What are the main policy and environmental shifts in higher education that should be considered in the planning of an Institutions’ programme offerings?
PRIORITIES AND SHIFTS- DIRECTORATE

- Revised framework and criteria
- Application form – SAQA information, staffing
- Integration of information
- Conditions follow-up
- Site visits
- Advertising
- Working group
- Professional bodies
- Projects – RPL and Short Courses
- On-line training
PRIORITIES AND SHIFTS - NATIONAL

- Differentiated HE sector to improve access and meet national development needs
- Different institutional types and different PQMs--- HEQSF aligned and accredited programmes
- Articulation, RPL, CAT
- FET colleges, community colleges
- Collaborations
- Distance education
QUALIFICATION TYPES

MISSION

VISION

ACADEMIC IDENTITY

PROGRAMMES

INTERNATIONAL

NATIONAL

REGIONAL

SCOPE
Policy Shifts

Higher Education Qualifications Sub-framework (HEQSF) (2 August 2013)

White Paper for Post-schooling Education and Training (17 January 2014)
White Paper for Post-schooling Education and Training

- Diversity and differentiation
- Data
- Modes of delivery
- Partnership with industry
- Responsiveness
## Submission Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>HEI Submissions</th>
<th>Public</th>
<th>PHEI</th>
<th>New Sites of Delivery</th>
<th>CESM: Business, Performing Arts, Theology, Health Sciences, Education</th>
<th>NQF: 5, 6, 7 (limited 9 &amp; 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/2012</td>
<td>343</td>
<td>141</td>
<td>202</td>
<td></td>
<td>CESM: Business, Performing Arts, Computers, Computers, Computers, Theology</td>
<td>NQF: 5, 6, 7 (limited 9 &amp; 10)</td>
</tr>
</tbody>
</table>

**Note:** NQF refers to the National Qualifications Framework.
Consider this…?

How can PHEI strategic planning be responsive to national imperatives and industry needs?
The real problem of access in higher education – is not the increasing numbers who come through the open gates of higher education but the declining numbers who can penetrate the heavy gates of disciplinary knowledge

Jansen J (2014)
http://www.timeslive.co.za/thetimes/2014/03/24/keepitsimple
DISCIPLINARY / FIELD KNOWLEDGE

Field of Production

Field of Recontextualisation

Field of Reproduction

TEACHING & LEARNING ENVIRONMENT

(Che Bernstein 1991, 2000)
KNOWLEDGE

CURRICULUM

ACTING

BEING

(Barnett & Coates 2005, Barnett 2009)
What are we looking for in a successful programme applications?
ACCREDITATION CRITERIA

1 — 19
1. Curriculum design & development

2. Implementation

3. Evaluation & Monitoring

4. Review

PROGRAMME DESIGN
PROGRAMME DESIGN

‘fitness for purpose’ (Harvey & Green, 1993)

Qualification Type
Programme Type
Purpose of the programme
Institutional Mission and vision
<table>
<thead>
<tr>
<th>NQF LEVEL</th>
<th>VOCATIONAL PATHWAY</th>
<th>PROFESSIONAL PATHWAY</th>
<th>GENERAL PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>Professional Doctoral degree (360cr)</td>
<td>Doctoral degree (360cr)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Professional Master’s degree (180cr)</td>
<td>Master’s degree (180cr)</td>
</tr>
<tr>
<td>8</td>
<td>Postgraduate Diploma (120cr)</td>
<td>Postgraduate Diploma (120cr) Bachelor’s degree (480cr)</td>
<td>Honours degree (120cr)</td>
</tr>
<tr>
<td>7</td>
<td>Advanced Diploma (120cr)</td>
<td>Bachelor’s degree (360cr) Advanced Diploma (120cr)</td>
<td>Bachelor’s degree (360cr)</td>
</tr>
<tr>
<td>6</td>
<td>Diploma (240cr)</td>
<td>Diploma (360cr) Diploma (240cr)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Advanced Certificate (120cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Higher Certificate (120cr)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TYPES OF KNOWLEDGE

CURRICULUM TYPES

Principled

Conceptual

Contextual

Procedural
CURRICULUM DESIGN & DEVELOPMENT    ←    ACCREDITATION CRITERIA

a. Knowledge mix – types of knowledge
b. Organisation of knowledge
c. Constructive alignment
d. Coherence
  - conceptual coherence
  - contextual coherence
What are we looking for in a successful programme applications?
Programme Design

- Coherence
- Sequence
- Articulation
- Progression
- Relevance
- Complexity
- Flexibility
- Scope
- Balance

- Institutional type
- Student profile
- Minimum standards
- Level descriptors
- Legislative/professional body requirements

Mission, Vision, ELOs, Curriculum, Graduate Attributes
Criteria Connectedness
Criterion 1

- Student recruitment, admission and selection (Cr2)
- Staff members – qualifications & experience (Cr 3 & 4)
- Teaching & Learning Strategy - Teaching & Learning Plan & activities (Cr 5)
- Assessment – Assessment Plan; assessment types, methods & activities; Reliability & Validity (Cr 6)
- Infrastructure - facilities (Cr 7)
- Policies (Cr8)
Criterion 1: Programme Design

