

Optimizing accreditation forms and QA templates

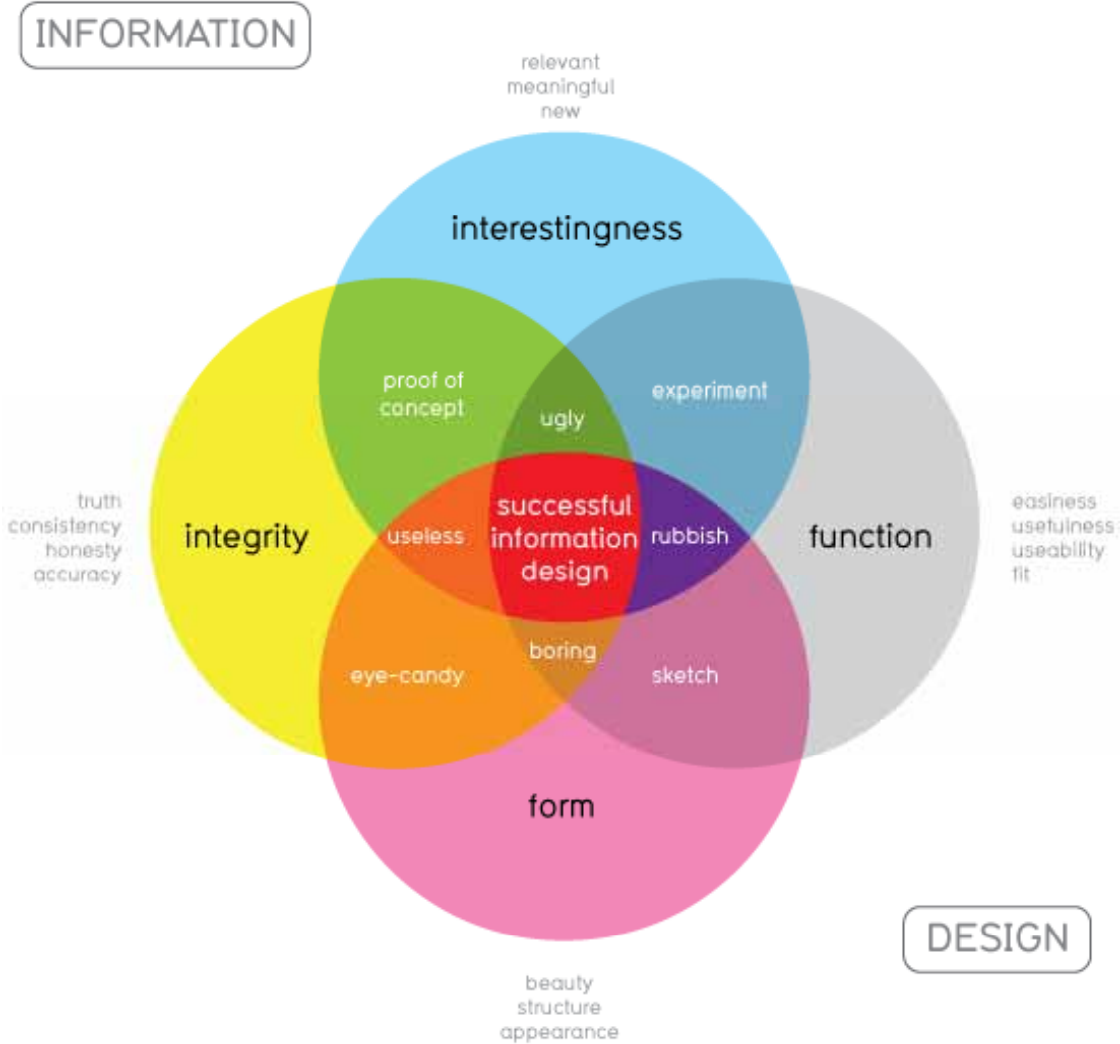
André Müller

Division for Institutional Research and Planning
STELLENBOSCH UNIVERSITY



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What Makes Good Information Design?



MY TOP TIPS FOR Optimizing accreditation forms and QA templates

– more insight with less hassle –



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Everybody hates paperwork

Paperwork and forms are dreaded by academics and administrative staff alike. With some elegant design techniques you can increase the insight and decrease the hassle you get from filling in forms.

- Programme forms
 - Form A – Submission of a new programme
 - Form B – New module information
- Evaluation templates
 - Undergraduate programme self-evaluation template (yesterday's tips)
- Information design
 - SU Factbook sections 3
 - Minutes



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SUBMISSION OF A NEW PROGRAMME: *FORM A – Programme information*¹

Please complete this FORM A as well as a separate FORM B for each module.

This form is based on the Higher Education Quality Committee (HEQC) online accreditation form. Go to www.heqc.ac.za to familiarize yourself with the HEQC's programme accreditation criteria. The information provided should demonstrate compliance with the minimum standard.

