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## Pass Requirements Policy

Code: FAC-POL-QA-01.01.15

Version: 2.4

Date: 20.05.2024

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Faculty Policies					
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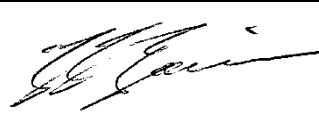

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## 1 Relevant Documents

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

<b>Act</b>	The Higher Education Act 101 of 1997, Section 27 (2)
<b>Reference</b>	CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation (CHE; 2004)
<b>Reference</b>	Minimum Admission Requirements for Higher Certificate, Diploma, and Bachelor's Degree Programmes Requiring a National Senior Certificate (DHET; 2005)
<b>Reference</b>	National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-qualifications and Professional Designations in South Africa (SAQA; 2017)
<b>Reference</b>	The Higher Education Qualification Sub-framework
<b>FAC-POL-QA-01.01.01</b>	Recognition of Prior Learning (RPL) Policy
<b>FAC-POL-QA-01.01.06</b>	Assessment Policy

## 2 Document Approval

<b>CEO</b>	<b>Head of Education</b>	<b>Academic Dean</b>
		
<b>Mr Nigel Tattersall</b>	<b>Dr Jannie Zaaiman</b>	<b>Dr Jan Mentz</b>

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## 3 Document Control

All records are kept in safe and in secure custody (either in records storage areas or off-site storage in case of hard copy records or on approved electronic systems in case of electronic records) according to prescribed procedures and guidelines particularly the Document Control Log provided by the Quality Assurance department.

Date Reviewed	Reviewed Version	Update Affected
07/2001		
03/2004		Pass Requirement Policy 2001
04/2007		Pass Requirement Policy 2004
06/2015		Pass Requirement Policy 2007
05/2019	2.0	Pass Requirement Policy EP041
29/09/2021	2.1	Pass Requirement Policy EP041
11/10/2021	2.2	FAC-POL-QA-01.01.15
01/03/2023	2.3	Change of Policy Custodian
20/05/2024	2.4	Include information on Postgraduate studies

## 4 Definitions

Term	Definition
Academic Transcript	A document that indicates all relevant student information, including full names, surname, ID number/Passport number, nationality, and student id; and achievements, including, the programme modules, level of the programme, module credits and marks obtained by the student in chronological order- as required by the Department of Higher Education and Training.
Certificates of qualifications	Awarded on completion of higher certificates, diplomas, and Bachelor's degrees which are ratified by the Administrative Dean.
Co-requisites	These are modules that can run simultaneously, without having completed these modules successfully before gaining admission to a module.
Experiential Learning	Experiential learning is the process of learning through experience. A first-hand learning process that can be a form of experiential learning by

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	completing an internship at a national or international company.
Learning Programme	The sequential learning activities, associated with curriculum implementation, lead to the achievement of a particular qualification or part qualification.
Programme	A coherent set of modules leads to a certain qualification.
Pre-requisite	These are modules that must be successfully completed before gaining admission to a specific module.
Qualification	A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which are assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body.
Qualification Award	The formal acknowledgement, by the relevant authority, of achievement of the stated exit level outcomes for a qualification.
Recognition of Prior Learning	The principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and assessed for alternative access and admission, recognition, and certification, or further learning and development as defined in the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education (CHE:2016)

## 5 Acronyms

CAT	Credit Accumulation and Transfer
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning

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## 6 Purpose

This policy aims to provide clear guidelines for the pass requirements related to the assessment of student learning. This policy should be read alongside the Assessment Policy and the relevant module outlines.

## 7 Scope

This policy is relevant to prospective and current students, alumni, student administration staff and faculty of Belgium Campus iTiversity.

## 8 Policy Description

### 8.1 General/Introduction

- The programme for some qualifications consists of several academic programme years, followed by one year of experiential learning. The programmes for the currently offered qualifications are defined as follows:

Qualification	NQF Level	Academic Years	Experiential Learning
Master of Information Technology	9	2	No
Post-Graduate Diploma Cybersecurity Risk Management	8	1	No
Bachelor of Computing	8	3	Yes
Bachelor of Information Technology	7	3	No
Advanced Diploma in Cybersecurity	7	1	No
Diploma in Information Technology	6	3	As an elective during academic years
Diploma in Information Technology (Deaf Students)	6	4	As an elective during academic years
National Certificate in Information Technology (Systems Development)	5	1	No
Certificate in Information Technology (Database Development)	6	1	No

- A qualification may be available with different specialisation streams. Core modules are common to all instances of the qualification programme.

