

Nothing about us without us!
**QA, stick or carrot? How is the
QA paradigm shifting and
maturing?**

SAAIR QA FORUM

UWC,

9-10 JULY 2018

accreditation@che.ac.za

OVERVIEW

- Identifying the issues/concerns
- CHE as QC
- Fundamental principles of EQA
- CHE relationships
- Rationale for an integrated approach to EQA
- Accreditation as an example

UNDERSTANDING THE ISSUES

- Who are the primary assurers of quality of HE?
- Who are the primary recipients of quality HE?
- *Nothing about us without us?*
- Do we need a carrot or a stick approach?
- What is the current QA paradigm? Whose QA paradigm?

CHE - MANDATE FOR QA IN HE

- Established 1998 – HE Act (1997)
- Functions – CHE & HEQC
 - Advise the HET Minister on HE matters
 - Audit institutions
 - Accredit programmes
 - National reviews
 - Monitoring and Evaluation
- 2008 –NQF Act – Quality Council (QC) for HE - Standards setting and HEQSF
- QCTO and Umalusi – 2 other QCs

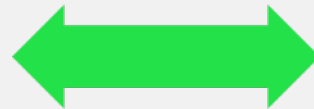
FUNDAMENTAL PRINCIPLES OF EQA

- Quality HE provision is the primary responsibility of the institution
- EQA is a peer driven process
- Development and accountability
- EQA systemic impact – public good
- EQA focuses on IQA – IQMS?
- EQA & IQA – silo or integrated approach?
- What is quality HE for an institution?
- What are the indicators of quality HE provision for institutions?
- What is the purpose of HE?

INTEGRATED
QUALITY APPROACH
(IQA)

