<div align="center">**RHODES UNIVERSITY**</div>

<div align="center">**SHORT COURSE REGISTRATION AND ADMINISTRATION**
INFORMATION AND PROCESS</div>

1. Proposed Course Coordinator obtains standardised form from the Institutional Planning Unit, x8060. The form is also available on the IPU website
http://www.ru.ac.za/institutionalplanningunit/shortcourses/shortcourseapplicationform/.

2. Please note that the HR Division considers involvement in short courses to be private work, and will update its private work records according to data supplied by the Institutional Planning Unit, as and when short course applications are approved. A separate application to undertake private work does not need to be submitted.

3. Where external partners are included in the offering of a Rhodes University short course, Section D of the application form must be completed and an appropriate Memorandum of Agreement attached.

4. Proposal sent to Head of Department / Institute / Division for approval, then to Dean as appropriate.

5. Completed and signed form submitted ELECTRONICALLY to the Institutional Planning Unit for consideration by the Chair of the Institutional Planning Committee, the Director of Institutional Planning, the Registrar, Finance (or his nominee) and the Centre for Higher Education Research, Teaching and Learning (CHERTL).

6. Course Coordinators will be notified in writing as soon as approval has been granted. Should approval not be recommended, the proposal will be re-considered at the next meeting of the Institutional Planning Committee. **Proposers should allow for a minimum of two weeks and a maximum of three months from submission to decision.** Reasonable planning on the part of the applicant will eliminate delays.

7. Students will be registered/recorded by the Registrar's Division. A list of students accepted for each course must be provided by the Course Coordinator to the Registrar's Division as soon as possible after commencement of the course, and must be revised once the course has been completed. The list must include the name, address and identity number of each student. This information, together with a printing account number, should be provided to Ms Rochelle Sias (r.sias@ru.ac.za or x8211) in the Registrar's Division.

8. On completion of the course, the preparation of certificates and recording of recipients will be as directed by the Registrar (contact person, Ms R Sias as above).

9. Account codes will be allocated by the Finance Division once approval has been granted. Codes will be in the band 55300-55499. The Finance Division will produce a final statement of income and expenditure and distribution of any profit within a reasonable time upon completion of the course.

10. The Course Coordinator and the Institutional Planning Unit will check on the application of quality assurance measures and review the final evaluations of the course. Assistance in developing such measures is available from CHERTL.

APPLICATION TO OFFER A SHORT/CERTIFICATED COURSE

As from 2001, all Rhodes University-accredited short courses are required to conform to the University's Short Course Policy. Before completing this form, please ensure you are familiar with the University's policy and procedures for short courses.

A short course is defined as any teaching programme of less than 120 credits which leads to a certificate bearing the name or logo of Rhodes University, and which is not listed as a qualification in the University calendar.

Please note that permission to offer a short course must be renewed annually i.e. a fresh application must be submitted each year.

Completed forms should be returned to the Institutional Planning Unit. (Queries x8060 or e-mail c.ngamale@ru.ac.za)

PLEASE DO NOT ALTER THE BASIC STRUCTURE OF THIS FORM

SECTION A : GENERAL INFORMATION

A1   Name of course:

A2   Name and contact details of Course Coordinator:
(*Note: This person must be a Rhodes University staff member and must familiarize themselves with the University's Short Course Policy)*

A3   'Home' Department/Institute/Division:

A4   Has this course ever been offered before? Is so, please indicate when (year/s):

A5   Proposed dates on which the course will be offered:
(Please also indicate how many times per year the course will be offered)

A6   Will any external partners be involved in the offering of this course? If Yes, please complete Section D.

A7   Times and venue (physical location) at which the course will be offered:

A8   Delivery mode (contact / distance / mixed mode):

A9   Envisaged enrolment:

A10   Is the course available to the general public or restricted to 'in-house' personnel?

A11   Is the course recognised by any other organisations (e.g. professional councils or SETA's)? If 'yes' give names:

A12   List any special materials students will require in order to take the course:

A13   List any Rhodes University facilities which will be utilised in offering this course:
       (Please note: Course coordinators are responsible for arranging with the relevant managers, in good time, the use of any RU facilities such as computer laboratories or access to the Rhodes Library or Health Care Centre.)

