GENERAL POLICY FOR TECHNIKON INSTRUCTIONAL PROGRAMMES

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FOREWORD

The sixth edition of Report 150, which appeared early in 1996, was a policy document containing the general, examination and certification requirements for national instructional programmes within the technikon system. The Minister of Education promulgated the policy in terms of section 2(1)(d) of the National Policy for General Education Affairs Act, 1984 (No 76 of 1984) as general education policy applicable to technikons.

The interim Constitution of the Republic of South Africa, 1993 (No 200 of 1993), the new Technikons Act, 1993 (No 125 of 1993), the extension of the technikon qualification structure to include technikon degrees and certain amendments to the introduction and offering of degree instructional programmes, have necessitated the updating of the fourth edition. The document in question contains the Minister of Education's general policy as it applies to the technikon system at the end of 1996, as it includes the amendments as approved by the Minister of Education during 1996.

It is essential that every technikon lecturer be supplied with this publication and familiarise himself/herself with it, since it provides the background to the statutory provisions pertaining to technikons and determines the technikons' broad educational objectives, from which are derived the requirements for national technikon instructional programmes, their designation and nature, examination and certification. The introduction, revision, offering and phasing out of technikon instructional programmes are also covered, as well as the applicable procedures.

Technikon lecturers should, moreover, remain aware of the rapidly increasing number of students and the high cost of study at the tertiary level, which place a heavy burden on the existing education resources and facilities. Distance-tuition will become increasingly important in the future as an alternative or supplementary mode of education to alleviate this problem, and consequently the unique requirements of distance-tuition should as far as possible be borne in mind for all instructional programmes.

ACKNOWLEDGEMENTS

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1. STATUTORY PROVISIONS

1.1 POLICY

The manner of determination of policy on technikon qualifications is prescribed by legislation. In terms of section 126(1) and Schedule 6 of the Constitution of the Republic of South Africa, 1993 (No 200 of 1993) technikon (and university) education matters are centralised, and not provincial affairs, and are subject to any general law in relation to:

(a) norms and standards for the financing of the running and capital costs of education;

(b) salaries and conditions of employment of staff;

(c) the professional registration of teachers; and

(d) norms and standards for syllabuses and examinations and for the certification of qualifications.

In terms of section 2(1) of the National Policy for General Education Affairs Act, 1984 (No 76 of 1984) the Minister of Education determines the general policy with regard to the above matters.

The applicable provisions of the Acts in question will now be briefly reviewed.

1.2 NATIONAL POLICY FOR GENERAL EDUCATION AFFAIRS ACT, 1984 (NO 76 OF 1984)

In terms of section 2(1) of this Act the Minister of Education determines general policy with regard to formal, informal and non-formal education in the Republic of South Africa. This general policy is applicable to, among other things, the norms and standards for syllabuses and examinations, and for certification of qualifications. Section 2(2) provides that the Minister determines this general

policy after consultation with the Universities and Technikons Advisory Council (AUT).

In terms of section 3 of the Universities and Technikons Advisory Council Act, 1983 (No 99 of 1983) the AUT must advise the Minister of Education in regard to, among other things:

(a) the academic fields in which technikons (and universities) should be active (sec. 3(1)(c));

(b) the instructional programmes that are or should be offered by technikons (and universities) (sec. 3(1)(d));

(c) any other matter relating to technikons (and universities) that the Minister of Education may refer to the AUT, or in respect of which the AUT may deem it fit or necessary to advise the Minister (sec. 3(1)(f)); and

(d) all questions of policy arising from or related to the acts in terms of which technikons (and universities) are administered (sec. 3(1)(g)).

1.3 TECHNIKONS ACT, 1993 (NO 125 OF 1993)

This Act provides for the establishment, control, management and regulation of technikons, as well as other matters connected therewith.

Sections 2 to 5 provide for the constitution and functions of the Committee of Technikon Principals (CTP). In terms of these sections, the powers of the CTP include the following:

(a) The CTP shall advise the Minister of Education on any matter concerning general policy in so far as it relates to technikons; and

(b) the CTP shall prescribe the requirements for admission to study at a technikon in the joint statutes.

1.4 CERTIFICATION COUNCIL FOR TECHNIKON EDUCATION ACT, 1986 (NO 88 OF 1986)

The powers of the Certification Council for Technikon Education (SERTEC) are set out in section 9 of the above Act. These powers include the issuing of certificates to successful candidates of a technikon who have met SERTEC's examination requirements, norms and standards.

These powers of SERTEC are exercised subject to the general education policy as determined in section 2(1) of the National Policy for General Education Affairs Act, 1984 (No 76 of 1984). This means that SERTEC must exercise its powers within the framework of the policy as contained in, among other things, this document.

2. THE AIMS AND OBJECTIVES OF TECHNIKONS AND THE REQUIREMENTS OF TECHNIKON INSTRUCTIONAL PROGRAMMES

Since it is the inherent duty of all formal post-school educational institutions to support students and to guide them towards greater maturity (in addition to their essential teaching task), it is necessary that technikon programmes should reflect this.

Policy on the broad educational objectives of technikons is determined against the backdrop of the entire system of education in South Africa, and more specifically the system of post-secondary or tertiary education. Colleges, technikons and universities all educate people directly or indirectly for entry to occupations, but for various levels and focuses of vocational practice. In the case of technikons, the education is at the tertiary educational level and is aimed primarily at the provision and development of personpower for promoting and practising technology.

From the above it follows that technikons have two broad educational objectives, namely:

(a) to support and guide students at the tertiary level towards greater maturity (to be discussed in greater detail in paragraph 2.1); and

(b) to prepare people for the practice, promotion and transfer of technology within a particular vocation or industry (to be discussed in greater detail in paragraph 2.2).

From each of these broad objectives certain requirements for technikon instructional programmes and instructional offerings emerge. To comply with the first objective of guidance towards greater maturity:

(a) every technikon instructional programme and instructional offering must be at the tertiary educational level (see paragraph 2.1.1); and

(b) the compilation and offering thereof must take place in an educationally accountable manner (see paragraph 2.1.2).

The second objective points towards the technikon's specialisation in vocational education and requires that:

(a) instructional programmes be aimed at meeting certain vocational/ industrial requirements (see paragraph 2.2.1); and

(b) at least up to the National Higher Diploma and B Tech level, the greater part of each instructional programme involves the putting into practice of existing knowledge, technology, results and formulas (see paragraph 2.2.2).

These two objectives will determine the nature of technikon instructional programmes and will be discussed in turn together with the relevant requirements.

