



CURRICULUM DESIGN AND THE DEVELOPMENT OF LEARNING AND ASSESSMENT RESOURCES POLICY

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1 INTRODUCTION

The Da Vinci Institute is a registered private higher education provider with accredited programmes offered in the distance mode of delivery. The Institute offers qualifications on NQF levels five to ten, which appear on the South African Qualifications Authority (SAQA). This policy forms part of the institutional Integrated Quality Management System and details the principles for ensuring that programme offerings adhere to required academic standards and empower students to contribute to the transformation of their communities, society, and the economy of the future. This approach is underpinned by the Business- and Community-based Action Learning discourse on the co-creation and distribution of relevant knowledge.

Da Vinci offers outcomes-based, distance-education opportunities. This policy details the principles and processes underpinning the learning-programmes offered by The Institute. These principles and processes are also aligned to the requirements for a Mode 2 knowledge production system; all of which have been defined in an attempt to adhere to the required academic standards for an accredited higher education institution, which as a result, should facilitate the development of the required knowledge, skills and values to contribute to a community, society and the economy at large.

2 DEFINITIONS

| Term | Definition |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accreditation | The principles and processes whereby programmes leading to qualifications registered on the National Qualifications Framework (NQF) are evaluated by the Higher Education Quality Council (HEQC), a permanent committee of the Council on Higher Education (CHE), for quality in terms of national criteria and are approved for delivery by institutions registered by the Department of Higher Education and Training (DHET) that are confirmed to have the capacity to offer the programme (SAQA, 2014) |
| Curriculum | A planned sequence of learning experiences. All the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific and critical cross-field outcomes, which is planned in terms of a framework of theory and/or research and past and present professional practice |
| Curriculum Alignment | The principle of ensuring that the purpose of a programme or module is supported by the content selection, learning outcomes, teaching-learning methods and assessment practices used to deliver and assess it |

3 REGULATORY FRAMEWORK

This policy is benchmarked against, and should be read in the context of the relevant legislation, government policies and regulations underpinning the principles against which institutional policies, processes and standard operational procedures are developed, implemented and maintained.

A. Relevant legislation

- I. Constitution of the Republic of South Africa (no 108 of 1996)
- II. Distance Higher Education Programmes in a Digital Era: Good Practice Guide (CHE)
- III. Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation (CHE, 2004)
- IV. Higher Education Act (Act 101 of 1997)
- V. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa (SAQA, 2017)
- VI. Work-Integrated Learning: Good Practice Guide. HE Monitor No 12 (CHE, 2011)

B. Applicable Da Vinci documents

- I. D19 - Assessment and Moderation Policy
- II. D4 - Teaching and Learning Policy
- III. D16 - Management of Experiential and Work-based Learning.

4 SCOPE

The policy applies to the design of curricula and the development of learning and assessment resources for all accredited qualifications and part qualifications of The Institute and other non-accredited programmes.

Design includes the revision of current material and the design and development of new material, as well as considerations regarding the linkages between learning outcomes and assessment activities.

Development refers to the actual writing of learning and assessment resources.

The core components of curriculum design and development are as follows:

- a) Design of programme frameworks
- b) Design and development of specific modules and their associated material
- c) Sourcing of handouts, tools, articles, worksheets and other learning resources
- d) Development of formative, summative and integrated programme assessments – lecturer plans and supporting resources, e.g. learning activities, presentation slides,

video clips, games and online self-paced individual learning resources to facilitate distance learning

- e) The development of a programme structure, including the sequence and duration of modules and associated assessment strategy based on credits and the NQF level of the programme and the module.

5 PURPOSE

The purpose of this policy is to ensure that design and development practices contribute to compliance with regulatory and other requirements, including guidelines offered in *The Council on Higher Education's Distance Higher Education Programmes in a Digital Era: Good Practice Guide* (CHE, 2014).

6 OBJECTIVES

The objectives of the policy include the following:

- a) Standardising design and development practices at The Institute
- b) Establishing a shared understanding amongst all role-players of the process and responsibilities
- c) Communicating the principles to prospective material developers and lecturing staff
- d) Ensuring appropriate monitoring and evaluation and continuous improvement of curricula and supporting material.

7 HIGH-LEVEL PROCESSES

The Institute's design and development processes are informed by the following:

- a) The Institute's guiding principles as set out in the Institutional Quality Management Policy (A1), including the following:
 - The Institute's dream (vision statement), captured in our purpose (mission statement), brought to life in our principles and brand promise
 - Mode 2 research and knowledge production
 - Experiential Learning
 - Multiple perspectives of reality (ordered, unordered and disordered)
 - The TIPST[™] Managerial Leadership Framework
 - Adult-Learning Principles (androgogy)
 - Distance Education Principles
 - Collecting versus connecting the dots
 - Energy flow within systems (coordinated, collaborative and cooperative contexts) .
- b) The macro design framework for the curriculum design for distance-education programmes as set out in *The Council on Higher Education's Distance Higher Education Programmes in a Digital Era: Good Practice Guide* (CHE, 2014:17) – see Figure 1.