If you have any queries, please contact us at lib@u.ac.za. On the www.u.ac.za/lib website you will find the latest Programme Accreditation document which provides the dates of the University of Stellenbosch internal processes.

General Information

a	Name of proposed programme		
b	Abbreviated title		
c	Programme coordinator	E-mail address	@u.ac.za
		Telephone number	(021)
d	Department in which the programme will be housed		
e	Faculty in which the programme will be housed		
f	Programme Type (professional, vocational, teacher education programme)		
g	Qualification designation (Bachelor of Science or Diploma)		
h	Qualifier (Chemistry or Web Design)		
i	Second Qualifier (Organic Chemistry or 3D)		
j	CESM Classification (Choose one of the fields in the list)	<input type="checkbox"/> Agriculture and Renewable Natural Resource <input type="checkbox"/> Architecture and Environmental Design <input type="checkbox"/> Arts, Visual and Performing <input type="checkbox"/> Business, Commerce and Management Sciences <input type="checkbox"/> Communication <input type="checkbox"/> Computer Science <input type="checkbox"/> Education <input type="checkbox"/> Engineering and Engineering Technology <input type="checkbox"/> Health Care and Health Sciences <input type="checkbox"/> Home Economics <input type="checkbox"/> Industrial Arts, Trades and Technology <input type="checkbox"/> Languages, Linguistics and Literature <input type="checkbox"/> Law <input type="checkbox"/> Libraries and Museums <input type="checkbox"/> Life Sciences and Physical Sciences <input type="checkbox"/> Mathematical Sciences <input type="checkbox"/> Military Sciences <input type="checkbox"/> Philosophy, Religion and Theology <input type="checkbox"/> Physical Education, Health Education and Leisure <input type="checkbox"/> Psychology <input type="checkbox"/> Public Administration and Social Services <input type="checkbox"/> Social Sciences and Social Studies	

¹ Voltooi asseblief hierdie programvoorleggingsvorm in Engels; die eerste twee goedkeuringprosesse word in dit.

² This MS Word document makes use of the FORM functions. There are fixed fields which must be filled in.

TOP TIP #1

Use colour boldly

- Use colour for function and form – even if the template is printed in one colour only
- It makes the document look fun to complete
- Yellow sections are DoHET answers

SUBMISSION OF A NEW PROGRAMME: *FORM A – Programme information*¹

Please complete this FORM A as well as a separate FORM B for each module.

This form is based on the Higher Education Quality Committee (HEQC) online accreditation form. Go to www.heqc.ac.za to familiarize yourself with the HEQC's programme accreditation criteria. The information provided should demonstrate compliance with the minimum standard.

If you have any queries, please contact us at lib@sun.ac.za. On the www.sun.ac.za/lib website you will find the latest Programme Accreditation document which provides the dates of the University of Stellenbosch internal processes.

General Information

a	Name of proposed programme	[Redacted]	
b	Abbreviated title	[Redacted]	
c	Programme coordinator	E-mail address	[Redacted]@sun.ac.za
		Telephone number	(021) [Redacted]
		[Redacted]	
d	Department in which the programme will be housed	[Redacted]	
e	Faculty in which the programme will be housed	[Redacted]	
f	Programme Type (professional, vocational, teacher education programme)	[Redacted]	
g	Qualification designation (Bachelor of Science or Diploma)	[Redacted]	
h	Qualifier (Chemistry or Web Design)	[Redacted]	
i	Second Qualifier (Organic Chemistry or 3D)	[Redacted]	
j	CESM Classification (Choose one of the fields in the list)	<input type="checkbox"/> Agriculture and Renewable Natural Resource Management and Environmental Design <input type="checkbox"/> Arts, Visual and Performing <input type="checkbox"/> Business, Commerce and Management Sciences <input type="checkbox"/> Communication <input type="checkbox"/> Computer Science <input type="checkbox"/> Education <input type="checkbox"/> Engineering and Engineering Technology <input type="checkbox"/> Health Care and Health Sciences <input type="checkbox"/> Home Economics <input type="checkbox"/> Industrial Arts, Trades and Technology <input type="checkbox"/> Languages, Linguistics and Literature <input type="checkbox"/> Law <input type="checkbox"/> Library and Information Studies <input type="checkbox"/> Life Sciences and Physical Sciences <input type="checkbox"/> Mathematical Sciences <input type="checkbox"/> Military Sciences <input type="checkbox"/> Philosophy, Religion and Theology <input type="checkbox"/> Physical Education, Health Education and Leisure <input type="checkbox"/> Psychology <input type="checkbox"/> Public Administration and Social Services <input type="checkbox"/> Social Sciences and Social Studies	

TOP TIP #2

Add help-info

- Light blue blocks explain criteria and evidence documents to be attached
- Use footnotes
- Use FORM function HELP TEXT

Draw | AutoShapes | [Icons] | The designators describe the disciplinary or career focused base of the qualification, e.g. Master OF ARTS, Bachelor OF SCIENCE Honours

¹ Voltooi asseblief die programmeooreleggingsuom in Engels; die eksterne goedkeuringprosesse word in dit.
² This MS Word document makes use of the FORM functions. There are fixed fields which must be filled in.