2.1 OBJECTIVE 1: TECHNIKONS MUST SUPPORT AND GUIDE STUDENTS AT THE TERTIARY LEVEL TOWARDS GREATER MATURITY

As in the case in any other institution for formal education, a basic objective of technikons is that of personal development. This means that students will undergo a general, broad development that will prepare them to take their rightful place in society and in (vocational) life.

An adult, in the educational sense of the word, is a person who, amongst other things, has a particular sense of duty and responsibility, who reflects a balanced view of life, who is able to deal meaningfully with problem situations, acts with human dignity, has integrity and a stable character.

To achieve this objective, technikon instructional programmes must meet the following two requirements:

2.1.1 EVERY TECHNIKON INSTRUCTIONAL PROGRAMME AND INSTRUCTIONAL OFFERING SHOULD BE AT THE TERTIARY EDUCATIONAL LEVEL

The level with regard to the content and/or offering of all first-level or Level I technikon instructional offerings must be higher than that of corresponding instructional offerings offered at the pre-tertiary level.

The second and subsequent levels of the same instructional offering imply a further increase of knowledge and/or skills. This means, for example, that the indicators I, II and III after the name of an instructional offering indicate a level in the academic hierarchy and not the particular year of study in which it is offered. In other words, Level I indicates a level at first year tertiary study (M+1) for which the Senior Certificate (or equivalent) is a prerequisite, Level II indicates a level at second year tertiary study (M+2) for which Level I is the prerequisite, Level III indicates a level at third year tertiary study (M+3) for which Level II is the prerequisite, etc.

This guide-line also implies that where a technikon instructional offering contains the same learning content as a pre-tertiary instructional offering, this

learning material will be offered mainly at a tertiary level. That is to say, the learning content in question is offered over a shorter period of time or at a level higher than the pre-tertiary level (or both). This implies that the study material will require a greater degree of independent study and the acquisition of comprehension and insight at a higher level on the part of the student than at the pre-tertiary level. It also means that in the examination of the learning material and skills, a higher standard will apply in relation to class time and a greater degree of interpretation will be expected of the student than at the pre-tertiary level.

2.1.2 THE COMPOSITION AND OFFERING OF INSTRUCTIONAL PROGRAMMES AND INSTRUCTIONAL OFFERINGS MUST TAKE PLACE IN AN EDUCATIONALLY ACCOUNTABLE MANNER

This guide-line stipulates that the structuring of an instructional programme and/or instructional offering must be based on educational principles. Technikons, and not the vocation/industry, must therefore control the instruction as regards its educational aspects. This implies expert structuring of instructional programmes, expert and distinctive curriculum development by technikons, the didactic presentation thereof and the educational development of the lecturer corps at every technikon.

The personal development of students requires that instructional programmes contain instructional offerings that will ensure the students' moulding as human beings and their general orientation with regard to the vocational world in which they are going to find themselves. Those who have completed their technikon studies should therefore be innovative, adaptable and capable of continued responsible practice of a vocation through career education with long-term objectives.

A concise description of the contents of the latest syllabus for every instructional offering, including the following, must be available at the Committee of Technikon Principals:

(a) Clearly formulated objectives of the instructional offering in accordance with the level thereof;

(b) The broad subject content, properly arranged according to core themes in accordance with the present needs of the vocation/industry in question and local circumstances, but retaining its national character.

2.2 OBJECTIVE 2: TECHNIKONS MUST PREPARE PEOPLE FOR A PARTICULAR OCCUPATION OR INDUSTRY AND ARE ORIENTED TOWARDS THE PRACTICE, PROMOTION AND TRANSFER OF TECHNOLOGY

The second objective of technikons is to educate technikon students with a view to practise a particular vocation or set of related occupations in industry, specifically at the undergraduate or pre-diploma level. In this way technikons play their specific part with regard to the technology-oriented or vocationally-oriented provision of personpower within the education system. This means that technikons, industry and the vocational councils/bodies should be closely related to each other. This relationship should be expressed in regular mutual contact and interaction regarding the demands of personal development and the requirements of the vocation, its practice and the education needed therefore.

Students should gain an insight into and develop a broad perspective regarding the vocation for which they are being educated. The skills, knowledge, values and attitudes of the workplace should be brought home to them. Students should develop to such a degree that, as resourceful and practical professional people, they can take their rightful place in the vocation/industry and be able to adapt to its changing demands.

Although many definitions of technology exist, one could view it as the application of scientific laws and principles, utilizing the properties of materials, within the constraints of society and economics, to satisfy human needs. Technology involves mainly the B-type subject contents (see paragraph 2.2.2).

To achieve this objective, the following two requirements must be met:

2.2.1 INSTRUCTIONAL PROGRAMMES MUST BE AIMED AT MEETING THE NEEDS OF THE VOCATION/INDUSTRY CONCERNED

The actual practice of the vocation does not necessarily follow the logical guide-lines underlying science, but is often a combination of potential fields of application of a number of related or even unrelated scientific disciplines.

The approach required for dealing successfully with the practice of a vocation involves to a lesser extent the theoretically scientific, basic principles approach, but rather more so the ability to apply the practical outcome of scientific principles as far as possible in such a way that they may be of use to the particular vocation or industry.

The unique feature of vocational education is that the needs of the actual practice of the vocation are to a great extent determinative of the structure and content of the related technikon instructional programme. The education is therefore not structured around a scientific discipline. Technikon programmes are often multidisciplinary and fully-integrated packages for the application of technology/vocational practice and are specifically vocation-oriented.

The purpose of a technikon qualification is to prepare the student by means of a formal qualification for a particular vocation or set of related vocations in industry. The ideal remains, however, that the vocation or industry itself should provide the maximum non-formal education. In the main, this non-formal training will be very narrow in its scope and directed at specifics.

A person who has a technikon qualification should be able, after qualifying, to practise a specific vocation in a particular capacity after a short period of time. (This requirement should not be linked to practical experience, which may be a requirement for professional or vocational registration.)

To comply with this requirement, sufficient liaison mechanisms should be maintained with industry (preferably throughout the country) and, where applicable, with the vocational councils/bodies for every programme.

Since an industry is not necessarily homogeneous and may include various areas of specialisation, it is possible that various needs may arise for additional

instructional programmes or instructional offerings. Since technikon qualifications are directed at industry, which is susceptible to constant change, the technikon qualification system should also be flexible. However, proliferation should be restricted to the minimum by the addition of options. In such a case the norms below shall apply:

(a) Should the contents of two or more proposed instructional programmes (including experiential time) or instructional offerings overlap by more than about 70%, only one qualification/instructional offering is introduced, but with options. In such a case students would be prepared for a vocational field, but with options for specialisation. These options will be set out in general policy, in Report 151 "Formal Technikon Instructional Programmes in the RSA". A candidate's certificate could be endorsed with the chosen option.