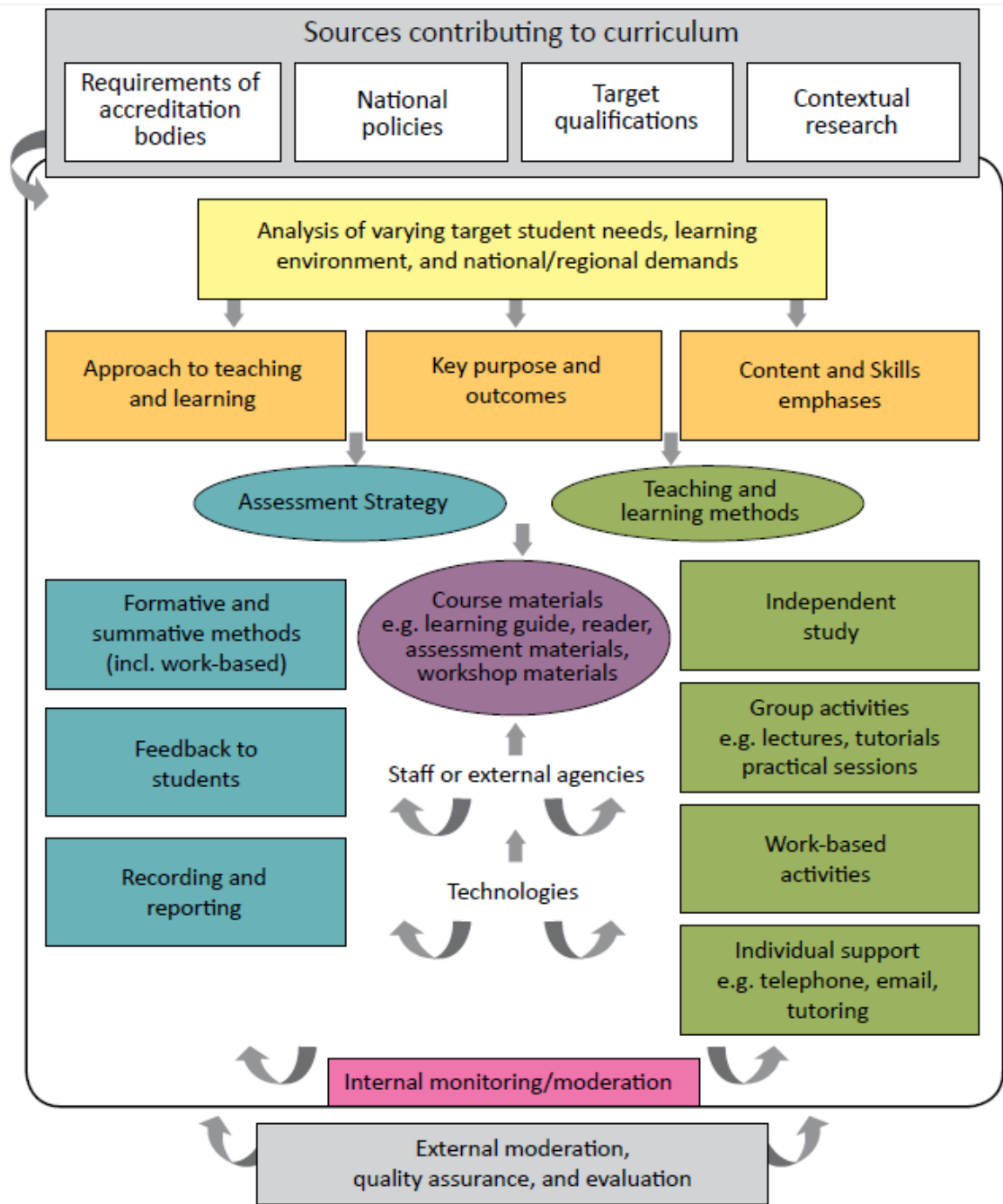


Figure 1: Curriculum design for distance education programmes (CHE, 2014:17)

In the context of a business-based distance learning institution, the model has been interpreted to provide guidance to developers in the form of a curriculum design process and a resource development process.

Discussions on elective streams subject to academic structures and processes are initiated by considering the needs of target markets, learning environments, and national/regional demands. Regulatory requirements (e.g. CHE and DHET) and national skills needs as identified in the National Development Plan and the National Skills Development list of scarce skills, are taken into account.