2. STUDENT RECRUITMENT, ADMISSION AND SELECTION

CRITERION 2

Recruitment documentation informs students of the programme accurately and sufficiently, and admissions adhere to current legislation. Admissions and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity.

The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

2.1 State the admission requirements for this programme.

2.2 Specify the selection criteria for this programme.

2.3 Provide the enrolment plan for this programme (for next 5 years).

2.4 Describe how the objective of widening access to higher education will be promoted.

2.5 Provide details of how recognition of prior learning (RPL) will be applied (if applicable).

The following documentation to be uploaded as it pertains to this programme
Admissions policy for this programme
RPL policy (if different from institutional policy)
Any other documentation, including advertising of the programme, which will indicate your compliance with this criteria.

3. STAFF QUALIFICATIONS

CRITERION 3

In verifying compliance, the following minimum standards as they pertain to Criterion 3 should be addressed.

1. All the academic staff (full-time/part-time/contract) teaching on this programme hold the required minimum qualifications (at the level above that of programme) and have appropriate experience to teach on the programme.
2. The unit responsible for the programme has identified a programme coordinator.
3. The programme coordinator is trained and informed on the roles and responsibilities of the programme coordinator and is able to provide academic leadership for the programme.
4. The unit responsible for the programme makes provision for opportunities for academic staff to enhance their competences and to support their professional growth and development. The Academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.
5. The unit (department/school/faculty) responsible for the programme makes adequate provision for the programme in the workload allocation model taking into account the number of academic staff attached to the programme and envisaged student enrolments.

3.1 Verify compliance with the above

TOP TIP #3

Divide into sections

- Break information and questions up into concise sections
- Give room for the text to "breathe"



FORM B | VORM B Module information | Module-inligting

Submission of a new module

Please complete this Form B for each module of a new or existing programme. Consult the [Policy on Teaching and Learning Materials](#).

Indiening van 'n nuwe module

Voltooi asseblief hierdie Vorm B vir elke module van 'n nuwe of bestaande program. Raadpleeg die [Beleid oor Onderrig- en Leermateriaal](#).

Name of module	[REDACTED]		
Responsible department	[REDACTED]		
Teaching load Number of lectures, tutorials and/or practical periods per week	[REDACTED]		
Language specification	[REDACTED] (A,E,T or A&E)	CESM Classification	[REDACTED]
Total credits of module	[REDACTED] credits	NQF Level	HEQF [REDACTED]
Compulsory / Optional	[REDACTED]		
Rules of combination	[REDACTED]		
Expected Outcomes	List the knowledge, skills and values that needs to be acquired After completion of the module the student will be able to...		
Consult the Centre for Teaching and Learning (CTL)	x [REDACTED]		
	x [REDACTED]		
	x [REDACTED]		
Raadpleeg die Sentrum vir Onderrig en Leer (SOL) vir die skryf van uitkomstes	x [REDACTED]		
	x [REDACTED]		
Assessment methods	Align the assessment methods with the expected outcomes above		
Consult the Centre for Teaching and Learning (CTL)	x [REDACTED]		
	x [REDACTED]		
	x [REDACTED]		
Subject of module	[REDACTED]		
Summary of module content	[REDACTED]		
Text books & prescribed readings	x [REDACTED]		
	x [REDACTED]		

Also please complete the relevant year book entry as it should appear in next year's Calendar | *Voltooi asseblief ook die jaarboekinskrywing vir volgende jaar se Jaarboek:*

Inskrywing in die US Jaarboek (Afrikaans) in die formaat soos deur elke fakulteit vasgestel	Entry in the SU Calendar (English) in the format determined by each faculty
[REDACTED]	[REDACTED]



TOP TIP #4

Think new; use the old

- Even though there are different (especially online) options available, rather stick to the software most commonly used

FORM B | VORM B Module information | Module-inligting

Submission of a new module

Please complete this Form B for each module of a new or existing programme. Consult the [Policy on Teaching and Learning Materials](#).

Indiening van 'n nuwe module

Voltooi asseblief hierdie Vorm B vir elke module van 'n nuwe of bestaande program. Raadpleeg die [Beleid oor Onderrig- en Leermateriaal](#).