(b) Should the contents of two or more proposed instructional programmes (including experiential time) or instructional offerings overlap by about 50 to 70%, they will be introduced as separate qualifications/instructional offerings with different numbers in Report 151, but with the same stem in the name.

For example, a N Dip: Engineering: Mechanical and a N Dip: Engineering: Aviation would then be introduced.

(c) Should there be an overlap of less than about 50% between two or more proposed instructional programmes (including experiential time) or instructional offerings, they would have completely different names. In such a case their objectives would also differ markedly.

Attention is also drawn to general policy issues on page v *et seq* of the latest issue of Report 151.

In order to indicate the vocational-orientedness and distinctiveness of technikon degree instructional programmes, and not to duplicate the designations traditionally used by South African universities, but still be concise and unambiguous, applicable descriptions, abbreviations and punctuation marks are used. In order to rationalise technikon degree

designations and to relate to international designations in higher education, Latin and Greek terms are used. The designations Baccalaureus Technologiae (abbreviated: B Tech), Magister Technologiae (abbreviated: M Tech) and Doctor Technologiae (abbreviated: D Tech) shall therefore be used. The name of the instructional programme shall be in a language of instruction of the technikon.

Further detail may be endorsed on the candidate's certificate, eg. Baccalaureus Technologiae: Engineering: Civil, indicating the main and specialist field of study.

For the proposed introduction or revision of an instructional programme by technikons there should be consultation with prospective employers and, where applicable, with vocational councils, bodies and associations. There should also be a substantiated quantification of the need for the qualification in the industry and the expected number of prospective students.

In deciding on the actual offering of a particular instructional programme the availability of suitable staff, funds and facilities should be taken into account. Consideration should, however, be given to the degree to which other technikons and/or tertiary educational institutions already meet the needs of the industry concerned, and the possibility of co-operation agreements.

2.2.2 THE GREATER PART OF A TECHNIKON INSTRUCTIONAL PROGRAMME MUST INVOLVE PUTTING INTO PRACTICE EXISTING KNOWLEDGE, TECHNOLOGY, RESULTS AND FORMULAS

By putting into practice is meant the actual relating to and implementing of existing knowledge, technology, results and/or formulas in the practice of a particular segment of a vocation/industry. The fostering of technological thinking on the part of technikon students is characteristic of technikons.

This guide-line means that relatively little time is given in each instructional programme to:

(a) practising and mastering psycho-motor skills, ways of doing things and techniques that apply merely to the actual application thereof; and

(b) instilling the fundamental principles of scientific thought and method,

so that the mastery of the application of existing knowledge, technology, results and formulas applicable to a particular vocation may be emphasised.

In this way a problem-oriented approach is fostered in technikon students to enable them to apply their acquired knowledge and skills in new situations.

These requirements emphasise the importance of formulating clear objectives for technikon instructional programmes.

The profile of each technikon instructional programme, up to and including the higher diploma (whereby the curriculum for the diploma instructional programme is included), must therefore comply with the following:

(a) A maximum of 20% of the credits for the so-called A-type subject content;

(b) a minimum of 60% and a maximum of 80% of the credits for the so-called B-type subject content; and

(c) a maximum of 20% of the credits for the so-called C-type subject content.

Compared to a four-year technikon higher diploma instructional programme, a four-year B Tech instructional programme shall consist of a larger fundamental theoretical content. To guard against academic drift, the profile of a four-year B Tech instructional programme as a whole shall comply with the following:

(a) A maximum of 15% of the credits for the so-called A-type subject content;

(b) A minimum of 50% and a maximum of 70% of the credits for the so-called B-type subject content; and

(c) A minimum of 30% and a maximum of 40% of the credits for the so-called C-type subject content.

A-type subject content is that which is aimed mainly at the practising and mastery of manual skills or crafts, ways of doing things and techniques which amount to their application and practice.

B-type subject content is that which is aimed mainly at the mastery of the application of existing knowledge, technology, results and formulas relating to a specific vocation/industry segment.

C-type subject content is that which is aimed mainly at the mastery of a basic theoretical substructure and the inculcation of the fundamental principles of scientific thought and method. This presumes mastery of basic and contextually-basic subject contents.

Where a **laboratory component** or a **practical component** is included, it should be incorporated into the syllabus in question and be logically integrated with the lectures. This would normally take place on the campus in question, but there is no educationally accountable reason why it has to be so. It may take place in any suitable training environment, at any business or industry, or even by means of vacation schools, provided it is effectively integrated with the theory in a didactically acceptable manner. Its organisation, control and cost will be the responsibility of the technikon in question.

The experiential instructional component which is distributed on a 50-50 basis under A- and B-type subject content, may become part of an instructional programme through the use of co-operative education. This co-operative education may take place in any suitable work environment, even at the technikon. However, the practical complications with regard

to co-operative education, which may make the inclusion of experiential instruction as part of the formal technikon instructional programme difficult, should be taken into account, since:

(a) it may become increasingly difficult for technikons to involve suitable employers - especially in the case of students that are not employed by the employer concerned; and

(b) the ever-increasing demands for and rising costs of education will result in distance-tuition playing an increasingly important role in the future.

Experiential time may therefore cover no more than a maximum of 33,33% of the credits for a technikon diploma or higher diploma instructional programme. Experiential time need not necessarily form a component of technikon instructional programmes.

Where, for specific reasons, the particular guide-lines of A-, B- and C-type subject contents cannot be followed, detailed justification will be required.

3. THE HIERARCHICAL LEVEL, DESIGNATION AND TYPES OF NATIONAL INSTRUCTIONAL PROGRAMMES AT TECHNIKONS

3.1 INTRODUCTION

Owing to the career-orientedness of technikon instructional programmes, technikons are able to play a special part in meeting the national need for and pursuit of optimal training for the people of South Africa.

This may be ideally achieved by applying, up to the Diploma level, the principle of adaptability and recognition of added educational value by, where applicable, rewarding every completed academic year of study, as determined in the

programme structure, with a national qualification, i.e. with a National Certificate, then a National Higher Certificate, etc. This will encourage a maximum number of people to register for technikon study for the purpose of obtaining at least an intermediary qualification. In this way the constant motivation of students is ensured and they are guided towards greater maturity. At the same time the largest possible number of people will be equipped with at least a tertiary certificate at the national level, and in accordance with the industry's needs, a smaller number will have a higher certificate, and an even smaller number will have diplomas.

