



COUNCIL ON HIGHER EDUCATION

**QUALITY PROMOTION
CONFERENCE
2019**

THEME:
*“Promoting Academic Integrity
in Higher Education.”*

26 to 28 February 2019

**CSIR International Convention Centre
Pretoria, South Africa**

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Foreword

The Council on Higher Education (CHE), South Africa, is a statutory body established under the provisions of the Higher Education Act (Act No. 101 of 1997), as amended, with a mandate to advise the Minister of Higher Education and Training on matters pertaining to higher education; arrange and coordinate conferences on issues germane to higher education; assure and promote quality in higher education; research and publish information on developments in higher education; and promote the access of students to higher education institutions.

While the mandated functions of the CHE, as outlined above, include arranging and coordinating conferences, the CHE has also used workshops and conferences as one of the vehicles for fulfilling the other mandated function of promoting quality higher education. It is within this context that the 2019 Quality Promotion Conference has been organised.

Higher education is recognised as an agent of social and economic change and development; and across the world, countries that have given attention to supporting higher education have tended to experience sustained levels of social and economic growth. Higher education equips individuals with capabilities, competencies and skills which equip them to make the best use of the chances and opportunities offered by society, in line with their potential. It also assists in addressing the development needs of society by providing the labour market with the ever-changing high-level skills and competencies required for sustained growth of the economy. Furthermore, it contributes positively to the socialisation of enlightened, responsible and constructively critical citizens.

Society attaches considerable value to the qualifications awarded to those who successfully complete higher education learning programmes. These qualifications confer special status and privileges on the holders within society. This flows from the understanding that the qualifications are awarded following well-established, credible, incorruptible, transparent, intensive and rigorous processes of knowledge and skills acquisition, accompanied by extensive formative and summative assessments.

Increasingly, however, there are cases that come to light which bring into question the levels of rigour, credibility, integrity and validity of the processes and practices of teaching and learning in higher education, as well as the administrative processes leading to the conferral

and issuance of higher education qualifications. This development has therefore understandably become a matter of concern to higher education regulatory authorities and well-intentioned higher education institutions across the globe. The promotion and maintenance of academic integrity a primary objective in the contemporary world. It is for this reason that the theme for the 2019 Quality Promotion Conference is: *Promoting Academic Integrity in Higher Education*.

Academic integrity and the quality of higher education are inextricably linked. A culture of academic integrity creates the requisite conditions for quality higher education to thrive; conversely, the absence thereof results in quality being elusive. It is therefore a responsibility of all who wish to see quality higher education to promote and entrench a culture of academic integrity, and to eliminate practices that constitute academic dishonesty.

In line with these observations, the aim of the conference is to provide a platform for sharing experiences, lessons and good practices, as well as for raising issues and stimulating dialogue on the need to maintain academic integrity throughout the higher education value chain, across the higher education sector. This would help ensure that the credibility and global competitiveness of South African and African higher education are not compromised.

The specific objectives of the conference are:

- To provide a platform for philosophical, conceptual and theoretical discourses on academic integrity;
- To identify issues of importance regarding integrity in teaching and learning, assessment and certification, curricula and qualification standards, as well as research and publication;
- To examine the patterns and trends of the common threats to academic integrity in higher education, and their impact;
- To share experiences and good practices of promoting academic integrity in the 21st Century; and
- To look ahead and project the necessary measures that institutions, quality assurance agencies and qualification authorities have to adopt to prevent future threats to academic integrity.

The conference has brought together 200 participants including a sizeable number from other countries outside South Africa, which include Botswana, Democratic Republic of Congo, Malawi, Seychelles, Tanzania, Uganda, Zambia and Zimbabwe. The participants are from public and private higher education institutions, quality assurance agencies or councils, statutory and non-statutory professional bodies or councils, and government departments or ministries responsible for higher education in the different countries.

We have succeeded in attracting the interest of students, academics, registrars in higher education institutions, deputy vice chancellors, vice chancellors and principals, quality assurance practitioners and managers in institutions, quality assurance practitioners and managers in national quality assurance agencies or councils, registrars in professional bodies or councils, researchers, and an array of officials from national qualifications authorities, and from government departments or ministries responsible for higher education in the different countries. South Africa and Africa need platforms such as this that allow for a diversity of interests and voices to come together to find common ground, united in their quest for quality higher education.

I would like to extend a very warm welcome to all participants to the conference, and each and every one a very fruitful time during the two days of the conference. I also hope that most of the participants will take part in the excursion to Maropeng, the Cradle of Humankind, a world heritage site on our very doorstep. I trust participants will also use the opportunity provided by the conference to network and explore possibilities of collaboration and cooperation in various areas of academic and research work. Furthermore the conference also provides opportunities to develop new, or to strengthen existing social relationships between individuals from different institutions and the different countries represented. The conference dinner during the evening of 26 February 2019, and the excursion on 28 February 2019, are particularly important for this purpose.

The conference has been organised in-house by staff of the CHE. I acknowledge the hard work they have put

into conference project during the last eight (8) months. They have managed to put this event together while also discharging their other respective responsibilities within the organisation. Their dedication to the cause is highly commended. Plaudits are due for all these dedicated efforts to Dr Amani Saidi and his team.

I would like to express my warm appreciation to the keynote speakers, the panellists and the many paper presenters that we will be hearing from during the various sessions of the conference. These are people who have voluntarily made a commitment to share their research findings, or their deep knowledge and understanding of the issues of academic integrity with the rest of the participants at the conference. They have spent considerable time in preparing paper and presentations so that we can have a successful conference.

I would also like to thank our colleagues from various institutions in South Africa and other countries who have accepted the invitation to chair the different sessions at the conference. My thanks also to the rapporteurs who have taken on the responsibility of capturing the main points from the presentations and the discussions for the benefit of all of us here at the conference, and for those who could not make it to the conference. The work of the rapporteurs will culminate in an integrated report on the conference.

My special gratitude is reserved for all the conference participants from near and far, who have made this conference possible. My greatest wish is that you return enthused, excited, brimming with ideas, with new friends, an expanded network, and warm memories of a fulfilling experience.

