hugenote kollege
Waar Christenwees grondvat in opleiding

QUALITY MANAGEMENT SYSTEM

SOP –

TITLE:	**STANDARD OPERATIONAL PROCEDURE FOR PROGRAMME DEVELOPMENT: DEGREE PROGRAMMES**

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STANDARD OPERATING PROCEDURES: PROGRAMME DEVELOPMENT AND RENEWAL: DEGREE PROGRAMMES

Hugenote Kollege is committed to developing and continuously renewing quality learning programmes. The College ensures that learning materials and opportunities are designed to achieve programme outcomes aligned with societal needs. This operating procedure applies to both synchronous and asynchronous, residential and online learning environments. It encompasses all resources used during learning, including printed materials, visual aids, and digital resources.

1. PRINCIPLES

The following policy principles must be adhered to in the design and review of programmes:
Learning programmes must:

- be well-planned, coherent, and integrated;
- be student-centred and aligned with student and societal needs;
- build on students' existing frames of reference;
- foster attitudes of critical analysis.

Material selection must ensure that:

- learning materials are relevant, contemporary, and accurate;
- proper attribution is required for materials prepared by others;
- the relevance and affordability of prescribed textbooks are considered;
- it is considered how students access electronic teaching and learning materials.

2. PROGRAMME DEVELOPMENT: KEY ASPECTS

The following key aspects must be adhered to in the ongoing development of the materials, processes, and procedures linked to degree programmes at the Hugenote Kollege:

- A degree programme's content and implementation must align with the Hugenote Kollege's Mission Statement. The development of degree programmes therefore focuses on:
  - empowering students through accessible and affordable high-quality academic programs imbued with Christian ethos and spirituality;
  - shaping the character of students;
  - the results of research with faith communities and other partners addressing real-world challenges.
- Programme layout must be approved by the Academic Committee and the management appointed by the Board of Directors.
- The content of the modules in the programme must be aligned with the Exit Level Outcomes/Standards prescribed by the South African Qualifications Authority for the specific programme.
- Modules must be developed within a scaffolding framework, meaning that the outcomes for the different modules must be aligned, and modules should build on one another.
- Theoretical and practical modules must be linked to ensure the integration of knowledge, skills and understanding.
- Programme development is based on relevant research results regarding the specific field(s) related to the programme, relevant and recent theoretical descriptions (i.e. literature) and the profile of the students in the programme.

3. PROGRAMME DEVELOPMENT: PROCESS

Programme development must be:

4. Planned and designed,
5. Coordinated,
6. Monitored and evaluated.

3.1. PLANNING AND DESIGN

The guidelines for the planning of the programme are provided by the SAQA document about specific programmes. The exit level outcomes/standards, core knowledge, associated assessment criteria, applied competencies, and critical cross-field outcomes must guide the content, teaching and learning activities, as well as the assessment activities and strategies. In addition, programmes should align with national, regional, and global development agendas.

The initial programme development entails the following:

- Identification of modules needed to address the outcomes/standards for each year level.
- Identification of credits assigned to each module.
- Scaffolding to ensure that the exit level outcomes/standards are achieved through a teaching and learning process where knowledge, skills and understanding develop throughout the programme. Modules need to be aligned and build on each other.

- A clear description of the purpose, outcomes/standards and assessment criteria for each module must be formulated.
- The development and identification of learning material must be context-specific, relate to the purpose and outcomes/standards of each module, as well as to the purpose of the qualification and be pluri-epistemic.

The **components for the curriculum design** represent three components, namely:

I. Foundation, which is
   a. The philosophical premises,
   b. A knowledge base,
   c. Certain learning theories and
   d. Learning needs of target group and community
II. Construction (structure) of the curriculum, which includes SAQA and NQF requirements
III. Conceptual framework which includes the learning material, modules, key subjects and key concepts

The **principles of design and development** that must be considered:

- Students-in-context and a student-centred approach: such an approach must start with the premise that learning occurs within a community. This means, among others, that learning material must take the social contexts of students into account.
- Learning: The nature of learning, for example, is active, constructive, contextual, outcomes-based and conceptually directed, and it must be scientific, relevant, accurate and suitable
- Student needs: learning material that takes the students' needs into account, for example, their academic level, their entry-level and their special needs
- Learning outcomes/standards: learning material must be directed at communicating knowledge, developing skills, ensuring values and the ability to reflect.

