



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

CALCULATION OF FOUNDATION CREDITS FTES UNDER VARIOUS OPTIONS

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FOUNDATION POLICY

In May 2012 a revised policy for the Foundation Provision in Ministerially approved programmes was released.

The extended curriculum programme must be one of the institution's formal (i.e. Ministerially approved) undergraduate degree/diploma programmes.

Even though an extended curriculum programme requires additional provision and study time, the total of the HEMIS credit values assigned to the extended programme must not exceed the Ministerially approved credit total for the relevant regular programme.

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Page 6 of the policy deals with HEMIS CRITERIA.

Within HEMIS a foundation student is defined as a student who must satisfy both of the following conditions:-

- He/she must meet the minimum statutory requirements for entrance into Higher Education.
- He/she must be enrolled for an extended curriculum programme approved by the Department for foundation provision and which forms part of the institution's formal degree/diploma programme. Note that a formal degree/diploma programme includes only those qualifications which have been accredited by the HEQC and whose introduction has been approved by the relevant government authority.

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As part of the formal approval of any degree or diploma programme, credit values have to be assigned to courses or modules and reflected in the application for the approval of a programme.

Normal HEMIS rules must be applied when credit values are calculated for extended curricula, which by definition contain combinations of foundation and regular courses.

The calculation of credit values depends on the model of foundation courses that are used and the structure and layout of the extended programme in which they are located.

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Models of extended curriculum programmes

- The symbols used in the examples indicate the following:
- F = foundation course
- R = regular course
- 100, 101 etc = first level course
- 200 = second level course
- 300 = third level course
- A, B, C, D, E = names of subjects

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Model 1: Extended curriculum incorporating a “fully foundational year”

Figure 1 gives a simplified outline of a BSc degree with an extended curriculum comprising a full year of foundation courses followed by the regular curriculum. Figure 1 is presented in this document merely to help university staff to grasp at a glance how extended curricula in Model 1 can actually work

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Model 1: Extended curriculum incorporating a “fully foundational year”

Three-year undergraduate qualification with curriculum extended by a full academic year of foundation courses								
Academic year	Required courses					Credit values in year		
						Foundation	Regular	Total
Year 1	FA101	FB101	FC101	FD101	FE101	0.75	0	0.75
Year 2	RA100	RB100	RC100	RD100	RE100	0	0.75	0.75
Year 3	RA200	RB200	RC200			0	0.75	0.75
Year 4	RA300	RB300				0	0.75	0.75
Total credits in curriculum						0.75	2.25	3.0

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- The credit value of 3.0 of the programme as a whole is spread evenly over the four years. To accommodate the allocation of credit to the foundation courses, the credit values of the regular courses in the extended programme are somewhat lower than they would be in the regular programme. The university would have to make separate calculations of the credit values of courses which appear in regular programmes
- The example assumes that the shares which the courses have of the approved credit value of the extended programme (which is 3) are:
 - each foundation course = 0.150
 - each regular 100-level course = 0.150
 - each 200-level course = 0.250
 - each 300-level course = 0.375

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- The totals for foundation and regular courses in Figure 1 show that the sum of the credits assigned to the courses is 3, that foundation courses have a credit total of 0.75 and regular courses a credit total of 2.25.

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Model 2: Regular first-year curriculum taken over two years with incorporation of substantial foundational provision

Figure 2 gives a simplified outline of a BCom degree with an extended curriculum in which the content of the regular first-year curriculum is taken over two years, interwoven with substantial foundational work in both years. Figure 2 is presented in this document merely to help university staff to grasp at a glance how extended curricula in Model 2 can actually work. The courses in Years 1 and 2 are all extended courses.

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Model 2: Regular first-year curriculum taken over two years with incorporation of substantial foundational provision

Three-year undergraduate qualification with regular first-year curriculum extended over two years with incorporation of foundational provision

Academic year	Required courses					Credit values in year		
						Foundation	Regular	Total
Year 1	FA101	FB101	FC101	FD101		0.5	0	0.5
Year 2	FA102	FB102	FC102	FD102		0.5	0	0.5
Year 3	RA200	RB200	RC200			0	1.0	1.0
Year 4	RA300	RB300				0	1.0	1.0
Total credits in curriculum						1.0	2.0	3.0

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- All the 100-level courses combine regular subject matter with foundational work, in approximately equal proportions. The full regular first-year curriculum will have been completed by the end of Year 2. The courses thus fall into the “extended course” category of foundation provision.
- The credit distribution takes into account that the credit value of the foundation courses cannot exceed 1 (see section 4). In this example, the shares which the courses have of the total credit value of the programme are taken as:
 - each 100-level course = 0.125
 - each 200-level course = 0.33
 - each 300-level course = 0.50

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- This model allows the credit values of the 200- and 300-level courses to be the same as in the regular curriculum.
- The totals in the credit value column of Figure 2 show that the sum of the credits assigned to the courses is 3, that foundation courses have a credit total of 1.0 and standard courses a credit total of 2.0.