3.2 QUALIFICATION STRUCTURE AND COMPOSITION OF INSTRUCTIONAL PROGRAMMES

Through successful study it should theoretically (and where applicable) be possible for a student to consecutively obtain a National Certificate, a National Higher Certificate, a National Diploma, a National Higher Diploma/B Tech degree, a Master's Diploma in Technology/M Tech degree and a Laureatus in Technology/D Tech degree in a particular field of study, depending on the highest existing qualification in that particular field.

A credit is given for every instructional offering in accordance with its importance, its scope and the time to be spent on it in the particular instructional programme. It has no bearing, however, on how it is taught or examined (ie by modules or as semester or as a full year offering). The credit value of each instructional offering is therefore in direct proportion to its scope and is expressed to the third decimal place, e.g. 0,025 credits.

A complete instructional programme involving a full year's study programme for a full-time student will represent one credit.

Instructional programmes are offered by technikons in accordance with the qualification structure below and the requirements as set out in paragraph 2 (a summary is given in Annexure A):

(a) National Certificate (N Cert)

A qualification with a study duration of at least one year's tertiary education. The admission requirement is at least a Senior Certificate or the equivalent. All the instructional offerings should be at least at Level I, with a total credit value (including experiential time, where applicable) of 1,0.

(b) National Higher Certificate (N H Cert)

A qualification with a study duration of at least two years' tertiary education or extending over at least one year after obtaining an appropriate National Certificate or the equivalent. The requirements with regard to instructional offerings are the same as for the preceding National Certificate, plus further instructional offerings (including experiential time, where applicable) with a total credit value of 1,0. At least 0,5 of these credits should be for instructional offerings at Level II, for which a substructure or prerequisite instructional offering(s) exist(s) at Level I.

(c) National Diploma (N Dip)

A qualification with a study duration of at least three years' tertiary education, or extending over at least one year after obtaining an appropriate National Higher Certificate or equivalent. The requirements with regard to instructional offerings are the same as for the preceding National Higher Certificate, plus further instructional offerings (including experiential time, where applicable) with a total credit value of 1,0. At least 0,5 of these credits should be for instructional offerings at Level III, for which a substructure or prerequisite instructional offering(s) exist(s) at Level II.

(d) National Higher Diploma (N H Dip)

A qualification with a study duration of at least one year after obtaining an appropriate National Diploma or equivalent. This comprises instructional offerings (including experiential time, where applicable) with

a total credit value of 1,0. At least 0,5 credits of these credits should be for instructional offerings at Level IV, for which a substructure or prerequisite instructional offering(s) exist(s) at Level III;

OR:

A teaching or business administration (management) qualification with a study duration of at least one year after obtaining a National Diploma or equivalent. This comprises instructional offerings from related disciplines with a total credit value of 1,0. No experiential time may be included.

(e) Baccalaureus Technologiae (B Tech)

A qualification with a study duration of at least one year after obtaining an appropriate National Diploma or equivalent. This comprises instructional offerings with a total credit value of 1,0. At least 0,5 of these credits should be for instructional offerings at Level IV, for which a substructure or prerequisite instructional offering(s) exist(s) at Level III. In addition a maximum of 0,3 credits may be offered for a project instructional offering which shall be deemed to consist of equal parts of A-, B- and C-type subject content. No experiential time may be included;

OR:

A multi-disciplinary teaching or business administration (management) qualification with a study duration of at least one year after obtaining a National Diploma or equivalent. This comprises instructional offerings from related disciplines with a total credit value of 1.0. No experiential time may be included.

(f) Master's Diploma in Technology (M Dip Tech)/Magister Technologiae (M Tech)

An advanced qualification involving either instructional offerings and research or research only, with a study duration of at least one year after obtaining an appropriate B Tech degree or equivalent.

Programmes for Masters' Diplomas/Degrees in Technology comprise either (an) instructional offering(s) and a research project with a paper, or a thesis only, provided the student has already passed an instructional offering in research methodology. No experiential time may be included. The M Tech degree may thus be curriculated to suit every candidate.

The instructional offering(s) must involve between 0,0 and 0,5 credits and must be at Level V, with the concession that a maximum of 0,1 of these credits may be recognised for an instructional offering in research methodology. The balance of the instructional offerings must be appropriate to the chosen research theme and must build on (a) prerequisite Level IV instructional offering(s).

In their papers/theses students must prove that they understand a particular problem in the industry in which they have done their research, are able to analyse and set it out logically, are able to arrive at logical conclusions or a diagnosis, and are then able to make proposals for the improvement/the elimination of the problem. The papers/theses must comply with the normal general technical requirements and rules with regard to scope, quality and layout.

(g) Laureatus in Technology (Laur Tech)/Doctor Technologiae (D Tech)

An advanced qualification that is based on research, with a study duration of at least two years after obtaining an appropriate M Tech degree or equivalent. It comprises an advanced research project with a dissertation.

In dissertations students must provide proof of original and creative thinking and problem-solving, and make a real contribution to the solving of a particular problem in the industry to which their research applies. The dissertations must comply with the normal general technical requirements and rules with regard to scope, quality and layout.

A successful candidate will then obtain a certificate stating that he/she is awarded a Laur Tech/D Tech based on a dissertation entitled ".....".

4. EXAMINATION

The functions and powers of examination at all study levels and for all instructional offerings are entrusted to the technikons in terms of legislation. The technikons may therefore conduct examinations or have examinations conducted on an agency basis. Any examination on a technikon instructional programme may be conducted as from the date of the programme's introduction.

The Certification Council for Technikon Education (SERTEC) may in terms of section 9(1) of the Certification Council for Technikon Education Act, 1986 (No 88 of 1986) prescribe conditions to the technikons with regard to the conducting of examinations. External examination and/or moderation is required at all levels, except at Certificate and Higher Certificate levels.

SERTEC issues technikon certificates to candidates who comply with its norms and standards, provided the candidates and technikons have complied with the requirements prescribed by SERTEC for the conducting of examinations with a view to the awarding of technikon certificates.

5. CERTIFICATION

The certification of technikon qualifications takes place in terms of the provisions of the Certification Council for Technikon Education Act, 1986 (No 88 of 1986).

