



Southern African Association for Institutional Research

HEMIS Institute 2016

Implementation and alignment of qualifications and courses

(issues raised by institutions)

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Background & purpose

- **origin of the list of issues below**
- **the purpose of this session is (i) to bring our uncertainties/challenges under the attention of the CHE/DHET (ii) to share ideas/solutions on how to deal with/solve the issues and (iii) to get some ideas/solutions/direction from the CHE/DHET how to deal with these issues**



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- the issues below may not be institution specific – so please take part in the conversation
- if you have an issue not listed below, make a note of it – we want to attend to them all as the implementation of the HEQSF aligned PQM is a very important matter (if it must, issues will be discussed later during another session)



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ISSUES

(Kindly find attached a copy of the Government Gazette No. 40123 dated 06 July 2016, wherein the Minister of Higher Education and Training, Dr. BE Nzimande, has announced **31 December 2019** as the last **enrolment date** for first time entering students into non-HEQSF aligned programmes.)

1. Lack of publicity nationally about the implication of the HEQSF on UoT qualifications, e.g. phasing out of the BTech degrees/Wide marketing is needed to ensure students, prospective students, stop out students are aware of the changes and the time lines that will affect their studies.



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2. Complexities regarding articulation pathways from BTech to HEQSF aligned Master's degrees
3. Slow processing of application for HEQC programme accreditation has an impact on implementation dates of new qualifications/
Most of our M- and D-qualifications are not approved by DHET yet/Anticipated bulk submission to CHE will be in 2018.



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4. Information on HEQSF on-line site not updated in terms of HEQSF aligned qualification names for Category A and Category B qualifications.
5. Delay with PQM clearance of Category B qualifications/CHE delay of approvals/
Delay from initial program application until changes (that might be required after the 1st cohort of graduates) can be implemented.



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6. Advice on the best way to implement the HEQSF qualifications - some faculties want to transfer all students on “old” non-aligned qualifications to the new aligned ones – this has course level and qualification type implications, especially for institutions using ITS and its 0% and 2% tests.
7. Just after approval, sometimes before actual approval, academic staff request changes to the programme structure.



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Should this be dealt with through the normal approval structures or not?

8. Same courses for old and new qualifications/ programmes versus duplication of modules (with different course codes, course levels, etc.) The duplication of courses - class list, time table scheduling, teaching load, statistics, etc. implications.



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9. The need to submit the research component (CLEVCODE=45) for the Honours qualifications in a separate course code - some institutions/faculties present an integrated Honours result and others a coursework result & research results separately.
10. Qualification submitted as a 1 year (full time) and 2 years (part time) - how can we be sure it is captured on the PQM as both a 1 and 2 year qualification?



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11. Can there be more than one research component per masters qualification/ programme?

[Comment: One SAQA Id was issued recently for a M-qualification with a 100% research option as well as for a 50% research option – conclusion is that the answer is YES]



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12. Staff qualifications and the right number of staff with the right qualification level to lecture HEQSF subjects.
13. Human resources during the transition period when new and old programs will be offered parallel.
14. Students who stop out will be allowed 6 years to return and complete their qualifications.



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15. A large number of students enrol for service subjects e.g. Communication – all TUT students.
16. Research Methodology needs review to ensure students from the BTech are able to move to the Masters degree and will cope.
17. The time and the type (project, work integrated learning etc.) of WIL (experiential learning) might change.



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18. Extensive training of marketing staff.
19. System development might be required to accommodate more than 1 old NATED qualification which has become 1 new HEQSF qualification with more than 1 specialisation.
20. Some HEQSF qualifications have different minimum requirements to what the NATED qualification had and therefore there might be challenges meeting the



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the student enrolment targets.

21. Analysis of NATED WIL subjects into HEQSF WIL subjects has not yet been done. Transition period and resource implications are unclear.
22. BTech articulation – TUT decision to allow BTech students into level 9 Master's degree, but Research Methodology must first be upgraded where necessary and this will be an entry requirement for the



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Master's degree. Research Methodology “upgrade” might be a short learning program offered in 1 week or it might be a 1 year subject depending on the individual evaluation of the current research methodology in each faculty.

23. Do we (still) have to wait for a SAQA Id before advertising, application processing and offering of the qualifications?



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24. Structured and research masters e.g. MPhil (Higher Educ) – two different qualifications based on their different outcomes - how must we deal with the same qualification/programme name?
25. Where can we see the latest PQM – please consider an online/login PQM (relates to point 10)?



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26. A business plan is now required for qualifications “outside” the PQM. How must such a business plan look like and when is it required?
27. The realistic time for a master's degree is no longer one year especially for a research master (e.g. you have to wait for the strawberries to get ripe). Do all M-qualifications really have to be one year?



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28. What do we have to recode?
29. What must we do with the 40-50 codes?
30. Do we have to recode/shift all HEQSF aligned qualifications to the new qualification types and course levels? (all approved category A, B and C qualifications)
31. Can there be a circular issued to institutions explaining all these issues very



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clearly to ensure that we do the whole implementation correct the first time?

SUGGESTED SOLUTIONS

1. Workshop with faculty marketers – training.
2. Task team to assess the models and find different solutions for the challenges.
3. Task team to compile transitional guidelines.
4. HEQSF task team (Forum).



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