



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

QUALITY ASSURANCE WORKSHOP PRIVATE HIGHER EDUCATION INSTITUTIONS

8 October 2015

**VENUE: Birchwood Hotel
Serengeti Lapa**

CONSTITUTIONAL MANDATE

- Article 29(3) of the Constitution of the Republic of South Africa, 1996, states –
- Everyone has the right to establish and maintain, at their own expense, independent educational institutions that –
 - a) Do not discriminate on the basis of race;
 - b) Are registered with the state; and
 - c) Maintain standards that are not inferior to standards at comparable public educational institutions.

White Paper 3 (1997) – A Programme for HE Transformation

- Provides for the establishment of private colleges and institutions.
- It acknowledges the contribution of private providers in **expanding access** to post-school education,
- However, it cautions against state overregulation, thereby suffocate the sector, and advises on a balanced environment which allows for educationally sound and sustainable private institutions, and not allow **‘fly by night’** operators.

WHITE PAPER FOR PSET - 2013

- Commits to **expanded access**, improved quality and increased diversity of provision.
- It advises that **a typology of different private institutions be developed**, and the Department must reflect on whether a uniform policy is required for the private sector.
- The White Paper commits the DHET to commission a thorough review of the regulation and quality assurance of private providers. Such a review should examine the current system and make recommendations.

LEGISLATION GOVERNING THE PROVISION OF PRIVATE HIGHER EDUCATION

- The provision of private higher education in the Republic of South Africa is governed by:
 - the Higher Education Act, 1997 (Act No 101 of 1997) and
 - the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 24143 dated 13 December 2002.
- All private institutions providing higher education, that is, programmes equivalent to those provided by universities must be registered with the Department of Higher Education and Training. This requirement applies to both local and foreign institutions.

TRANSITIONAL ARRANGEMENTS

- In terms of section 75 of the Act, private institutions that were providing higher education prior to the promulgation of the Act were allowed a transitional period during which they could continue operating without registration until January 2000.
- Then, in terms of Government Gazette no. 19389 of 30 October 1998, as of 1 January 2000, no private institution is allowed to offer higher education in South Africa unless registered or provisionally registered with the Department.

NOMENCLATURE OF HIGHER EDUCATION QUALIFICATIONS

- In terms of the HEQSF, the following are higher education qualifications:
 - Higher Certificate: 138
 - Advanced Certificate: 31
 - Diploma: 199
 - Advanced Diploma: 11
 - Bachelor's Degree: 163
 - Honours/Post-graduate Degree/Master's Degree: 65
- All these qualifications are protected by the National Qualifications Framework Act, 2008 (Act No. 67 of 2008) and its qualifications sub-frameworks.

OVERVIEW OF THE PROVISION OF PRIVATE HIGHER EDUCATION

- Currently there are:
 - 96 Registered institutions; and
 - 28 provisionally registered institutions.
 - Total = 124 institutions
- In 2002 there were 101 institutions, that is, an increase of 23 institutions (19%) over 13 years.
- Indeed, there have been cancellations of registrations for various reasons, ranging from non-compliance to liquidation.

OVERVIEW OF THE PROVISION OF PRIVATE HIGHER EDUCATION

- Total number of programmes:
- Concentration of programmes:
- NQF Field: To be finalized for 2014.
- NQF Levels: To be finalized for 2014.
- Total number of sites: To be finalized for 2014.

TRENDS

- Expansion in terms of programmes, sites and student numbers;
- Level of stability and consolidation;
- Enrolment at a PHEI with the intention of furthering studies at a public university;
- Some synergy between public and private sector;
- Strong on “paper” compliance; and
- Increased student confidence in the sector.

AREAS OF STRENGTH

- Complementary role to the public sector;
- Able to respond to specific demands in the market;
- Not bound by bureaucratic red-tape;
- Straddles Technical Vocational Education and Training and skills development sectors;
- Strong links to industry and possible employment;
- Well established institutions are strong in their respective fields;

AREAS OF STRENGTH

- Greater concentration of programmes at NQF Levels 5 and 6;
- Greater concentration of programmes in IT, Business; Nursing; Theology, Beauty, Film and Drama, Sound Engineering, Graphic Design and Fashion Design.

CHALLENGES

- Security around admissions and certification;
- Sites/tuition centres/satellite campuses/etc;
- Credibility of student data provided (data from public institutions gets audited);
- Irregular operations – advertising and offering programmes before accreditation;
- Maintaining quality;
- Curriculum/programme development;
- Weak governance and management;
- Credibility of qualifications;
- Articulation; and
- Lack of recognition by some public universities

GOING FORWARD

- Private providers will continue to play a crucial role in education, training and skills development;
- The registration of “all” private providers will serve to strengthen and streamline private provision thereby creating greater accountability and reporting;
- Policies such as articulation and RPL will continue to dominate the landscape;
- Credibility of qualifications will have to be safeguarded;

GOING FORWARD (CONTINUED)

- Greater emphasis on the training of post-graduate students in “unique” qualifications;
- Statistics on graduation and employment need to be consolidated; and
- Incorrect use of HEQSF nomenclatures for programmes that do not belong to the HEQSF will have to be resolved.

OVERVIEW OF THE PROVISION OF PRIVATE HIGHER EDUCATION

- **THANK YOU!**
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