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- Fundamental modules are specific to the specialisation stream.
- Each academic year consists of several academic modules adding up to 120 credits. Each module is defined within a programme with the following attributes:
  - NQF level,
  - Credits, also representing the course weight as the ratio of the module's credits to the total number of credits for the programme year,
  - Prerequisites and or co-requisites,
  - Core (required for all instances of the programme), Fundamental (specific to a specialisation stream instance of the programme), or Elective (option exercised to select from a group of modules).

### 8.2 Experiential Learning

- An experiential learning year consists of 12 months of in-service training for a total of 120 credits. The experiential learning year can consist of multiple modules assessed on different NQF levels as stipulated in the exit level outcomes of these modules.
- For the Bachelor of Computing qualification, the programme includes a research report during the final year.

### 8.3 Rules of Progression

- All components from all years of a programme must be passed within the maximum time available to complete the requirements for the qualification successfully.
- The maximum time available to complete qualification is twice the number of academic years plus one if experiential learning is present in the programme. When the maximum time available for completing a qualification lapses, the programme is deemed to be failed.
- The student's academic progression starts with meeting the conditions of enrolment and the admission criteria for the selected qualification.
- To proceed to a subsequent year of study, at least 50% of credits that the student has enrolled for that academic year has to be passed.
- Admission to the next academic year with a personalized itinerary will be granted if there are failed modules to be repeated or re-registration for a failed year if the pass requirements were not met. This also applies to cases such as:
  - If 50% of credits the student was enrolled for were not achieved.



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- If a student failed an academic year, they do not have to repeat passed modules, the faculty will only include modules from subsequent academic years to fill the academic calendar year or at least 120 credits.
- A student cannot complete a programme in less than the minimum number of prescribed years of the qualification by the policies and regulations promulgated by the Department of Higher Education and Training (DHET).
- The awarding of credit transfers for modules completed at another Higher Education Institution will exempt a student from the submission of the relevant formative and summative assessments. The word 'exemption' will be indicated next to the result of the modules on the academic transcripts.
- A final result of 50% or more must be achieved for a module to pass the module and the relevant credits to be allocated to the student.
- To graduate, the student is required to complete all the formative, summative, work-based research and integrated exit level assessments prescribed in the curriculum and within the registration period of the qualification. This will include any extensions, re-submissions and/or deferrals granted.

#### 8.4 Academic Year

- An academic programme year consists of a set of modules totalling 120 credits. All these modules must be passed to complete the academic programme year successfully.
- A student can be enrolled for either a "standard" set of modules or an individual itinerary, which consists of modules of different academic programme years. The number of credits for an individual itinerary may differ from the 120 credits for a standard programme but cannot exceed 132 credits.
- Each module carries a course weight equal to the number of credits for the module and contributes to the year's results with a weight equal to the ratio of these credits to the total credits for the year.
- To gain admission to the examination for a module, the student must achieve an admission mark of at least 50%. This admission mark is a weighted average of the continuous assessment for the module through assignments, projects, and formal tests. If a student does not gain admission to the examination for a module, such a module is deemed to be failed.



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- A student who does not achieve the minimum class mark for admission to the examination but recorded the required 85% class attendance record, has a minimum admission mark of at least 45% and submitted all assignments and projects during a continuous assessment, may be granted an opportunity to apply for special permission to write the examination for the module on their student portal. This may then grant the student admission to the examination for that module.
- The final result of each module comprises 30% of the admission mark and 70% of the examination result.
- The minimum result required to pass each module is 50%.
- The student's achievement for the academic year is computed as a weighted average (on the module's course weight) of the final results for the modules of that year.
- When a student achieves a weighted average of at least 55% for a programme year but achieves insufficient marks to pass at most three modules and the total deficiency percentage for these modules is at most 5%, the student may be allowed to pass these modules on the strength of the weighted average. For example, one failed module with a final result of at least 45%, or one module with no less than 47% and another with no less than 48%, has a total deficiency of no more than 5%. A pass result may be granted for these modules. This consideration will not be applied if:
  - The weighted average for the year is less than 55%.
  - More than three modules failed, or
  - The total deficiency percentage for the failed modules exceeds 5%.

The option described in this paragraph is not applicable if the student is enrolled for modules constituting a programme of fewer credits than a full academic programme year.