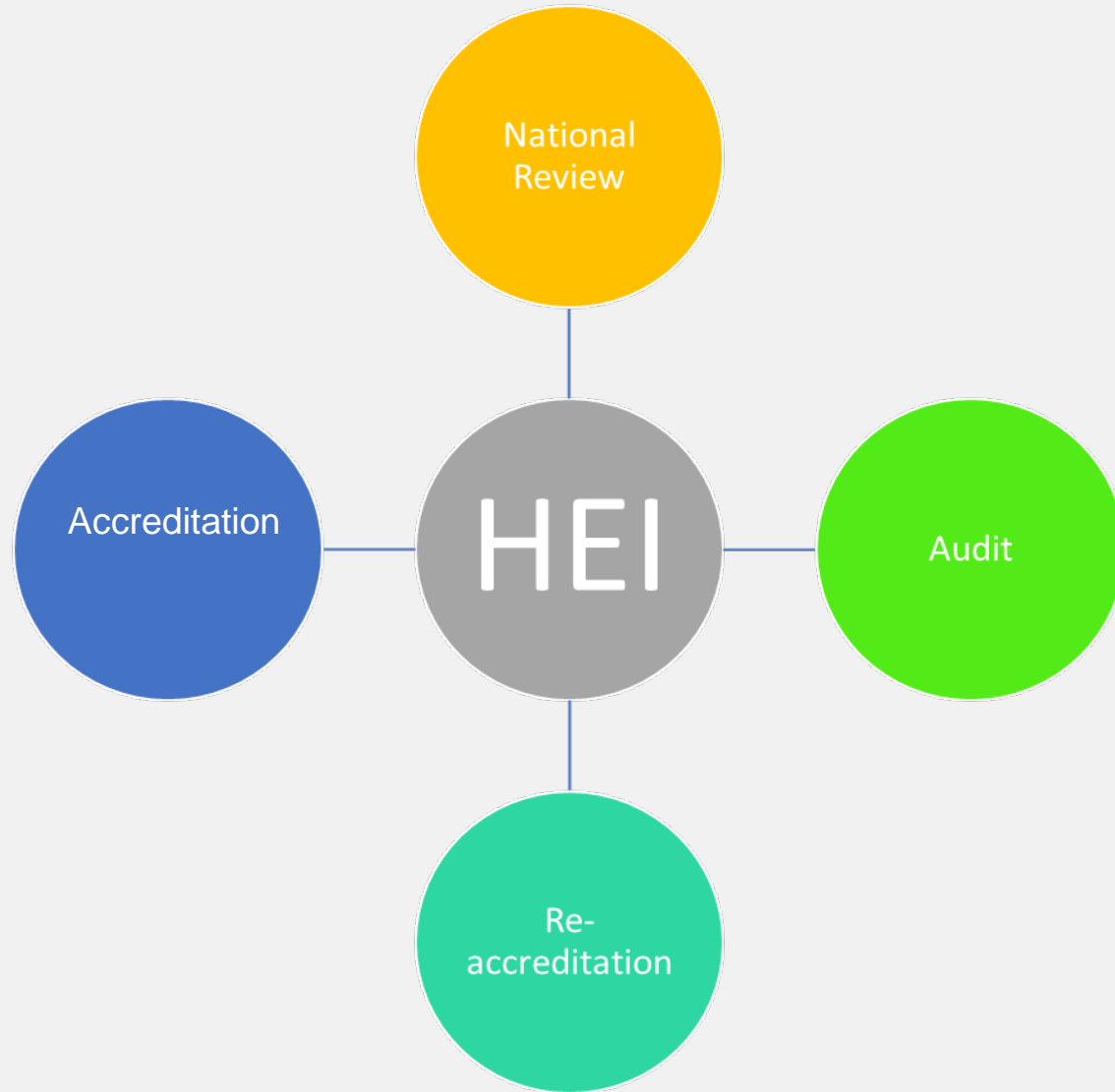


EQA
External Quality
Assurance



IQA
Internal Quality
Assurance

RATIONALE FOR INTEGRATED APPROACH (EQA)

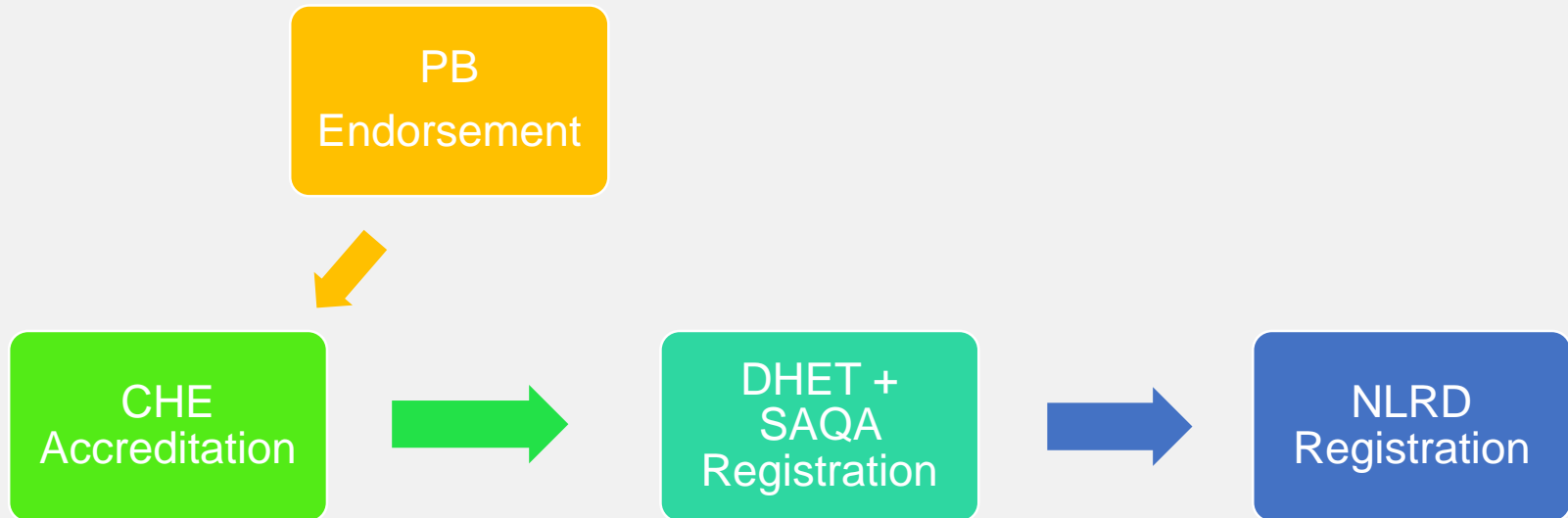


PROGRAMME ACCREDITATION

What's changing/changed?

