



TOWARDS THE QAF

A single CHE Accreditation and
SAQA Registration Application
Form





The Journey for Accreditation has begun!

- Accreditation working in a more integrated way with other directorates
- Single application form – planning, justification, engagement of academics, demonstration of understanding
 - Multiple modes
 - Curriculum design
 - Learning, Teaching and Assessment strategies
- Simplifying and improving the rigour of the evaluation process
- Pilot – Community of Practice
- Institutional audits replaces re-accreditation
- Building track record of institutional IQA – QA dashboards
- Workstreams developing standards and guidelines
- Developing QA framework for accreditation based on QAF



The QAF as a Strategic Lever

- Advance development of relevant and improved quality of higher education provisioning – focus on the knowledge project – curriculum renewal
- Lead intellectual debates on the academic project – reconceptualising learning and teaching, innovative pedagogies, online and blended learning and teaching, curriculum development, staff development
- Graduate attributes – a more holistic view
- A shift in dominant approach to development and engagement that requires critical self-reflection and accountability by institutions and individuals
- Development of Standards, Guidelines and Criteria
- Draw attention to enhancement of the quality culture and the interconnectedness of quality experiences



PRINCIPLES OF THE QAF

- ▶ Institutional responsibility for QA
- ▶ Integration
- ▶ Fitness for purpose & fitness of purpose
- ▶ Differentiation
- ▶ Simplification
- ▶ Collaboration
- ▶ Innovation



SIGNIFICANT SHIFTS IN ACCREDITATION

- Shift from Programme to Qualification Accreditation – differentiated – IQA functionality
- Differentiated period of accreditation and registration of qualifications – QA dashboards
- Opportunity to gain SELF-APPROVAL Status
 - Methodology, standards and guidelines to evaluate functionality of IQA system for institutional IQA system for programme approval and review. Non – prescriptive.
 - New form for IQA and EQA (modifications ongoing)
- A more developmental and engaging approach – reflexive and generative methodology
 - Engagement with academics, students, managers – IQA related to curriculum, pedagogy, student support
 - IQA – system, policies, procedures (*Closing the Quality Loop!*)
- Greater reliance on physical and virtual site visits
- Capacity development



STRATEGIC DECISIONS FOR INSTITUTIONS

- ▶ Strategic management approach – Quality, Planning, Funding
- ▶ Review of Qualifications and Programmes (address the Proliferation)
 - ▶ Self- approval will have no advantage if every programme is a discrete qualification
 - ▶ Students are disadvantaged by narrow scope
 - ▶ Depth of knowledge compromised by multiple qualifiers
 - ▶ HEQSF review – qualifiers will be addressed
- ▶ Revive/ strengthen the quality dialogues – focus on the IQMS
 - ▶ Awareness raising
 - ▶ Review IQMS – programme approval and review; curriculum renewal; online and blended learning; assessment; innovative and active learning and teaching strategies, flexible learning pathways
 - ▶ Standards and guidelines
 - ▶ Internal capacity development - ownership at ground level; top-down/bottom- up approach; recognition and reward strategies
- ▶ Pay attention to your EQA track record
 - ▶ Integrated on QA dashboards