Curriculum design (in support of the core curriculum), starts with an identification of the integrated authentic assessment products and assessment criteria for each module. The level descriptors are used to ensure that assessment is pitched at the correct level of the National Qualifications Framework (NQF).

7.1 Curriculum design

The following process guides the design of all curricula at Da Vinci:

- a) Determine the purpose, rationale of a proposed programme
- b) Deduce the programme outcomes and associated assessment criteria
- c) From the programme outcomes deduce modules and module outcomes
- d) From the associated assessment criteria deduce the assessment strategy
- e) From the assessment strategy develop suitable assessment tools to measure programme and module outcomes (e.g. Preparatory Activities, Reports, Oral Examination, Integrated Assessment)
- f) Benchmark all of the above dimensions in curriculum design against national and international academic best practice, the relevant National Qualification Framework (NQF) levels, and consult the relevant Subject Matter Expert (Lecturer)
- g) Identify underpinning knowledge, skills and attitudes/values required to master the competence
- h) Document the above in the:
 - I. Programme Outline
 - II. Integrated curriculum design for a programme
 - III. Detailed curriculum design per module
 - IV. Assessment rubrics.

7.2 Programme Approval Process

The curriculum framework is evaluated by the Teaching and Learning committee, consisting of external Subject Matter Experts, Lecturers, a representative of the Senate and/or professional/industry bodies, if applicable, which makes recommendations to the Senate for ratification.

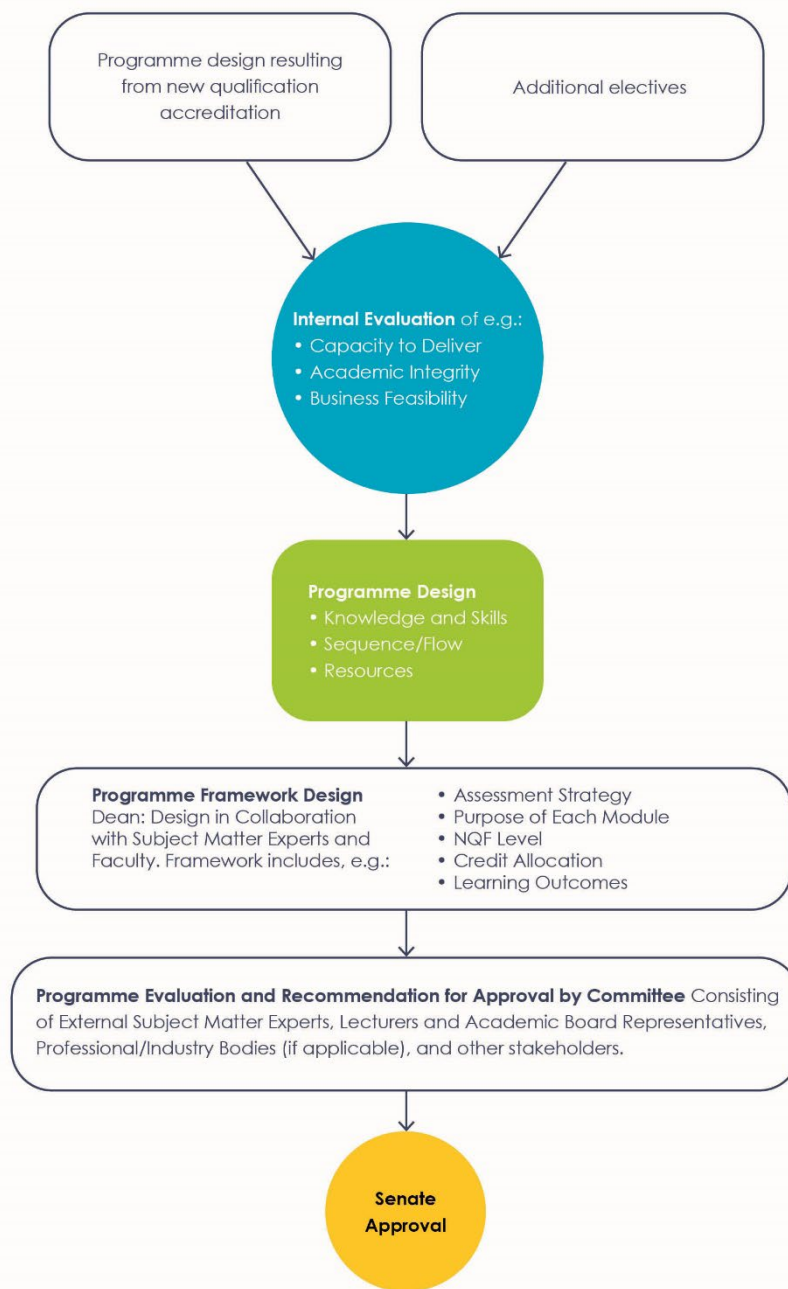


Figure 2: Programme Approval Process

7.3 Development of Learning, Lecturing and Assessment Resources

Figure 3 illustrates the application of distance-learning principles using the courseware set as the core learning and assessment tool. The courseware set, guides students on their journey, ensuring that the discovery process invites them to investigate current learning resources from a variety of sources.