- QA maturity & capacity
- Flexibility & responsiveness – models of provision
- Simplification
- Triangulation of data – CHE institutional profile
- Verification
- Audits – IQA
- Engagement
- Capacity development

PROGRAMME ACCREDITATION & REGISTRATION



STARTING TO DESIGN A PROGRAMME (Constructive Alignment)

GRADUATE
ATTRIBUTES

- Knowledge, Skills, Attitudes and Values

PROGRAMME
OUTCOMES

- Exit Level Outcomes

MODULE
OUTCOMES

- Building blocks

***REFLECTION: WHAT IS MY TEACHING AND LEARNING PHILOSOPHY?
What am I going to teach and why am I going to teach it in this way?***

PRINCIPLES OF PROGRAMME DESIGN

Design down

Knowledge progression

Coherence

Easy to difficult

Integration

Simple to complex

Relevance

Articulation (quals)

Appropriateness

RPL

Learning focus

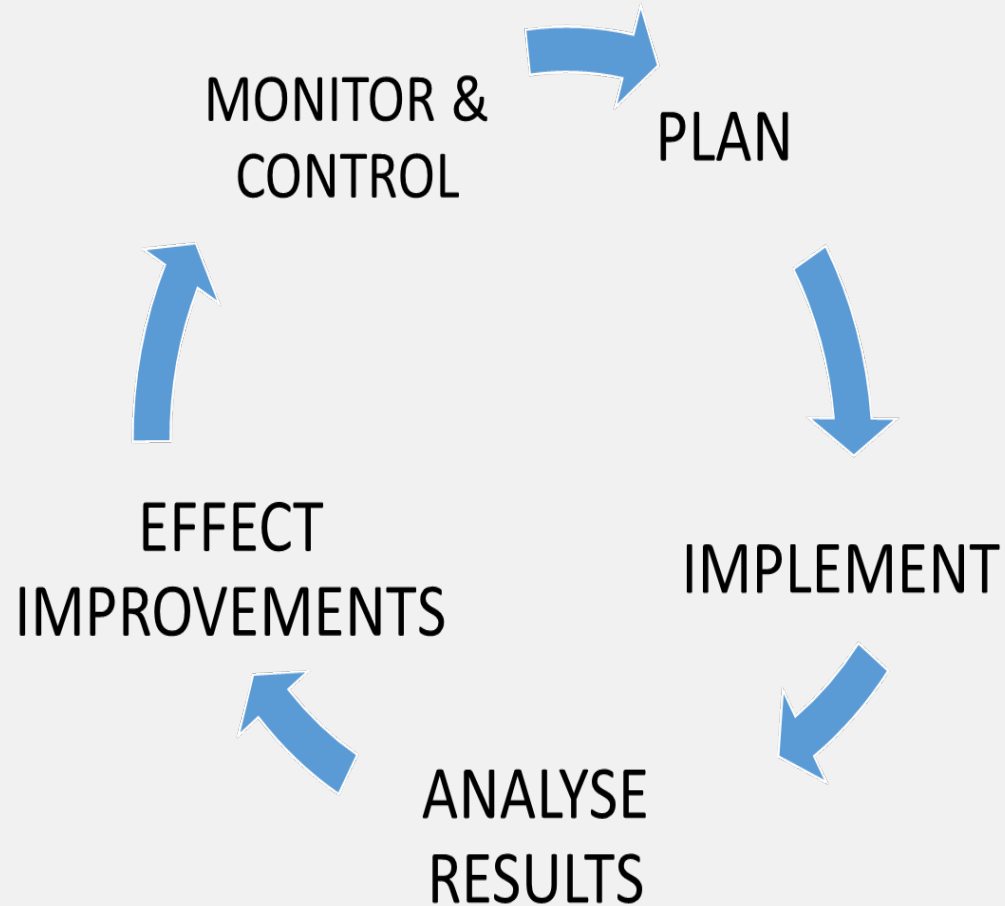
CAT

PIRF (Plan; Implement; Review; Feedback)

Reflection : *Why do you do what, where, when and how you do it?*
4 W's and an H

Learning should be FUN!

FEEDBACK LOOP: QUALITY IMPROVEMENT CYCLE (IQA)



31 DECEMBER 2019

**Last date for enrolling
students into programmes
not aligned to the HEQSF**