



COUNCIL ON HIGHER EDUCATION

HIGHER EDUCATION QUALITY COMMITTEE

**NATIONAL REVIEW OF
THE
ACE/PGCE AND B ED PROGRAMMES
MANUAL**

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Acronyms

ACE	Advanced Certificate in Education
AUT	Advisory Council for Universities and Technikons
B Ed	Bachelor of Education
CHE	Council on Higher Education
DoE	Department of Education
ETQA	Education and Quality Assurance Body
FTE	Full-time Equivalent
HE	Higher Education
HEQC	Higher Education Quality Committee
NQF	National Qualifications Framework
PQM	Programme and Qualification Mix
PGCE	Postgraduate Certificate in Education
QA	Quality Assurance
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority

1 The Context of the National Review

1.1 Introduction: the Regulatory Environment

The Higher Education Act (No. 101 of 1997) sets out quite clearly the roles and responsibilities of the Council on Higher Education (CHE) and its permanent sub committee, the Higher Education Quality Committee (HEQC), with regard to policy and quality assurance related matters in the higher education sector. In terms of their respective mandates, the CHE advises the Minister of Education on matters relating to higher education (HE) and the HEQC manages the quality assurance activities of all public and private providers operating in the HE band.

In terms of its mission and vision, the HEQC supports the development, maintenance and enhancement of the quality of public and private higher education provision in order to enable a range of stakeholders to benefit from effective higher education and training. The HEQC performs its quality assurance duties also in terms of the South African Qualifications Authority Act (SAQA), 1995, (Act No 58 of 1995)¹ and the SAQA Regulations of 1998². As an Education and Training Quality Assurance body (ETQA) for higher education, the HEQC is responsible for the accreditation of public and private institutions and their learning programmes.

The underlying objective of the HEQC with regard to quality assurance is:

*to ensure that institutions effectively and efficiently deliver education, training, research and community service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress.*³

¹ The South African Qualifications Authority Act, 1995, (Act No 58 of 1995), Section 5(1)(a)(ii).

² Regulations under the South African Qualifications Authority Act, 1995, (Act No 58 of 1995).

³ CHE, *Quality Assurance in Higher Education*, p 2 (Pretoria: 2001)

The quality assurance framework and criteria of the HEQC are based on a multi-faceted definition of quality⁴, viz.:

- Fitness of purpose based on national goals, priorities and targets
- Fitness for purpose in relation to a specified mission within a national framework that encompasses differentiation and diversity.
- Value for money judged in relation to the full range of higher education purposes set out in the White Paper on Higher Education. Judgements about the effectiveness and efficiency of provision will include, but not be confined to, labour market responsiveness and cost recovery.
- Transformation, in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth.

The specific functions of the HEQC are to:

- Promote quality assurance in higher education
- Audit the quality assurance mechanisms of institutions of higher education
- Accredite programmes of higher education

The essence of the complex regulatory framework of which the CHE/HEQC is part can be briefly stated as:

- The DoE approves the programme and qualification mixes (PQMs) of public higher education institutions. It funds programmes of these institutions that are accredited by the HEQC, and it registers all private higher education institutions before they are permitted to operate.
- SAQA registers each qualification on the NQF.
- The HEQC accredits institutions of higher education to offer programmes leading to particular NQF-registered qualifications. In relevant cases, this is done in co-operation with statutory professional councils and Sector Education and Training Authorities (SETAs).

⁴ HEQC, Accreditation Framework (Pretoria: 2004)

Final responsibility for accreditation decisions rests with the HEQC Board.

1.2 Objectives and Principles of the HEQC's Programme Accreditation Model

The HEQC's programme accreditation model makes a fundamental distinction between "new" and "existing"⁵ programmes. New programmes will be accredited in two phases, viz. the candidacy and accreditation phases. In the candidacy phase, a new programme has to meet the HEQC's criteria for that phase, or demonstrate its potential to do so in a stipulated period of time. The HEQC's criteria for the accreditation phase have to be met within one year after the first cohort of students has graduated from the programme. Re-accreditation of existing programmes will be done mainly through national reviews during the period 2004-2009. The objectives of the HEQC programme accreditation model are to:

- Assure and enhance the quality of higher education programmes by identifying and granting recognition status to programmes that satisfy the HEQC's minimum standards for provision, or demonstrate their potential to do so in a stipulated period of time. Only those programmes satisfying at least *minimum* quality requirements will be entitled to enter and remain in the higher education system.
- Protect students from poor quality programmes through accreditation and re-accreditation arrangements that build on reports from self-evaluation and external evaluation activities, including HEQC audits, and other relevant sources of information.
- Encourage and support providers to institutionalise a culture of self-managed evaluation that builds on and surpasses minimum standards.

⁵ The HEQC's *Criteria for Programme Accreditation* (November 2004), p. 1, defines a new programme as one which has not been offered before, or one whose purpose, outcomes, field of study, mode or site of delivery has been considerably changed. An existing programme is one that is registered on the National Qualifications Framework (NQF) and has been accredited by the Universities and Technikons Advisory Council (AUT) or the South African Qualifications Authority (SAQA) or the HEQC.

- Increase the confidence of the public in higher education programmes and qualifications.
- Facilitate articulation between programmes of different higher education sectors and institutions.

The following principles underpin the functioning of the HEQC's programme accreditation model:

- Primary responsibility for programme quality rests with higher education institutions themselves. Institutions should seek to establish and sustain effective mechanisms that facilitate programme quality and yield reliable information for internal programme-related planning and self-evaluation, external evaluation, and public reporting.
- The HEQC's responsibility is to establish a value-adding external system of programme accreditation that can validate institutional information on the effectiveness of arrangements for ensuring the quality of academic programmes.
- The HEQC relies on a system of peer and expert review in order to ensure credible and consistent programme evaluations.

1.3 Criteria

The HEQC views criteria for programme accreditation as indicators of the minimum standards required for academic programmes. Criteria are defined as follows by the HEQC (*Criteria for Programme Accreditation*, 2004, p. 34):

“Minimum standards necessary to support and enhance the quality of teaching and learning in a programme.”

It should be noted that although programme accreditation criteria express minimum standards, institutions are encouraged to strive to attain levels of quality higher than the minimum. The need for benchmarks to measure quality is particularly relevant in South Africa where the higher education system has been characterised for decades by inequality in the provision of programmes at both undergraduate and postgraduate level.

Concern with the quality of postgraduate education led the Minister of Education to request the HEQC to prioritise the review of the quality of these programmes.⁶

National reviews are one of the HEQC's frameworks to deal with quality in the provision of learning programmes. In this sense, both minimum standards and improvement are constitutive elements of HEQC's national reviews. Minimum standards, as embodied in the criteria, are seen as a necessary measure:

To instil public confidence in the quality of higher education provision, facilitate articulation between higher education institutions and programmes, and provide the foundations for the development and support of excellence at all levels of higher education and training (Founding Document, 2001, p. 8).

The identification of improvement trajectories aims at achieving excellence in programme delivery. In this sense the quality assurance system is based on the development from minimum standards.

The need for flexibility in the interpretation of the criteria is recognised by the HEQC, since:

The relative importance and weight to be attached to specific programme areas and their related criteria may differ between programmes. Members of the review panel have the responsibility for using their discipline and subject knowledge to make these judgements within the context of the programme that is evaluated (Criteria for Programme Accreditation, 2004, p. 25).

In the case of national reviews, this means that the HEQC's criteria have to be adapted within the context of the nature and needs of the programmes / disciplines under review.

⁶ Cf. the National Plan for Higher Education, 2001, section 4.7.1.

2 National Review on Teacher Education

The Higher Education Quality Committee of the Council on Higher Education is undertaking a national review of professional and academic programmes in education focused on four different types of programmes over a three year period: M.Ed.; B.Ed.; PGCE; and ACE.

National reviews are a specialised type of accreditation exercise focusing on existing learning programmes in a particular disciplinary/subject area. This re-accreditation is carried out using specific criteria developed by specialists, peers, and commented on by stakeholders and institutions offering those programmes.

National reviews have three components.

- Institutions submit their self-evaluation on the extent to which their programmes meet the agreed upon criteria and minimum standards;
- A panel of peers and experts visits the institution and interviews representatives from management, academic staff, students, and alumni. Taking into account the self-evaluation and the result of the visit to the institution, the panel makes recommendations in relation to the accreditation status of each programme to a specialist Accreditation Committee. The Accreditation Committee submits its recommendations to the HEQC Board.
- An analytical report of the results of the re-accreditation process provides a quantitative, qualitative and contextual analysis of the programmes that were submitted for re-accreditation. The analysis follows lines of enquiry derived from the results of the re-accreditation process and looks into issues of quality of provision taking into account local and international developments in the specific discipline/programme.