A14   Indicate whether the certificate issued will be a <u>certificate of competence</u> or a <u>letter of attendance</u>:
       Note:
       <u>Certificates of competence</u> are only awarded if the course is formally assessed and participants meet the required standards. Section C of the application form must be completed.
       A written motivation must accompany applications to offer <u>letters of attendance</u>, and Section C may be omitted in this case.

A15   Qualifications and Experience of Teaching Staff:

Details must be provided in the attached table for the Course Coordinator as well as for all other persons teaching, tutoring, assessing or moderating the course.

A15 QUALIFICATIONS AND EXPERIENCE OF TEACHING STAFF			
NAME & POSITION	**HIGHEST RELEVANT QUALIFICATION**	**PROFESSIONAL REGISTRATION (IF ANY)**	**YEARS OF RELEVANT EXPERIENCE**

SECTION B: FINANCIAL PLAN

Minimum number of students required to ensure the course is financially viable:

B1 ***Income*** :	
Course fee per participant: **R 2000** X 40 (anticipated no. of students) = Total:	
Sponsorships:	
Other (specify):	
Total Income:	**R 0.00**
B2 ***Expenditure*** :	
NB: Where possible, please provide details in support of expenditure amounts.	
10% levy to RU	R 0.00
Accommodation:	
Advertising costs:	
Catering:	
Contingency:	
Course materials (printing, stationery, visual aids):	
Printing of certificates:	
Venue / equipment hire:	
Transport:	
Entertainment:	
Other (specify):	
Total payments to all staff*:	
Total Expenditure **:**	**R 0.00**
Anticipated surplus/deficit	**R 0.00**

Distribution of surplus, if any
(*percentage* allocation to the various recipients i.e. University / Department / Individual):

Account Number to be used in the event of a deficit:

*Full details of payments to staff (including administrators and tutors) on following page.

B3 Payments to Staff:

Please make copies of this page if more than 5 persons are to be paid.

1 **Name**
   Number of hours contributed to course:
   Remuneration per hours:
   Remuneration: **R 0.00**

2 **Name**
   Number of hours contributed to course:
   Remuneration per hours:
   Remuneration: **R 0.00**

3 **Name**
   Number of hours contributed to course:
   Remuneration per hours:
   Remuneration: **R 0.00**

4 **Name**
   Number of hours contributed to course:
   Remuneration per hours:
   Remuneration: **R 0.00**

5 **Name**
   Number of hours contributed to course:
   Remuneration per hours:
   Remuneration: **R 0.00**

TOTAL PAYMENTS	**R 0.00**

(Total carried to the previous page)

SECTION C : CURRICULUM DEVELOPMENT

This section MUST ONLY be completed if a Certificate of Competence will be awarded to participants. Please see Appendix 1 for assistance with this section.

C1 *General Information*

a. Admission Requirements:
What entrance requirements in terms of qualifications, experience, age, etc. have been set for applicants to take the course?

b. Indicate the **NQF level** at which the course is pegged:

5	6	7	8	9	10

c. Briefly indicate how the **credit value** of the course has been determined *(add space as required)*:

Task/ activity	Estimated notional hours

Total Hours =   Total Credits =

d. Is there any duplication or overlap with similar courses offered by Rhodes University (as short courses and/or formal qualifications)?   YES

If yes, comment on if and how articulation with whole qualifications is possible.

C2 *Curriculum Design*

In this section, please describe the curriculum design. We will be looking specifically at how points (a) – (c) interrelate (see attached guide for more on this). Please include information you think relevant (such as the course handout), so that an informed recommendation can be made. Many applicants choose to submit this in tabulated form.

Please provide:

(a) A **purpose** statement (the aims/ goals/ purpose of the course)

(b) The **outcomes** (what your students should be able to demonstrate on completion of the course)

(c) How you intend to **assess** your students' learning (the assessment tasks and the criteria you reference and/ or communicate to students when making an assessment).

C3 *The Evaluation Process*

Rhodes University's *Guide to the Evaluation of Teaching and Courses* should assist you in this process. It aims to encourage curriculum designers to engage in a process of 'reflective practice' with evaluation processes as integral to curriculum development.