6. DECLARATION BY TECHNIKON

When, in terms of general policy, a SERTEC certificate cannot be issued to a candidate, the principle of credit for added educational value still applies. Consequently, a technikon will, at the request of a candidate, issue a declaration if the candidate has passed one or more technikon instructional offerings. If the total credit value of the instructional offerings passed comprises at least one or two credits of a particular technikon instructional programme, the technikon will further state that it is equivalent to an M+1 or an M+2 qualification, respectively. Such a statement may be of the utmost importance to a candidate on appointment and in determining his/her salary with a potential employer.

7. ARTICULATION

Articulation (or flow through), which refers to the movement of students between educational institutions with the retention of credits for added knowledge or expertise, is related to the objectives contained in paragraphs 3.1 and 3.2.

It should be possible for articulation between different technikons to take place freely, while articulation between technikons and other formal and non-formal post-school/tertiary educational institutions should be implemented as far as possible, possibly by the use of bridging modules/programmes.

8. THE INTRODUCTION, REVISION, OFFERING AND PHASING OUT OF INSTRUCTIONAL PROGRAMMES

8.1 INTRODUCTIONS OR REVISIONS REQUESTED BY THE CTP

When a technikon proposes to submit a new or revised instructional programme for inclusion in general policy, the convenor (or initiating or chairing) technikon should clear the proposed instructional programme with all the other technikons (whether or not they might be offering it), as well as with the industry and vocational councils/bodies in question.

In order to prevent the meaningless accumulation of qualifications and a fragmentation of content, a new diploma instructional programme will preferably, and if it is meaningful, be developed into a curriculum as a complete package for a National Higher Diploma, in which the requirements for a National Certificate, National Higher Certificate and National Diploma are indicated clearly. Except in exceptional cases, such as when a specific National Certificate or National Higher Certificate is coupled to a specific post requirement, a National Certificate will be awarded upon completion of one formal credit and a National Higher Certificate upon completion of two formal credits of the National Diploma instructional programme.

In a diploma instructional programme the C-type subject content should progressively increase for every year of study. This means that, in terms of the eventual objectives, the programme must be compiled for the highest relevant qualification and the objectives should be set out clearly. If there are any particular reasons why an effective curriculum cannot be developed for a National Certificate or National Higher Certificate, or the corresponding exit points cannot be indicated in the National Diploma, valid reasons must be given. B Tech instructional programmes shall, however, in all cases, (except for multi-disciplinary teaching or business administration (management) qualifications,) be curriculated as complete four-year programmes. (Should this imply amendments to the pre-requisite diploma, the latter shall be submitted as a revision and be indicated as such on Form B.)

After comments have been obtained from all the above-mentioned and other interested parties and concensus has been reached, the convenor technikon compiles a Form B in English in triplicate (as shown in Annexure B) for every National Diploma, National Higher Diploma, B Tech, M Dip Tech or M Tech instructional programme for approval by the CTP and submission to the Department of Education. In the case of the introduction of a B Tech degree, where the related M Dip Tech and Laur Tech instructional programmes already form part of general policy, a Form B need not be compiled for the successive M Tech (or D Tech) instructional programme(s). These instructional programmes will, in the interim, be automatically taken up in general policy upon approval of the relative B Tech degree.

The Department of Education will submit the B Forms conforming to this policy document to the AUT for recommendation to the Minister of Education. (The approval of the introduction of an M Dip Tech or M Tech will automatically include approval for the introduction of the Laur Tech or D Tech instructional programme respectively.)

The introduction of a pre-diploma instructional programme in general policy shall be considered only if:

(a) it enjoys the support of industry and the appropriate professional body or interest group; and

(b) there is no reasonable possibility of obtaining a similar qualification in another education sector.

The introduction of post-diploma instructional programmes in general policy shall be judged on merit, but will generally have to meet the following criteria:

♦ A N H Dip or B Tech instructional programme (or M Dip Tech and Laur Tech simultaneously) may be considered for introduction if:

(a) the prerequisite N Dip (or respectively the N H Dip) instructional programme has been, and is still being successfully offered in the technikon sector, or if the pre-requisite N Dip (with its own exit points) is simultaneously introduced;

(b) it enjoys the support of industry and the appropriate professional body or interest group; and

(c) there is no reasonable possibility of obtaining a similar qualification in another education sector;

OR:

another non-national prerequisite qualification has been accredited by the CTP as being equivalent. (In this case the idea of non-national centres of excellence will be emphasised. For example, the CTP could grant accreditation for nurses' training that is completed at nursing colleges at M+3 level, after which a National Higher Diploma: Nursing at technikons could follow.)

OR:

It is a multi-disciplinary teaching or business administration (management) qualification.

♦ The M Tech and D Tech instructional programmes may be simultaneously considered for introduction if:

(a) the prerequisite B Tech instructional programme has been, and is still being successfully offered in the technikon sector;

OR:

(b) the prerequisite B Tech instructional programme is being introduced and the related M Dip Tech and Laur Tech instructional programmes already form part of general policy.

As soon as the said Minister has approved the instructional programme as general policy, the CTP, the technikons and SERTEC will be informed and it will be included in the next edition of Report 151 "Formal Technikon Instructional Programmes".

8.2 APPLICATION BY A TECHNIKON TO OFFER AN INSTRUCTIONAL PROGRAMME

Should a particular Technikon wish to offer an instructional programme which it currently does not offer, it shall complete a Form C (as shown in Annexure C) for every such instructional programme and request SERTEC to comment on the Technikon's potential in this regard. Based on all its requirements and criteria SERTEC will then compile a report regarding the Technikon's potential/ability to successfully offer this instructional programme. The entire report, accompanied by a summary statement, will be provided to the Technikon. Should SERTEC's recommendation be positive, the Technikon will provide the Department of Education with a copy of a fully completed Form C together with SERTEC's summary statement.

The Department will submit this request to the Minister. Except in the case of technikons already offering the related M Dip Tech and Laur Tech instructional programmes, the Department will, as a rule, not recommend the offering of a post-diploma instructional programme at a Technikon if the Technikon has not successfully offered the pre-requisite or predecessor instructional programme for a considerable time.

Technikons will only be allowed to offer those D Tech degrees which follow on the pre-requisite M Tech degrees, for which the Technikon has received Ministerial approval for offering.

Should a Technikon have been granted Ministerial approval to offer a specific B Tech, and already possess approval to offer the corresponding M Dip Tech and Laur Tech, it will be assumed to be authorised to offer the similar M Tech and D Tech.

Upon receipt of ministerial approval the Technikon will be notified thereof and it may then offer the instructional programme subject to any restrictions imposed by the Minister.

