




## Curriculum Development Policy

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All Change requests should be submitted to WCCN

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
2021/12/21	Rebranding	Dr T M Bock
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### SENATEPREAMBLE

This policy is to be applied from adoption hereof. This policy is by no means to be retrospectively applied and will only deal with the exam cycle, immediately prior to ratification of this policy.



### 1. SCOPE

The Policy is applicable to all students of the Western Cape College of Nursing. This Policy is part of the Quality Assurance system of the Western Cape College of Nursing

### 2. THE PURPOSE OF THIS POLICY

This policy will be a framework for the conceptualization of curriculum development when designing a whole programme or part of a programme.

It seeks to encourage the development of programmes that reflect the institution's values, goals and mission.

Such programmes should aim to meet the highest possible academic and professional standards.

The curricula should meet the professional body, the South African Nursing Council (SANC) standards for the specific nursing category.

The Council of Higher Education standards for the Higher Education Qualifications Sub Framework according to the Notice 1040 of 2012; Government Gazette No. 36003 of 14 December 2012) in terms of the National Qualifications Act, 2008 (Act No. 67 Of 2008) and as contemplated in the Higher Education Act, 1997 (Act No.101 of 1997).

### 3. DEFINITIONS

#### 3.1 Programme:

Coherent combination of units of learning (subjects/modules) that leads to a qualification. It is designed to enable students achieve pre-specified exit level outcomes.

#### 3.2 Qualification:

**Qualification** is the formal recognition and certification of learning achievement awarded by an accredited provider. It certifies the demonstrated achievement by the learner of a planned and purposeful combination of learning outcomes at a specified level of performance

#### 3.3 Significantly changed programme:

Is a programme that has been offered previously by the institution, but which undergoes changes in order to meet approval requirements of external authorities such as the Department of Education, the Committee on Higher Education or SANC. These changes would typically entail considerable changes to the purpose, outcomes, field of study, major subjects, mode or site of delivery or a change of more than 50% or more to the credit values of the content of the programme

#### 3.4 Minor change to a programme:

Implies a change affecting less than 50% of the formal credit values of the subject offerings of a programme; changes of the names of subject offerings, changes in the credit values of subject offerings as well as the introduction of new subject offerings or the discontinuation of minor subject offerings. Such changes require only internal institutional approval.

**3.5 Applied competence** is a student's ability to integrate concepts, ideas and actions in authentic, real life contexts. It is expressed as follows:

Foundational – the underpinning factual and conceptual knowledge

Practical – being able to apply the knowledge and Reflexive – the ability to adapt knowing and doing to new situations.

#### 3.6 Credit:

Refers to the weighting of the learning time required to meet the prescribed outcomes (this includes contact time, structured learning, workplace learning and self-study).

**3.7 Level Descriptors:**

Describe attributes and levels of competence that cut across disciplines and contexts in a way that indicates progressive learning.

**3.8 Critical Cross field outcomes:**

Describe the qualities which the National Qualifications Framework identifies for development in students within the educational and training system regardless of the specific area or content of learning, such as those that are deemed critical for the development of the capacity of lifelong learning.

**3.9 Vertical progression:**

Refers to articulation with another qualification type at a higher level in the National Qualifications Framework.

**3.10 Horizontal progression**

Refers to articulation with another qualification type at the same level in the National Qualifications Framework.

**3.11 Diagonal progression:**

Refers to diagonal articulation with another cognate qualification type across and at a higher level in the National Qualifications Framework.

**3.12 An exit level outcome:**

Is the demonstrable and assessable overall result of learning for a qualification.

**4. PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD**

**4.1 Intellectual integrity**

- There should be appropriate balance of theoretical, practical and reflexive knowledge which should lead to achieving applied competence
- The programme should contain sufficient disciplinary content and theoretical depth at the appropriate level to serve the educational purpose
- The complexity of the level at which the programme is pegged in terms of demands on the students in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy should increase as students move through a programme of study
- The programme should not only prepare students for a particular qualification but also facilitate entry to a career path which opens up opportunities for lifelong learning

**4.2 Coherence within a programme, which involves:**

- A clear definition of the purpose of the programme and its exit level outcomes.
- A credible framework for the distribution of credits.
- An appropriately balanced programme that has logic and adheres to the idea of alignment in the designing of programmes in Higher Education

**4.3 Working with Outcomes Based Education, which entails:**

- Ensuring good practice in relation to the equality of opportunity and promotion of positive attitudes to equity and diversity
- Appropriate and critical engagement with OBE in the development, dissemination and acquisition of disciplinary knowledge.

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- The achievement by students of higher order cognitive skills, autonomy of learning as encapsulated in the critical cross field outcomes and level descriptors, as well as applied competence

### **4.4 Inclusion of work integrated learning in the structure of the programme:**

- Professional practice and work experience components need to be integral elements of the curriculum – bearing in mind the different ways in which this can be done (work-directed theoretical learning, problem-based learning, project-based learning and workplace learning)
- Work placements should provide experience that is meaningful and relevant to the outcomes of the programme of study. This requires engagement with provincial health institutions, private health institutions, Provincial department of Health and the SANC.

### **4.5 Promotion of interdisciplinary knowledge accumulation:**

- Relationships should be fostered with institutions where other health professionals are educated to share an interdisciplinary teaching model.
- Where possible, the curriculum should encourage work across disciplines by drawing on other disciplines in order to expose students to more holistic thinking.
- Drawing on the content and methods of other disciplines to solve complex problems or developing the capacity to integrate knowledge and modes of thinking to ensure cognitive advancement.

### **4.6 Flexibility to cater for vertical, horizontal and diagonal articulation:**

- Programmes should be designed to offer learning and career pathways, with opportunities for access and articulation with other programmes within WCCN and other HEI's.
- Articulation through Recognition of Prior Learning should be promoted.

### **4.8 Consultation with relevant stakeholders:**

- Curriculum development processes should involve input from key stakeholders such as, current and alumni students, academics, professional bodies and employers in the public and private sector

## **5. References:**

Notice 1040 of 2012; Government Gazette No. 36003 of 14 December 2012) in terms of the National Qualifications Act, 2008 (Act No. 67 Of 2008) and as contemplated in the Higher Education Act, 1997 (Act No.101 of 1997).

CPUT Policy on Curriculum Development, 2009.