TUT Questions received from Branches

1.   What are the admission requirements for the distant learning program?

LEARNING ASSUMED TO BE IN PLACE

A National Senior Certificate on NQF level 4 or an equivalent qualification with E symbols at the Standard Grade for Mathematics and Physical Science and a D symbol at the Standard Grade for English or an E symbol at the Higher Grade. Prospective students must be employed by an approved fire or emergency service.
Admission requirement(s):
A National Senior Certificate with an endorsement of a bachelor's degree or a diploma, or an equivalent qualification, with an achievement Level of at least 3 for English (home language or first additional language) and 3 for Mathematics or 4 for Mathematical Literacy and 3 for Physical Sciences.
Selection criteria:
To be considered for this qualification, applicants must have an Admission Points Score
(APS) of at least 18 (with Mathematics) or 19 (with Mathematical Literacy).

Assessment procedures:

Applicants who are employed by an approved fire or emergency service will be considered for admission to the National Diploma, provided that they meet the minimum APS requirements. A number of applicants not employed by the emergency services and include matriculants directly from school, will also be considered, subject to the availability of training space at the Tshwane Metropolitan Fire Station Training School. These applicants will be invited for an interview with a departmental selection panel and will be required to pass the physical and medical fitness tests prescribed by the emergency services, provided that they meet the minimum APS requirements.

RECOGNITION OF PRIOR LEARNING

The RPL process for this programme will be aligned with the requirements of a qualification at level 4 of the NQF as per institutional policy.

2.   What is the name of the distant learning program?

Diploma in Fire Technology (Distance Learning)

3.   Will the distance learning be rolled out to other centres other than Tshwane, Cape Town and Durban if so, which centres?

VENUES: Diploma in Fire Technology (Distant Learning)

TUT has two learning centres with operational permanent staff that cater for Distant Learning students in the Department of Policing. These are:

1.   Cape Town; and
2.   Durban.

Besides Pretoria, these two centres will be additional venues for staff-students once a semester meeting.

Other envisaged venue (for the future) will be in Port Elizabeth, Bloemfontein and North West.

4   When will the distance learning programme be rolled out?

As soon as all approvals have been received.

5.   Where will examinations be done?

The Department of Policing at TUT has existing venues for tests and exams scattered across the country for registered students. The Diploma in Fire Technology (Distant Learning) students will be using the existing facilities.

6.   What form of communication with tutors will be available to students and will it be affordable in order to complete assignments?

SUMMARY OF TEACHING AND LEARNING				YEAR
CONTACT Y/N	DISTANCE Y/N	OTHER (SPECIFY) Y/N	TYPES OF LEARNING ACTIVITIES	% LEARNING TIME
	X		Lectures (face to face, <u>limited interaction</u> or technologically mediated)	5%
	X		Tutorials: individual groups	5%
	X		Syndicate groups	5%
	X		Practical workplace experience (experiential learning/work-based learning etc)	15%
	X		Independent self-study of specially prepared materials (case studies, multi-media, assignments	40%
	X		Independent self-study of standard texts and references (study guides, books, journal articles)	10%
	X		Others: Assignments and Assessment	20%
TOTAL				100%

7.   Confirmation of documents required by TUT in terms of the RPL process.

Recognition of Prior Learning
The Recognition of Prior Learning (RPL) process for this programme will be aligned with the requirements of a qualification at level 6 of the NQF as per institutional policy.
Tshwane University of Technology provides RPL, as stipulated in the RPL policy attached (TUT, 2012), in order to widen admission of experienced personnel in the fire technology industry who do not meet the minimum requirements to the Diploma in Fire Technology programme. Prior-learning and or experience relevant to the field of Fire Technology will be evaluated and considered for access to the Diploma in Fire Technology. Candidates, who do not meet the admission minimum requirements, should possess the following skills certificates: Fire Fighter I, Fire Fighter II, HAZMAT Awareness and HAZMAT Operational certificates. These candidates must have worked in the emergency service industry for at least 3 years. Candidates may apply at the Office of the Registrar, TUT, for admission via the RPL route. The specific relevant documentation will be requested from these applicants, and these cases will be handled on an individual basis. Candidates are encouraged to contact the Office of the Registrar or the Department of Physics, TUT, for assistance.
Institutional plans are in place for the phasing out of all old National Diploma programmes over planned period of time. The Diploma in Fire Technology that will replace the old National Diploma in Fire Technology will follow the established institutional plan. There will only be 10% admission cap through the RPL.

8.   What is the Procedure to be followed for the RPL process and what are the time lines?

The RPL process takes at least 4 months to complete. The processes are as follows:

A. Candidates must provide the following documents:

1. Proof of subject passed at another SAQA accredited institution (full academic record)
2. Syllabus of these subjects
3. Statement of work experience
4. Certificate proof of previous work experience
5. Certified copy of Senior certificate
6. Certified copies of tertiary qualifications obtained
7. SAQA evaluation – foreign student
8. CV, and
9. Proof of RPL payment receipt

B. Set dates for **Potential Assessment Test** at Pretoria West campus; candidates must obtained 65 out of the total mark of 150.

C. **Only** Candidates who have passed the **Potential Assessment Test** should be invited for **Science Skills Test** and **Interview**. The Science Skills Test has theory and practical components. Minimum pass mark for Science Skills Test is 50% and that of the Interview is 60%.

D. Portfolio of evidence with all documents, including marked scripts are prepared and sent to Science EXCO for approval.

9.   Up to what level will SAESI qualifications be accepted for the RPL Process and what is the cut of date?

SAESI Qualifications will not be accepted. Cut-off date was 2017.