Learning resource development is based on the assessment products and criteria, drawing on a range of resources, e.g. the Da Vinci library and learning resource centre, including textbooks as appropriate, documented industry practice, academic databases, material that is in the public domain, and the student's own workplace practice, where possible.

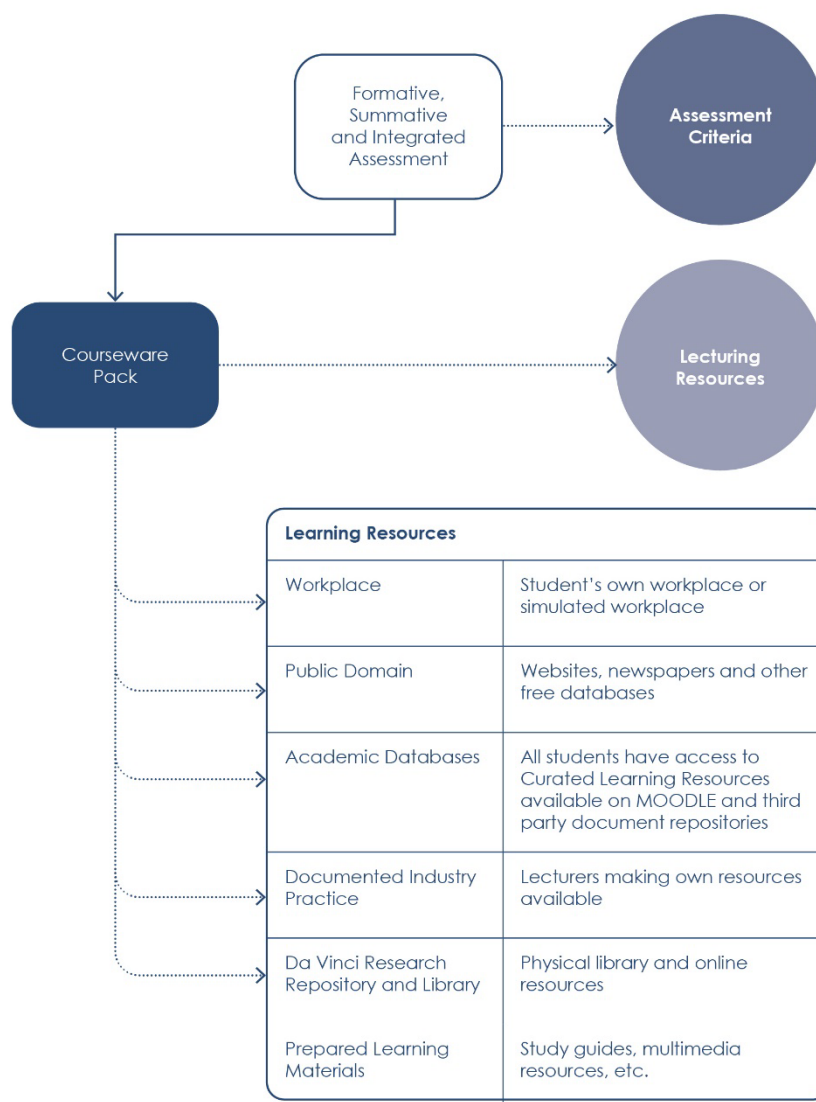


Figure 3: Resource Development Process

The development of learning and assessment resources is a cooperative effort between the following role-players:

- Executive Deans
- Learning experience Designers
- Specialist Subject Matter Experts (Facilitators)
- Industry Experts.

To ensure best quality, all drafts of learning and assessment resources are sent to a:

- Language editor
- Graphic designer.

The Institute subscribes to the continuous improvement of learning and assessment resources. The framework in Figure 4 illustrates the iterative nature of learning and assessment resource development (CHE, 2014:20).