Name of module	<input type="text"/>		
Responsible department	<input type="text"/>		
Teaching load Number of lectures, tutorials and/or practical periods per week	<input type="text"/>		
Language specification	<input type="text"/> (A,E,T or A&E)	CESM Classification	<input type="text"/>
Total credits of module	<input type="text"/> credits	NQF Level	HEQF <input type="text"/>
Compulsory / Optional	<input type="text"/>		
Rules of combination	<input type="text"/>		
Expected Outcomes	List the knowledge, skills and values that needs to be acquired After completion of the module the student will be able to...		
Consult the Centre for Teaching and Learning (CTL)	x <input type="text"/>		
	x <input type="text"/>		
	x <input type="text"/>		
Raadpleeg die Sentrum vir Onderrig en Leer (SOL) vir die skryf van uitkomstes	x <input type="text"/>		
	x <input type="text"/>		
	x <input type="text"/>		
Assessment methods	Align the assessment methods with the expected outcomes above		
Consult the Centre for Teaching and Learning (CTL)	x <input type="text"/>		
	x <input type="text"/>		
	x <input type="text"/>		
Subject of module	<input type="text"/>		
Summary of module content	<input type="text"/>		
Text books & prescribed readings	x <input type="text"/>		
	x <input type="text"/>		

Also please complete the relevant year book entry as it should appear in next year's Calendar | Voltooi asseblief ook die jaarboekinskrywing vir volgende jaar se Jaarboek:

Inskrywing in die US Jaarboek (Afrikaans) in die formaat soos deur elke fakulteit vasgestel

Entry in the SU Calendar (English) in the format determined by each faculty



TOP TIP #5

Be bilingual (T-option)

- Rather than creating two different forms, use both languages on one – this gives the smaller language a fighting chance

FORM B | VORM B Module information | Module-inligting

Submission of a new module

Please complete this Form B for each module of a new or existing programme. Consult the [Policy on Teaching and Learning Materials](#).

Indiening van 'n nuwe module

Voltooi asseblief hierdie Vorm B vir elke module van 'n nuwe of bestaande program. Raadpleeg die [Beleid oor Onderrig- en Leermateriaal](#).

Name of module	<input type="text"/>		
Responsible department	<input type="text"/>		
Teaching load: Number of lectures, tutorials and/or practical periods per week	<input type="text"/>		
Language specification	<input type="text"/> (A, E, T or A&E)	CESM Classification	<input type="text"/>
Total credits of module	<input type="text"/> credits	NQF Level	HEQF <input type="text"/>
Compulsory / Optional	<input type="text"/>		
Rules of combination	<input type="text"/>		
Expected Outcomes	List the knowledge, skills and values that needs to be acquired. After completion of the module the student will be able to...		
Consult the Centre for Teaching and Learning (CTL)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Raadpleeg die Sentrum vir Onderrig en Leer (SOL) vir die skryf van uitkomstes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Assessment methods	Align the assessment methods with the expected outcomes above		
Consult the Centre for Teaching and Learning (CTL)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Subject of module	<input type="text"/>		
Summary of module content	<input type="text"/>		
Text books & prescribed readings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Also please complete the relevant year book entry as it should appear in next year's Calendar | Voltooi asseblief ook die jaarboekinskrywing vir volgende jaar se Jaarboek:

Inskrywing in die US Jaarboek (Afrikaans) in die formaat soos deur elke fakulteit vasgestel	Entry in the SU Calendar (English) in the format determined by each faculty
<input type="text"/>	<input type="text"/>



TOP TIP #6

Use hyperlinks carefully

- Hyperlinks can be very useful, but only if the links are never broken
- Be aware of websites managed by other support divisions

Less *why* and more *why not*

- Embed critical reflection opportunities in each process and form
- Design clean, clear and concise templates with clarifying notes where applicable
- Work from the premise that every environment is striving for greater quality; we are all working towards quality *improvement* rather than *monitoring*
- Focus less attention on descriptive narratives of the status quo, and more time on analysis and strategy formulation
- Keep self-evaluation reports and programme/module forms *alive* as strategic documents; ensure that documents are readily available and *googleable*
- Structure processes in such a manner as to direct thought and reflection towards quality issues





<h2>2. Academic integrity</h2>	
<h3>2.1 Criteria</h3> <p>Programme outcomes, learning methods, learning material and expected time of completion cater for the learning needs of its target student intake and other stakeholders and meets international standards. The programme content is academically grounded and meet international standards. Modules and/or courses in the programme are coherently planned with regard to content, level, credits, purpose, outcomes, rules of combination, relative weight and delivery.</p>	
<h3>2.2 Key Question</h3> <p>– After reading the criteria above, what is the main issue (question) pertaining to this programme? [redacted]?</p>	
<h3>2.3 Evaluation</h3> <p>– Rate yourself on this criterion using the scale on the bottom of the page: [redacted]</p>	
<h3>2.4 Motivation</h3> <p>– Motivate your rating. Why did you give yourself, e.g. a 2 and not a 1 or a 3 in the Evaluation question above? [redacted]</p>	
<h3>2.5 Strategy</h3> <p>– What strategies can you employ to address the key question for this criterion? Write each strategy in the infinitive, e.g. “to increase the practical component in the second year by introducing more tutorial classes in module 114 and 244”</p> <ul style="list-style-type: none"> » to [redacted] » to [redacted] » to [redacted] 	
<h3>2.6 Documents</h3> <p>– Please attach relevant key evidence documents as addenda. List the documents below.</p> <ul style="list-style-type: none"> » Document 2.1 [redacted] » Document 2.2 [redacted] » Document 2.3 [redacted] 	