The ACE, PGCE and B Ed criteria will be used to evaluate relevant programmes at main campuses reserving the right to visit satellite campuses and tuition centres. The criteria

are drawn from the set of 19 generic criteria for programme evaluation, developed by the HEQC. These criteria cannot be perceived simplistically as specifications of standard. In fact, the formal definitions of the criteria do not mean something in and of themselves. They are to be treated as statements, the meaning of which should emerge during peer evaluation.

Peers play a key role in the evaluation process, because they have the necessary knowledge and experience to make appropriate recommendations within the context of the programme being reviewed. It is fundamental that evidence is used to provide a rationale for judgements arrived at. Sources of evidence on which HEQC evaluator panels rely to support their judgements include:

- The Self-Evaluation Report
- Documents provided during site visits (copies of theses, examiners' reports, policies, minutes, organograms, review reports, etc).
- Statistical information provided by the HEQC
- Observations of infrastructure, e.g. lecture rooms.
- Interviews with staff, students, management, alumni and any others that form part of the site visit.

Professional judgement lies at the heart of the interpretation and application of criteria. Firstly, application of the criteria needs to be sensitive to institutional issues and should guard against a 'one size fits all' formulaic approach. Institutional context and scope for the exercise of principled autonomy in interpreting national priorities ('fitness of purpose') is also pertinent.

Secondly, professional judgement regarding good practice should not be separated from justification of particular practices. For example, a programme in one context might have defensible reasons for adopting lecture formats with large classes, while another has defensible reasons for adopting a different format. Not all criteria are amenable to the simple question of conformity or non-conformity.

Thirdly, holistic interpretation and flexible application of the criteria should guard against a ‘checklist’ type of approach. Given the complexity of the idea of “education”, a sound judgement requires holistic treatment of the criteria. Hence, the outcomes of the accreditation process as a whole will be determined in a holistic manner and not by merely calculating the sum total of the evaluations against individual criteria. A holistic approach works from an understanding of the interdependence of those criteria that are intrinsic to the purpose of the programme. This implies the weighting of criteria to ensure proper attention to those that are intrinsic to the programme purpose.⁷

Finally, although this is a minimum standards exercise, reviewers are strongly encouraged to identify examples of good practice and innovation beyond minimum standards. There is a “Commend” category for judgements on individual criteria; and encouragement for improvement is reflected in the “Exceeds minimum standards” category in overall judgements on programmes.

2.1 Categories of Judgement

Review panels will first evaluate the programme(s) against each individual criterion as set out in the *Criteria and Minimum Standards for the ACE, PGCE and B Ed* programmes. The following categories are used to classify judgements in each instance:

- (i) Commend: All the minimum standards specified in the criterion were fully met and, in addition, good practices and innovation were identified in relation to the criterion.
- (ii) Meets minimum standards: Minimum standards as specified in the criterion were met.
- (iii) Needs improvement: Did not comply with all the minimum standards specified in the criterion. Problems/weaknesses could be addressed in a short period of time.

⁷ The weighting of criteria may be relative to institutional type, taking into account factors such as mode of delivery and the aims of programme itself.

- (iv) Does not comply: Did not comply with the majority of the minimum standards specified in the criterion.

The following classification will be used for the accreditation outcomes of the programme as a whole:

Exceeds minimum standards: All minimum standards specified in the criteria were met and, in addition, examples of good practice and innovation were identified in relation to several criteria.	Accredited.
Complies with minimum standards: All minimum standards specified in the criteria were met.	Accredited.
Needs improvement: Not all minimum standards specified in the criteria were met. Problems/weaknesses could be addressed in a short period of time.	Accredited (with conditions)
Does not meet minimum standards: Did not meet the majority of minimum standards specified in the criteria.	Withdrawal of Accreditation

2.2 Stages in the Review Process

The following steps will be followed in the ACE/PGCE/B Ed review:

1. Submission of self-evaluation portfolio of the selected ACE/PGCE/B Ed using the instruments and criteria developed for this purpose.
2. Internal screening of institutional self-evaluation portfolios by the HEQC secretariat.
3. Preliminary evaluation of submissions by relevant experts.
4. Development of the schedule for site visits of the review panel.
5. Informing institutions of the site visits and composition of the review panels. The panel will comprise of experts based on expertise in the field of education and having undergone a training programme for peer reviewers. Institutions

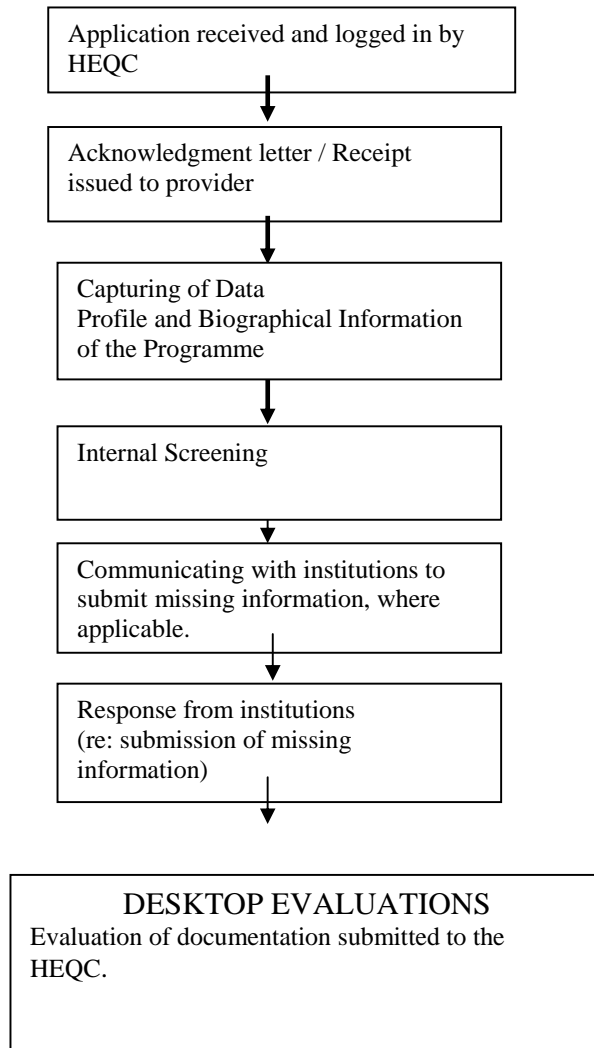
have the opportunity to object to panel members if there is a conflict of interest.⁸

6. Draft schedule of the site visit to be developed by the institution and the HEQC.
7. Site visit by a panel of peers and experts. A report on the programmes reviewed will be generated by the panel and signed off by the Chairperson and all panel members.
8. A standardisation process for reports will be undertaken by the HEQC secretariat to ensure consistency, accuracy and validity of recommendations.
9. Evaluation of all reports and related documentation by the HEQC Accreditation Committee which will make recommendations to the HEQC Board.
10. Communication of recommendations to institutions with a 21-day window period for submission of comments on errors of fact, discrepancies and omissions.
11. Reports and recommendations of the Accreditation Committee and responses from institutions will be considered by the HEQC Board. The HEQC Board will make decisions that will be communicated to institutions.
12. Follow-up on conditional accreditation (submission of plans) will be undertaken by the HEQC Secretariat within a year of outcomes.

⁸ See HEQC Code of Ethics for Institutions and Code of Ethics for Evaluators

2.3 HEQC Internal Processing of Applications

SUBMISSION OF PORTFOLIO



Date / Deadline for Internal Screening of Programmes and Paper-based evaluation



SITE-BASED EVALUATIONS

2.4 Criteria for ACE/PGCE/B Ed Programmes

Criteria have been developed with sufficient flexibility to be applicable to all education schools/departments offering ACE/PGCE/B Ed programmes. The main focus will be to ensure that each programme will be evaluated against its own stated mission. Schools/departments should be able to demonstrate compliance to the criteria and evidence of the achievement of the minimum standards. The criteria developed attempt to strike a balance between innovation as well as the need to be normative and provide a minimum standard of performance. The following table provides an overview of the criteria for the ACE/PGCE and B Ed.