Prof Narend Baijnath
CEO of the CHE (SA)
Conference Chairperson

February 2019

Programme

2019 Quality Promotion Conference

Theme: Promoting Academic Integrity in Higher Education

26 to 28 February 2019

CSIR International Convention Centre

Pretoria, South Africa

DAY 1: TUESDAY, 26 FEBRUARY 2019

08:00 – 08:30	Registration
Session 1: Opening Venue: Diamond Session Chair: Dr Amani Saidi	
08:30 – 08:45	Welcome, overview of the conference and housekeeping announcements: Dr Amani Saidi, Director: Quality Promotion and Coordination, CHE
08:45 – 09:00	Message of support from the Academy of Science of South Africa (ASSAf): Ms Susan Veldsman, Director: Scholarly Publishing Unit, ASSAf
09:00 – 09:15	Messages of support from the Department of Higher Education and Training: Dr Diane Parker, Deputy Director-General for University Education
09:15 – 09:45	Official opening and keynote address: Prof Narend Bajnath, Conference Chairperson and Chief Executive Officer, CHE
09:45 – 09:50	Vote of thanks: Prof Narend Bajnath, Conference Chairperson and Chief Executive Officer, CHE
09:50 – 10:00	Official Conference Group Photograph
10:00 – 10:15	Entertainment: Performance by a Choir Group

TEA BREAK

10:15 – 10:30

Session 2: Panel Discussion

Venue: Diamond

Session Chair and Moderator: Prof Rushiella Songca

Discussion Topic:

Different Forms and Manifestations of Academic Dishonesty and their Effects on the Quality, Credibility and Integrity of Higher Education

Discussion Panellists:

Prof Adèle Thomas (University of Johannesburg)

Prof Gillian Finchilescu (University of the Witwatersrand)

Prof Mahlapahana Themane (University of Limpopo)

Dr Shawren Singh (University of South Africa)

Dr Henk Louw (North West University)

10:30 – 11:30

Session 3: Plenary

Venue: Diamond

Session Chair: Prof Kethamonie Naidoo

11:30 – 12:15

Quality, Dissonance and Rhythm: Towards a Defensible Understanding of Higher Education: **Prof Yusef Waghid**

12:15 - 13:00

Examination Cheating: Risks to the Quality and Integrity of Higher Education: **Dr Diya Singh**

13:00 – 13:40

LUNCH BREAK

Session 4: Parallel Paper Presentations		
	Venue: Crystal/Garnet Discourses on Academic Integrity and Quality Session Chair: Prof Tobie van Dyk	Venue: Amethyst Academic Integrity in Teaching and Learning Session Chair: Prof Nixon Kamukama
13:40 - 14:05	The Meaningful Enactment of Quality Assurance as Academic Integrity: Dr B. E. Zawada	Fostering a Culture of Academic Integrity through the Lens of Quality Teaching and Learning: Ms L. Jackson and Dr K. Yassim
14:05 – 14:30	Exploring the Academic Integrity, Quality and Excellence Nexus: Dr P. Z. Dlamini	Promoting Academic Integrity in a Mode 2 Learning Environment: A Critically Reflective Review of a South African Application: Dr M. Landman
14:30 – 14:55	Knowledge Hierarchies, Students' Positionality and Academic Integrity: A Conceptual Reflection: Rev Dr B. Rudi Buys	(Re)Membering Higher Education: An Exploration of an Integrative Pedagogy and its Implications for Quality Advancement: Dr R. Stegmann and Mr M. Thoms
14:55 – 15:20	The Impact of Internationalisation on the Academic Integrity and Quality of Higher Education in Developing Countries: Dr N. D. Kufaine	Challenges of Promoting Academic Integrity in Religiously Orientated Higher Education Institutions within the National Quality Assurance Regulatory System: Dr M. Diedericks
TEA BREAK		
Session 5: Parallel Paper Presentations		
	Venue: Crystal/Garnet Academic Integrity in Curriculum Design and Review Session Chair: Dr Mogasuri Moodley	Venue: Amethyst Academic Integrity in Assessment and Certification Session Chair: Dr Jaclyn Lotter
15:30 – 15:55	Effect of an External Review on Specific Academic Programmes at a South African Public University: Dr R. Padayachi	Practices for Ensuring the Integrity of Assessment in Open and Distance Learning Programmes: Dr P. Govender
15:55 – 16:20	In Pursuit of Academic Empowerment: Instilling a Culture of Academic Integrity through Curriculum Design: Mr S. Janneker	Summative Assessment for Learning: A Student-centred and Learning-centred Approach in a Mode 2 Higher Education Context: Ms H. Goode
16:20– 16:45	Leveraging Online Learning Data to Facilitate Faculty Buy-in for Institutional Curriculum Review Processes: Ms K. van der Merwe and Rev Dr B. Rudi Buys	Assessment, Plagiarism and Academic Integrity: Experiences of Academics at a University in South Africa: Dr P. Mahabeer
16:45 – 17:10		Ensuring Integrity and Authenticity of Certification in Private Higher Education: Dr A. Boshoff
17:10 – 18:30	Networking and preparation for conference dinner (Programme for the conference dinner is presented separately)	

DAY 2: WEDNESDAY, 27 FEBRUARY 2019

08:30 – 09:00	Registration
Session 1: Plenary Venue: Diamond Session Chair: Ms Olivia Mokgatle	
09:00 – 09:45	Promoting Africa's Socio-Economic Integration through Quality Assurance in Higher Education: The Role of the Regional Quality Assurance System in East Africa: Prof Mayunga H. H. Nkunya
09:45 – 10:30	Quality Assurance Agencies: Creating a Conducive Environment for Academic Integrity: Dr Evelyn Chiyeye Garwe

TEA BREAK

10:30 – 10:50

Session 2: Parallel Paper Presentations	
Venue: Crystal/Garnet Academic Integrity in Research and Publishing Session Chair: Dr Gerald Ouma	
10:50 – 11:15	Standardized Research Integrity Policy Across Institutions of Higher Education: Is this the Answer to the Promotion of Research Integrity?: Mrs B. Sibiyi and Dr R. Visagie
11:15 – 11:40	Enhancing research Integrity through Collaborative Research Practices: A Peer-Ranking Model: Dr S. M. Akandwanaho and Dr M. Koobial
11:40 – 12:05	Academic Integrity in Research and Publication: The Case of Zambia: Dr O. Mweene
12:05 – 12:30	Ethical Dilemmas for Academic Research in the 21st Century: Mr M. MacFarlane
12:30 – 13:10	LUNCH BREAK
Venue: Amethyst Threats to Academic Integrity and the Impacts Thereof Session Chair: Dr Senoelo Nkhase	
10:50 – 11:15	Shadow or Ghost Writing as a Form of Misrepresentation and Global Threat to Academic Integrity: Mr O. Nweba
11:15 – 11:40	The Threats to Academic Integrity Posed by Illicit Student-Staff Relationships in Higher Education Institutions: Mr N. B. T. Bhengu and Ms S. M. T. Mokatsane
11:40 – 12:05	Exploring the Prevalence of the Phenomenon of 'Sexually Transmitted Marks' (STMs) in Higher Education Institutions: Mr. M. Ncube
12:05 – 12:30	The Snowball Effect of the Impacts of Practices that Compromise the Credibility and Integrity of Higher Education: Dr C.S. Moyo and Dr A. Saidi