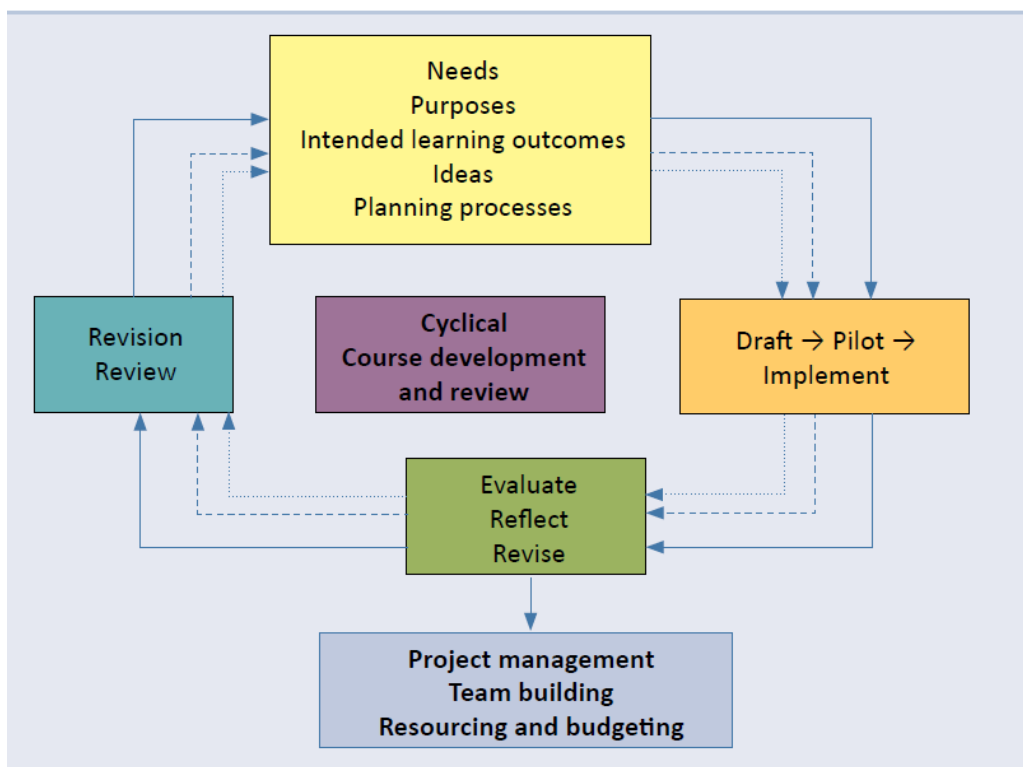


Figure 4: The iterative nature of learning resource development (CHE, 2014:20)

In addition, The Institute's Assessment Process is informed by moderators' feedback and trends analysis of marks that serve at Marks meetings and Assessment Committee meetings. These measures form an integral part of the design of assessment instruments, as well as the use and review thereof.

8 PRINCIPLES

8.1 Pedagogical/Andragogical and curricular modalities for experiential and work-based learning

A combination of pedagogical and curricular modalities (CHE, 2014: 34) is employed to meet the needs of the target group and achieve the purpose of the qualification, i.e.:

- a) Problem-based learning, i.e. the 'structured exploration of a research or practice based problem' (Savin-Baden and Major, 2004 in CHE, 2011)
- b) Project-based learning, i.e. 'intellectual enquiry, real-world problems, and student engagement' (CHE, 2011)
- c) Work-based learning, i.e. 'learning for, at, or through work' (Brennan and Little, 1996 in CHE, 2011)
- d) Work-directed theoretical learning, i.e. ensuring that theory relates to work situations (CHE, 2011)
- e) Workplace learning, i.e. as a 'learning resource and as a benchmark of practice'.

Learning opportunities and assessment instruments are selected to optimise the student's learning journey and apply the learning and assessment principles described in this policy. These modalities are particularly important in the application of theory in the workplace or in authentic real-life contexts. The integration of all of these modalities find expression in the formative, summative and integrated assessments.

The above modalities ensure an appropriate mix of theory and practice to achieve the purpose of each qualification. Learning and assessment opportunities and resources are designed to promote the application of theory within the workplace or in authentic real-life contexts.

8.2 Distance Education

The design and development of all curricula and supporting material is aimed at placing students at the centre of the learning experience through the ongoing construction of knowledge (CHE, 2014: 44). A wide range of learning opportunities and assessment instruments encourage students to engage with the content.

Learning opportunities include activities which build comprehension, critical thinking, competencies (CHE, 2014: 49-50), in addition to developing problem solving, creative thinking and innovative thinking competencies.

The design of the learning resources uses mechanisms that encourage engagement with an application of theory and ongoing engagement with the distance education student through the following:

- a) Learning outcomes and assessment strategy as communication throughout the programme
- b) Stakeholder engagement (where appropriate)
- c) Work-place based related projects and assignments (where appropriate)
- d) Activities at various levels of difficulty in regard to mastery of skills and competencies as expressed through the criteria and descriptors of the associated NQF level. These progress in complexity from one level to the next
- e) Pedagogical, andragogical and curricular modalities that facilitate engagement of the students
- f) The reflective processes that support the personalising and internalisation of learning.