Criteria	ACE	PGCE	B Ed
1	The National, Institutional and Unit Context	The National, Institutional and Unit Context	The National, Institutional and Unit Context
2	Programme Design	Programme Design	Programme Design
3	Student Recruitment, Admission and Selection	Student Recruitment, Admission and Selection	Student Recruitment, Admission and Selection
4	Staffing	Staffing	Staffing
5	Teaching and Learning	Teaching and Learning	Teaching and Learning
6	Programme Co-ordination	Programme Co-ordination and Work-based Learning	Programme Co-ordination and Work-based Learning
7	Student Assessment	Student Assessment	Student Assessment
8	Infrastructure and Library Resources	Infrastructure and Library Resources	Infrastructure and Library Resources
9	Student Retention, Throughput Rates and Programme Impact	Student Retention, Throughput Rates and Programme Impact	Student Retention, Throughput Rates and Programme Impact
10	Programme Reviews	Programme Reviews	Programme Reviews

2.5 Guidelines for Institutions: National Review 2006 - 2007

1. The focus of the National Review 2006 is the ACE, B Ed and PGCE. Criteria for the NPDE and the B Ed (Honours) have been developed and can be used by institutions to guide new submissions, applications for new programmes and for self-evaluation of existing programmes. Programmes and sites of delivery to be reviewed as part of the National Review have been selected and institutions advised accordingly.
2. Institutions must provide information on modes of delivery and sites of delivery for the selected programmes under review. The onus is on the institution to demonstrate equivalence of provision at all sites of delivery/modes of delivery (full-time/part-time/block-release/modular/contact/distance/multi-mode).
3. The institution must provide an overview of the unit in relation to all programmes offered in the format prescribed. This is critical in enabling the HEQC to analyse the profile of the unit.
4. The self-evaluation portfolio of each programme under review should not exceed 80 A4 pages. No appendices are to be attached.
5. Electronic copies of each Self-Evaluation Report should be emailed to gobind.d@che.ac.za and menon.k@che.ac.za. Two hard copies of each Self-Evaluation Report per programme should be couriered to the CHE offices for the attention of Daya Gobind. Avoid stapling of sub-sections.
6. A generic site visit schedule will be made available. The HEQC will in consultation with institutions customize site schedules for each institution.

3 Developing the Self-Evaluation Report

The development of the Self-Evaluation Report requires the unit⁹ to engage in critical self-evaluation leading to identification of areas of best practice, improvement areas and other interventions required in order to enhance the quality of the programmes. This process should culminate in the preparation of a self-study document that addresses the criteria and the minimum standards set out. The purpose of this manual is to provide guidance on the elements required to demonstrate compliance with each criterion, and it offers suggestions on documentation that may be used to demonstrate compliance.

Each criterion should constitute a section in the application. Please refer to the relevant HEQC Criteria and Minimum Standards for the ACE/PGCE and B Ed when developing your submission. The last section in each criterion allows the programme to measure its level of compliance with the standards and criteria in each area. If each criterion is generally met, the outcome is classified as “Meets minimum standards.” If each criterion is generally exceeded, the outcome of the evaluation is classified as ‘Commend.’ If each criterion is generally not met, the outcome is classified as “Needs improvement”. If each criterion is not met at all, the outcome is classified as “Does not comply”. If institutions adjudge their programme as ‘Needs Improvement’, an action plan, including timelines and checkpoints for improvement where applicable, should be provided if possible.

This classification applies both in the self-evaluation done by the relevant unit within the institution and in the evaluation by the HEQC. It is internationally recognised that self-evaluation is an integral component of the accreditation process. The HEQC recognises that responsibility for quality assurance rests in the first instance, with institutions. It attaches great importance to self-evaluation by the institution with a view to the institution improving the quality of its programmes as well as preparation for external validation by the HEQC. Please note that a portfolio must be developed for each programme.

⁹ The term 'unit' has been adopted to refer to the organisational structure offering the programme.

The institution should establish the necessary structures, procedures and processes in order to enable the unit to conduct a thorough and timeous evaluation of its programmes and the unit's systems, structures, policies and procedures, in relation to its programme or programmes.

The narrative account must be led by self-assessment in relation to each criterion statement and thus consist of the following key areas:

1. A descriptive account of the unit's performance around the criterion statement. Ensure that all minimum standards are covered.
2. An analysis of the strengths, weaknesses, opportunities and threats.
3. An overall assessment of the performance in relation to the minimum standards and the criterion.
4. An improvement plan.

The HEQC recognises that no two institutions or programmes are alike. Each has its unique mission, goals and objectives, and organisational climate, all of which will be reflected in the submission. The key to preparing a good submission is to provide accurate, complete and well thought out responses. Inaccurate, incomplete or improperly formatted information may delay the accreditation process. Responses should be clear, succinct and should address the relevant topics. The quality of the content in the submission, and the process whereby this information is produced, are significant. All portfolios must be signed off by the Head of the institution.

The list of expected documentation at the end of each section is to afford units the flexibility to provide information in appropriate formats. Please note that for the purposes of this National Review, a documentation map should be provided as per guidelines. This will indicate the kinds of documentation that will be made available on site. It is the unit's responsibility to ensure that when compiling the documentation, sufficient information is provided on the ACE/PGCE and B Ed programmes, different modes of delivery and sites of delivery.

- **Introduction:** This section should provide an overview of the unit and the programmes/qualifications offered. It should include staff and student statistics per programme and cohort if applicable, for the period under review. The introduction should also set out the context of the unit in relation to the institution providing details on issues like mergers, academic restructuring, etc as relevant. Please refer to the tables attached for guidance on the statistics required. All tables and figures provided should ideally be numbered together with descriptive titles. In cases where numbers are provided for sub-categories in columns and rows, please ensure that these add up to the overall total.
- **Process:** This section should provide details of the review process, conduct of the review, participants in the review, evidence utilized and reflections on the value of the review process.
- **Innovations and Best Practices:** The unit should provide details of examples of innovation and best practice that have been identified.

Learning Programmes of Unit

* List each programme and area of specialization separately. This list should reflect **ALL** programmes and qualifications - from undergraduate to Ph D - offered by the unit. (eg. If listing the ACE qualification, student numbers should be provided per specialization and NOT a total for the ACE.)

**Headcount Enrolment Cell should be subdivided to reflect statistics of different sites of delivery.

2005

*Name of Programme	**Headcount Enrolment (Contact)	Headcount Enrolment (Distance)	Total
Grand Total			

2004

*Name of Programme	**Headcount Enrolment (Contact)	Headcount Enrolment (Distance)	Total	Graduation Figures
Grand Total				

2003

*Name of Programme	**Headcount Enrolment (Contact)	Headcount Enrolment (Distance)	Total	Graduation Figures
Grand Total				

2005: Academic Staff offering this Programme (table should reflect academic staff per site and per mode of delivery)

Name of Staff Member (initials and surname)	Qualifications (e.g. BA, PGCE)	Teaching Responsibilities (all modules taught and number of contact hours)	Number of Dissertations Currently Supervising (specify M Ed or PhD)	Full-time/Part-time/Contract (if Contract, specify duration of contract)

3.1 General Characteristics of the Portfolio

These are general characteristics of a portfolio as a whole.

Interpretation of the Criteria

- Have the requirements of the criteria been understood in a way that suggests clear professional understanding of the issues?
- Have the criteria been interpreted appropriately for the context and nature of the institution?

Conduct of the Self-Evaluation

- Have appropriate people in the institution been involved in the process in ways that optimise the learning opportunity provided by self-evaluation?
- What activities were conducted for the self-evaluation?
- What were the products of the self-evaluation (apart from the self-evaluation report in the portfolio)?

Presentation of the Self-Evaluation Report

- Is the self-evaluation report systematically presented, in an appropriate order, with cross-referencing within the report where necessary, in a way that results in an easy-flowing and logical read?
- Is the relevant documentation easily accessible (contents pages, numbering of pages and appendices, labelling of sections, cross-referencing across report and appendices, etc)?

3.2 Criterion-Specific Characteristics

Each of the characteristics below would be expected for each of the criteria.

To what extent has each criterion been systematically addressed in ways that give adequate attention to each of the following dimensions of self-evaluation?

Description

- Indicates the nature of the systems and arrangements in place in relation to a particular criterion (or group of criteria).
- Indicates how these systems and arrangements are intended to work to deliver quality.

Evaluation

- What conclusions have been reached about the effectiveness of the systems and arrangements for managing quality? Which are working well, and which are not working effectively? There should be an analysis of areas of strength and weakness.
- Does the portfolio represent an appropriate level of critical self reflection and self-disclosure?
- How plausible are the conclusions?

Evidence

- What evidence will be provided to support conclusions about the effectiveness of systems and arrangements?
- Where necessary, has the evidence (e.g. quantitative data) been interpreted for the reader?
- Is there an explicit account which links the evidence to the conclusions? (e.g. “The minutes of this committee reflect a consistent tracking of the following issues, resulting in....”)

Analysis

- To what extent is there an account of why problems have been experienced (especially) in some areas. Is there explanation of (for example) the failure of some policies or measures to achieve their intended outcome? How insightful is the self-knowledge articulated in the portfolio? Understanding the nature of

problem areas is the first step in formulating appropriate interventions for the improvement plan.

