@sun.ac.za |
| | | Donna Lewis donnal@sun.ac.za |
| Military Science | Advisor: Sim Ntwasa sim@sun.ac.za | Kristin van der Merwe kristin@ma2.sun.ac.za |
| Science | Advisor: Hanelie Adendorff hja@sun.ac.za | Ilse Rootman-le Grange ilser@sun.ac.za |
| Theology | Contact person: Melanie Petersen mpeter@sun.ac.za | Simba Pondani simbapondani@sun.ac.za |

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Page | 9

## 6. New programmes

The request for implementation of a new programme is submitted when:

i.   The programme has **never existed before** at SU;

ii.  There has been **a more than 50% change** to the programme structure and content, learning outcomes, field(s) of study, mode or site of delivery.

A more than 50% change to an already approved, accredited, and registered programme, its programme structure and its curriculum would usually result in **significant changes** to the following aspects of such a programme:

a)   academic rationale/purpose;

b)   the exit level outcomes;

c)   the programme design, including:

- Changing the modular structure of the existing programme (i.e., the number of modules per academic year is amended, the minimum number of credits per level of study or for the entire programme is amended );
- Changes to CESM categories of subjects or modules that impact the 50% rule applicable to the use of designators and qualifiers;
- Changing more than 50% of the programme/modular structure and its associated content with due consideration to accumulated changes over a period of time.

There are several reasons why changes of more than 50% to an existing programme is needed; these include:

- New developments and trends in the field of study or domain of practice;
- Recommendations of the external panel during self-evaluation of an academic department and its programmes;
- The implementation of new or revised minimum education and training requirements prescribed by statutory professional bodies (e.g., ECSA, HPCSA, SANC, etc.)
- Curriculum transformation imperatives are required by national governing bodies (DHET, CHE, and SAQA).

After institutional approval, external approval is needed from three national governing bodies:

1.   Department of Higher Education and Training (DHET) for subsidy purposes;

2.   Council on Higher Education (CHE) for programme accreditation;

3.   South African Qualifications Authority (SAQA) for qualification and programme registration on the national register.

### 6.1 Faculty approval

The following completed documents must be submitted to the faculty programme/academic planning committee:

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Page | 10

- ***Programme Specification*** (Form A)
- ***Module Specifications*** (Form B) for each module included in the programme
- ***Financial viability report*** received from Information Governance

The faculty programme committee and Faculty Board approve the proposal for submission to the Programme Advisory Committee (PAC).
***Please note:*** *if the programme is offered by* **more than one faculty** *or if members from more than one faculty is involved, the documentation* **must be approved by all the applicable faculties***.*

## 6.2  Submission to PAC

The chair of the faculty programme committee or their representative submits the proposal to the PAC secretariat, Melissa van der Vyver: melissavdv@sun.ac.za.

See Table 1 for the institutional target dates for proposing new programmes. Please note that no yearbook changes can be considered at the September PAC meeting due to the impact on applications and finalising the academic yearbook**. Faculties may only submit yearbook changes to be considered at the June PAC meeting** referred back by the PAC or APC in March/April or where urgent amendments to programmes need to be considered.

Unless informed otherwise, all meetings are held in the **Council Chambers in Admin B**.

The documentation for each meeting will be uploaded to an MS Teams site for the perusal of all PAC members and faculty representatives included in the meeting. The PAC members will receive a *meeting invite* to attend the meeting if matters affecting their faculty are included in the agenda.

## 6.3  Addressing recommendations from PAC

PAC members will prepare **preliminary notes** for consideration by the programme leader and programme committee of the new programme. This advice aims to enhance the quality of the programme and module design as well as the supporting documentation.

The preliminary notes are distributed approximately one week before the PAC meeting to allow for a thorough reflection on the feedback. Programme leaders must submit:
(a) revised documentation, and
(b) written feedback on the preliminary notes provided to the PAC secretariat by the date provided. The revised documentation and feedback are uploaded to the PAC MS Teams site to support PAC members' preparation.