(a) Please include information on how you intend to evaluate the course and/ or teaching, and most importantly, how such evaluation processes will feed into curriculum review cycles.

(b) If this course has been run before, please include discussion here on which aspects were previously identified as areas for improvement, and your approach to improving/ enhancing the quality of student learning in this year's course.

SECTION D : EXTERNAL PARTNERSHIPS
This section MUST ONLY be completed if an external partner is involved in the offering of this course.

Rhodes University does not engage in 'franchising' – lending or selling its name and reputation to external organizations where this is done to provide credibility or increase profits for the external partner. However, the University does recognize that mutual benefits can accrue in certain circumstances - as long as aims and responsibilities are clearly defined and QA processes are carefully managed. Partnership arrangements will only be considered where they contribute to the University's intellectual environment, community engagement efforts, reputation, and/or competitiveness.

Please note that:

- An external partner may not instigate litigation in the name of the University. Should any litigation be necessary, it should be initiated through the office of the Registrar.
- All activities must conform to the Intellectual Property policies and practices of the University.
- In accordance with the University's reputation risk controls, no entity may run financial accounts outside of the accounting procedures and systems of the University. All funds received by an external partner related to short course provision shall be channelled through the University's financial structures and deemed University funds for audit and accounting purposes.

D1   Name of External Partner (organization):
D2   Name and contact details of External Partner liaison (person):
D3   Brief justification for involvement of the external partner, including comment on their national or international reputation:

D4   Please attach an appropriate Memorandum of Agreement, setting out the arrangements in place for ensuring the requirements of sections A, B and C of this short course application form are met. Assistance in this regard is available from the Institutional Planning Unit.

This Short Course

.... *(name of Course)*

has been considered and is supported by:

1.   **The Course Coordinator**:

....
Name   *Signature*   *Date*

2.   **The Head of Department**:

....
Name   *Signature*   *Date*

3.   **The Dean of the Faculty**:

....
Name   *Signature*   *Date*

4.   **The Head of Division/Institute**
         (in the case of support services and research institutes):

....
Name   *Signature*   *Date*

APPROVAL GRANTED TO OFFER THIS SHORT COURSE IN 2018

....
 Vice-Chancellor or Deputy Vice-Chancellor   *Date*

GUIDE TO SECTION C OF THE SHORT COURSE APPLICATION FORM

SECTION C: CURRICULUM DEVELOPMENT

This guide has been designed to help you through Section C of the application form, and as such is presented in order of information required. This section SHOULD NOT BE COMPLETED (the responses should appear in the body of the application form.)

C1 *General Information*

a. Admission requirements/ Assumptions of prior learning

Please give details of what students would need to know and be able to do in order to benefit from this course. This sections aims to outline what knowledge, skills and abilities students should bring to the course. Please note that this is NOT the same as pre-requisites such as 'must have completed Matric'. Here you should indicate specific knowledge/skills that students should have before entering the Short Course (e.g. 'must have a working knowledge of the safety regulations related to the use of ….'; 'should be able to use spreadsheet software to prepare a statement of income and expenditure'; and so on.) It is important that these align with the NQF Level (below) and with the stated prerequisites – for example, you cannot say that there are no prerequisites if you expect participants to understand and apply sets of safety regulations, environmental laws, or ICT skills prior to participating in the course.

b. Information on NQF levels

All courses offered have to be 'pegged' at a Level on the National Qualifications Framework. This is in order to provide a guide to learners, employers and other educational institutions of the rough equivalence of the qualifications. Please note that in terms of the Rhodes University Short Course Policy, where an application is made to offer a Short Course below Level 5, a full motivation (for example: community engagement) must be provided. Below is a table outlining the South African NQF (as legislated in 2007).

The South African National Qualifications Framework

Please note that this table reflects only those course related to Higher Education and has been adapted by the inclusion of the 'Intuitive equivalence' column to assist in locating your Short Course on the Framework.