3.3 Organising the Self-Evaluation Report

It is recommended that the portfolio of evidence be organised by criterion, and within each criterion, by minimum standard. Each standard should be addressed in terms of the unit's compliance and should include an analytic discussion on the strengths and areas for improvement in relation to the criterion and the minimum standards. Each criterion should include a plan of action that will address areas identified in the self-evaluation for improvement where possible. There is no specified format for the portfolio, but some guidance is offered here in terms of expectations. The application should be organized as a narrative self-study document not exceeding 80 pages with appropriate inclusion of references to supportive information, documents, survey results, and tabular data. Documents such as manuals, course syllabi, institutional rules and regulations, promotion policies, and survey documents may be provided on site. These must be clearly referenced in the portfolio submitted. It is recommended that a list of documents that will be available on site be included in the portfolio. Please note that all appendices must be clearly marked and cross-referenced appropriately.

It is recommended that institutions use footnotes in portfolios to refer to evidence in specific files and that a document (evidence) map is then compiled listing the files. (See examples: Addenda A and B)

The evidence map is not divided according to the criteria. The reason for this is to limit duplication of evidence. For example, an institution will refer to the faculty yearbook in more than one criterion. Therefore it may be better to have the yearbook available in a Governance file and to refer to this file whenever the yearbook is referred to as evidence in the narrative.

If using the footnote system, each footnote must clearly be explained in the catalogue to refer the panel to the correct section, file and sub section (see Addendum C). Page numbers are also important. For example, when referring to the minutes of a specific faculty board meeting in the narrative of a section of the portfolio, the catalogue must direct the panel to the exact page number of these minutes that the argumentation is referring to. (As this evidence might be a specific decision that was made, do not refer to the minutes as a whole. Some of these documents might be pages long and will waste the time of the panel members if they need to read through a whole document to find one decision.)

At the end of each criterion, the category selected in terms of the self-evaluation should be ticked:

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

The last page of the portfolio should provide a global summary of the unit’s self-evaluation against the criteria:

Institution’s Self-Evaluation

1	2	3	4	5	6	7	8	9	10

3.4 Technical Details of Reports

- Reports should be in 12 point font size, with 2 cm margins, recommended 1.5 spacing and with consecutive page numbering.
- The self-evaluation portfolio of each programme under review should not exceed 80 A4 pages. No appendices are to be attached.
- Each report should have a cover sheet and table of contents.
- Sections should be organised by criteria and separated by tab dividers (hard copies).
- Explicit page or file references should be provided if cross-referencing to data is required.
- For the purposes of this review, no supporting documentation should be provided in the portfolio. Footnoting should indicate the evidence that will be provided and where it will be available on site.
- The usage of tables, pie-charts and graphs for student data, demographics, success, throughput and drop-out rates, curricular requirements, academic research publications, staff for various support services, is recommended with numbering and clear labelling.

Please note:

Portfolios that do not comply with the requirements will be returned to institutions for revision and resubmission.

3.5 Cover Page of Portfolio

NAME OF INSTITUTION:

NAME OF HEAD OF INSTITUTION:

NAME OF PROGRAMME AND SPECIALISATION:

HEAD OF PROGRAMME:

NAME OF UNIT OFFERING THE PROGRAMME:

HEAD OF UNIT:

DETAILS OF ALL SITES OF DELIVERY:

DETAILS OF ALL TUITION CENTRES:

YEAR OF FIRST INTAKE OF LEARNERS IN SPECIFIC PROGRAMME:

YEAR OF FIRST GRADUATION OF LEARNERS FROM THE PROGRAMME:

IDENTIFY THE PERSON WHO WILL BE THE PRIMARY CONTACT DURING THE ACCREDITATION PROCESS:

NAME:

TITLE:

ADDRESS:

PHONE:

FAX:

EMAIL:

I declare that the information provided in this application and its supporting documents is accurate and verifiable. I declare that I have taken all reasonable steps to confirm the accuracy of statements.

SIGNATURE OF HEAD OF UNIT:

SIGNATURE OF REGISTRAR OR HEAD OF INSTITUTION:

DATE OF SUBMISSION:

4 The Portfolio: Tables and Evidence Guidelines

4.1 Tables

This section is intended to afford the HEQC with a brief and general overview of some important aspects of the unit. Please use the table with the headings as below, extending it to reflect information on all sites of delivery and tuition centres. If your unit is offering the programme in multiple modes of delivery, please ensure that your table indicates the mode of delivery. In the relevant sections where information per site of delivery or mode of delivery differs, please provide the required information. The unit should provide historical data where possible on the student registration and enrolment figures using 5 years as a guideline if possible. This should be broken down per site and mode of delivery. A brief history of the unit should be provided especially in merging or merged institutions, units which have merged, or if there have been incorporations or amalgamations.

Sites/Modes of Delivery	Number of Students Registered for the Programme – 2005	Number of students registered for the Programme - 2006
Tuition Centres/Study Centres		
Other Delivery Partners		
Modes of Delivery		
Full-time		
Part-time		
Block Release		
Distance		
Other (Specify)		
Total Number of Students in Programme		

Total annual throughput for the programme per site of delivery and mode of delivery. (2003-2005)	2003	2004	2005
Site of Delivery			
Mode of Delivery			
Total			

The following tables should be completed and inserted into the self-evaluation report under the relevant criteria. Please note that this is applicable to the ACE/PGCE and B Ed.

Criterion 2: Programme Design

Name of Module	Fundamental Core Elective (if applicable)	SAQA Credits	Teaching Hours	Specific Outcomes	Associated assessment criteria	Assessment tools

Criterion 4: Staffing: Academic Profile

Name	F/T, P/T or contract	Date Of appointment (or duration of contract)	Highest Degree	Rank	Race and Gender	Teaching Responsibilities (Specify per module and programme)

Criterion 4: Staffing: Research Output of Academics (table to be expanded per academic)

Name of Academic			
Years	Full-time or Part-time	Types of Research Output, eg. conference paper, accredited journal article	Number of postgraduate students supervised to completion of M Ed and/or PhD
2002			
2003			
2004			
2005			

Criterion 4: Staffing: Administrative and Support Staff Profile

Name	F/T,P/T or contract	Date of Appointment	Qualifications and Area of Work	Responsibility	Race and Gender

Criterion 5: Teaching and Learning

Type of Learning Activity for Programme	Hours	% of Learning Time
Lectures (face to face contact, limited interaction or technologically mediated)		
Tutorials: Individual groups of 30 or less		
Syndicate Groups		
Research		
Independent self-study of standard texts and references (study guides, books, journal articles)		
Independent self-study of specially prepared materials (case studies, multi-media,etc)		
Other (specify)		
Total		

Criterion 7: Assessment: External Examiners for the years 2003 – 2005

Name	Qualifications and expertise in programme area	Place/s of employment	Role and responsibility in relation to programme and year	Years used by unit as external examiner/ Moderator

Criterion 8: Infrastructure and Library Resources: Physical Infrastructure*

* Provide details of ownership of facilities or lease agreements. Please indicate different sites of delivery if applicable.

Room Types	Assigned Square Metres	Capacity	Present Usage and Anticipated Usage	Planned extensions
Lecture Rooms				
Office Space for Academics				
Office Space for Support Staff				
Special Facilities (provide details)				

4.2 Evidence Guidelines**

1. The National, Institutional and Unit Context	ACE	BED	PGCE
	Programme Qualification Mix (PQM) of the Institution		
	Mission and Vision of the Institution (internet address / senate meeting minutes supporting this/strategic plan)		
	Faculty Structure (Faculty Board meeting minutes supporting this)		
	Mission and Vision of the Faculty (Documentation supporting the process / Faculty Board meeting minutes)		
	Different policies of the Institution including financial resourcing		
	Different policies / strategies of the Faculty/organograms		
	Staff and student data per programme		
	Faculty Yearbook		
	Department of Education (DoE) approval	Department of Education (DoE) approval	Department of Education (DoE) approval
	SAQA documentation and registration number	SAQA documentation and registration number	SAQA documentation and registration number
	HEQC accreditation	HEQC accreditation	HEQC accreditation
	Academic architecture (structure) of the Institution and Faculty	Academic architecture (structure) of the Institution and Faculty	Academic architecture (structure) of the Institution and Faculty
	Department / Committee offering the programme structure	Department / Committee offering the programme structure	Department / Committee offering the programme structure

NB:

****The HEQC reserves the right to request additional documentation beyond the guidelines provided.**

2.Programme	ACE	BED	PGCE
Design	Faculty Yearbook / Programme Handbook		
	Documentation supporting the process that was followed when developing the programme	Documentation supporting the process that was followed when developing the programme	Documentation supporting the process that was followed when developing the programme
	SAQA AND HEQC proposals	SAQA AND HEQC proposals	SAQA AND HEQC proposals
	Minutes of relevant committee meetings (supporting development of the programme / continued discussions about the programme)	Minutes of relevant committee meetings (supporting development of the programme / continued discussions about the programme)	Minutes of relevant committee meetings (supporting development of the programme / continued discussions about the programme)
	Results from possible questionnaires sent to alumni / final year students about the programme	Results from possible questionnaires sent to alumni / final year students about the programme	Results from possible questionnaires sent to alumni / final year students about the programme
	Time table	Time table	Time table
	Relevant minutes of meetings of the time table committee	Relevant minutes of meetings of the time table committee	Relevant minutes of meetings of the time table committee
	Detailed syllabi/curricula of each module	Detailed syllabi/curricula of each module	Detailed syllabi/curricula of each module
	Learner guides of the different modules	Learner guides of the different modules	Learner guides of the different modules
	Assessment tasks	Assessment tasks	Assessment tasks
	Support for distance education	Tutoring system (learner support)	Tutoring system (learner support)
	Learning centre of the University	Learning centre of the University	Learning centre of the University
	Writing centre	Writing centre	Writing centre
	Computer training	Computer training	Computer training
	Computer lab	Computer lab	Computer lab
	Library training and availability	Library training and availability	Library training and availability

3. Student Recruitment, Admission and Selection	ACE	BED	PGCE
	University policy on student admission and selection		
	University policy on student selection		
	University policy on student assessment		
	University Prospectus		
	Faculty Yearbook		
	Marketing plan of the University		
	Marketing plan of the Faculty		
	Bursary information of the University		
	RPL policy		
	Faculty specific bursary / financial aid information		
	Faculty / Programme policy / strategy on student admission	Faculty / Programme policy / strategy on student admission	Faculty / Programme policy / strategy on student admission
	Faculty / Programme policy / strategy on student selection	Faculty / Programme policy / strategy on student selection	Faculty / Programme policy / strategy on student selection
	Faculty / Programme policy / strategy on student assessment	Faculty / Programme policy / strategy on student assessment	Faculty / Programme policy / strategy on student assessment
	Student statistics (race and gender) of student in the programme over the past 3 years	Student statistics (race and gender) of student in the programme over the past 3 years	Student statistics (race and gender) of student in the programme over the past 3 years
	Marketing material (explaining admission and selection)	Marketing material (explaining admission and selection)	Marketing material (explaining admission and selection)
Information guides for students	Information guides for students	Information guides for students	
SAQA submission	SAQA submission	SAQA submission	
Programme specific bursary / financial aid information	Programme specific bursary / financial aid information	Programme specific bursary / financial aid information	
RPL case studies	RPL case studies	RPL case studies	

4. Staffing	ACE	BED	PGCE
	University policy / procedures on selection, appointment, induction and payment of staff members		
	University policy on health and safety in the workplace		
	Promotion criteria for academic staff members		
	Promotion criteria for administrative (support) staff members		
	Examples of University wide staff development for both academic and support staff		
	Examples of Faculty based staff development for both academic and support staff		
	Equity programme of the Institution		
	University / Faculty policy on Workload allocation		
	Induction programme of the University / Faculty (mentor programme for new staff members) also for temporary staff members		
	Examples of programme specific staff development	Examples of programme specific staff development	Examples of programme specific staff development
	CV's of academic staff members	CV's of academic staff members	CV's of academic staff members
	CV's of support staff	CV's of support staff	CV's of support staff
	Examples of different assessment tasks	Examples of different assessment tasks	Examples of different assessment tasks
	CV's of temporary staff	CV's of temporary staff	CV's of temporary staff
	Evidence of communication with temporary staff (minutes of relevant meetings)	Evidence of communication with temporary staff (minutes of relevant meetings)	Evidence of communication with temporary staff (minutes of relevant meetings)
	Evidence of staff development of temporary staff	Evidence of staff development of temporary staff	Evidence of staff development of temporary staff
	Research output of academic staff members	Research output of academic staff members	Research output of academic staff members
	Minutes of meetings / discussion about the programme	Minutes of meetings / discussion about the programme	Minutes of meetings / discussion about the programme
	Support to the programme from all staff members on all sites of delivery / tuition centres	Support to the programme from all staff members on site of delivery including during school experience	Support to the programme from all staff members on of delivery including during school experience

5. Teaching and Learning	ACE	BED	PGCE
	Institution's policy on support to student learning		
	Institution's division responsible for academic student support (learning centre / student service bureau)		
	Programme specific learning policies and strategies		
	Faculty Yearbook		
	SAQA / HEQC proposal		
	Programme specific teaching and learning policies and strategies	Programme specific teaching and learning policies and strategies	Programme specific teaching and learning policies and strategies
	Learner guides for the modules	Learner guides for the modules	Learner guides for the modules
	Information guide to students about the programme	Information guide to students about the programme	Information guide to students about the programme
	Details on HIV-AIDS education in the programme	Details on HIV-AIDS education in the programme	Details on HIV-AIDS education in the programme
	Student evaluations of the programme / separate modules	Student evaluations of the programme / separate modules	Student evaluations of the programme / separate modules
	System for identifying "at risk" students	Tutoring system for undergraduate students	Tutoring system for undergraduate students
	Support on all sites / tuition centres for different modes of programme delivery	Support for all different modes of programme delivery	Support for all different modes of programme delivery

6. Programme Coordination (and Work-based Learning – BED and PGCE)	ACE	BED	PGCE
	CV of the programme coordinator / relevant Head of Department	CV of the programme coordinator / relevant Head of Department	CV of the programme coordinator / relevant Head of Department
	Minutes of relevant meetings / workshops and discussions	Minutes of relevant meetings / workshops and discussions	Minutes of relevant meetings / workshops and discussions
	Student evaluation of the programme	Student evaluation of the programme	Student evaluation of the programme
	Information guides to students	Information guides to students	Information guides to students
	SMS or other communication system, as necessary	Communication through hand outs / notice boards and WebCT	Communication through hand outs / notice boards and WebCT
	“Call in” letters	“Call in” letters	“Call in” letters
		Example of formal agreement between school, student and school for work based learning	Example of formal agreement between school, student and school for work based learning
		Student feedback on School Experience	Student feedback on School Experience
		School’s feedback on School Experience	School’s feedback on School Experience
		Lecturers’ feedback after visiting students during school experience	Lecturers’ feedback after visiting students during school experience
		Examples of letters to schools (communication about School Experience)	Examples of letters to schools (communication about School Experience)
		Schedule for lecturers’ visits to students during School Experience	Schedule for lecturers’ visits to students during School Experience
		Assessment activities during school experience	Assessment activities during school experience

7. Student Assessment	ACE	B ED	PGCE
	Assessment strategy of the Faculty		
	Faculty (and /or programme) based training opportunities for academic staff in assessment		
	Policies for the certification process		
	Faculty policy on security of assessment tasks / marks and processes		
	Programme specific assessment guidelines	Programme specific assessment guidelines	Programme specific assessment guidelines
	Information guide and learner guides to students explaining all assessment tasks	Information guide and learner guides to students explaining all assessment tasks	Information guide and learner guides to students explaining all assessment tasks
	Assessment “grid”	Assessment “grid”	Assessment “grid”
	Assessment guidelines to temporary staff	Assessment guidelines to temporary staff	Assessment guidelines to temporary staff
	Assessment guidelines to external moderators	Assessment guidelines to external moderators	Assessment guidelines to external moderators
	Examples of students’ assessment tasks (exam papers, portfolios, group work)	Examples of students’ assessment tasks (exam papers, portfolios, group work)	Examples of students’ assessment tasks (exam papers, portfolios, group work)
	Procedure for summative assessment opportunities	Procedure for summative assessment opportunities	Procedure for summative assessment opportunities
	Procedure for supplementary assessment opportunities	Procedure for supplementary assessment opportunities	Procedure for supplementary assessment opportunities
	Procedures for external moderation of summative assessment opportunities	Procedures for external moderation of summative assessment opportunities	Procedures for external moderation of summative assessment opportunities
	Procedure (and form) for changing of assessment results	Procedure (and form) for changing of assessment results	Procedure (and form) for changing of assessment results
	Procedure for submitting assessment results for computing and finalizing by support staff	Procedure for submitting assessment results for computing and finalizing by support staff	Procedure for submitting assessment results for computing and finalizing by support staff
	Policy / strategy on allocating result codes to students	Policy / strategy on allocating result codes to students	Policy / strategy on allocating result codes to students
	Examples of moderator/external examiner reports	Examples of moderator/external examiner reports	Examples of moderator/external examiner reports
	Procedure for student disputes with regards to assessment results	Procedure for student disputes with regards to assessment results	Procedure for student disputes with regards to assessment results