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Model 3: Regular first-year curriculum taken over two years with combination of foundational and regular courses

Figure 3 gives a simplified outline of a BCom degree with an extended curriculum. Model 3 is a variant of Model 2. The content of the regular first-year curriculum is taken over two years through a combination of foundation and regular courses. Figure 3 is presented in this document merely to help university staff to grasp at a glance how extended curricula in Model 3 can actually work.

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Model 3: Regular first-year curriculum taken over two years with combination of foundational and regular courses

Three-year undergraduate qualification with regular first-year curriculum extended over two years through combination of foundational and regular courses

Academic year	Required courses					Credit values in year		
						Foundation	Regular	Total
Year 1	FA101	FB101	FC101	FD101		0.50	0	0.5
Year 2	FA102	FB102	RC102	RD102		0.25	0.25	0.5
Year 3	RA200	RB200	RC200			0	1.0	1.0
Year 4	RA300	RB300				0	1.0	1.0
Total credits in curriculum						0.75	2.25	3.0

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- Model 3 differs from Model 2 in that, while subjects A and B utilise “extended courses” in Years 1 and 2, regular (e.g. one-semester) courses have been included in Year 2 for subjects C and D. Thus this curriculum correctly generates a lower foundation credit value than Model 2 since less foundation provision is needed.
- The credit value totals in Figure 3 show that the sum of the credits assigned to the courses is 3, that foundation courses have a total weighting of 0.75 and standard courses a total weighting of 2.25.

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Model 4: Using “augmenting” courses

- Model 4 is similar to Models 2 and 3 in that the content of the regular first-year curriculum is taken over two years. The difference is that there is a combination of augmenting and regular courses. This model is appropriate for a BA or BSocSc but not for STEM or other programmes composed mainly of “cumulative” disciplines.
- Figure 4 gives a simplified outline of a BA degree with an extended curriculum. Figure 4 is presented in this document merely to help university staff to grasp at a glance how extended curricula in Model 4 can actually work.

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Model 4: Using “augmenting” courses

Three-year undergraduate qualification with regular curriculum extended by the addition of augmenting and fully foundational courses in Years 1 and 2

Academic year	Required courses					Credit values in year		
						Foundation	Regular	Total
Year 1	RA100 regular course 0.20	FA101 augment- ing crse 0.10	RB100 regular course 0.20	FB101 augment- ing crse 0.10	PX101 Quant- itative Literacy 0.10	0.30	0.40	0.70
Year 2	RA200 0.30	RC100 regular course 0.20	FC101 augment- ing crse 0.10	FY-101 Founda- tions of Logic 0.10		0.20	0.50	0.70
Year 3	RA300 0.40	RC200 0.30	RD100 0.20			0	0.90	0.90
Year 4	RC300 0.40	RD200 0.30				0	0.70	0.70
Total credits in curriculum						0.50	2.50	3.00

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Model 4: Using “augmenting” courses

- The three regular 100-level courses taken in Years 1 and 2 of this extended BA/BSocSc are each complemented by an “augmenting” course that meets the definition of this category, including having contact time of at least 60% that of the relevant regular course. The augmenting courses have their own codes (and are assessed separately from the regular course) but are integrally linked with the regular course concerned and cannot stand alone.
- In this case there are two broad preparatory courses taken in Years 1 and 2. They are additional to the regular curriculum and thus qualify as fully foundational courses

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Model 4: Using “augmenting” courses

- The regular courses in this extended programme fulfill all the requirements of the regular curriculum, comprising four 100-level, three 200-level and two 300-level full-year courses (i.e. two majors).
- The total credit value of the foundational courses is 0.5 which is the lowest value allowed. However, the costs of mounting the foundation provision will not be high, given that the foundation students will attend the regular lectures in most of their courses.

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