Technikons already offering a pre-revised instructional programme need not re-apply to offer the revised instructional programme, even if the revision also involved the change of its name.

8.3 PHASING OUT OF INSTRUCTIONAL PROGRAMMES

When an instructional programme has been revised, every technikon must set a reasonable period of time for the phasing out of the pre-revised instructional programme. In particular, part-time and distance-tuition students' interests should be taken into account, since their studies extend over a longer period of time.

Technikon candidates registering for a particular instructional programme for the first time are obliged to register for the newest programme as it appears in the latest edition of general policy, Report 151 "Formal Technikon Instructional Programmes".

In cases of revised instructional programmes being promulgated as general policy so late in the year that a technikon is unable to timeously implement these amendments, the Department of Education may approve of a candidate's enrolment for an instructional programme as published in the immediate preceding academic year's Report 151.

9. THE ESTABLISHMENT OF SATELLITE CAMPUSES

9.1 BACKGROUND

Satellite and distant campuses have been established by technikons during the past few years, mainly due to increasing demands for higher education, particularly in some areas, in order to redress educational imbalances and to empower communities as part of their community service and commitment to the Reconstruction and Development Programme.

Establishing satellite or distant campuses may result in one technikon or university offering programmes in a seat of another technikon or university. Clarity with regard to definition, legislation and scope pertaining to satellite and distant campuses is therefore imperative.

In terms of Section 10(1)(a) of the Technikons Act, 1993 (No. 125 of 1993) the Minister of Education may, after due consultation, establish at any place in the Republic of South Africa a technikon or a satellite campus of a technikon. He may also give a name to and determine the seat of a technikon. Section 28(5) of the same Act provides for a technikon to exercise its academic activities within the seat of another technikon, subject to the Minister's approval, which approval may only be given after consultation with such other technikon.

9.2 DESCRIPTION OF A SATELLITE CAMPUS

A satellite campus meets the following requirements:

(a) A satellite campus utilises land and other physical facilities, which could include class rooms, offices, laboratories, library, hostel accommodation, sport and recreational facilities. A technikon has to be the owner of the land and fixed assets there-on. Facilities may however also be donated, rented or provided free of charge.

(b) A satellite campus has its own staff structure, including academic, technical, administrative, management and other support staff.

(c) A satellite campus has an intimate link with the main campus of the technikon in respect of academic, administrative, promotional and developmental activities, as well as with staff and the issuing of certificates which are in the name of the technikon.

(d) A satellite campus offers one or more academic programmes, each of which has to be proven necessary for the region. The responsible technikon shall have Ministerial approval to offer these programmes, irrespective of the venue.

(e) A satellite campus is funded directly by the technikon. This includes both capital and recurrent expenses. The main institution includes the student numbers of the satellite campus in its own student numbers for state subsidy and management information purposes. Technikons should take special care in offering expensive programmes at satellite campuses, as these increase the *per capita* expenses. It should also be noted that institutions, not campuses, are funded by the State.

(f) Although a satellite campus may develop its own identity and have its own staff and student associations and student representative council, it cannot be a separate entity from the main campus. All academic, financial, managerial or other bodies are subsidiary to the relevant main bodies on the main campus. A satellite campus thus has no legal personality.

9.3 DESCRIPTION OF A DISTANT CAMPUS

A distant campus shall also comply with the requirements for a satellite campus, except that the technikon shall not own the land or fixed assets there-on.

The scope of activities, as well as student and staff members, shall generally be much more limited then at a satellite campus, which, in turn, shall generally be more limited than those at the main campus.

Further examples of distant campuses are:

(a) All campuses outside the seat of a technikon which are not satellite campuses. (All campuses within the seat of a technikon, regardless of the number thereof, constitute the main campus of the technikon.)

(b) Where a technikon enters into a co-operation agreement with an educational institution or other concern by making use of the latter's facilities, the said campus or institution does not become a satellite of the technikon - despite the fact that the technikon has to accredit staff of the institution for the purpose of offering technikon programmes.

(c) Venues outside its seat where the technikon may conduct distance learning activities such as tutoring sessions, although many distance tuition centres cannot be accommodated comfortably within any stringent definition. These range from lectures being conducted out of doors where class rooms are not available to situations where the structures are so streamlined that even top management appointments (such as registrar) are made.

(d) Venues outside the seat of a technikon which are not owned by them.

NOTE: Whenever a Technikon sets up or closes down a distant campus, the Department shall be notified in writing.

9.4 DEFINITIONS

A logical progression is that a higher education institution establishes a distant campus on its own volition. With increased growth and activities there-on, the institution could seek Ministerial approval for transforming the distant campus to a satellite campus. Similarly, after due growth, support, activities and proven viability, this satellite campus could be established by the Minister of Education as the main campus of a new technikon (or university). By the same token community requests for a local institution of higher learning could be met by establishing a distant campus as a first step.

From the empirical considerations discussed before, "satellite campus", "distant campus" and "seat" of a technikon are defined as follows:

"Satellite campus" means a campus, not located in the seat of a technikon, where it conducts some of its academic, cultural, administrative, sport and/or recreational activities, and meets the requirements set out in paragraph 9.2, particularly that of ownership of the land and fixed assets there-on.

A "distant campus" is a place outside its seat where a technikon conducts limited activities as set out in paragraph 9.2, but where the technikon does not own the land or the fixed assets there-on.

The “seat” of a technikon is the greater municipal area within which its main campus is situated. This will also be true of a distant learning technikon.

9.5 APPLICATION TO ESTABLISH A SATELLITE CAMPUS

Should a technikon wish to establish a satellite campus for the purpose of offering (a) particular instructional programme(s), a full feasibility study, spanning ten years, is to be conducted. An application by means of a com-

pleted questionnaire (Annexure D) must then be submitted to the Department of Education, accompanied by the feasibility study. The Department will forward the request with its recommendations to the AUT for advice to the Minister.

Should the Minister approve the application, the institution, the CTP and SERTEC will be notified thereof. The technikon may then proceed with its arrangements to establish the satellite campus and to offer the approved instructional programmes at this satellite campus.

Once a technikon has established its satellite campus and commenced its activities, a trial period of five years comes into operation during which time the viability of the satellite campus may be ascertained.