Session 3: Parallel Paper Presentations	
	<p>Venue: Crystal/Garnet</p> <p>Institutional Systems and Services for Promoting Academic Integrity</p> <p>Session Chair: Ms Margaret Zunguze</p>
	<p>Venue: Amethyst</p> <p>Leveraging Technology for the Promotion of Academic Integrity</p> <p>Session Chair: Ms Jeanette Smit</p>
13:10 – 13:35	<p>Developing Academic Administration Systems to Enhance Academic Integrity in a higher education institution in South Africa: Ms K. Marala and Mr H.S. Mantshi</p>
13:35 – 14:00	<p>Assessment of Perceptions of the Quality of Administrative Services Provided to Students at One of the Public Universities in Gauteng Province, South Africa: Mrs N.A. Kgasi</p>
14:00 – 14:25	<p>Student Engagement as a Way of Enhancing Student Success at a Private Higher Education Institution: Mrs E. Theron</p>
14:25 – 14:50	<p>The Promotion of Institutional Integrity for a Future Fit South Africa: Ms S. Bakker</p>
14:50 – 15:15	<p>Integrity of Institutions of Higher Learning: Case of Zimbabwe: Dr S. Washaya, Dr N. Chikumba and Dr R. Makoni</p>
15:15 – 15:30	TEA BREAK
	<p>Venue: Diamond</p> <p>Session 4: Closing of the In-Door Segment of the Conference</p> <p>Session Chair: Dr Amani Saidi</p>
15:30 – 16:30	Feedback from rapporteurs
16:30 – 16:50	Presentation of awards and/or tokens of appreciation to keynote speakers, panellists, presenters, chairs of sessions and rapporteurs
16:50 – 17:00	Closing remarks and vote of thanks: Prof Narend Bajjnath, Chairperson of the Conference and CEO of the CHE
DAY 3: THURSDAY, 28 FEBRUARY 2019	
	<p>Venue: Perseus</p> <p>Conference Excursion to Maropeng, the Cradle of Humankind</p>
09:00	Departure from the Council on Higher Education (CHE) Building, 1 Quintin Brand Street, off Meiring Naude Road, Perseus Technopark
16:00	Estimated time of arrival back at the Council on Higher Education (CHE) Building

Brief profiles of speakers at the opening session

Professor Narend Baijnath



Narend Baijnath is CEO of the Council on Higher Education since October 2015. Before joining the CHE, he was Pro Vice Chancellor of the University of South Africa. Prior to that he occupied the positions of VP: Strategy, Planning and Partnerships and

VP: Research and Planning at the same institution. As PVC at UNISA he drove the digitisation and OER strategies of the university.

Narend holds a Master's Degree from Durham University, and a Doctorate from the University of the Western Cape. He taught at the universities of Cape Town and Western Cape, and was Director Academic Planning at UWC before joining Technikon SA in 1998 as Dean of Community Sciences. After serving his term in the latter capacity, he was promoted to Deputy Vice Chancellor: Planning and Development.

In July 2012 he was nominated the South African representative on the Commonwealth of Learning (CoL) Board by the Minister of Higher Education and Training. He has served on the CoL EXCO, and is currently Audit Committee chairperson. He is a member of the Academy of Science of South Africa. In 2008 he was appointed a Fellow at St Edmunds College, Cambridge University and simultaneously a research professor at OUUK. He currently serves on the boards of SAQA, Umalusi and QCTO in an ex officio capacity. In 2014 he was elected Honorary Vice President of the National Council for Persons with Physical Disabilities of South Africa.

He is currently a member of the Advisory board of the EU-AU sponsored Harmonisation of African Quality Assurance and Accreditation initiative, and a member of the Hagen University sponsored Universities Futures Project, aside from the advisory board of the Unbundled University project.

Dr Diane Parker



Dr Diane Parker is Deputy Director General: University Education in the Department of Higher Education and Training, South Africa. Before joining the Department she spent 18 years as a teacher educator and academic in the fields of sociology of education and

mathematics education. She served on the Board of

the Health Professionals Council of South Africa, the Higher Education Quality Committee, and the Council on Higher Education. She is responsible for overseeing policy development and implementation to regulate and support the South African Higher Education System, including universities, private higher education institutions, the Council on Higher Education, National Institutes of Higher Education and the National Student Financial Aid Scheme (NSFAS).

Brief profiles of keynote speakers

Prof Yusef Waghid

Yusef Waghid is Distinguished Professor of Philosophy of Education in the Department of Education Policy Studies at Stellenbosch University in South Africa. He



joined Stellenbosch University almost two decades ago as Director of the Centre for Educational Development and has been full Professor of Philosophy of Education in the Department of Education Policy Studies since 2002. He was also

Chair and, Dean of the Faculty

of Education. He holds three doctorates in the areas of Philosophy of Education (Western Cape), Education Policy Studies, and Philosophy (Stellenbosch). He is a fellow of the Academy of Science of South Africa (ASSAf), internationally acclaimed scholar, B rated with the National Research Foundation. Since 2005, he is Editor-in-Chief of *South African Journal of Higher Education*. He has over 350 research publications including more than 30 international books and 210 journal articles.

Some of his books that accentuate his research foci, include, *African philosophy of education reconsidered: On being human* (London: Routledge, 2014); *Pedagogy out of bounds: Untamed variations of democratic education* (Rotterdam/Boston/Taipei: Sense Publishers, 2014); (co-editor with Chapman, J., McNamara, S. & Reiss, M.) *International handbook for learning, teaching and leadership in faith-based schools* (Dordrecht: Springer Press, 2014); *Dancing with doctoral encounters: Democratic education in motion* (Stellenbosch: Sun Press,

2015); (co-author with Davids, N.) *Ethical Dimensions of Muslim Education* (New York: Palgrave-Macmillan, 2016); (co-author with Waghid, F. & Waghid, Z.) *Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality* (Rotterdam/Boston/Taipei: Sense Publishers, 2016); (co-author with Davids, N.) *Educational Leadership-in-Becoming: On the Potential of Leadership in Action* (London: Routledge, 2017); (co-author with Davids, N.) *Philosophy of Education as Action: Implications for teacher education* (Malham, MA: Rowman & Littlefield, 2017); (co-editor with Higgs, P.) *Philosophy of Education Reader* (Cape Town: Juta, 2017); (co-author with Davids, N.) *Education, assessment and the desire for dissonance* (New York: Peter Lang, 2017); (co-editor with Davies, I., Peck, C., Sant, E., Kiwan, D. & Paterson, A.) *International Handbook of Citizenship Education* (New York: Palgrave-MacMillan, 2017); (co-author with Davids, N.) *Education and tolerance* (New York: Palgrave-MacMillan, 2017); and (co-editor with Davids, N.) *African democratic citizenship education revisited* (New York: Palgrave-MacMillan, 2017).

In 2011 he was honoured with the National Research Foundation (NRF) Special Recognition Award: 'Champion of Research Capacity Development at Higher Education Institutions in South Africa' in recognition of his influence and significant contribution towards the transformation of the social science community in South Africa; and in 2014 he received the prestigious Education Research in Africa Award: Outstanding Mentor of Education Researchers from the Association for the Development of Education in Africa. He has promoted numerous Meds, PhDs and post-doctoral fellows to completion.