Programme leaders will be asked to discuss the new programme, proposed advice and any further recommendations during the PAC meeting. The PAC report, prepared after the meeting, consists of a summary of the most important amendments proposed in the

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Page | 11

preliminary notes and additional recommendations and advice to the faculties discussed during the meeting.

## 6.4   Academic Planning Committee (APC)

The PAC report is submitted to the APC to identify recommendations for implementing the new programme(s) and its modules. Specific recommendations with significant institutional implications will also be submitted to the APC for consideration. The APC recommends academic affairs to Senate.

## 6.5   Senate

Two separate reports to recommend the proposed new programme or changes to a programme will serve at Senate:

a)   The APC report will serve via the Executive Committee of Senate as confirmation that the proposed programme has been reviewed via the internal approval processes and recommended for implementation.

b)   The faculty is responsible for submitting the full proposal (Forms A, B, and financial viability) for the new/amended programme via the Faculty Board to the Senate. The Faculty Board Report should clearly identify the submission as a Recommendation for implementing *a new programme or more than 50% change to an existing programme*.

## 6.6   Professional Body Approval

Where the approval of a professional body is also required:

a)   The programme leader must confirm with the said body whether the professional body must evaluate the submission **before** submission for external accreditation and registration (as per 5.7) or whether an accreditation evaluation will be completed after SAQA registers the programme.

a)   The programme leader must request a letter of endorsement from the professional body to be submitted to the DHET for PQM clearance and CHE with the HEQC accreditation application.

## 6.7   External approval, accreditation and registration

As soon as confirmation is received (via Senate reports) that **Senate** approved the new programme or more than 50% change to an existing programme, the **Centre for Academic Planning and Quality Assurance (APQ)**, in consultation with the programme leader(s), submits the new programme proposals to the following:

a)   ***Department of Higher Education and Training (DHET)*** for clearance concerning the University's approved *Programme Qualifications Mix (PQM)*,

b)   Higher Education Quality Committee (HEQC) of the ***Council on Higher Education (CHE)*** for *peer review and accreditation*,

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Page | 12

c) ***South African Qualifications Authority (SAQA)*** for *National Qualifications Framework (NQF) registration*.

Any of the above external bodies can **refer programmes back** or **set conditions** to be addressed before commencement. APQ deals with all correspondence with the DHET, HEQC and SAQA in consultation with faculties and the respective programme leaders.

Faculties may only advertise new programmes after SAQA has registered the new qualification/programme and **SU has received a SAQA identification number** for the qualification. The information SAQA requires for evaluation and registration is included in the new programme HEQC application submission by APQ.

Some faculties require a preparation of the yearbook entry for the programme as part of the submission to the Faculty Board to ensure that the programme can be included in the yearbook once the CHE accredits the programme. If the programme is entered into the yearbook before final registration, the following proviso should be included in the yearbook:

*This new programme was approved by the Senate and submitted for external accreditation and registration by the Department of Higher Education and Training (DHET), Council on Higher Education (CHE), and South African Qualifications Authority (SAQA). It will be implemented once SAQA registration is finalised, possibly in the 2xxx academic year.*

After completing the approval process, SAQA assigns a unique SAQA identification number to each new qualification. This process may take up to five additional months.

A [flowchart](#) that visualises the approval route for a new programme is available on APQ's website.

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## 7.  Yearbook changes/minor changes to existing programmes

| **Less than 50% change to curriculum of existing qualifications with accreditation from the CHE (and, if applicable, professional bodies, e.g., ECSA, HPCSA, etc.)** |
|---|
| Depending on the scope and nature of the yearbook changes needed, a Module Specification (Form B) must be completed and considered by the following internal structures: faculty-specific programme/academic planning committee, Programme Advisory Committee, Academic Planning Committee, Faculty Board, and Senate.<br><br>Usually, no external approval is needed from the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), or the South African Qualifications Authority (SAQA) for minor changes. However, some changes may impact the DHET subsidy or HEMIS |

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Page | 13

> reporting and will therefore be reported to the DHET, i.e., changes to research credits or minimum duration of study.