	EVALUATION SCALE FROM 1 TO 5 FOR QUESTIONS 1.3, 2.3, 3.3, 4.3, 5.3, 6.3, 7.3, 8.3, 9.3, 10.3, 11.3
1	Consistently excellent, significantly exceeds the required standards of an academic programme.
2	Consistently exceeds the required standards of an academic programme.
3	Consistently meets the required standards of an academic programme.
4	Consistently does not meet the required standards of an academic programme.
5	Insufficient and below the required standards of an academic programme. Performance at this level is unacceptable.

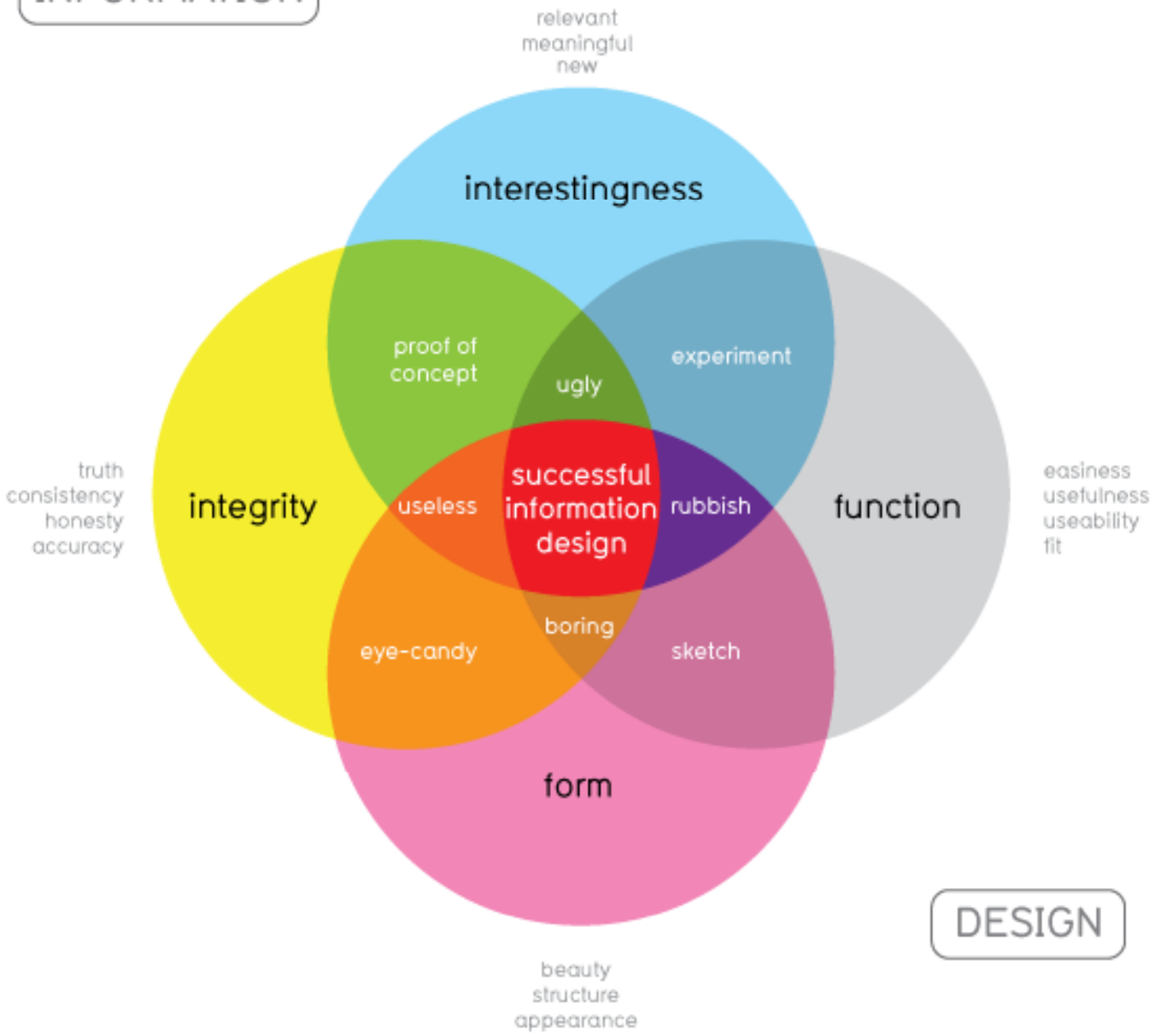
Getting people to read important documents

- Information Design
- Minutes of two ad hoc meetings
 - Action register template
 - Introducing pictures/diagrams
- Factbook Section 3 comparative study