Dr Divya Singh



Divya Singh holds LL.D, LL.M, LL.B and BA (Law) degrees. She also holds a Master's degree in Tertiary Education Management. She is a Certified Ethics Officer and advocate. She practised for her own account for 8 years and then returned to academia. She's served as an additional

Regional Magistrate, assessor in the High Court, and consultant to the South African Law Commission. She has been an academic for the last twenty-six years, ten of which have been in higher education management. Her previous position was as Vice-Principal Advisory and Assurance Services at the University of South Africa (Unisa), holding responsibility for the gamut of institutional corporate services. She also served as a Registrar Governance, as well as a Deputy Registrar at Unisa. She is currently the Academic Director at Stadio Holdings (Pty) Ltd, a private higher education

investment company and the tertiary venture of the Curro Group of businesses.

She research track record includes 32 publications in accredited journals, 10 book chapters, 1 book (co-edited); and in the last two years she presented 15 conference and keynote papers, locally and internationally. She was editor of 2 academic journals and Butterworths Judgment-Online. She has received numerous achievement awards locally and internationally for her academic contribution and community engagement; as well as stakeholder recognition from various bodies including the FBI (USA) and United Nations.

She has served and continues to on a number of boards, commissions of enquiry, and audit committees in the public sector. She has successfully initiated and facilitated co-operative and stakeholder relationships with local, continental and international partners and is an experienced facilitator and trainer in areas of law, leadership and governance.

Prof Mayunga H. H. Nkunya



Mayunga Nkunya is Professor of Chemistry at the University of Dar es Salaam in Tanzania. From 6th November 2010 to 5th November 2015 he was Executive Secretary of Inter-University Council for East Africa (IUCEA), an institution of East African Community

responsible for coordinating development and harmonisation of higher education in East Africa. From 1st July 2007 to 5th November 2010 he served as Executive Secretary of Tanzania Commission for Universities. From 1999 to 2006 he was Chief Academic Officer of the University of Dar es Salaam (Deputy Vice Chancellor for Academic Affairs).

He has coordinated the establishment and initial operationalisation of the East Africa's regional quality assurance system under the IUCEA. He also served as Interim Chairperson of the African Quality Assurance Network (AfriQAN) during its formative stages and later as first President (1999 to 2011). In 2013 to 2014 he was a co-opted Board Member of International

Network for Quality Assurance Agencies in Higher Education (INQAAHE). He is also a recipient of the 2015 Global University Network for Innovation – African Quality Assurance Network award in recognition of his personal contribution to development of quality assurance in Africa.

He was a higher education expert member of the UNESCO Team that reviewed Technical and Vocational Education and Training (TVET), Higher Education and Innovation systems for Namibia, in 2016. He has been a member and chairperson of several boards and advisory bodies in and outside Tanzania, including Chairman of the Ministerial Advisory Council on National Education in Tanzania, and Chairman of the Steering Committee that reviewed Tanzania's national innovation systems. He is currently the Chairperson of the National Construction Council of Tanzania. He has been visiting professor/scientist in several countries. He has authored more than 100 publications (books, monographs, research articles, conference/symposia proceedings), among them on quality assurance in higher education.

Dr Evelyn Chiyevu Garwe



Evelyn Garwe holds a four degrees (obtained with distinctions) from universities in Zimbabwe and the United Kingdom (UK). She has 27 years of experience in the quality assurance and strategic management of academic and developmental programmes.

She served as Acting Chief Executive Officer (CEO) at the Zimbabwe Council for Higher Education (ZIMCHE) from October 2017 to December 2018. Her current substantive position is Deputy CEO for ZIMCHE. Prior to joining ZIMCHE she was the Dean of Agricultural Sciences at Chinhoyi University of Technology and Women's University in Africa (WUA). She is the Chairperson of

the Agricultural Research Council of Zimbabwe, and the WUA Farm Board and former Secretary of the Research and Intellectual Expo Organising Committee as well as former Board member for the Great Zimbabwe University.

She is a Champion for food security in Africa under the Comprehensive Africa Agriculture Development Programme (CAADP), an ambassador for quality assurance under the Harmonisation of African Accreditation and Quality Assurance (HAAQA) Initiative and an impact leader under the UK Research Impact Leadership programme. She has published over 65 articles in the area of animal science, finance and quality assurance in higher education. She has won several awards for leadership in higher education and research.

Brief profiles of the discussion panellists

Prof Adèle Thomas



Adèle Thomas is Professor in the Department of Industrial Psychology and People Management in the Faculty of Management at the University of Johannesburg. She is the former Director of the Wits Business School. She holds B.A. (Social Work) (*cum laude*), M.A. (*cum laude*), MBA, M.A. (Creative Writing) and D. Litt et Phil degrees. She has spent time abroad as a post-doctoral Research Fellow at Boston University. She has been involved in researching practices of affirmative action and managing diversity among top companies in South Africa, the results of which have been documented in her book *Beyond Affirmative Action: Managing Diversity for Competitive Advantage in South Africa*. She has also co-authored a book *Achieving Employment Equity: A Guide to Effective Strategies*.

Adèle has presented papers and published academic articles both locally and internationally and has also

presented seminars at the University of Texas at Austin, at Boston University in the United States and at the Free University of Amsterdam. She has supervised or co-supervised the dissertations of over 90 post-graduate students.

Adèle has worked in both the corporate and the non-profit sectors. Her areas of research and teaching interest are: organisational culture, corporate social responsibility, corporate governance, business ethics, and governance at universities. Adèle is also a Harvard Business School-trained case writer and case teacher and has taught case writing and teaching internationally. She regularly runs seminars dealing with best practices of corporate governance at State Owned Enterprises. Adèle consults or has consulted to a number of public organisations and blue chip companies in South Africa including: ABSA, Chartered Accountants Medical Aid Fund, the Compass Group, the Clicks Group, the Department of Labour, Discovery Health, First National Bank, Nampak, Ltd, Grey Worldwide, NamITech, Pfizer Laboratories, Sasol and Standard Bank.

Prof Gillian Finchilescu



Gillian Finchilescu hold a D.Phil degree from University of Oxford, United Kingdom. Other qualifications include BSc, Higher Diploma in Education, BSc Honours and MSc. She served as Chair of Department (COD) in the Psychology Department, University of the Witwatersrand from 2004 to 2018. She retired at the end of 2018, retaining her links with the University of Witwatersrand as Emeritus Professor. Prior to joining the University of the Witwatersrand she served in the

position of Senior Lecturer at the University of Cape Town from 1991 to 2004. Prof Finchilescu's primary research interests are social and political psychology, with a focus on intergroup relations in South Africa. She also has an interest in the use of Q-methodology in psychology. Prof Finchilescu also consults in Research and Statistical Analysis. She has published extensively in the areas of social psychology -particularly intergroup relations and social identity theory-, prejudice and discrimination, intergroup contact and segregation, stereotyping and meta-stereotyping, socio-political attitudes and opinions, and gender issues.