3.2 PROGRAMME COORDINATION

Programme coordination is described in Criterion 10 of the Accreditation Phase (CHE, 2004:17-19): "The programme is effectively coordinated to facilitate the attainment of its intended purposes and outcomes".

The programme coordinator must be a staff member who has a Doctoral Degree in the specific field. He/she coordinates the programme according to the following criteria and responsibilities (CHE, 2004:17):

- Ensure the academic coherence and integrity of the programme and that all conditions for the delivery of the programme are met.
- Coordinate logistical and other issues regarding:
  - The day-to-day delivery of the programme.
  - All aspects of the programme quality management system, including the provision of resources.
  - The review of the programme and feedback with a view to improvement.
  - Monitoring of expenditure.
- Ensure opportunities for student input and engagement in relevant aspects of programme coordination.

3.3 MONITORING AND EVALUATION

The programme coordinator is responsible for the monitoring of the programme, while the lecturers and students play a vital role in the evaluation thereof. Specific persons/organisations in the field of practice must also be included in the evaluation process.

Monitoring entails the following:

- Ensuring that all administrative and academic processes are followed for each module.
- Ensuring that the alignment of the programme content is maintained and amended where needed.
- Ensuring that the Criteria for Accreditation (CHE, 2004) is being addressed.
- Ensuring that the programme content relates to practice needs (i.e. field research) and student needs (i.e. student profile).

Evaluation focuses on the content, the learning and teaching activities and the student's own experiences during the learning process for each module. The results must be documented and analysed to identify areas that need attention.

Persons and organisations in the field of practice, where students are placed for practical training, will participate in research projects where the following aspects will be explored:

- The relevance of the practical training and
- Specific needs in the field.

The overall programme will be evaluated through annual individual module evaluations by the lecturers. The individual module evaluation must address the following aspects:

- The assigned exit level outcomes/standards, associated assessment criteria and critical cross-field outcomes will be evaluated against:
  - The teaching and learning material,
  - The teaching and learning strategies,
  - The assessment activities and
  - The assessment strategies.
- The level of knowledge, skills and understanding must be evaluated according to the assessment activities and strategies.

The programme coordinator will evaluate the overall programme through a comparison of the individual module evaluations with the programme plan to ensure that all outcomes/standards are being taught, practised, and assessed and applied competencies are met according to the requirements described in the SOPs for assessments, teaching, and learning.

7. QUALITY ASSURANCE

4.1 PROGRAMME CONTENT

The content must be monitored and aligned according to knowledge, exit-level outcomes/standards and critical cross-field outcomes as directed by the SAQA requirements for the specific degree programme at least once per year.

4.2 TEACHING AND LEARNING PROCEDURES

The teaching and learning activities will be evaluated in terms of the Teaching and Learning Policy.
Based on the outcomes of the evaluation process, adjustments to the Policy and SOP must be made where needed.

4.3 ASSESSMENTS AND MODERATION

The assessment and moderation activities, strategies and procedures will be evaluated according to the Assessment and Moderation Policies and Operation Procedures.

Based on the outcomes of the evaluation process, adjustments must be made where needed to the Specific Operational Procedures for Assessments and reassessments and the Specific Operational Procedures for Moderation.

This document was compiled based on the following guiding documents:

- Council on Higher Education (CHE). 2004. *Criteria for Programme Accreditation*. South Africa: Higher Education Quality Committee.
- Hugenote Kollege Quality Assurance Policy.
- Hugenote Kollege Standard Operation Procedures for Assessments and Re-assessments.
- Hugenote Kollege Standard Operation Procedures for Moderation.
- Hugenote Kollege Standard Operation Procedures for Teaching and Learning.
- South African Quality Authority Act, Act 58 of 1995.
- South African Qualifications Framework (SAQA). 2005. Position Paper: *What is the relationship between the National Qualifications Framework, Outcomes-based Education and Curriculum 2005?*