Intended Student Profile
- Appropriately designed learning resources
- Decentralised support & assessment
- Distributed communication & interaction systems

Assessment Strategy
- Appropriate for intended learning outcomes
- Split between formative and summative
- Regular opportunity for formative assessment
- (for pacing and feedback for improvement)
- Management of Work Integrated Learning

Credit Analysis
- Credit ratings are appropriate
- Programme is coherent
- Fundamental, core & elective components
- Pre- and co-requisites
- Clear articulation

Supporting Documents
- Policy and Budget for Materials Development
- Outline of courses and modules in programme
- SAQA Submission
- List of Readings (appropriate and up to date)
- Student placement – agreement with workplaces
Criterion 5: Teaching & Learning Strategy

**Related Criteria**
- 1: Programme Design
- 2: Student Recruitment, Selection & Admission
- 12: Teaching & Learning Interactions
- 6,13,14: Assessment

**Progress and Assessment**
- Systems to monitor student progress
- Timeframes for student assignment feedback
- Student support for those who fail a semester
- Staff development for assessment

**Staffing Complement**
- Numbers of assignments to mark and materials to distribute
- Translation of materials into other languages
- Support for students in other countries
- Provision of work integrated learning placements
- Availability over evenings or weekends for support

**Notional Learning Hours**
- Full time: 30 hours x 40 weeks = 1200 hours/year
- Part-time: 12-15 hours x 40 weeks = 600 hours/year
- Most distance students take 1.5 - 3 times minimum duration

**Curriculum Review**
- Time scheduled for updating
- Up-to-date references and weblinks
- Learning and assessment demands match level of qualification
- Benchmarking process

**Learning Materials & Support**
- Learners only start when RECEIVE materials
- Either dispatched materials or required connectivity
- Required levels of interaction e.g. email, discussions
- ICT facilities can cope with increased enrolments
Criterion 6, 13, 14: Assessment

Formative Assessment to Avoid
- Assignments that do not count or are optional
- Assignments self-assessed against generic sheets
- Only examinations count
- Feedback received only after examination

Appropriate Assessment
- Fit for target audience
- Link to Programme Design
- Staff capacity
- Systems to mitigate against cheating
- Guidance on plagiarism

Student Assessment
- Align to Teaching and Learning Strategy
- Policies to ensure assessment valid & reliable
- Role of formative assessment
- Requirements and evidence needed for RPL

External Bodies
- External moderators for exit-level modules
- Role of professional bodies
## Criterion 7: Library & 8: Administrative Services

### Library Services
- Access to electronic/physical resources
- Support for using information and resources
- Each student able to access resources successfully
- Sufficient library budget

### Administrative Support
- Decentralised registration & contact sessions
- Assignment management
- Materials production & dispatch
- Systems maintenance

### Coordinators
- Appropriate qualification in field/discipline
- Management of workload e.g. number of courses
- Supervise materials production, assessment design, tutor training & support, quality management, query handling

### Increased enrolments
- Need for more tutors, tutor training & supervision
- Institutional systems and infrastructure capacity
- Size of student groups
- Quality of large scale programmes

### Tutor/Staff Management
- Delegation of marking and learner support
- Moderation of assessment e.g. marking sessions
- Controlling of standards
- Appointment & pay of part-time staff

### Learner Support
- Integrated into curriculum and course design
- Availability of contact sessions and tutorials
- Administrative and technological support
- Communication methods and staff to manage
<table>
<thead>
<tr>
<th>Non accreditation</th>
<th>Accreditation</th>
<th>Accreditation with conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor programme conceptualisation &amp; design</td>
<td>Academically sound programme design has, namely,</td>
<td>Good programme but insufficient information on staff - PTC</td>
</tr>
<tr>
<td></td>
<td>• Consonant with institutional mission and vision</td>
<td>Poor flawed programme with good staff, inadequate numbers of staff members</td>
</tr>
<tr>
<td></td>
<td>• Cognisance of national imperatives</td>
<td>Infrastructure that can be improved</td>
</tr>
<tr>
<td></td>
<td>• Coherently curriculum structure</td>
<td>Lack of evidence of engagement with stakeholder; professional body</td>
</tr>
<tr>
<td></td>
<td>• Alignment of programme purpose, ELOs and T,L&amp;A strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relevant &amp; contextual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• HEQSF aligned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adequately &amp; appropriately qualified staff members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alignment of Teaching, Learning &amp; Assessment strategies with policies</td>
<td></td>
</tr>
<tr>
<td>Poor/flawed programme design &amp; insufficient staff /inappropriately qualified, inadequately experienced staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No facilities/ ill equipped facilities/ Ownership issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mismatch between mode of delivery and T, L &amp; Assessment strategies and policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROGRAMME DESIGN

1. Curriculum design & development

2. Implementation

3. Evaluation & Monitoring
   - Internal & external processes
   - Ongoing, end of semester, end of programme

4. Review
   - Periodic review of continuing validity & relevance
Thank you

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tel: 012 349 3852