8.3 Learning Management System (LMS)

An LMS platform is used to ensure the availability of resources and the capacity to deliver in the distance mode.

The following functionalities of this LMS platform are employed:

- a) Distribution of learning and assessment resources
- b) Access to research and information resources
- c) Availability of resources related to student support, such as, the On-boarding Manual and Quick Reference Guide: Harvard method
- d) Submission of assessments
- e) High similarity evaluation
- f) Facilitate the development of communities of learning
- g) Interactive communication.

The continuous enhancement and optimisation of the student's LMS Platform experience is a priority.

8.4 Articulation and Coherence

The NQF level descriptors are integral to the design of all curricula and modules to ensure horizontal and vertical coherence within and between modules and programmes. This facilitates (1) internal articulation between the suite of programmes offered by The Institute; and (2) articulation with programmes offered by other higher education institutions, enabling Credit Accumulation and Transfer.

In terms of (1), modules and programmes are not designed and material is not developed in isolation. The integrated design of fields of specialisation, e.g. in the Business Management and Leadership modules, inform the revision of existing curricula and material as well as the design of new programmes.

Design and development in collaboration with lecturers and subject-matter experts, ensure that both academic integrity and current best practice is reflected in a coherent manner over the course of the learning and assessment journey of the student.

9 THE DA VINCI APPROACH AND PHILOSOPHY

The Da Vinci conceptual frameworks underpin the Da Vinci approach and philosophy.(refer to the Explanatory notes on the Da Vinci Conceptual Frameworks).

9.1 Assessment

Each of the modules have formative and summative assessments and on completion of the programme an integrated assessment, which honours both the principles of authentic learning and assessment, reflecting foundational, practical and reflexive competence (SAQA, 2005). Refer to the D19: Assessment and Moderation policy.

9.1.1 Assessment as Learning

The formulation of assessment instruments prior to the development of learning and assessment resources, ensures that assessment opportunities are designed to maximise assessment as learning opportunities and to provide feedback for learning and improvement.

9.1.2 Formative and Summative Assessment

Formative assessment should be designed to deepen the learning engagement, allow the student to gauge personal development in relation to module content and prepare for summative assessment, while also giving early indication of progress to The Institute.

Summative assessment provides evidence of student achievement that corresponds to the purpose, exit-level outcomes and NQF level of the programme being assessed. This will ensure the integrity and validity of the education provided in distance mode of delivery (CHE, 2014).

9.1.2.1 Summative Assessment Criteria

Summative assessment adheres to the following:

a) Holistic Assessment Design

Starting the curriculum design process with the design of the assessments as authentic assessment products, contributes to the design of a holistic assessment strategy. In view of assessment for, and as learning, each learning

and assessment activity and resource is selected, designed and developed as an integrated whole.

b) Authentic Assessment

Formative, Summative and Integrated Assessments are designed to ensure theory is applied in the context of real-life situations and where applicable within the student's own workplace.

c) Summative Assessment levels

- Students are required to undertake a summative assessment at two levels at The Institute:
- Modular level – on completion of each module students are required to undertake a summative assessment to demonstrate their knowledge and skill as reflected by the required module learning outcomes
- Programme level – on completion of all summative assessments students may be required to undertake an examination (Invigilated Assessment, Portfolio of Evidence, etc) to demonstrate their knowledge and skill as reflected by the required programme exit level outcomes.

9.1.3 Assessment Rubrics

Assessment rubrics are provided to students prior to the learning and is used to ensure the following:

- a) Assessment criteria and feedback to students is more objective, transparent and consistent
- b) Students and lecturers develop a shared understanding of the assessment criteria
- c) Learning, conducting assessment as learning, assessing assessments and providing feedback on student performance is guided by assessment criteria in the rubric
- d) Assessment rubrics are used for online marking of all assessments. This ensures specific constructive feedback to students. It also provides specific information for the review of programmes.

9.1.4 Module Revision and Review

In addition to formal programme reviews, modular content (i.e., learning outcomes, courseware, and assessments) is also subjected to regular reviews that are informed by a series of internal and external quality assurance initiatives. The Institute sees quality assurance (QA) as the evaluating of quality to ensure a product, in this case that the module content is at the correct level and standard, and that relevance and transfer of knowledge are considered optimal for distance delivery both in the content itself, as well as the way that it is presented on our Learning Management System (DaVinci connect on the Moodle platform). Quality Management on the other

hand is the entire integrated internal quality management system of which QA of module content forms a part of.

