



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# FOUNDATION REPORTING

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## KEY HEMIS REPORTING TERMS

- The main terms which need to be understood for foundation reporting purposes are:
  - Student
  - Formally approved qualification
  - Effective registration
  - Minimum study times
  - Head count student enrolment
  - Courses
  - CESM categories
  - Course credit value
  - Full-time equivalent (FTE) student enrolments

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## KEY HEMIS REPORTING TERMS

### DEFINITION OF A STUDENT

To be considered a higher education student, a person must satisfy both of the following conditions:

He/she must be enrolled for a course which forms part of the curriculum of a Ministerially approved qualification.

He/she must be in possession of an NSC or NCV as gazetted or have a senior certificate with endorsement or certificate of exemption, or a senior certificate without endorsement, or be admitted at the discretion of the senate.

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## KEY HEMIS REPORTING TERMS

### FORMALLY APPROVED QUALIFICATION

Formal degrees or diplomas or certificates are those which have been accredited by the HEQC, registered by SAQA on the NQF, and whose introduction by a specific institution has been approved by the Minister of Higher Education and Training.

The approved qualifications will be on an institution's Programme Qualification Mix (PQM) document.

In order to receive foundation provision funding the approved programme must also be approved by the DHET for foundation funding.

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## KEY HEMIS REPORTING TERMS

### EFFECTIVE REGISTRATION

An effective registration exists when all these criteria have been met:

The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution.

During the period 1 January through 31 December of the collection year, the person became officially enrolled in the qualification.

During the period 1 January through 31 December of the collection year, the person was effectively registered in at least one course which is a part of the curriculum for a formally approved qualification.

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## KEY HEMIS REPORTING TERMS

### MINIMUM STUDY TIMES

The Minister of Higher Education and Training approves a minimum number of study years for each formal qualification. The minimum formal time gives the number of subsidy units assigned to each qualification. These study times are:

- Minimum total time: the minimum total of years of study required for the completion of the qualification.
- Minimum experiential time: the minimum total of years of study required to complete the experiential learning components of the qualification
- Minimum formal time: the minimum total time less minimum experiential time.

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## KEY HEMIS REPORTING TERMS

### DEFINITION OF A COURSE

A course is an identifiable teaching/learning component within a programme of studies for a qualification. It has these features:

Student performance in the component is assessed and recorded in the central record system.

The component has a unique identifying "course code" which is assigned to it in the institution's central record system

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## KEY HEMIS REPORTING TERMS

### CESM CATEGORIES

Classification of Education Subject Matter (CESM) categories are the standard ways of classifying all courses offered by higher education institutions. The current CESM system used in HEMIS has 20 first order categories covering the fields of science and technology, business and management, education, humanities and the social sciences and reporting is done to the 3<sup>rd</sup> order cesm.

### COURSE CREDIT VALUE

The credit value of a course is based on the proportion which it constitutes of the curriculum of a formally approved qualification. The actual credit value is determined as : (proportion of curriculum) multiplied by (approved minimum formal time of qualification)

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## FOUNDATION PROVISION

Foundation provision must be reported in terms of the current guidelines (2012).

All universities were required to resubmit their programmes for approval under the 2012 guidelines.

It has come to the attention of DHET that some institutions are reporting on programmes that have not been approved by foundation provision.

Of further concern is the fact that the auditors do not appear to be checking if a programme has been approved for foundation provision. The DHET receives the progress report (signed off by the auditors) with a sudden large increase in numbers of students on foundation programmes. Upon further investigation it is then found that students are programmes that have not been approved for FP.

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## FOUNDATION PROVISION

One of the aims of the report "Funding for Foundation Provision in Formally Approved Programmes" was to bring foundation reporting into line with the requirements of the HEMIS data system.

Students can be moved to the main stream programme but the institution would have to be able to continue monitoring them in order to report progress to DHET

Minimum number of foundation credits 0.5 and maximum 1.00

Extended curriculum courses – students should not be in same classroom as normal programme, unless there is additional foundation provision in the course.

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## FOUNDATION REPORTING

A foundation course can be a pre-requisite to a 2<sup>nd</sup> level of study

From 2007 universities had to indicate in their course file for element 091 (Foundation course) whether the course is a foundation course or not. The course must be coded "Y" for foundation. If the courses are not coded correctly we cannot extract the fte data for foundation provision which will impact on an institution's foundation funding.

From 2012 universities had to also indicate on their student file if the student is/was a foundation student using element 106. However, this element was introduced some time after element 091 so the DHET fte table only takes into account the code reflected in element 091 for the fte tables.

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## FOUNDATION REPORTING

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 university programme. This practice of assigning credit values also applies in the case of foundation courses or modules within an extended curriculum 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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## FOUNDATION REPORTING

### 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.

Figure 1

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

## FOUNDATION REPORTING

### 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.

Figure 2

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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### 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.

Figure 3

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 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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## FOUNDATION REPORTING

### Model 4: Using “augmenting” courses

Figure 4

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	FX101 Quantit-tative 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	FY101 Founda- tions 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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# THANK YOU

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