### 7.1    *What constitutes a less than 50% change to an existing programme and its modules?*

a) ***Changes to subject/module content only***

   **Extensive** changes to the subject content of an existing module require the completion of **Module Specification (Form B)** as this becomes a new module.

   Minor amendments, including updating existing content and re-aligning subject content to improve curriculum coherence, require submitting a revised module description for the yearbook.

b) ***Changes to the name of a module***

   Changing the **name of a module or subject** in an existing programme would require creating a new module and/or subject code. Completing a **Module Specification (Form B)** is required.

c) ***Changes to a module credit value***

   A **Module Specification (Form B)** is required when:
   - The credit value is changed by **50% or more** (i.e., a 5-credit module becomes a 10-credit module)
   - The credit value of the module changes **with at least ten credits** (i.e., 100 notional hours)

   Other minor changes to the credit value of the module should be motivated, and the amendment should be made in the faculty yearbook.

d) ***Changes to learning outcomes***

   Re-defining learning outcomes of modules without significantly impacting the academic rationale, purpose of qualification, programme design or module content. Learning outcomes of modules are not currently captured in the yearbook. *No Module Specification* is needed unless the learning outcomes of a module change significantly.

e) ***Changes to prerequisites and corequisites***

   Changes to prerequisites and corequisites must be captured in the faculty yearbook. Reporting on these changes is necessary to ensure that prerequisites and corequisites are approved at the Senate level and amendments are accurately recorded. **It is recommended that the faculty update the module specification for their internal record-keeping**.

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Page | 14

f) ***Changes to the mode of provision or implementation of hybrid learning***

Change in the mode of provision from face-to-face to hybrid learning (or visa versa) requires the submission of a **Module Specification (Form B)** in order to generate a new SU module code for enrolment and HEMIS reporting purposes and to record the hybrid learning strategy for the module. The *minimum required contact time,* which should consist of a combination of synchronous on-campus and online activities as well as sustained periods of asynchronous, fully online learning, must be adhered to for each module.

APQ will report the amendment to the programme delivery to the DHET. Please note that Stellenbosch University is **<u>not</u>** registered to deliver full distance learning qualifications. Therefore, some form of on-campus engagement is required for all modules.

g) ***Changes to a service module***

Consultations are **required** for any changes to:
- A module offered within more than one programme or
- A module offered by another faculty

These discussions must occur **before** the proposed change is reported and motivated at PAC, and the **Vice-Deans (Teaching and Learning) must be included in these discussions**. If the changes impact the **credit value** or **planned enrolments** for a module, these discussions must be finalised at least **<u>two years</u>** before these changes can be implemented.

Changes to modules or programmes offered by more than one faculty must serve at the programme/academic planning committee **of all the applicable faculties**. Therefore, all the affected faculties must report the yearbook changes, as the yearbook entries must correspond to all the different yearbooks.

h) ***Changes to the minimum duration of a programme***

The programme's minimum duration indicates the **minimum required time for a student to be enrolled to complete said academic programme**. Student throughput is reported accordingly, and no student is permitted to graduate within a shorter period than stipulated. However, a change to the minimum duration of study may be necessary due to various factors impacting student enrolments and the student profile of a programme. For example, an increase in the enrolment of learn-and-earn students may necessitate changing the minimum duration of study from a full-time to a part-time offering.

Requests for changes to duration must be supported by:
- A detailed motivation supported by relevant data; and
- An indication of how the programme offering will be amended to accommodate part-time enrolments. It is recommended that credits be distributed as evenly as possible, i.e., a 120-credit postgraduate diploma should preferably allow part-time students to complete 60 credits per year;

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Page | 15

- Discussions with the Faculty Manager(s) as it will influence enrolment targets for faculties involved in its delivery.

Any request of this nature must be reported to the DHET, and a **new programme code** will be created on the student information system (SIS) to accommodate the two enrolment (and application) options.