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INFORMATION



DESIGN

Notule – 24 November 2009 om 09:00 by die Hugenate Kollege Kampus, in Wellington

Lede van HKK

- » US: Proff JF Smith (voorsitter) [JS], J Botha [JB] (afwesig met verskoning), J Hattingh [JPH] (afwesig met verskoning)
- » US op uitnodiging: Leon van den Heever (Direkteur: Sentrum vir Voornemende Studente: SVS) [LvdH]
- » HK: Proff J Viljoen (JV), N Swart [NS]
- » Sekretaris: André Müller [AM] aemuller@sun.ac.za

				AKSIEREGISTER		
	DATUM gedien	AGENDAPUNT	BESPREKING	AKSIE / BESLUIT	WIE	DATUM terugvoer
1.	24/11/09	Verwelkoming	JPH en JB is tans in die buiteland.	Leon van den Heever (Direkteur: SVS) word verwelkom		
GOEDKEURING VAN DIE AGENDA EN NOTULE						
2.1	24/11/09	Goedkeuring van die huidige agenda		4.1 dien as die eerste besprekingspunt 4.3 word deur JS toegevoeg		
2.2	24/11/09	Goedkeuring van die vorige notule: 29 Oktober (Bylae A)		Die notule word sonder enige wysigings goedgekeur		
SAKE UIT VORIGE NOTULE						
3.1	31/07/09	Protokol vir Akademiese Administrasie	Uitstipulering van 5.2 (verdeling van aansoekgelde)	'n Vergadering met US registrateur is geskeduleer om die verdeling van die aansoekgelde te hanteer	JV	
3.2	31/07/09	Protokol vir modelle van samewerking Akademiese departemente	Die modelle moet nog gekonsolideer word tot een dokument.		JPH	

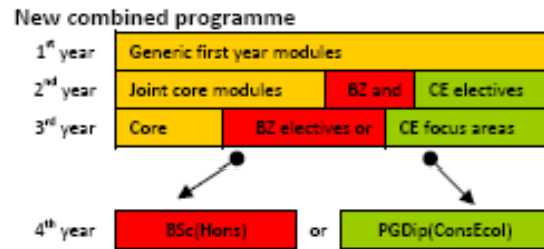
Science in Conservation Ecology does not articulate to the postgraduate programmes in the Department of Botany and Zoology. Students lack the depth acquired in the BSc Honours.

Current structures (two programmes)

Faculty of Science		AgriSciences	
BSc(BioDiversity&Ecology)		BSc(ConsEcol)	
1 st year	HEQF ⑤	1 st year	⑤ ⑥ ⑦
2 nd year	HEQF ⑥	2 nd year	⑦ ⑧
3 rd year	HEQF ⑦	3 rd year	⑥ ⑧
Honours	HEQF ⑧	4 th year	⑦ ⑧
Masters	HEQF ⑨	Masters	HEQF ⑨

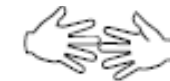
The general principle at SU is to optimize horizontal and vertical articulation to cognate fields. To enable better articulation an alternative programme structure is proposed by the Department of Botany and Zoology where the two programmes amalgamate:

Proposed structure (one programme)



The proposed single programme (above) allows students to register for one programme and only choose an area of specialization later on in the second/third year after they have had an induction in the different fields. The disadvantage of the joint programme is, however, that the flexibility of the current four year BSc(ConsEcol) will be compromised.

⁴ The term interdigitation in this context refers to separate fields of knowledge which are interwoven but discrete, similar to the digits/fingers of two hands intertwined with each other; opposed to overlapping fields.





DEEL 3

VE-studente en verbandhoudende syfers vir 2008

PART 3

FTE students and related figures for 2008

feiteboek
factbook 2009



Afdeling Institusionele
Navorsing en Beplanning

*Division Institutional
Research and Planning*

KOV-KATEGORIEË

CESM CATEGORIES

KLASSIFIKASIE VAN OPVOEDKUNDIGE VAKINHOUDE (KOV):

Alle voor- en nagraadse modules word in een van die volgende 22 kategorieë ingedeel:

CLASSIFICATION OF EDUCATIONAL SUBJECT MATTER (CESM):

All undergraduate and postgraduate modules are divided into one of the following 22 categories:

01: Landbou en Hernieubare Natuurlike Hulpbronne	01: Agriculture and Renewable Natural Resources
02: Argitektuur en Omgewingsontwerp	02: Architecture and Environmental Design
03: Beeldende en Uitvoerende Kunste	03: Arts, Visual and Performing
04: Sake-, Handel- en Bestuurswetenskappe	04: Business, Commerce and Management Sciences
05: Kommunikasie	05: Communication
06: Rekenaarwetenskap en Dataverwerking	06: Computer Science and Data Processing
07: Opvoedkunde	07: Education
08: Ingenieurswese en -tegnologie	08: Engineering and Engineering Technology
09: Gesondheidsorg en Gesondheidswetenskap	09: Health Care and Health Sciences
10: Huishoudkunde	10: Home Economics
11: Nywerheidskuns, -ambagte en -tegnologie	11: Industrial arts, Trades and Technology
12: Tale, Linguistiek en Letterkunde	12: Languages, Linguistics and Literature
13: Regsgeleerdheid	13: Law
14: Biblioteke en Museums	14: Libraries and Museums
15: Lewens- en Fisiese Wetenskappe	15: Life Sciences and Physical Sciences
16: Wiskundige Wetenskappe	16: Mathematical Sciences
17: Krygswetenskappe	17: Military Sciences
18: Filosofie, Godsdiens en Teologie	18: Philosophy, Religion and Theology
19: Liggaamlike Opvoedkunde, Gesondheidsopvoeding en Vrye Tyd	19: Physical Education, Health Education and Leisure
20: Sielkunde	20: Psychology
21: Publieke Administrasie en Maatskaplike Dienste	21: Public Administration and Social Services
22: Sosiale Wetenskappe en Sosiale Studies	22: Social Sciences and Social Studies

OPMERKING:

VE-studentgetalle word hoofsaaklik vir befondsingsdoeleindes bereken. Aangesien die Fakulteit Krygskunde nie deur die Departement van Onderwys gesubsidieer word nie, maar deur die Departement van Verdediging, het geen inligting in hierdie verslag betrekking op studente wat vir programme van die fakulteit Krygskunde ingeskryf is nie. AIMS-studente word ad hoc, buite die subsidie bloktoekenning om, deur die staat gesubsidieer. Hierdie studente word dus nie in Tabelle 3.1-3.4, wat hulle oorsprong in die HEMIS inligting het, ingesluit nie.

REMARK:

FTE student numbers are mainly used for funding purposes. Since the Faculty of Military Sciences is not subsidised by the Department of Education, but by the Defense Department, no information for students enrolled for programmes in the faculty of Military Science is included in this report. AIMS students are subsidized in an ad hoc way by the state outside the subsidy block grant allocation. These students are therefore not included in Tables 3.1-3.4 which originate from the HEMIS information.