Module review has the following phases:

- Modules are tracked on a three-year cyclical review process. After three years of use, modular content is sent to a subject matter expert (SME) who is usually part of the facilitation team on that module but whom is always a subject matter expert in the field, with a qualification at least one level higher than the qualification in which the module falls. These SMEs are selected by the relevant Head of Programme to ensure academic alignment and depth of the SME to a particular module content. The contracted developer is then required to do a substantial review/re-development taking various levels of feedback into account, including but not limited to faculty feedback, student feedback, programme review feedback, which includes external industry and academics. This ensures the module content remains relevant and current to both industry and academic needs. See developer briefing documents as evidence of the process.
- At least 6 weeks prior to the delivery of a module, the assigned faculty member/s will receive the learning material and assessments for a module that they are facilitating. They are requested to conduct a review of all associated modular content, including guides, online resources, assessment briefs and marking rubrics, to identify any potential changes that need to be made before the course content is published and distributed to students (see facilitator letter and pack sent as evidence). This module review process is typically concluded two weeks prior to delivery which ensures that students have access to learning material at least two weeks prior to the commencement of a module.
- Once a module is complete facilitators are asked to submit a reflection on the module by completing a survey.
- All newly developed material, or material that undergoes a substantial revision and/or redevelopment, is sent to a critical reader for comments and review.

- 🌀 Heads of Programmes also set up cyclical Communities of Practice (COP) to consider modules in the same field across programmes have good articulation between programmes and that all align with academic and industry trends.
- 🌀 Faculties periodically conduct their own reviews of module content to assure continued alignment with the needs of industry as well as alignment to the teaching and learning principles espoused by The Institute. These reviews may result in minor or major revisions and /or the redevelopment of learning materials. Survey – facilitators - invoice one pager reflection.

Module Review Process



9.2 Programme review

Programme reviews are conducted cyclically at The Institute. Programme reviews include a comprehensive internal and external evaluation of each programme. The primary focus of programme review is to ensure that the entire programme is evaluated against the triple helix framework that includes industry, academia, and government (regulatory compliance). Programmes are thus reviewed against the needs of relevant industries, to ensure that all programmes meet relevant academic quality standards, and that they adhere to the requirements of the various regulators.

In addition, the programmes are reviewed to ensure that they provide an opportunity for vertical and horizontal articulation.

The programme review process, through evidence-based evaluation, aims to ascertain the strengths of the programme, opportunities for improvement and adherence to standards of academic quality assurance and industry alignment. Programmes are reviewed utilising a panel that consists of a minimum of six members of which four are external to The Institute. The panel is representative of both academia and industry.

The cyclical review is based on the minimum duration of a distance learning programme with part-time adult learners.

As a distance provider with part-time students predominantly one-year qualifications are generally completed within 18 months, two year qualifications in three years and three year qualifications in four years. It is the intention that all qualifications get reviewed as they come out of this general completion period, and changes implemented in the following year to allow for time to implement. Thus, the following is the programme review cycle schedule. If at any point feedback indicates a programme review is required prior to this point, then that review can be called by a Head of Programme or a Dean.

The Doctoral programme review process is in alignment with the requirements of the Doctoral SER process that The Institute was part of starting in 2021.

10 RESPONSIBILITIES

The roles and responsibilities of the main role-players are specified in their annual Key Performance Indicators and is informally agreed in terms of specific projects.

11 REVIEW OF THIS POLICY

Regular review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at departmental and institutional level, under the auspices of the official custodian of this policy, namely the Executive Dean: Academic.

12 COURSEWARE DELIVERY PROCEDURE

Procedure Description

This procedure document will be for the delivery of courseware.

| Step | Description | Notes |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | Programme Convener will plan and coordinate printing tasks according to the learning programme schedules per learning programme | |
| 2 | Office Manager / Administrator to forward courseware sets per workshop to the respective lecturer for review, comments and suggestions at least four weeks before a workshop | |
| 3 | Instructional Developer to ensure that relevant comments and suggestions received by lecturer are incorporated into the courseware set before printing | |
| 4 | Office Manager / Administrator to upload courseware set per module and per group onto Electronic Learner Management System, the e-learning platform, at least two weeks before the workshop | |
| 5 | Programme Convener to ensure printing of learning pack per module per workshop | |

13 DESIGN AND DEVELOPMENT OF COURSEWARE PROCEDURE

Procedure Description

This procedure document will be for the design and development of courseware.