Prof Mahlapahlapana J Themane



Mahlapahlapana Themane is a full Professor of Education at the University of Limpopo specialising in curriculum studies. More specifically, his focus is on teaching and learning as curriculum issues (inclusive pedagogy). He is also the chair of research in the School of

Education with a wide experience of post-graduate supervision. He is involved in several national and international research activities, which include inclusive education, HIV and AIDS and multiple literacies and schools as enabling environments. He has contributed papers in these areas of knowledge; and serve in the Turfloop Ethics Research Committee, as a qualitative research specialist. He is currently the Project Leader for the Multiple Literacies from the VLIR Project from 2017 to date, where he leads research in teaching

reading and writing with teachers from primary schools.

He has been involved in a number of programme development and the development of teaching and learning materials: Bachelor of Education (Foundation Phase) in collaboration with Wits University, Post Graduate Certificate in Education, and Advanced Certificate in Life Orientation in collaboration with the Common Wealth of Learning in Canada, the development of short courses (Curriculum Development Materials, Action Research for Teachers and Inclusive Education).

He also has extensive experience in managing higher education teaching and learning at various levels. He has served as the Head of Department from 2002 to 2015. He was the Dean of the Faculty of Education between 1999 to June 2001; and he was the Acting Dean of the Faculty of Humanities in July 2001 to December 2001.

Dr Shawren Singh



Shawren Singh holds a PhD in e-Government Systems from the University of the Witwatersrand. He is a senior lecturer in the School of Computing at the University of South Africa, and previously he

worked at the University of KwaZulu-Natal. He has spent more than 16 years teaching and researching in the Information Systems space. His research has focused on digital scholarship and his research has been published internationally and he has presented papers at several conferences. He is currently supervising several post graduate candidates.

Dr Henk Louw



Henk Louw started working at the North-West University in 2004 as junior lecturer in Applied Linguistics and is at present a senior lecturer in the Centre for Academic and Professional Language Practice. After matriculating in 1999, he commenced his professional

education at the former Potchefstroom University for Christian Higher Education (renamed to North-West University). He obtained a BA degree in languages (2003), Honours degree in Afrikaans (2004), MA degree in Applied Linguistics (2006) and PhD degree in Applied Linguistics (2010) at this institution.

He taught numerous practical English subjects, as well as practical Afrikaans subjects and is currently

specialising in Academic Literacy, with a research focus on the use of technology in pedagogy, second language writing and feedback, and plagiarism. He has received two institutional awards for teaching excellence, assisted as guest lecturer at the mentorship programme presented by the Faculty of Education to veteran school teachers and was also involved with the coordination and expansion of the NWU Writing Laboratory since 2011.

He has authored a number of solo articles and co-authored articles in peer reviewed journals and also contributed to four text books on Academic Literacy. He has also presented at national and international academic conferences. The feedback tools, MarkWrite and Backchat stemmed from his research. He is also an International Canoe Federation level I coach.

List of chairpersons of sessions

Dr Amani Saidi	Council on Higher Education
Dr Gerald Ouma	University of Pretoria
Dr Jacyn Lotter	South African College of Applied Psychology
Ms Jeanette Smit	Southern Business School
Prof Kethamonie Naidoo	Council on Higher Education
Ms Margaret Zunguze	Zimbabwe Ezekiel Guti University
Dr Mogasuri Moodley	Mangosuthu University of Technology
Prof Nixon Kamukama	Mbarara University of Science and Technology, Uganda
Ms Olivia Mokgatle	Council on Higher Education
Prof Rushiella Songca	University of South Africa
Dr Senoela Nkhase	University of the Free State
Prof Tobie van Dyk	North West University

List of rapporteurs

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Ms Fundiswa Roboshe	Council on Higher Education
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Abstracts

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Discourses on Academic Integrity and Quality

The Meaningful Enactment of Quality Assurance as Academic Integrity

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The purpose of this paper is to explore the concept of a culture of high quality and to show how a culture of high or exceptional quality goes beyond the functional apparatus of quality assurance, the so-called props on the stage, to the enactment and ultimately to the shared meaning-making and webs of significance for both the institution and its staff, as well as for the students and the communities they come from and will ultimately serve.

In addition to a general literature review, the article is a conceptual exploration using a desk-top study with examples from practices at a comprehensive, open and distance education institution of higher learning, in order to develop a deeper understanding of the concept of a quality culture in higher education. The types and nature of the evidence required for the different quality loci and units of analysis, are explored. Areas for improvement are indicated and linked to strategic imperatives in the South African context such as pedagogical renewal, curriculum transformation, as well as academic integrity.

A quality culture can be found in four different loci, namely in the input of functional apparatus, through the enactment to the individual outcomes and the communal outcomes of institutional activities. The paper also shows that there are different levels of a quality culture that may be found in each of these loci, namely compliance for accreditation, academic peer review and communities of practice, and ultimately transformative meaning-making that leads to innovation and excellence.

This paper makes a conceptual contribution to developing the concept 'quality culture' to include meaning making, communities of practice and ultimately communal, rather than only individual, webs of significance. The paper identifies loci and levels of quality and quality cultures, and explores what may count as evidence of high quality in a distance-education setting.

Keywords: *Quality assurance, quality culture, evidence of quality, distance education, academic integrity*

The Nexus between Quality, Excellence and Integrity: Considerations for Instilling a Culture of Academic Integrity in Higher Education Systems

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Over the past few years, higher education systems have suffered shock waves following revelation of serious academic integrity breaches ranging from fraudulent qualifications, to theft and sale of examinations, favours for marks, contract cheating and many others. Whilst these have often stimulated some debate and action immediately after the revelations, in many instances, these have often been short terms and have not led into tangible action with frenzied debate again when the next scandal erupts. Based on analysis of literature on the subject of academic integrity, quality and excellence in higher education, this paper explores the stakeholders in the higher education system, their interests in academic integrity. It advocates for a systems approach towards instilling and maintaining a culture of academic integrity. The paper begins by creating a shared understanding of the importance of academic integrity. It explores the role players and entry points for breaches and the requirements for a system-wide culture of academic integrity.

Keywords: *Academic integrity, quality, excellence, fraudulent qualifications, academic integrity breaches*

Knowledge Hierarchies, Students' Positionality and Academic Integrity: A Conceptual Reflection

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Continuing and increasingly creative ways of cheating indicate that current interventions for academic integrity do not resolve the problem. Definitions that foreground positive values such as trust, fairness, respect, responsibility, and courage, also do not seem to have a major impact on academic integrity. Apart from established ways of cheating, 'new technologies' of unethical practices such as ghost-writing continue to emerge and take hold.