TABEL 3.1: VE-STUDENTE VOLGENS KOV-KATEGORIE EN JAAR
TABLE 3.1: FTE STUDENTS ACCORDING TO CESM CATEGORY AND YEAR

KOV-Kategorie CESM Category	1998		2000		2002		2003		2004		2005		2006		2007		2008	
	VE	FTE	%	VE	FTE	%	VE	FTE	%	VE	FTE	%	VE	FTE	%	VE	FTE	%
01. Landbou en Herneubare Natuurlike hulpbronne <i>Agriculture and Renewable Natural Resources</i>	576.88	2.70	420.25	2.65	576.11	2.28	576.95	2.26	431.25	2.54	560.22	3.15	650.58	3.55	661.59	3.60	658.46	3.57
02. Argitektuur en Omgewingsontwerp <i>Architecture and Environmental Design</i>	43.90	0.31	37.79	0.24	8.76	0.05	4.13	0.02	1.87	0.01	0.77	0.00	4.26	0.02	1.20	0.01	3.11	0.02
03. Beslissende en Uitvoerende Kunste <i>Arts, Visual and Performing</i>	400.44	2.87	404.73	2.55	466.92	2.83	495.93	2.98	528.41	3.07	563.3	3.17	527.73	2.96	543.64	2.96	523.22	2.68
04. Sale, Handel- en Bestuurswetenskappe <i>Business, Commerce and Management Sciences</i>	2124.97	15.24	2592.60	16.35	2778.23	16.81	2844.06	17.07	2867.51	16.66	2844.6	15.99	3673.52	20.58	3931.94	21.42	4087.80	20.92
05. Kommunikasie <i>Communication</i>	40.78	0.29	40.50	0.26	49.73	0.30	64.25	0.39	68.22	0.40	63.43	0.36	106.87	0.60	100.85	0.55	131.44	0.67
06. Rekenarwetenskap en Dataverwerking <i>Computer Science and Data Processing</i>	175.36	1.26	191.86	1.21	205.78	1.25	205.86	1.22	206.26	1.20	194.41	1.09	296.05	1.66	275.26	1.49	290.28	1.49
07. Opvoedkunde <i>Education</i>	763.81	5.48	1381.07	8.71	1320.85	7.99	855.99	5.14	920.38	5.35	966.69	5.43	911.28	5.10	827.65	4.51	968.65	4.96
08. Ingenieurswese en Tegnologie <i>Engineering and Engineering Technology</i>	732.94	5.25	925.08	5.83	994.98	6.02	941.51	5.65	1040.02	6.04	1090.43	6.13	1050.82	5.89	1098.91	5.99	1282.05	6.56
09. Gesondheidsorg en Gesondheidswetenskappe <i>Health Care and Health Sciences</i>	1543.74	11.07	2107.40	13.29	2078.05	12.57	2128.82	12.78	1843.07	10.71	1958.27	11.01	1891.44	10.60	1807.33	9.85	2259.71	11.57
10. Huishoudkunde <i>Home Economics</i>	139.58	1.00	209.15	1.32	221.96	1.34	192.40	1.15	183.65	1.07	108.54	0.61	35.17	0.20	28.20	0.15	36.68	0.19
11. Nvwerheidskuns, -ambagte en Tegnologie <i>Industrial Arts, Trades and Technology</i>	116.17	0.83	154.43	0.97	210.70	1.27	228.95	1.37	271.51	1.56	324.14	1.82	350.51	1.96	355.75	1.94	350.91	1.89
12. Tale, Linguïstiek en Letterkunde <i>Language, Linguistics and Literature</i>	861.42	6.18	779.46	4.92	883.40	5.35	957.08	5.74	987.26	5.74	1032.82	5.81	1025.62	5.75	1116.14	6.08	1168.08	5.98
13. Reggeleerndheid <i>Law</i>	1061.30	7.61	1108.16	6.99	1121.98	6.79	1159.27	6.96	1121.25	6.51	1103.58	6.20	1123.18	6.29	1097.91	5.98	1172.20	6.00
14. Biblioteke en Museums <i>Libraries and Museums</i>	28.30	0.20	77.83	0.49	130.03	0.79	173.25	1.04	268.94	1.56	260.41	1.46						
15. Lewens- en Fisiese Wetenskappe <i>Life Sciences and Physical Sciences</i>	1513.49	10.85	1428.82	9.01	1438.60	8.70	1495.32	8.98	1633.91	9.49	1763.49	9.91	1782.08	9.98	1979.42	10.78	1998.54	10.23
16. Wiskundige Wetenskappe <i>Mathematical Sciences</i>	975.20	6.98	980.72	6.22	984.20	5.90	1035.55	6.32	1130.51	6.06	1151.19	6.47	1106.25	6.20	1095.75	5.97	1106.59	5.97
17. Krygswetenskappe ¹⁾ <i>Military Sciences¹⁾</i>															7.28	0.04		
18. Filosofie, Godsdiens en Teologie <i>Philosophy, Religion and Theology</i>	353.45	2.53	435.54	2.75	461.84	2.79	487.72	2.93	430.49	2.50	439.83	2.47	540.93	3.03	574.32	3.13	559.97	2.87
19. Liggaamlike Opv., Gesondheidsopv. en Vrye Tyd <i>Physical Education, Health Education and Leisure</i>	265.82	1.91	200.79	1.27	172.70	1.05	177.80	1.07	198.37	1.15	222.09	1.25	235.45	1.32	277.18	1.51	257.31	1.32
20. Sielkunde <i>Psychology</i>	943.53	6.76	882.84	5.57	1009.00	6.11	1047.49	6.29	1123.12	6.53	1232.34	6.93	612.39	3.43	579.23	3.16	594.53	3.04
21. Publieke Administrasie en Maatskaplike Dienste <i>Public Administration and Social Services</i>	206.50	2.13	227.74	1.44	240.67	1.51	266.69	1.60	374.38	2.18	354.90	1.99	387.38	2.17	418.40	2.28	398.71	2.04
22. Sosiale Wetenskappe en Sosiale Studies <i>Social Sciences and Social Studies</i>	1191.78	8.54	1285.16	7.98	1362.85	8.25	1505.29	9.04	1554.93	9.03	1555.12	8.74	1559.43	8.74	1577.64	8.60	1649.19	8.44
TOTAAL: GEESTESWETENSKAPPE²⁾ TOTAL: HUMAN SCIENCES	8332.15	59.74	9396.43	59.25	10007.20	60.55	10034.82	60.23	10443.24	60.68	10639.10	59.80	10703.77	59.96	11044.97	60.18	11509.10	58.91
TOTAAL: NATUURWETENSKAPPE²⁾ TOTAL: NATURAL SCIENCES	5615.35	40.76	6461.50	40.75	6519.14	39.45	6675.54	39.77	6767.67	39.37	7151.46	40.70	7147.11	40.04	7308.46	39.87	8078.04	41.04
TOTAAL TOTAL	13947.50	100.00	15857.93	100.00	16526.34	100.00	16660.36	100.00	17210.86	100.00	17790.56	100.00	17850.88	100.00	18353.43	100.00	19537.19	100.00

1) In 2007 is bepaalde modules van Fakulteit Krygskunde foutiewelik geklassifiseer as behorende by ander fakulteite.
Some modules of the Faculty of Military Sciences were in 2007 erroneously classified as belonging to other faculties.
2) Kyk definisie op bladsy 6 | See definition on page 6

Thank you! Dankie!

Enkosi!



**DANKIE
THANK YOU
ENKOSI KAHKULU**



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