NQF Level	Band	Types of Qualifications and Certificates	Intuitive Equivalence
10	Higher Education and Training	Doctorates, Further Research Degrees	
9		Masters Degrees	
8		Postgraduate Diplomas, Honours, Professional Qualifications	
7		First Degrees, Advanced Diplomas	Roughly 2nd & 3rd year degree level
6		Diplomas Advanced Certificates	Roughly 1st year degree level
5		Higher Certificate	

4	Further Education and Training	School / College / Trade Certificates Mix from all	Grade 12

c. Credit values

Credit values are becoming increasingly important as indicators of the 'weight' of a course (e.g. is the course merely an 8 hour workshop, or is it an extensive five day course with work expected of the students following the contact sessions). Credits also signal to the employment market, the extent of a course (a certificate for an eight-hour 'course' could easily be presented as an indication of a more extensive engagement to an unknowing employer).

Credits are arrived at by working out the expected 'notional hours' with which a student should engage, in order to achieve competence in the knowledge and skills expected of him/her. This is not simply 'time-learning', but an indication of how learning was planned and managed. A notional hour, then, could include contact time, independent learning time (e.g. preparing for presentations & lectures, library reading time), preparation for assessment and any other task included in the course (e.g. research activities, group-work outside the contact hours, professional / occupational practice on which reflection would be based, and so on). If, for example, a short course is offered that includes two days of contact sessions (say, 8 hours per day), plus an exercise to be completed overnight (say an additional 2 hours), plus an assignment based on application in the work place of learning occurring over the two days, (say 40 hours) then the total notional hours for this short course would be 50 hours, or 5 Credits. 1 credit is the value assigned by the authority to 10 notional hours of learning. If a course is broken down into a number of smaller modules, please indicate the approximate credit value of each module.

The table below is intended to give you an indication of the credit values that have been assigned by the NQF to qualifications.

Qualifications, levels and minimum credits

NQF Level	Minimum credits per qualification (and at exit level)	Qualification type
10	360 (360)	Doctoral Degree
9	180 (120)	Master's Degree
8	120 (120)	Honours Degree
	120 (120)	Postgraduate Diploma
	480 (96)	Professional Bachelor's Degree
7	360 (120)	Bachelor's Degree
	120 (120)	Advanced Diploma
6	360 (240)	Diploma
	120 (120)	Advanced Certificate
5	120 (120)	Higher Certificate

d. Accumulation of Credits

According to the HIGHER EDUCATION ACT (Act No. 101 of 1997) of The Higher Education Qualifications Framework (published in the Staatskoerant 5 Oct 2007, p. 9), "Credit accumulation and transfer (CAT) is the process whereby a student's achievements are recognised and contribute to further learning even if the student does not achieve a qualification, and whereby credits obtained at one institution may be recognised by another as meeting part of the requirements for a qualification; where credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification, and where, subject to limits, credits for a completed qualification may be recognised as meeting part of the requirements of another qualification.

"Any and all credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification in the same or different institution. The Ministry of Education intends to undertake systematic work on the development of a national higher education CAT scheme in collaboration with the higher education community, the CHE and SAQA. In the interim, a maximum of 50% credits of a completed qualification may be transferred to another

qualification, provided also that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification".

C2 *Curriculum Design*

The Brief Guide to Writing a Course Description will be helpful for this section. As mentioned in the form, we are looking at how (a) – (c) interrelate and are *aligned*. In OBE 'constructive alignment' is a model that aligns all aspects of teaching practice with outcomes, or what the students should achieve in their learning. This works in a constructive manner when this alignment is 'valid' and is made clear to the students, who will then strategically work to achieve the outcomes, and so be assessed on how they have achieved them. So the purpose/ aims and outcomes of the course should be aligned directly to how the course is assessed.

a. Purpose statement

This section outlines the course aims, in terms of what essentially students should both *know* and *do* after having engaged with the learning experience. Such information is similar to that communicated to students in course handouts or on the first day of the course. It should be aligned with the outcomes of the course.

b. Outcomes

"Learning Outcomes which include knowledge and understanding of a subject as well as cognitive, general and professional skills should be explicitly stated for each course or programme and these should be the pivot around which the whole course is developed" (Rhodes University Policy on Curriculum Development and Review 1998: 1). The outcomes you discuss will include course outcomes, specific to the particular course in question, and critical cross-field outcomes, which are discussed below.