This paper investigates the problem by reflecting on the positionality of students in relation to knowledge production to test the notion that current curriculum practices establish institutional knowledge hierarchies with powerful or subaltern positionalities that inevitably threaten academic integrity. The study undertakes a conceptual analysis of students' positionality as institutional knowledge workers as read in the relationship between the formal and co-curriculum (curriculum content of student development and student life programmes).

The investigation draws on the notions of hegemony, resistance, subaltern workers and hidden curriculum (Giroux, 1978; Giroux & McLaren, 1992; Spivak, 1988); 3rd space, transition and in betweenness (Bhabha, 1994; Gutierrez, 2008); and epistemic struggle, curriculum workers and latent ideologies (Schiro, 2007; De Sousa Santos, 2012).

Emerging perspectives include that whereas the formal curriculum represents the officially recognised site of knowledge production, critical practices authored by students outside of the formal curriculum, as for instance exemplified by the student movement for decolonization, reveal that the (informal) co-curriculum, represents a distinctive, but subaltern site of knowledge production. As co-curriculum authors, students become knowledge workers, but hold subaltern and hidden positionalities in relation to formal and institutional curricula – an illustration of knowledge hierarchies at play.

The study draws conclusions regarding potential new ways of making sense of the problem of academic integrity by considering the implications of the perspectives on knowledge hierarchies as revealed in its analysis of formal and co-curriculum. The analysis suggests that knowledge hierarchies establish powerful and subaltern positionalities among diverse sites of knowledge production and for different groups of knowledge authors, which in turn

determine academic workers' responses to academic integrity – simply put: the *powerful* (faculty) has opportunity to cheat; the *subaltern* (students) must cheat to survive.

Keywords: *Academic integrity, knowledge hierarchies, ghost writing, subaltern, faculty*

The Impact of Internationalisation on the Academic Integrity and Quality of Higher Education in Developing Countries

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Internationalization of higher education has stimulated higher education institutions and their leaders to actively straddle between responding national needs and international demands with all its significance and ramifications. The current trend shows that the process is open for every higher education institution regardless of location, size and economic position. The paper discusses the possible of loss of focus, operating in unethical way without knowing and betrayal of academic integrity during internationalisation of higher education. Data was collected through literature review regarding internationalisation of higher education activities. The meaning from the literature reflection was established by using a thematic analysis approach which encouraged the recognition of emerging and dominating themes as a focus for interpretation. The conceptual and theoretical search was used to predict and reveal the quality dichotomy questions that exists at different levels during internationalisation in developing countries. The paper argues that higher education institutions are operating without policies and resources, eventually dictated by external influence which lead to loss of purpose and operating unethical without knowing. Therefore, there is need to contextualise the strategies and rationales for internationalisation in order to enhance the institutional academic integrity, because there are other social forces that foster internationalisation activities independently of the global strategies and frameworks. The internationalisation process should take cognisance of higher education purpose and integrity demands, in order to have control over activities and mode of internationalisation.

Keywords: *Higher education, internationalization, international education, leadership*

Academic Integrity in Teaching and Learning

Fostering a Culture of Academic Integrity through the Lens of Quality Teaching and Learning

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Universities in South Africa have admirable mission statements, with values such as integrity, equality and social justice. #FeesMustFall was a wake-up call from students that they have moved beyond debate and regard the slow pace of transformation with growing discontent. Concomitantly, universities are challenged with unethical, corrupt practices that must be addressed if higher education is to play a role in advancing national imperatives, such as equality and redress, and hopes to fulfil the aspirations of the youth, and the larger South African society.

Academic integrity is challenged in all aspects of the academic programme, with unethical practices having diffused even into the teaching and learning space, the heart of academia. Eradicating corrupt practices must, therefore, take this into account.

This presentation is reporting on research that explores the perception of quality of teaching and learning teaching and learning within the classroom. The Visual Participatory methodology used, intentionally places the student and lecturer together, using dialogic conversations to co-create perceptions of quality teaching and learning. Preliminary findings suggest that centering this involvement has the potential to act as a conduit to foster academic integrity within the teaching environment. What, why and who is being taught needs to be interrogated and not limit teaching to domains of knowledge strictly defined and closely guarded by disciplinary scholars. Curricula, teaching methods and learning styles need to adapt to the society profile that exists today.

Lecturers perceive quality to be a regime imposed on them, something not to be trusted, and which they consider should be flexible in different contexts. Students see quality teaching and learning as an absolute that uses assessment to determine their achievement of a predetermined standard. Students see quality as a judgement on them personally and feel demeaned when teaching ignores their innate knowledge. Students question the volume of content that has to be covered which precludes any meaningful, critical, dialogical engagement. Students would also like content that values who they are. Lecturers would like communities involved in what is taught and pedagogy that does things differently.

These changes to the academic programme have the potential to foster a culture of academic integrity.

Keywords: *Academic integrity, quality teaching and learning, visual participatory research, dialogic conversations, domains of knowledge*

Promoting Academic Integrity in a Mode 2 Learning Environment: A Critically Reflective Review of a South African Application

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This paper seeks to provide a critically reflective review of the assessment practices of a Private Higher Education Institution that subscribes to the Mode 2 approach to learning through knowledge production which is founded on the principles of contextual application, transdisciplinarity, heterogeneity, social accountability and enhanced quality control. This approach operates within the context of real-world application in that assessment is not strictly positioned within the parameters of a particular discipline-based theoretical framework but is rather situated within the broader context of the disciplinary application. One consequence of this inherently trans-disciplinary and contextually transient approach to teaching and learning is that a more comprehensive battery of controls is required to ensure that authenticity of assessment products are assured and by implication the academic integrity of the umbrella academic programme is maintained. The nature of the Mode 2 approach negates the application of traditional assessment strategies that solely test for the retention of acquired knowledge within a delineated subject field. In lieu of this, institutions that subscribe to the Mode2 approach must continuously seek out and evaluate new and innovative assessment techniques to ensure that theoretical and applied knowledge are tested in ways that are academically rigorous, remain directly aligned to the exit level outcomes and associated assessment criteria of a qualification, whilst promoting the principles of the Mode 2 approach. As a consequence of this critical reflection, this paper will also explore the merits of applied Mode 2 assessment strategies in their ability to promote the attainment of theoretical (foundational) and applied (reflexive) competencies.