| Step | Description | Notes |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | Dean: Design identifies and/or appoints a Subject Matter Expert(SME) per module to develop relevant and current content that will address the learning outcomes and other principles in the Programme Framework | |

| | | |
|---|-------------------------------------------------------------------------------------------------------------------------------|--|
| 2 | Dean: Design identifies and appoints a learning designer to apply The Institute's courseware design principles to development | |
| 3 | Dean: Design evaluates the revised courseware suite for quality assurance purposes | |
| 4 | Dean: Design identifies a SME, who can act as a critical reader per module as per the courseware design criteria | |
| 5 | Design Office plans and co-ordinates the critical review process and related amendments | |
| 6 | Dean: Design sign-offs the revised courseware per module by all stakeholders before the start of the learning programme | |
| 7 | Design Office saves copies of all signed-off material on the relevant systems | |

14. DESIGN ASSESSEMENT PROCEDURE

Procedure Description

This procedure document will be followed when designing an assessment.

| Step | Description | Notes |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | Dean: Design identifies and/or appoints a Subject Matter Expert(SME) per module to provide relevant and current content that will address the learning outcomes and other principles in the Programme Framework | |
| 2 | Dean: Design identifies and appoints an Assessment Instrument Designer to apply The Institute's courseware design principles to development of assessment | |
| 3 | Design Office evaluates new/revised instruments for quality assurance purposes | |
| 4 | Design Office identifies a SME(s), who can act as moderator for newly developed/revised instrument(s) | |
| 5 | Sign-off of the revised instruments per module by all stakeholders before the start of the learning programme | |
| 6 | Instructional developer saves copies of all signed-off assessments on the relevant systems | |

15. DEVELOPMENT OF A PROGRAMME FRAMEWORK PROCEDURE

Procedure Description

This procedure document will be for the development of a Programme Framework.

| Step | Description | Notes |
|------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1 | EXCO identifies an industry need and authorises the development of a programme | |
| 2 | Design Office conducts a programme design workshop with relevant faculty / associates | |
| 3 | Workshop participants to propose a set of study themes | |
| 4 | Design Office amends and approves the themes and suggests module titles and possible module weightings | |
| 5 | Design Office develops outcomes presented in the form of an integrated design document | |
| 6 | Dean: Design amends and approves integrated design document | |
| 7 | Final document goes back to faculty/associates for finalisation | |
| 8 | Dean Design drafts a Programme Framework | |
| 9 | Academic committee to recommend Programme Framework for approval | If the Programme Framework is not approved, the process goes back to step 4 |
| 10 | SENATE approves Programme Framework | |
| 11 | Instruction for development of courseware is given | |

16. QUALITY ASSURANCE OF COURSEWARE PROCEDURE

Procedure Description

This procedure document will be to quality assure the courseware.

| Step | Description | Notes |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | Design Office plan and coordinate the evaluation of learning programmes and courseware based on a project plan, a three-year review schedule and version control | |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 2 | Design Office draft a report based on the evaluation of the courseware according to The Institute's learning design components and criteria | |
| 3 | Design Office share and discuss the evaluation report with the respective Subject Management Expert(SME) for updating and/or reviewing of learning courseware | |
| 4 | Design Office record all changes to the courseware suite and save on The Institute's systems and records | |

17. NOTICE OF DISCONTINUATION OF PROGRAMME PRODECURE

Procedure Description

Process to be followed when programme frameworks are discontinued.

| Step | Description | Notes |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1 | Programme framework is identified as obsolete, or in need of substantive realignment or discontinuance due to other reasons | Ongoing review processes |
| 2 | This recommendation is referred to the Academic Board for approval | |
| 3 | Academic Board decision to discontinue is communicated to Registry, Design team, Teaching and Learning, Strategy and Insights and Growth and Sustainability | Decision needs to include end date and notice period, as well as teach-out plan |
| 4 | Registry office drafts a notice for affected students with possible completion period and alternative future programmes if available | |
| 5 | Teaching and Learning team and Registry identifies affected students | |
| 6 | Students receive a copy of the letter of notification | |
| 7 | Copy of letter added to student's correspondence folder on LMS | |
| 8 | Programme Conveners follow up with offers of academic support and interventions within given timelines | Develop completion plans for affected students |
| 9 | Programme Coordinator monitors progress of students and reports to the Registry Office at end of given time period | |
| 10 | Students that fail to complete either within the maximum duration or notice period (teach-out) are deregistered at the end of the duration by the Registry Office. | |

18. VERSION HISTORY

| Version History | Amendment Details | Approval Date | Approving Committee |
|------------------------|--------------------------|----------------------|----------------------------|
| V1 | | 29/01/2015 | |
| V1 | | 04/05/2015 | |
| V1 | | 22/05/2017 | |
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| V4 | | 29/08/2024 | Senate |