Course Outcomes

Course outcomes aim to articulate to the student the specific intentions of the module. They should describe to the students what s/he should know, understand and be able to do on exiting the module and what they have gained from learning. This is a very important section – both the purpose statement (see a.) and assessment criteria and tasks (see c.) should be aligned with these outcomes.

Critical cross-field outcomes

Outcomes to which you think the course can contribute should be selected from the following list. It is unlikely that a short course would include more than five or six.

On successful engagement with this course, students should be able to:

a) identify and solve problems
b) work in a team
c) organize and manage themselves
d) collect, analyse and evaluate information
e) communicate effectively
f) use science and technology
g) recognize problem solving contexts
h) reflect on and explore effective learning strategies
i) participate as a responsible citizen
j) be culturally and aesthetically sensitive
k) explore education and career opportunities
l) develop entrepreneurial opportunities

c. Student assessment

In this section, information relating to the assessment tasks and criteria should be briefly outlined, in order to show

alignment or articulation with the course outcomes.

Assessment criteria should be designed to fulfill the outcomes of a module. It is useful to think of assessment criteria as WHAT the assessors needs to see in order to be sure that students can meet the specified outcomes. Assessment tasks refer to HOW the evidence will be collected (such as essays, portfolios, examinations). Some indication should be given as to how feedback to students will be managed.

Many applicants chose to submit a table at the end of this section (as below), indicating that they have explicitly aligned these aspects of the course.

Purpose statement	Course Outcomes	Assessment Criteria	Assessment Tasks
• •	• •	• •	
• •	• •	• •	
• •	• •	• •	

C3 The Evaluation Process

The Course Coordinator is responsible for incorporating the evaluation process as a part of curriculum development.
(a) This section could include discussion on how you triangulate data from different sources (such as data from students, teachers, peers, research and assessments); how you collect this data (from discussions, questionnaires, interviews and so on); and when you collect the data (such as data collection during the course so as to make appropriate shifts as the course progresses). Evaluation processes can be both formative (that is, the collection and analysis of data gathered and acted upon while the course progresses) and summative (in that data is gathered and analysed once the course is completed with the intention of making amendments for the next time it is run). In addition, data collection methods can be both informal and formal. The University's Guide to Evaluation of Teaching and Courses provides some helpful suggestions and tips. You can also include how you intend to communicate such changes to students and how this information will feed into future curriculum development.

The Course Co-ordinator is required to ensure that data is gathered on the student experience of the course is administered (see an example in Appendix 2). An analysis of the students' perspectives should be triangulated with data from other sources (the lecturer, results from assessments etc) so that the course is reconsidered from more than one viewpoint. From this informed perspective, an improvement plan should be outlined in consultation with relevant stakeholders of the course, and this should be submitted (with the notes from the evaluation process outlined above) to the Institutional Planning Unit within one month of the completion of the course (i.e. after the assessments have been returned).

(b) This section is concerned with ensuring that evaluation processes are acted upon, when appropriate. In your discussion you could include which aspects of the course were notably amended in response to evaluation processes. Courses that have been run successfully for some time can have this information presented in 'portfolio' form – i.e. where each years' amendments and highlights are briefly reflected upon.

SHORT COURSE EVALUATION REPORT

(suggested format)

Name of Course: ………………………………………………………………

Short Course reference number: ………………………………………………..

Name of Co-ordinator: ………………………………………………………..

Dates Course offered: ………………………………………………………

After completion of the course, the Course Coordinator should respond briefly to the following questions and submit the response to the Institutional Planning Unit (additional pages may be used if necessary):

1. Discuss how the participants' experience of the course was evaluated.

2. Please provide an overall summary of feedback received from participants[1] and other sources.

3. How will constructive criticism from participants noted above be addressed if the course is offered again? How will strengths be built upon to enhance the quality of the course the next time it is offered?

Signed: ……………………………… Date: ………………………………...

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[1] Original data needs to be kept on file by the Course Coordinator as evidence as it may be called for at any time by the University or by the HEQC.