Keywords: *Mode 2, assessment control, authentic assessment, academic integrity, trans-disciplinarily, real-world application*

(Re)Membering Higher Education: An Exploration of an Integrative Pedagogy and its Implications for Quality Advancement

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In this paper, we argue for an integrative pedagogy at the centre of all quality assurance and management activities and propose that a pedagogy which elevates human flourishing, well-being, and justice, reframes, reimagines and re-members (a fractured) higher education. The paper wrestles with the notion of academic integrity as the outworking of an institution's pedagogy and thereby draws the correlation between an integrative (and integrating) pedagogy, quality enhancement and the resulting integration of learning for the student. The paper presents an intersectional pedagogy informed by capabilities approach, transformative learning and the knowing-doing-being paradigm of Barnett and Coate (2005) and determines how the overlapping and interlocking of these theoretical and evaluative paradigms can assist in reimagining the metrics of quality assurance. Furthermore, the paper problematises approaches to higher education quality assurance and management, suggesting that many of the metrics and models run the risk of re-inscribing an educative paradigm that fractures the learning experience both for students and faculty. Thus, while approaches to quality assurance within Higher Education Institutions often pay attention to the various aspects of higher education and to ensuring the effective and efficient management of these parts, it is not always clear how the parts are integrated into a coherent system or how such a system contributes to academic integration. The resulting fragmented attempt to attend to each part, even while pursuing the goal of an integrated system, betrays a view of learning that is itself fragmented. In this paper, we attempt to re-member quality in higher education by exploring the nature and implications of an integrative pedagogy for quality.

Keywords: *Transformative learning, integrated quality management systems, ontology, quality advancement, capabilities approach*

Challenges of Promoting Academic Integrity in Religiously Orientated Higher Education Institutions within the National Quality Assurance Regulatory System

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In most cases, religiously orientated higher education institutions fall under the same regulatory bodies as other education institutions. The creation of special regulatory bodies for every faith's higher education environment will also not be practically possible, and could possibly also lead to reduced standards. Regulatory bodies provide good protection for accredited institutions, by regulating the market for higher education. This article discusses the challenges relating to quality higher education for religiously orientated higher education institutions and a framework in which religiously orientated higher education institutions can regulate their own quality within the framework of the country's regulatory bodies. This framework distinguishes between internal and external quality. The internal quality of the institution relates to the institution's identity, leadership and staff, and its quality management system. The institution's external quality relates to its corporate identity ("brand identity"). A high quality religiously orientated higher education institution is dependent on both spheres of quality.

Keywords: *Religiously orientated higher education institutions, corporate identity, leadership, identity, quality, quality management system*

Academic Integrity in Curriculum Design and Review

Effect of an External Review on Specific Academic Programmes at a South African Public University

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The aim of this study was to investigate the outcome of specific academic indicators before and after an internal quality assurance review on academic programmes at a South African Governmental Higher Educational Institution. Modelling for an ideal Qualitative Assurance Framework Review Process was also undertaken.

An in-depth literature study was conducted in this regard. A mixed research design utilising qualitative and quantitative methodology was adopted to investigate the phenomenon through interrogating the review process with four academic programmes or support units within this South African Governmental Higher Educational Institution. The three academic programmes reviewed that were analysed were the Accounting, Pharmacy and Mathematics Programmes. The support unit reviewed that was analysed was the Management Studies Support Unit.

The qualitative approach employed a questionnaire that consisted of 13 closed and eight open questions that elicited qualitative responses on the review processes from the heads of academic programme or support units that were reviewed. The quantitative approach obtained academic data from the HEMIS System on enrolment and pass rate data on the relevant academic or support units reviewed.

This study found that there was a significant improvement in the pass rate of accounting, management study and pharmacy programmes after the implementation of recommendations suggested by the review process whereas in the mathematics programme there was a slight decline after the review with a significant improvement in pass rates three years after the review process. It was further established that certain criteria was not meaningfully utilised in the review process and should be replaced as some review criteria has become outdated with the advent of new contemporary educational challenges to institutions of higher learning.

This research project further illuminates the linkage between academic indicators and academic integrity. Academic integrity is enhanced by institutionalising educational strategies to improve academic indicators that measure student success.

Keywords: *Quality, Academic, Indicators, Review, Improvement.*

In Pursuit of Academic Empowerment: Instilling a Culture of Academic Integrity through Curriculum Design

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The paper presents a new model of curriculum development that is applicable to teaching and learning practices in the 21st century whilst promoting academic integrity. Research conducted was qualitative in nature, using previous literature and studies published to form an understanding and provide new insights towards curriculum development. In the first section of the paper, the author compares and contrasts between two ideologies of curriculum development (namely curriculum as a product and curriculum as a process), highlighting strengths and weaknesses of each. The second section the paper differentiates between product and process driven models of curriculum design and their applicability in the 21st Century.

The third section reports on teaching and learning practices in the 21st century, characterised by the ubiquity of information sharing through digital platforms. From experience in lecturing, this has often led to students accepting information without comprehension, misrepresenting information and research that borders academic dishonesty. The fourth section highlights the need to instil a culture of Academic Integrity through curriculum engagement, providing academic resources which encourages academic empowerment. Within the paradigm of academic integrity as a culture, the paper acknowledges the need for concentrating students ideologies on knowledge being produced through the absorption of content, prioritising individualistic engagement and comprehension.

The fifth section outlines the new proposed module of curriculum engagement is transformational by nature, providing information that is both inclusive and differentiated. This becomes possible by curriculum design which prioritises academic integrity, enhancing personal, social and holistic acquisitions of knowledge.

Keywords: *Academic integrity, curriculum design, millennials, intellectual property, transformational curriculum*

Leveraging Online Learning Data to Facilitate Faculty Buy-in for Institutional Curriculum Review Processes

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Faculty buy-in and ownership of quality enhancement processes are critical to the overall academic integrity of curriculum and teaching and learning. However, differences of subject fields and scholarly specialization hamper support for institution-wide quality enhancement processes. It is important to design useful methods to introduce quality reviews as an institutional measure for academic integrity that mediates broad faculty buy-in.

The study explores a current cross-programme quality review at a private higher education institution in the Western Cape. The project consists for three phases, namely faculty-wide management decisions to institute the review, the actual activities undertaken, and reporting on its findings. The quality review faced initial opposition due to concerns regarding qualitative assessment methodologies. These concerns were subsequently mediated when reviews of online modules inadvertently translated to a review of classroom modules. The online quality review consisted of an in-depth quantitative review of 119 modules, which also offered data for a qualitative reading of curriculum and teaching and learning.

The literature on quality assurance confirms the need for faculty buy-in regarding the methods and approaches used for quality assurance and curriculum review (Ryan, 2015). Furthermore, several studies confirm the potential of online reviews to extend quality reviews beyond online delivery-mode and strengthen transparency in quality enhancement (Ryan, 2015; Martin et al, 2017). Therefore, online reviews can extend to classroom quality reviews, and reviews that firstly assesses integrity in the online learning space, and thereafter engages classroom learning, can facilitate faculty-wide support for reviews.

The data obtained from conducting a quantitative analysis essentially opened the door to a qualitative engagement by providing insights and an opportunity to reflect on the current pedagogies and teaching and learning. The online review highlighted the need for pedagogical shifts in module designs, which represent qualitative considerations. It revealed points of similarity or difference between departments and created the opportunity for sharing knowledge and practices across disciplines. In reporting the findings of the online quality review the initial concerns raised on methodologies were mediated and faculty buy-in established. This experience highlights the importance and value of obtaining faculty buy-in and ownership of quality enhancement processes, for the sake of academic integrity.