ANNEXURE A

SUMMARY OF THE STRUCTURE OF NATIONAL INSTRUCTIONAL PROGRAMMES AT TECHNIKONS

	N Cert	N H Cert	N Dip	N H Dip	B Tech	M Dip Tech/ M Tech	Laur Tech/ D Tech
Admission requirements*	Sen Cert*	Sen or N Cert*	Sen or N H Cert*	N Dip*	N Dip*	B Tech*	M Tech*
Minimum total duration of training in years after Senior Certificate	1	2	3	4	4	5	7
Credits: (a) Total (b) At highest level	1 1 Level I	1 0,5 - 1,0 Level II	1 0,5 - 1,0 Level III	1 0,5 - 1,0 Level IV with specific exceptions	1 0,5 - 1,0 Level IV with specific exceptions	1 0,1 - 0,5 All Level V except research methodology	2 -
Experiental time (years)	0 - 0,33	0 - 0,67	0 - 1,00	0 - 0,33	-	-	-
Study level	I	II	III	IV	IV	V	VII
SAPSE classification	Lower pre-dip	Lower pre-dip	Intermed pre-dip	Lower post-dip or higher pre-dip	Career-oriented first B-degree	Career-oriented intermed post-degree	Career-oriented higher post-degree

*May also be an equivalent qualification.

ANNEXURE B

DEPARTMENT OF EDUCATION

FORM B

APPLICATION FOR APPROVAL OF THE INTRODUCTION OF A NEW*/ REVISION OF AN EXISTING* TECHNIKON INSTRUCTIONAL PROGRAMME

Type of qualification and name of the new/revised instructional programme in Afrikaans and English (name a maximum of 80 characters including spaces):

.....
.....

Name and number of pre-revised programme (if applicable):

.....
.....

Date submitted by the CTP to the Department of Education:

.....

* Delete what is not applicable

NOTES: **(a)** **The necessary annexures referred to in this document must be attached hereto under the letter in question**

(b) **It is recommended that every technikon places Form B on computer and adjusts the spaces for filling in particulars for each application according to need**

(c) **Please print on one side of the page only**

(d) **This form is to be completed in English**

1. Please furnish the following information:

   (a) The background to this instructional programme:

   (b) A brief, but full justification of the necessity for the introduction/revision of this instructional programme:

   (c) The objectives of this instructional programme:

   (d) The ways in which the relevant personpower needs for the RSA were determined and taken into account:

   (e) The post and vocation for which students are being prepared:

2. (a) Have the comments of all the technikons and the other interested parties been incorporated into this application? Yes/No
   If no, justify briefly:

   (b) Include as Annexure A proof of **<u>all</u>** the technikons' concurrence with this application (Form B), irrespective of whether they (wish to) offer it or not. If there are any irreconcilable comments, provide a full report on the points at issue.

3. What existing instructional programmes (including their codes):

   (a) are effected by this application and should be updated?

Name of instructional programme	Code

(If a prerequisite instructional programme is effected by the revision/introduction of a further instructional programme, a Form B is to be submitted which fully expounds all the changes to the preceeding instructional programme.)

(b) may be **withdrawn** in terms of this application, since they now become obsolete or are being rationalised?

Name of instructional programme	Code

4. Set out the programme structure according to the format below. In the case of National Diplomas the requirements for awarding the corresponding National Certificate and National Higher Certificate must be stated. Furnish the particulars in the table below in respect of each instructional offering. A maximum of 45 characters, including spaces and the level number, may be used for the name of an instructional offering:

NAME OF INSTRUCTIONAL OFFERING (in Afrikaans and English)	CODE	CREDIT VALUE OF INSTRUCTIONAL OFFERING	NAME OF PRE-REQUISITE INSTRUCTIONAL OFFERING
Indicate the level of each instructional offering in Roman numerals.	For new offerings: CESM code to 2nd order, 3 spaces and level code. For existing offerings indicate full code.		Only necessary if the instructional offering requested has a level higher than level I and its name is different to the names of the pre-requisite lower level instructional offerings
REMARKS WITH REGARD TO THE INSTRUCTIONAL PROGRAMME (Options, compulsory offerings, exit points, etc.):			

NOTE: If the syllabus of an existing instructional offering is revised, but its name remains the same, the existing code must be indicated.

5. Are all the Level I instructional offerings at the tertiary level, and do the subsequent levels become progressively more demanding? Yes/No

6. Is a description of the contents of the syllabuses for all instructional offerings of this instructional programme available at the CTP? Yes/No

7. What are the proportions of instructional offering credits for the various types of subject contents? Furnish the credits to 3 decimal places (not percentages) regarding each instructional offering in the table below. In the case of a higher diploma and B Tech the entire curriculum for the full 4 years is to be provided. The credits for the prerequisite diploma, the B Tech year/higher diploma year, as well as the credits for the curriculum in its totality, must be indicated separately.

   The credits for all options are to be indicated. The total credits for every option should be identical, although the A-, B- and C-type subject content of the individual instructional offerings may differ. If the A-, B- and C-type subject contents are identical for each option, a single representative calculation for the total credits of the instructional programme is submitted. Should the A-, B- and C-type subject content of the options differ, calculations should be furnished for every possible option. If more than six such options occur within a programme, the total credits of six representative calculations are to be furnished. Two of these six calculations should be selected to show the options with the maximum and the minimum values of the A-type subject content. Similarly, four calculations with the maximum and the minimum values of the B-type as well as the C-type subject content should be furnished. These representative calculations should therefore indicate that the total credits of the A-, B- en C-type subject content of all the other possible options will indeed fall within the limits set for that type of instructional programme.

   The credits for experiential training are made up of 50% A-type and 50% B-type subject contents. The credits for projects are made up of equal parts of A-, B- en C-type subject contents.

(a) Compulsory offerings:

Instructional offering	A-credits	B-credits	C-credits	Total
TOTAL				

(b) Optional instructional offerings: (Furnish and number the different options in a separate table for **each** option as indicated below).

Option number ....

Instructional offering	A-credits	B-credits	C-credits	Total
TOTAL				

(c) Total credits for **diploma**: (Furnish and number a separate table for **each** diploma option as indicated below).

Option number ....

Instructional offering	A-credit	B-credit	C-credit	Total
Compulsory Offerings Optional Offerings * Experiential time				
TOTAL				
Limits: Diploma	0 - 0,6	1,8 - 2,4	0 - 0,6	3

* Number of option at (b) above

(d) Total credits for **Higher Diploma/B Tech**: (Furnish and number a separate table for **each** higher diploma/B Tech option as indicated below).

Option number ....