8. Infrastructure and Library Resources	ACE	BED	PGCE
	University policy on library support to faculties		
	University policy on computer labs / commuter supply to faculties		
	Detail on venues, time table and computer facilities	Detail on venues, time table and computer facilities	Detail on venues, time table and computer facilities
	Detail on offices and resources available to staff members in the programme	Detail on offices and resources available to staff members in the programme	Detail on offices and resources available to staff members in the programme
	Detail on the library	Detail on the library	Detail on the library
	Library training	Library training	Library training
	Library support specific to the programme	Library support specific to the programme	Library support specific to the programme
	Computer training	Computer training	Computer training
		WebCT training and support to the programme	WebCT training and support to the programme

9. Student Retention, Throughput Rates and Programme Impact	ACE	BED	PGCE
	University / Faculty policy on monitoring and managing throughput rates		
	Registration and graduation data for past 3 years	Registration and graduation data for past 3 years	Registration and graduation data for past 3 years
	Throughput rate of students	Through put rate of students	Through put rate of students
	Case studies of students taking longer than the prescribed time to complete the programme	Case studies of students taking longer than the prescribed time to complete the programme	Case studies of students taking longer than the prescribed time to complete the programme
	Improvement plan for throughput rate	Improvement plan for throughput rate	Improvement plan for throughput rate
	Feedback from alumni	Feedback from alumni	Feedback from alumni

10. Programme Reviews	ACE	BED	PGCE
	Information on the quality unit at the Institution responsible for self-evaluations		
	Reports of previous faculty / departmental self-evaluations and/or reviews		
	Relevant minutes of Senate / Faculty board meetings		
	Student feedback on the programme	Student feedback on the programme	Student feedback on the programme
	Alumni feedback on the programme	Alumni feedback on the programme	Alumni feedback on the programme
	Student feedback on specific modules in the programme	Student feedback on specific modules in the programme	Student feedback on specific modules in the programme
	Minutes of relevant meetings / discussion about the programme	Minutes of relevant meetings / discussion about the programme	Minutes of relevant meetings / discussion about the programme
	Feedback from school principals	Feedback from school principals	Feedback from school principals
	Development plan(s) for the programme	Development plan(s) for the programme	Development plan(s) for the programme

4.3 Examples of Site Documents

- Prospectus, faculty handbooks, academic calendars, student guides
- Strategic plans of institution and unit (if available)
- Learner material, syllabi, course packs (per module, per mode of delivery)
- University reports, committee meeting minutes, school/departments/faculty minutes
- Data summaries of surveys and instruments
- Schedule of courses offered over the last 3 years with faculty members identified
- Assessment tasks and instruments, internal moderation reports and external examiner reports
- Degree completion rates, module performance and assessment records for the last three years

- Admission policies, RPL practice and learner records of relevant applicants, degree completion requirements
- Tuition and fee structures
- Examples of student work and research dissertations
- Faculty curricula vitae
- Facilities, equipment and supplies
- Library catalogues
- Records of students' complaints and grievances over the past 3 years
- Summary of academic faculty members accomplishments and publications for quick reference
- Advertising material, promotional material, information brochures, etc
- HR policies, samples of contracts and other personnel data retained by the unit
- Course/lecturer evaluation responses and summaries
- Student tracking mechanisms post degree completion
- Any other relevant policies or documents that support the unit's mission, goals, objectives

4.4 Institutional Display Guidelines

The room allocated for institutional display of evidence should be conveniently located. Please note that the number of meeting rooms required will be dependent on the number of programmes to be accredited. The unit should clearly label and if required colour-code the evidence by criterion statement or programme. A comprehensive list of all evidence on display should be provided to all members of the panel. This will be included in the Panel Report as an Annexure. Units should clearly label evidence for different sites of delivery or modes of delivery. The following list provides an indication of the key documents that must be displayed. Variances in the display will derive from the self-evaluation portfolio which refers to other documents that will be available on site. These

must necessarily form part of the institutional display. Information that is common to all programmes should be clearly labelled with at least 2-3 copies available on site (eg. Faculty Handbook – common to all programmes in the Faculty of Education and applicable to ACE/PGCE and B Ed). The same would apply to general institutional policies and procedures.

The unit should ensure that the display has evidence relevant to the programme submitted in the portfolio. The evidence must be clearly labelled to indicate relevance of evidence to programmes/sites/modes of delivery.

Units that use the web to place materials can either provide the relevant downloads or make a computer available with access to the relevant pages as well as details of student access to materials.

5 Addenda: Some Examples of Reporting

5.1 Addendum A: Footnotes

The managing of research in the Faculty

The Faculty does not presently have a formal research policy, as the research policy of the University is in the process of being developed. However, the Faculty Research Committee,¹⁰ Faculty Academic Ethics Committee¹¹ and Faculty Higher Degrees Committee¹² are established committees within the Faculty that support and govern the management of research functions.

¹⁰ See Terms of reference: Faculty Research Committee

¹¹ Terms of reference: Faculty Academic Ethics Committee

¹² Terms of reference: Higher Degrees Committee

Incentives for staff involvement in research

Research in Educational Management is viewed as a priority within the Department of Educational Management and staff members are encouraged to focus their research on their specific fields of expertise. Although not formalised in a Faculty strategic plan yet, the Faculty strives to achieve a research output ratio of 1.25 articles per year per full time permanent staff member in accordance with the national benchmark. The research output of staff members is monitored through completion of individual annual reports; see Annual Report of the Faculty for 2004.¹³ Accumulative data is available in the annual report of the Faculty. Concerns regarding research quality and output are addressed by various committees and structures such as the Dean's Committee and the Faculty Board.¹⁴

¹³ Annual Report of the Faculty 2004

¹⁴ Minutes of Dean's Committee **and** Minutes of Faculty board

5.2 Addendum B - Example of Evidence Map

ADDENDUM B - EXAMPLE OF EVIDENCE MAP

SECTION A: GOVERNANCE		
	GENERIC EVIDENCE	PROGRAMME SPECIFIC EVIDENCE
File 1: Governance University		
<i>(Examples of evidence in file) 1</i>	<i>Regulations</i>	
2	<i>Assessment policy</i>	
3	<i>Programme Qualification Mix of the University (PQM)</i>	
4	<i>University policy A</i>	
5	<i>University policy B</i>	
File 2: Governance: Faculty		
<i>(Examples of evidence in file) 1</i>	<i>Faculty yearbooks</i>	
2	<i>Management structure: Faculty of Education</i>	
3	<i>Academic architecture for the Faculty of Education</i>	
4	<i>Vision and mission of the Faculty of Education</i>	
5	<i>Assessment strategy of the Faculty of Education</i>	
6	<i>Annual reports of the Faculty of Education</i>	
7	<i>Faculty specific strategy A</i>	
File 3: Finances		
<i>(Examples of evidence in file) 1</i>	<i>University finances policy</i>	
2	<i>Policy on additional remuneration for staff</i>	
3		<i>Specific income generated by the 3 programmes</i> <i>3.1 ACE Programme</i> <i>3.2 BEd Programme</i> <i>3.3 PGCE Programme</i>
4		<i>Summarised expenditure for all 3 programmes</i> <i>4.1 ACE Programme</i> <i>4.2 BEd Programme</i> <i>4.3 PGCE Programme</i>
File 4: Health and Safety		
<i>(Examples of evidence in file) 1</i>	<i>Terms of reference: Health Advisory Committee and Primary Health Care Committee</i>	
2	<i>HIV/AIDS</i>	
3	<i>Policy: Health and safety</i>	
4	<i>Occupational Health Service report</i>	
5	<i>Campus Health Services</i>	
6	<i>Managerial Consultancy</i>	

	7	<i>Persons with disabilities</i>	
Miscellaneous			
	(Examples of evidence in Miscellaneous) 1	<i>Faculty Information Guides</i>	
	2	<i>University Information Guides</i>	
SECTION B - STAFF			
		GENERIC EVIDENCE	PROGRAMME SPECIFIC EVIDENCE
File 1: Minutes of Meetings			
	(Examples of evidence in file) 1	<i>Minutes of meetings of faculty specific committee A</i>	
	2	<i>Minutes of meetings of faculty specific committee B</i>	
	3	<i>Minutes of meetings of faculty specific committee C</i>	
	4	<i>Minutes of meetings of faculty specific committee D</i>	
	5		<i>Minutes of meetings of relevant committees for the 3 programmes 5.1 ACE Programme 5.2 BEd Programme 5.3 PGCE Programme</i>
FILE 2 Curriculum Vitae <i>Because some staff member will teach in all programmes the CV's should be organised alphabetically for all 3 programmes</i>			
	(Examples of evidence in file) 1	<i>CV's of academic staff members 1.1 1.2 1.3 1.4</i>	
	2	<i>CV's of support staff 2.1 2.2 2.3 2.4</i>	
	3	<i>CV's of temporary staff members 3.1 3.2 3.3 3.4</i>	
Miscellaneous			
	(Examples of evidence in Miscellaneous) 1	<i>Rewards awarded to staff members relevant to the programme(s)</i>	
	2	<i>Books written by staff members</i>	
SECTION C - STUDENTS			
		GENERIC EVIDENCE	PROGRAMME SPESIFIC EVIDENCE
File 1: Marketing			
	(Examples of evidence in file) 1	<i>Marketing plan</i>	
	2	<i>Prospectus</i>	
	4	<i>Student fees</i>	
	5	<i>Marketing brochures</i>	
	6	<i>Student service charter</i>	