A balance of credits will be considered before a student may enrol into the next academic programme year or must re-enrol for the previous academic programme year. For example, students with an individual itinerary consisting of first- and second-year modules, with most of their credits from second-year modules, will be regarded as second-year students and vice versa. The result of the academic programme year is determined by the ratio of the credits passed in that year to the total number of credits included in the year. The student can obtain one of the following results during an academic year:

- **All (100%) of credits passed:** The student will only have to complete modules from the subsequent academic year.

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- **Less than 100% of credits passed:** The student may enrol for the next academic year with an individual itinerary. Failed modules must be repeated in this next programme year. A maximum load of 110% of the credits for the programme year may be allowed. As a result, if the combined programme of repeated and new modules exceeds this limit, modules from the subsequent academic year will be excluded from the year to satisfy the maximum load requirement. These modules are transferred to the programme for the subsequent year. Transferred modules must prefer modules for which the prerequisites have not yet been met.
- To gain admission to the final experiential learning year, a student must satisfy one of the following requirements:
  - All modules from the academic programme are passed, or
  - Outstanding modules (to a maximum of three modules) satisfy the requirement that the sum of the outstanding credits does not exceed 15% of the total credits for the final academic year. In this case, the student may complete the outstanding modules during the experiential learning year.

If the student does not meet these minimum requirements, the student must complete any outstanding modules before gaining admission to enrol for the experiential learning year.

### 8.5 Experiential Learning Year

- The in-service training component is evaluated on the student's reports on the training demonstrating proficiency and practical application of the knowledge and skills gained during the academic programme years and on the mentor's evaluation of the student in the workplace. Assessment is formative based on rubrics. A final result of at least 50% is required to pass this component.
- Failure of this component requires re-registration for experiential learning and completion of a new full period of in-service training.

### 8.6 Research Report

- The research project is guided by a supervisor and the final research report is submitted after a period not exceeding one year. The supervisor evaluation serves as a continuous evaluation result where normal requirements must be met to gain admission to the further evaluation as per admission to an examination.

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- The report is evaluated on the submitted document and a presentation and defence of the research to a jury. The jury deliberates the value of the research report and awards a result based on an evaluation rubric. A final result of at least 50% is required to pass this component.
- Failure of this component requires reregistration and completion of a new research project with a new research question. The content of a failed research report/ project may not be re-used when repeating the research project component.

### 8.7 Masters

If a candidate wishes to enrol for the Master of Information Technology programme the following requirements apply:

- The minimum admission requirement for the program is a Bachelor Honours or Postgraduate Diploma in Information Technology or related disciplines at NQF Level 8. This encompasses fields such as Computer Science, Informatics, Information Systems, and Information Technology Management.
- Candidates must also achieve an aggregate score of 60% or above in their Bachelor Honours/Postgraduate Diploma qualification.
- For those who do not meet formal admission criteria but possess non-honours Bachelor's degrees in relevant fields, there's an opportunity for consideration through a Recognition of Prior Learning (RPL) process guided by the university's RPL policy. Our strategy sets clear targets, implementation plans, and mechanisms for monitoring progress, evaluating impact, and driving continuous improvement, ensuring both students and staff are equipped for success in their academic pursuits.
- The dissertation is evaluated on the submitted document and a presentation and defence of the research to a jury. The jury deliberates the value of the dissertation and awards a result based on an evaluation rubric. A result of at least 50% is required to pass the dissertation.

### 8.8 Programme Progression

- A student that completes all components of the academic programme year(s) and the experiential learning year where applicable, within the maximum allowable time, passes the programme course for the undergraduate qualifications.
- A student that completes all components of the academic programme where applicable, within the maximum allowable time, passes the programme course for the Postgraduate Diploma Cybersecurity Risk Management.
- A student that completes the dissertation, within the maximum allowable time, passes the programme course for the Master of Information Technology.

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- A student that passes the programme course will be invited to the next convocation where the qualification will be conferred on the student.
- The result for the student's programme course for the qualification is calculated as a weighted average on the course weights of all modules over all the programme years of the programme course.
- The level of achievement is determined as follows:

Final Result	Level of Achievement
50%	Pass
70%	Distinction (Cum Laude)
78%	Great Distinction (Magna Cum Laude)
85%	Greatest Distinction (Summa Cum Laude)
90%	Greatest Distinction (Summa Cum Laude with the congratulations of the examination committee)

- A student who fails the programme for the qualification or wishes to discontinue their studies will be supplied with an official academic transcript.

## 9 Review of this policy

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