



QUALITY MANAGEMENT SYSTEM

D.I

TITLE: POLICY: DEVELOPMENT AND REVIEW OF LEARNING PROGRAMMES

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1. POLICY STATEMENT

Hugenote Kollege is committed to the development and constant renewal of quality learning programmes. The development and revision of suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of programmes. The College strives to ensure that learning material is developed in such a way that quality learning is achieved which is aligned with the needs and requirements of the relevant markets.

2. AIM

The aim of the policy is to ensure that the College meets the national regulatory requirements of the Higher Education Quality Committee. The policy provides principles guiding the development of learning programmes at Hugenote Kollege.

3. SCOPE

The principles of this policy apply to materials used in both synchronous and asynchronous, residential and online learning (e-learning). They further apply to the full spectrum of resources that may be utilised during learning opportunities from printed materials and visual aids prepared by facilitators or according to textbooks.

4. PRINCIPLES

4.1 The following guiding principles must be followed when developing and reviewing learning programmes:

Learning programmes must be

- Well-planned, coherent and integrated;
- Student-centered and based on the needs of students and consumers/market needs;
- build on student's existing frames of reference, and
- it must develop attitudes of critical analysis.

4.2 Learning materials will be made available in English. Dialogue during a class presentation will take into account the comprehension needs of the specific class and individual conversations will be conducted in Afrikaans or English, depending on the student's preference.

4.3 Learning material must be selected with due reference to how relevant, contemporary and accurate the material is.

4.4 Material prepared by others must always be acknowledged.

4.5 Learning material must be developed and/or selected with due consideration to how students are expected to access the material, particularly electronic teaching and learning material.

4.6 The relevance and cost of learning material must be taken into consideration when prescribing textbooks to be purchased.

4.7 Students must accept that there is a limit to the teaching and learning material they can expect the College to provide. Adequate resources will be determined and budgeted for (e.g. library) by the College Management.

4.8 Students will be provided with a study guide at the start of each module. It is a document that contains the prescribed minimum information about the module's goal, rationale, outcomes and administrative arrangements. It is an aid designed to indicate what is to be learned, how this will be facilitated and assessed and how students can ascertain whether they have mastered the learning material against the critical cross-field outcomes of the module.

5. APPLICATION REQUIREMENTS

To apply for accreditation proposals for new programmes must contain the following information as part of the Programme alignment document:

- a) Qualification Name
- b) NQF Level
- c) Years of study
- d) CESM 1st, 2nd and 3rd order
- e) List of modules, indicating –
 - i. Module code and name
 - ii. Credits
 - iii. Semester/year
 - iv. Exit Level Outcome and Associated Assessment Criteria
 - v. Assessment plan (according to the requirements of the relevant SETA or regulating authority)

6. REFERENCES

- Department of Higher Education and Training (DHET). (2010). Project scoping meeting: Curriculum development process. Pretoria.
- DoL. (2008b). Occupational Qualifications Framework: Draft Policy for the Quality Council for Trades and Occupations. Pretoria.

- Republic of South Africa. (2008). Skills Development Amendment Act, No. 37 of 2008. Pretoria: Government Printers.
- Tshilongamulenzhe, MC., Coetzee, M, Masenge, A. Development of the learning programme management and evaluation scale for the South African skills development context. SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde, 39(1), Art. #1080. [http:// dx.doi.org/10.4102/sajip. v39i1.1080](http://dx.doi.org/10.4102/sajip.v39i1.1080)

7. RESPONSIBILITY AND AUTHORITY

The Management of the Hugenote Kollege will be responsible for the implementation of the Policy.