### 7.2 *What should be submitted to PAC if an existing programme and its modules are amended with less than 50%?*

a) Where less than 50% changes have been made to an existing programme that impacts more than one year of study, a phasing-out plan of the 'old' modules and a phasing-in plan of the 'new' modules for the period of transition must accompany the documentation to the Programme Advisory Committee. **It is vital to ensure no (or very little) difference between the total credit value per year of study between the 'old' and the 'new' version of an existing programme.**

b) If the proposed changes to an existing programme amount to **less than 50%** of the total number of programme credits, then faculties submit the yearbook changes as a single document/submission by the faculty.

c) *Each proposed amendment must consist of the following:*
   - A short description of the proposed change

   - A thorough and clear motivation for the change

   - An extract in the format of the printed yearbook should be included (both the Afrikaans and English text) with
     - **insertions underlined** and
     - **deletions in ~~strikethrough text~~**
     - Please note: Changes can also be highlighted, and track changes can be accommodated, but please **remove all comments in the document margins,** as this reduces the text size of the entire document.

   - Where a new module or significant changes to an existing module is proposed, a **completed module specification** (Form B) is required

   - Where several changes to a programme are proposed:
     - A **summary must be provided** identifying and explaining what the programme re-design/renewal will entail
     - A description explaining how **the implementation of the changes and phasing out of the old version** will be dealt with

   - The yearbook changes and motivation requests must be submitted to PAC in **English** to accommodate all PAC members. The amended yearbook **entries** must be submitted in both Afrikaans and English.

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Page | 16

*7.3* **Purpose of the yearbook**

Please remember that the **yearbook is the contract with the students**. Changes that might influence admission or selection requirements to a programme and/or modules must be thoroughly communicated in the yearbook. Additionally, **any changes to admission and/or selection procedures must be communicated via the yearbook <u>before</u> these changes can be implemented**.

## 8. Changing programme names

8.1 Should a department or faculty require an amendment to the name of a programme, the following must be submitted:
- Both the existing and revised programme names
- Motivation for the title change
- <u>DHET</u> changes to a programme template
- <u>CHE</u> Programme title change request form

8.2 These documents can serve at any PAC meeting, but preferably during yearbook change discussions. External approval will be required for this change. APQ will submit the request for the change to the DHET and CHE for approval.

8.3 Please note that the programme name may only be revised in the yearbook and on the student information system (SIS) once external approval from all external bodies (DHET, CHE and SAQA) has been obtained.

8.4 While SU awaits external approval, the following proviso can be entered into the yearbook:

*A request has been submitted to amend this programme name to xxx. Once this amendment has been approved by the Department of Higher Education and Training (DHET), Council on Higher Education (CHE) and South African Qualifications Authority (SAQA), the programme name will be changed. The registration of students already enrolled in the programme can be amended if approval is received timeously.*

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<u>*Please take note:*</u>
a) *The dates outlined in this document are fixed agenda dates.* ***No late submissions*** *for new programmes or changes to existing programmes for 2025 will be accepted after the agenda closing dates for the following reasons:*
- *The University scrutinises its academic offerings thoroughly and relies on its quality assurance processes. All the relevant decision-making bodies need to be awarded enough time to tend to the proposed new programmes and yearbook changes to do this effectively.*

- *The external processes for approval and accreditation have fixed deadlines, and SU must submit its proposals according to the schedule.*

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Page | 17

- *The internal process must also be completed for the 2026 yearbook to be compiled. The bulk of yearbook changes must be approved at the June 2025 Senate meeting.  Only by exception should yearbook changes serve at the September Senate meeting.*

b) *New programmes are **not tabled** during the yearbook changes' PAC meetings and are **listed separately in faculty reports**. It is essential to do it this way because:*

- *With so many requests for changes to the yearbook, the agenda does not allow sufficient time to consider the submissions for new programmes;*

- *It is necessary to list new programmes separately in the faculty reports as **recommendations** for approval by Senate.*

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Page | 18