7	Marketing report 2004	
File 2: Student support		
(Examples of evidence in file) 1	Library	
2	Student services and learning centre	
3	webCT - Edulink orientation	
4	Bursary booklet and forms	
8		<i>Programme specific student support:</i> 8.1 ACE Programme <i>Specific distance education support to students</i> 8.2 BEd Programme Tutoring System Undergraduate writing centre Support during Work-based Learning 8.3 PGCE Programme Tutoring system Support during Work-based Learning
FILE 3 Student Statistics		
(Examples of evidence in file) 1	University student statistics: race and gender	
2		ACE Programme 2.1 Registration and graduation 2.2 Race 2.3 Gender 2.4 Bursaries 2.5 Module pass rate
3		BEd Programme 3.1 Registration and graduation 3.2 Race 3.3 Gender 3.4 Bursaries 3.5 Module pass rate
4		PGCE Programme 4.1 Registration and graduation 4.2 Race 4.3 Gender 4.4 Bursaries 4.5 Module pass rate
SECTION D – PROGRAMME		
(It make sense to divide the files here according to the different programmes)		
	GENERIC EVIDENCE	PROGRAMME SPESIFIC EVIDENCE
File 1 ACE Programme		
(Examples of evidence in file) 1		Programme Approval and Accreditation 1.1 SAQA proposal 1.2 Submissions to the Department of Education 1.3 Interim registration on the NQF 1.4 Documents supporting phases of the programme development

2		<i>Study material</i> 2.1 <i>Handouts</i> 2.2 <i>Assessment activities</i>
3		<i>Programme administration</i> 3.1 <i>Programme process flow chart</i> 3.2 <i>Applications and selection</i> 3.3 <i>Registration schedule</i> 3.4 <i>Examples of correspondence to students (admission letters, progress reports, warning letters)</i> 3.5 <i>Time table and lecture rooms</i>
File 2 BEd Programme		
	<i>(Examples of evidence in file) 1</i>	1.1 <i>SAQA proposal</i> 1.2 <i>Submissions to the Department of Education</i> 1.3 <i>Interim registration on the NQF</i> 1.4 <i>Documents supporting phases of the programme development</i>
2		<i>Study material (organised per module)</i> 2.1 <i>Handouts</i> 2.2 <i>Assessment activities</i>
3		<i>Programme administration</i> 3.1 <i>Programme process flow chart</i> 3.2 <i>Applications and selection</i> 3.3 <i>Registration schedule</i> 3.4 <i>Examples of correspondence to students (admission letters, progress reports, warning letters)</i> 3.5 <i>Time table and lecture rooms</i>
File 3 PGCE Programme		
	<i>(Examples of evidence in file) 1</i>	1.1 <i>SAQA proposal</i> 1.2 <i>Submissions to the Department of Education</i> 1.3 <i>Interim registration on the NQF</i> 1.4 <i>Documents supporting phases of the programme development</i>
2		<i>Study material (organised per module)</i> 2.1 <i>Handouts</i> 2.2 <i>Assessment activities</i>
3		<i>Programme administration</i> 3.1 <i>Programme process flow chart</i> 3.2 <i>Applications and selection</i> 3.3 <i>Registration schedule</i> 3.4 <i>Examples of correspondence to students (admission letters, progress reports, warning letters)</i> 3.5 <i>Time table and lecture rooms</i>
Miscellaneous		
	<i>(Examples of evidence in Miscellaneous) 1</i>	<i>Learner guides organised per programme and module</i>
2		<i>Examples of student work organised per programme and module</i>
3	<i>Graduation programmes</i>	

5.3 Addendum C: Example of Catalogue

Definition of the column headings:

No.	The number of the footnote in the portfolio
Footnote	The exact name of the footnote as it is in the portfolio
Section	The main section in which the piece of evidence can be found
File	The file in the section
Sub section	The sub section with in the file (use file dividers)
Page	The page number of the piece of evidence (number each sub section from page 1 onwards). Be specific when referring to the page number. For example the exact page number of a specific decision as indicated in the minutes of a meeting. Do not simply refer to the minutes as a whole.

No.	Footnote	Section	File	Sub section	Page
1	Department of Curriculum Studies and Educational Sciences, Self-evaluation Report, October 2003	E - Self-evaluation	2 Departmental self-evaluation October 2003	1 Self evaluation report	7 - 13
2	Department of Curriculum Studies and Educational Sciences, Self-evaluation Report, October 2003	E - Self-evaluation	2 Departmental self-evaluation October 2004	1 Self evaluation report	12 - 13
3	A proposed academic architecture for the Faculty of Education at the University of XXX AND	A - Governance	2 Governance: University	3 A proposed academic architecture and management structure	1 - 77
	University of XXX, Faculty of Education Organisation and Management Structure	A - Governance	2 Governance: Faculty	3 A proposed academic architecture and management structure	4 - 6, 26
4	Job Description, Head of Department AND	A - Governance	Miscellaneous	1 Information guide	46 - 47
	Terms of reference of committees	A - Governance	Miscellaneous	1 Information guide	18 - 42

6 Annexures: Site Visit Protocols and Decision making

6.1 Guidelines for Chairpersons

1. The Chairperson acts as the official conduit between the panel and the institution during an accreditation site visit.
2. It is the duty of the Chairperson to ensure that all panel members are present at the designated times and are fully conversant with the documents, processes and procedures for the site visit.
3. The Chairperson should ensure that all panel members have studied the portfolio/self-evaluation report and accompanying documents distributed in advance, and have identified issues that need further investigation during the site visit.
4. The Chairperson must ensure that all panel members are aware of the Code of Ethics and are aware of the confidentiality clause.
5. In the case of any panel member demonstrating unbecoming behaviour, is unprepared or is involved in any incident which may bring disrepute to the HEQC, the responsibility of the Chairperson is to bring this to the attention of the HEQC immediately and if required, document the incident.
6. In the case of any incident that may take place at the institution during the accreditation visit which may involve staff members, tampering with panel members evidence, notes or documents, the Chairperson must report the incident to the HEQC immediately.
7. The Chairperson is responsible for ensuring that during panel briefing meetings and all other sessions that there is optimal usage of time and that tasks are allocated to all panel members based on their expertise.
8. The Chairperson is responsible for ensuring that changes to the site schedule during the visit are communicated to the institution with sufficient time for arrangements to be made.

9. In all formal interactions with the institution, staff members and other constituent groups, the Chairperson must ensure that the purpose of the visit and the objectives of the sessions are communicated.
10. Requests for additional documents or viewing of facilities must be made through the Chairperson.
11. It is the responsibility of the Chairperson to ensure that all the evidence provided by the institution is scrutinized during the site visit and that all scheduled interviews take place.
12. The Chairperson must ensure that the designated report writer for the panel receives the co-operation required to accomplish the task. To this end, the Chairperson must ensure that the panel members discuss the report and contribute to the writing of the report.
13. In terms of the accreditation process, the Chairperson must ensure that there is consensus reached during discussions and that each criterion is ranked by the panel and that an overall recommendation is made for the programme under review.

6.2 Ethical Guidelines for Institutions

1. It is the responsibility of each institution to facilitate a thorough and objective appraisal of its unit under review by the HEQC.
2. Institutions are allowed to veto HEQC panel members only if it can be demonstrated, in writing, that a potential conflict of interest exists. The veto must be used with due responsibility.
3. Any perceived inadequacies of HEQC procedures or processes should be reported by the institution at the time of their occurrence. This applies to conduct of the site visit and/or panel members and any incidents that may take place.
4. Institutions are not allowed to make contact with panel members prior to the site visit and after the site visit on issues related to the accreditation process.
5. In terms of HEQC policies, no gifts, awards or financial incentives may be offered to panel members during or after the site visit.