10. Will there'll be any grace period provided for RPL applications?

There is no grace period for RPL. Admission via RPL will all the time be available. However, there will be the 10% admission cap

11. Deadline for enrolling with TUT Distant Learning program if the academic year start in 2018.

All submissions to CHE, DHET and SAQA are done. We are waiting for formal CHE and SAQA accreditation and DHET final approval. The roll-out therefore depends on DHET final greenlight.

12. What measures will be put in place to assist distant learning members with contact sessions/lectures?

Teaching methods, mode of delivery and the materials development for the achievement of the stated outcomes of the qualification

The learning programme will be inclusive of the following teaching methods which are supportive of the university's four pillars, i.e. technology, innovation, entrepreneurship, engagement:

- **Direct instruction:** Direct instruction during contact sessions will still be needed for physics, chemistry and hydraulics during contact sessions used when new and often complex fundamental content must be explained to students through techniques such as lecturing, guest speakers, demonstrations etc.

- **Media-based instruction:** used to develop students ability to use technology to access information, widen communication possibilities, complete projects, conduct research etc. through the use of *myTUTor* (learning management system) and other practical activities which require the use of technology

- **Cooperative strategies:** used to develop students' interpersonal, problem-solving and communication skills, often encouraging individual accountability and responsibility towards the progression of group members, through techniques such as group work, peer mentoring and peer practice

- **Activity-based strategies:** used to develop students practical skills through techniques such as simulation and role play

- **Inquiry and discovery learning:** used to engage students in research projects where they solve problems through observation, experimentation, creativity, the gathering and analysing of information and by drawing conclusions about their results

- **Independent learning strategies:** used to develop students' meta-cognition through note taking, self-reflection, self-study, independent reading, assignment completion, community engagement projects etc

- **Case studies:** used to develop problem-solving skills through the open or closed discussion of real life scenarios

Program delivery
The program is structured in such a way as to ensure progression in depth, scope and complexity of cognitive skills as higher level subject content increases in both volume, depth of scientific principles and scope within the field of Fire Technology. For the Diploma modules, assessments contain insight type questions, scenarios and students are requested to give industrial related examples that they have gained from working in the

Fire industry and during completion of the WIL task book. Case studies in the literature are also reviewed and discussed. However, in subjects that focus on new topics and specialized areas of Fire Technology, direct questions may be included, as the information is viewed as introductory material, as the students may not have prior knowledge. Assessment instruments and criteria are also adjusted over the course of the program to address this progression of knowledge and skills.

13.   If the number of candidates wishing to enrol is less than 100, would that prejudice members who are keen in pursuing their studies with TUT, if not how would those members be assisted?

    From SAESI, there would be about 500 students per year available for the program. However, if the number falls below the SAESI 500 estimate, registered students will not be handicapped.

14. Are all modules completed within a specific semester or are their modules rolling over to the next semester?

Year Level	Description Of Module/Course	NQF Level	Core/fundamental	SAQA Credits Per Module
1	Communication Skills	5	Fundamental	2
	Life Skills	5	Fundamental	2
	Computer Skills	5	Fundamental	10
	General Physics I	5	Core	24
	General Chemistry I	5	Core	24
	Mathematics and Statistics I	5	Fundamental	12
	Fire Technology I	5	Core	18
	Fire Construction I	5	Core	14
	Emergency Management I	5	Core	14
2	Fire Physics II	6	Core	18
	Fire Chemistry II	6	Core	18
	Fire Hydraulics I	5	Core	18
	Fire Technology II	6	Core	12
	Fire Construction II	6	Core	12
	Emergency Management II	6	Core	12
	WIL I	5	Core	30
3	Fire Physics III	6	Core	18
	Fire Chemistry III	6	Core	18
	Fire Hydraulics II	6	Core	18
	Fire Technology III	6	Core	12
	Fire Construction III	6	Core	12
	Emergency Management III	6	Core	12
	WIL II	6	Core	30
	TOTAL			360

15. Will a prospectus be available and explaining all details in respect of the subjects/modules and the cost structure for all courses provided?

Yes

16. At what NQF levels are the offered qualifications rated at?

Diploma, NQF 6 360 Credits

17. Will there be a contact person who will assist in dealing with distant learning student queries?

Yes at Tshwane, Cape Town and Durban

The relevant programme unit has identified a qualified staff member, I.J.Ludick, with 30 years of experience in the relevant field and holds relevant basic qualifications needed as the programme coordinator. He is an active and committed member of industry related associations and collaborate, network and benchmarks the programme. The programme coordinator received adequate training and receives continuous mentoring from the CDP assigned to the programme. The program coordinator is an academic ensuring that all national regulatory requirements, institutional policies and procedures are met, implemented and adhered ensuring a high quality education program that meets set outcomes. The program coordinator participates in quality assurance activities, developing and implementing quality management systems of the department to ensure that targets are met.

18.   Will this initiative be a SAESI or a TUT Qualification?

        TUT.

19.   Will there be any contact lectures available in areas far away from TUT?

        Yes and no. A once a semester contact session with students at Cape Town and Durban arrangements will be followed

20.   Students enrolled full time can they switch to distance learning?

        The possibility is there

21.   What will the financial implication difference be between distance and full time?

        Registration and Tuition fees will be the same for full time and distance.

22.   What are the admission requirements?

        Duplication of question 1

23.   What is the plan to cater for enrolments from students far away from TUT?

        TUT model will be similar to UNISA. The Distance Learning is opened to all candidates; far and near. They must meet the minimum admission requirements.