Instructional offering	A-credits	B-credits	C-credits	Total
Compulsory offerings Diploma * Higher Diploma/B Tech Experiential time				
TOTAL				
Limits: Higher Diploma B Tech	0 - 0,8 0 - 0,6	2,4 - 3,2 2,0 - 2,8	0 - 0,8 1,2 - 1,6	4 4

* Number of option at (c) above

8. State the minimum:

   (a) Credits for formal time:
   (b) Credits for experiential time:
   (c) Total credits (Total time in years)
   (Indicate these credits to one decimal only)

9. State all admission requirements over and above the requirements determined by general policy and the Technikons Act, 1993 (No 125 of 1993):

10. Where applicable, specify:

   (a) The required experiential time:

   (b) How it is structured:

   (c) How the industry is to accommodate it:

   (d) What control will be exercised and by whom:

11. (a) Furnish the expected national student figures per annum:

   (b) How are these figures quantified:

12. With which potential employers and organisations was contact made? Enclose their written comments as Annexure B. (Not required for post-graduate or post-diploma instructional programmes.)

Organisation	Name of person	Post occupied	Phone number

13. Which vocational councils/associations/institutes/interest groups regulate this vocation at the national level? Enclose, as Annexure C, their written confirmation of the acceptability of the proposed instructional programme. If there are points on which they differ, particulars should be included. (This is not required for post-graduate or post-diploma instructional programmes.)

Organisation	Name of person	Post occupied	Phone number

14. State the proposed date of introduction of the instructional programme:

15. Recommendation of the application:

(a) Convenor technikon:
.....

(b) Initiating technikon:
.....

(c) Person responsible: .....
Telephone number and code: .....
Fax number and code: .....

(d) Signature of Rector: .....

(e) Date: .....

16. Approval by the Committee of Technikon Principals:

(a) Signature of Executive Director: .....

(b) Date: .....

ANNEXURE C

DEPARTMENT OF EDUCATION

FORM C

APPLICATION TO OFFER A TECHNIKON INSTRUCTIONAL PROGRAMME AS PUBLISHED IN REPORT 151

1. Technikon .....

2. Instructional programme .....

3. As published in Report 151 (..../01) or the supplementary Report of ..... 19..

4. Proposed date of commencement .....

5. Date of application .....

SIGNED

.....
RECTOR
DATE:

NOTES:(a) The requested annexures referred to in this document must be attached hereto under the letter in question

(b) It is recommended that every technikon reproduces Form C on computer and adjusts the spaces for filling in particulars for each application according to need

(c) Please print on one side of the page only

(d) This form is to be completed in English

6. Employers and/or employer bodies requesting this instructional programme, or the necessity therefore. (Not required for post-graduate or post-diploma instructional programmes.)

EMPLOYER	PERSON CONTAC-TED	RANK/LEVEL IN ORGANISATION	TELEPHONE NO
(a)			
(b)			
(c)			
(d)			

Necessity.....

.....

.....

.....

(Letters to be attached as Annexure A)

7. Opinions of the relevant professional bodies and societies, as well as interest groups, concerning the offering of the instructional programme at the technikon. (Not required for post-graduate or post-diploma instructional programmes.)

List of bodies whose comments are attached

(a).....

(b).....

(c).....

(Letters to be attached as annexure B)

8. SERTEC's recommendation regarding the offering of the instructional programme at your technikon

.....

(SERTEC's summary statement to be attached as Annexure C)

9. Are you aware of any other tertiary institutions offering this instructional programme or a similar one?

Yes/No: .....

(Detail to be attached as Annexure D)

10. Will this instructional programme be offered in conjunction with other institutions?

Yes/No: .....

(If affirmative, the co-operation agreement(s) is/are to be attached as Annexure E)

ANNEXURE D

DEPARTMENT OF EDUCATION

FORM D

APPLICATION FOR THE ESTABLISHMENT OF A SATELLITE CAMPUS BY A TECHNIKON

Name of technikon requesting the establishment of a satellite campus:

Name and location of proposed satellite campus:

Programme(s) to be offered at the satellite campus:

SIGNED

.....

EXECUTIVE DIRECTOR: CTP

DATE:

NOTES:

(a) **The necessary annexures referred to in this document must be attached hereto under the letter in question**

(b) **It is recommended that every technikon places Form D on computer and adjusts the spaces for filling in particulars for each application according to need**

(c) **Please print on one side of the page only**

(d) **The feasibility study is to be attached as Annexure A**

(e) **This form is to be completed in English**

(f) **Based on the feasibility study, a brief, but full justification of the establishment of the satellite campus is to be furnished under the following headings:**

1. DEMOGRAPHY

(a) Expected student numbers per programme per year, for a period of ten years (Annexure B).

(b) Report on the expected effect of the satellite campus on existing higher education institutions in the area/province (Annexure C).

(c) Comment on the expected effect on other higher education institutions in the country (Annexure D).

(d) Is the proposed satellite campus in the seat or feeder area of other technikons and universities? How will the satellite campus impair the flow of students to, or the activities of any neighbouring technikon or university? (Annexure E).

(e) Do neighbouring technikons and universities approve of the establishment of the satellite campus? Their written comments to be appended as Annexure F.

(f) Deliver proof that the satellite campus is in accordance with Government policy regarding regional development and projections of regional development (Annexure G).

2. FINANCE:

(a) Supply the financial plan (fixed and recurrent expenses) for the next ten years (Annexure H).

(b) Indicate the minimum number of FTE students per year for the next ten years to render the satellite campus viable, including how the economy of the particular area and the financial ability of its occupants can support such a venture (Annexure I).

3. EDUCATION

(a) Report on the strategies to be undertaken to ensure that existing academic and administrative standards at the main campus will be maintained at the satellite campus (Annexure J).

(b) In the case of programmes being offered at the satellite campus which one not offered at the main campus, how will standards be set and maintained? (Annexure K).

4. PUBLIC NEED

(a) Establish the need for technikon education in the relevant fields of study in the geographical area concerned (Annexure L).

(b) Demonstrate the will and ability of the local community to support a satellite campus with its academic and administrative staff (Annexure M).

5. FACILITIES

(a) Is the technikon the owner of the land (and fixed assets there-on) on which the satellite campus is to be established? (Annexure N).

(b) Describe all the physical facilities to be bought or rented. Which will be donated or supplied free of charge? (Annexure O).

6. STRUCTURE

(a) How will the satellite campus be managed? What full-time and temporary staff complement is envisaged? (Annexure P).

(b) What links are established with the main campus? This includes standard visits and meetings (Annexure Q).

(c) Which student and staff associations are envisaged? (Annexure R).

7. TRIAL PERIOD

What feedback mechanisms are in place to ascertain the viability of the satellite campus for the first five years? (Annexure S).

(REP-150/961028)