6. There should be no attempt to record proceedings of the panel or tamper with documents belonging to panel members.
7. Institutions will be afforded the opportunity to select site visit dates for the HEQC panel. Once these are finalized, the institution is bound to host the site visit. In the eventuality of any unseen circumstances that may require rescheduling, it is the responsibility of the institution to make contact with the HEQC immediately.
8. It is the responsibility of the institution to ensure that staff and students required to be present for the HEQC site visit are available at the relevant times and have been properly apprised of all the arrangements, venues, purpose and intent of the site visit.
9. Institutions must ensure that panel members are afforded access to all facilities and resources relevant to the programme. Arrangements in this regard must be made with the relevant personnel. Panel members must receive communication of these arrangements at the time of the site visit.
10. Guidelines for the Institutional Display must be adhered to by the institution. The institution has a responsibility to ensure that additional information requested by the HEQC prior to the site visit/during the site visit and in exceptional circumstances after the site visit must be made available.
11. It is the responsibility of the institution to ensure that information provided to the public and the HEQC must be accurate and adequate.
12. It is the responsibility of the institution to ensure that all staff members and students are aware of the accreditation processes and possible outcomes of the accreditation. Information pertaining to accreditation must be made available to the public and internal staff and students.
13. It is the responsibility of the institution to ensure that information is not withheld from the panel or that there is inadequate disclosure of information which compromises the work of the panel.
14. All information submitted for accreditation or made available to the public/staff/students must be accurate and reflect the actual programmes and practices of the institution.

6.3 Using Criteria to Judgements for Accreditation

This document sets out the framework for arriving at judgments in the accreditation of programmes in two different contexts. The first one is the evaluation of programmes in the Accreditation Phase. This is the last step of the HEQC's accreditation model. Programmes that reached this phase have passed the Candidacy Phase and a mid-term review and have produced a first cohort of graduates. In the Accreditation Phase institutions are required to conduct a self-evaluation of the programme against the HEQC's criteria and submit a programme improvement plan to address areas in need of attention identified in the self-evaluation. A site visit may be conducted if considered necessary. The second context is that of national reviews. National reviews are a process of re-accreditation of existing programmes in one given discipline/field of study which is conducted against a number of specially developed criteria. Institutions whose programmes are being re-accredited in a national review submit a self evaluation report with supporting documentation and a site visit by an evaluation panel is conducted at each institution.

In both cases it is necessary that evaluators have a decision making instrument to guide their judgments and that institutions are aware of the ways in which decisions are made.

Generic criteria for accreditation and programme specific judgments

The HEQC's accreditation criteria have been conceptualised to judge different types of academic programmes. Because of this they are formulated in a generic manner. Generic approaches to criteria formulation require that these be interpreted flexibly taking into account the specific context of the programme that is being assessed. In this sense the HEQC recognises that the relative importance and weight to be attached to specific criteria might vary from programme to programme. For example, the weight of a criterion on the availability of sufficient and appropriate hardware and software when evaluating a Certificate in IT is not the same as when evaluating a Certificate in Cultural Studies.

The importance of employing peers in the evaluation of programmes is that they have the knowledge, ability and experience to use the HEQC generic criteria to make appropriate judgments within the context of the programme that is evaluated.

A judgement in relation to the accreditation status of a programme is the result of two combined analytical processes. On the one hand, the interpretation and application of the evaluation instruments i.e. the criteria, in relation to a particular disciplinary context. On the other, it is the weighing of documentary evidence provided by an institution in order to support its claims of satisfying the HEQC accreditation criteria.

Evaluators are expected to pay as much attention to the interpretation of the criteria themselves as to the correspondence between the evidence provided by the institution (in the application and/or during the site visit) and the actual claims made in the self-evaluation. It is fundamental that evidence is used to provide a rationale for the judgement arrived at.

In the case of National Reviews the HEQC programme criteria are adapted to the specific programme under review. Panels working in the context of national reviews also have flexibility to interpret the criteria according to institutional information and disciplinary requirements. But in national reviews as much as in the evaluation of new programmes for accreditation evidence plays a fundamental role in justifying a judgement.

In both national reviews and regular accreditation, programmes have to meet the stipulated minimum standards of each criterion. The degree to which the minimum standards of each criterion are met decides whether or not a programme gains accreditation.

Grading the degree of compliance with HEQC criteria

The degree of compliance with each criterion will be evaluated using the following grading system:

Commend (C): all the minimum standards are fully met and in addition, good practices and innovation could be identified in relation to the criterion. Commendations are focused on actual policies, procedures and practices that substantially improve or realise good quality provision across the programme. In these cases the programme shows its ability to execute good, exemplary or innovative policies, practices and procedures. Good practices make a significant contribution to the success of the quality of provision across the programme. To be deemed 'exemplary', a policy, procedure or practice must represent sector- leading best practice; and be worthy of dissemination to, and emulation by, other providers of comparable programmes. Innovations refer to new and novel ways that South African providers find to improve the quality of programme provision. These need not be programme-wide but have the potential to be generalised across the institution and to other institutions.

Meets Minimum Standards (MMS): the minimum standards in relation to the criterion are met.

Needs Improvement (NI): does not comply with all the minimum standards listed under the criterion statement but the problems/weaknesses identified could be addressed in a short period of time.

Does Not Comply (DNC): does not comply with the majority of the minimum standards under the criterion statement and the problems/weaknesses identified could not be addressed in a short period of time.

In order to make a judgment about each criterion one has to evaluate all the individual minimum requirements stipulated for each criterion. Here again the peers are required to evaluate each minimum requirement using the criteria grading system.

Evidence in programme accreditation

The HEQC's criteria for programme accreditation should be used as the basis for an institution's self-evaluation of the programme(s) submitted for accreditation. The HEQC peer panel will use the criteria, the self-evaluation report and supporting evidence provided by the institution, in the evaluation of applications for programme accreditation (new programmes) or re-accreditation (existing programmes).

The following are the different types of evidence evaluators' panels rely on to support their judgments:

- Information and documentation submitted as part of the application.
- Documents provided during the site visit (policies, minutes of meetings, organograms, etc.).
- Oral evidence provided during site visit.
- Observations of infrastructure such as lecture rooms, computer hardware etc.

6.4 Rationale for making accreditation decisions

Evaluators' reports will, at times indicate that a programme does not comply fully with all the criteria. Problems could be specifically in areas such as staff research output, and student redress and equity. At the same time it might occur that the same programme offers poor or unsatisfactory access to library resources. While the first set of issues is of a systemic nature and therefore will require long-term intervention strategies, access to library resources is something which can be solved fairly quickly. Taking into account different combinations of problems that can only be solved in the long term and shortcomings which can be addressed in a medium to short time the HEQC has developed the following categories to group programmes:

Category 1: Systemic Issues and Minor Shortcomings

This category refers to deficiencies and weaknesses that have to be addressed in the long term without the actual teaching and learning quality and qualification standards of the programme being fundamentally compromised. There would be cases, where institutions have minor shortcomings that could be fixed within a 21 day period. Examples may include the lack of an external examiner and/or lack of suitable weighting of formative and summative assessment in the compilation of the final mark.

Category 2: Fixable Short-Term Shortcomings

The problem areas identified by the evaluators can be fixed in a short period (one year) and they do not fundamentally compromise the minimum teaching and learning quality and qualification standards of the programme. The nature of these shortcomings requires intervention by the institution that will take approximately a year to implement. Examples include modules missing from the curriculum; and/or poor follow through and monitoring mechanisms for distance students; and/or lack of student/part-time staff involvement in curriculum development.

Category 3: Irreparable Shortcomings.

Problematic areas identified cannot be fixed in the short or medium term as the actual quality and standards of the provision of the programme are fundamentally compromised. These shortcomings include not meeting significant minimum quality standards, for example, qualification standards below the requirements of the programme; under qualified academic staff to teach at the level of the programme, and lack of appropriate assessment policies and practices. Shortcomings at the financial level include, for example, programmes that are either financially unviable or seriously under-resourced. A combination of the above problems impacts on the quality of provision and requires both time and resources to remedy.

Both the peer review panels and the Accreditation Committee, the body that makes final decision on accreditation at the HEQC, will use these categories in order to arrive at the following recommendations in the context of the accreditation of new programmes and in the re-accreditation of existing programmes:

- ❑ *Full accreditation*
- ❑ *Accreditation with Conditions*
- ❑ *No accreditation*

Summary Decision Table

Categories	
1. Systemic Issues and Minor Shortcomings	<p>Institutions to provide the HEQC with a report indicating steps taken to address problems identified. Areas fixable in 21 days to be addressed immediately. HEQC to monitor.</p> <p>FULL ACCREDITATION</p>
2. Fixable Short-term shortcomings	<p>Institutions to send improvement plan with details on compliance strategy with time-lines not exceeding 1 year. At the end of the period, a detailed report to be submitted to the HEQC for monitoring and evaluation</p> <p>ACCREDITATION WITH CONDITION/S</p>
3. Irreparable Shortcomings	<p>Institution notified that the programme did not meet the criteria and minimum standards.</p> <p>NO ACCREDITATION</p>