Keywords: *Academic integrity, faculty agency, curriculum review, online quality assurance, quality enhancement*

Academic Integrity in Assessment and Certification

Practices for Ensuring the Integrity of Assessment in Open and Distance Learning Programmes

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Recent developments in the field of higher education have led to a renewed interest in online and open and distance learning which requires educators to reconceptualise fundamental issues of teaching, learning and assessment in non-traditional spaces. These issues include concepts such as validity and reliability of assessment in online environments in relation to helping students achieve the learning outcomes, as well as understanding how assessment for learning functions within online and blended learning. While the pedagogical theory of Assessment for Learning (AfL) may be the same in both face to face contexts as well as in open distance learning, the design and implementation of the AfL strategies varies. In an ODeL environment, the transactional distance and face to face interaction between educators and students demands an innovative approach assess learning.

This article provides a systematic qualitative review of the research literature on online assessment for learning in higher education. The method applied in this review entailed systematic searching, reviewing, and writing this review of the literature to bring together key themes and findings of research in this field. Qualitative thematic criteria was applied in selecting and reviewing the available literature from which core themes that are central to the application of assessment for learning within blended and online contexts was identified. Various techniques were identified for formative assessment by the individual, peers and the teacher, many of which were linked with online tools such as discussion forums and e-portfolios.

The benefits identified include improvement of learner engagement and the development of a learning community. The key findings are that effective online assessment for learning can foster a learner and assessment centred focus through formative feedback and enhanced student engagement with valuable learning experiences. On-going authentic assessment activities and interactive formative feedback were identified as important characteristics that can mitigate threats to validity and reliability within the context of online formative assessment. This paper is aimed at contributing to educators' practices by assisting educators to better understand the role and purpose of AfL, to explore design principle in integrating AfL strategies in their teaching and learning in order to enhance the quality of student learning.

Keywords: *Assessment for learning, formative assessment, summative assessment, formative feedback, open and distance learning, student engagement*

Summative Assessment for Learning: A Student-centred and Learning-centred Approach in a Mode 2 Higher Education Context

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There is consensus that assessment is an integral component of the teaching and learning processes, as it is most often used to determine whether the outcomes and aspirations of education are being met. Assessment can be used for learning, to measure progression, achievement or certification, for recognition of prior learning, diagnostic purposes and evaluation for quality purposes. In this, assessment requires academic staff to exercise professional judgement with academic integrity while institutions continue to develop good academic practice to safeguard academic standards and uphold assessment principles such as fairness, honesty and validity. Assessment

is thus crucial to aspects of quality in higher education. However, in discussions of assessment, assessment for or as learning is most often limited to formative assessment. Furthermore, issues of academic integrity need to apply both from the teaching and learning facet (in assessment design and preparation for assessments) and from a student-centred approach where students need to be inducted into the norms and values of academic assessment.

Greater modularisation and semesterisation has increased the number of summative assessments students are required to complete, yet summative assessment as learning is seldom explored as a component of assessment in higher education in South Africa. Where modules are separately assessed each year and integrated in an overarching summative integrated assessment per qualification, a learning centred approach contributes to further student success. This paper seeks to explore summative assessment for learning within an applied competency approach. This applied competency approach is linked to a Mode 2 approach by assessing higher cognitive applications through utilising experience linked with theoretical underpinnings, critical reflection for metacognition and feedback. This paper argues that summative assessment functions can contribute to learning where preparation for summative assessment and feedback from such assessment is essential for further academic success in higher education.

Keywords: *Assessment, assessment as learning, assessment for learning, learning-centred, Mode 2, summative assessment*

Assessment, Plagiarism and Academic Integrity: Experiences of Academics at a University in South Africa

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Plagiarism and assessment has become a matter of concern in teaching and learning within higher education, more especially in the teaching and assessing of large classes in South Africa. This concern has drawn much attention to maintaining academic standards and academic integrity issues at many higher education institutions around the world and in South Africa in recent years. Academic integrity is paramount in the sustainability of academic society and academics and students play a crucial role in academics in the process of creating and maintaining academic integrity within higher education institution. Through the interpretivist and qualitative method using in-depth semi-structured interviews as the main instrument of data collection, this article aims to explore the experiences of three emerging academics, focusing on assessment and plagiarism in teaching large classes within the Discipline of Curriculum Studies at a university in South Africa. The findings and recommendations of this study at this point is unconfirmed. Understanding academics experiences of assessment and plagiarism in teaching large classes can significantly contribute in efforts to uphold and sustain academic integrity, professionalism and improving the quality of teaching and learning in large classes by maintaining academic standards and addressing plagiarism within higher education.

Keywords: *Plagiarism, academic integrity, assessment, academic standards, curriculum studies*

Ensuring Integrity and Authenticity of Certification in Private Higher Education

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Private higher education (PHE) institutions compete with public institutions of which the legitimacy of its qualifications is generally seen as a given. In the PHE space, unaccredited service providers awarding certificates for so-called qualifications that are learning programmes which are not registered with any quality control bodies, are often exposed. This contributes to the reluctance of the public to trust the legitimacy of private institutions

and the certificates that they issue are sometimes frowned upon. A well-known brand name that exists for a long period of time usually contributes to trusting the legitimacy of the business. The exemplar PHE institution under the Adcorp Group, was established in 1977. Albeit its long history, its focus on a specific learning field in industry results in limited student numbers. This contributes to the situation that the general public is not aware of its existence.

The Certification Officer is also responsible for the verification of awarded qualifications. Fulfilling these roles for the past 10 years, she could identify aspects of both the legacy and current certificates that may be seen as enhancing or threatening authenticity. In 2018, the certification policy, standard operating procedures and certificate formats were reviewed in an attempt to ensure the integrity of the certification and verification processes. The self-evaluation review was conducted as part of the institution's continuous improvement drive to ensure integrity, authenticity and validity of all its practices. Quantitative and qualitative data was collected through conducting literature reviews, document analyses, benchmarking with public universities, interviewing previous and current students, lecturers and administration staff and reflecting on comments made at graduation ceremonies. The report will be added to the accreditation portfolio of evidence that is continuously upgraded for presentation during Higher Education Quality Committee on-site audits.

Keywords: *Certification, continuous improvement, integrity, private higher education, self-evaluation*

Academic Integrity in Research and Publishing

Standardized Research Integrity Policy Across Institutions of Higher Education: Is this the Answer to the Promotion of Research Integrity?

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Research integrity policies in universities are paramount as they pave the way for good practices that promote academic integrity. Research misconduct may not always be intentional which provides reasons for research integrity policies to be inclusive thus focusing on promotion, prevention and remedial interventions. The aim of this paper is to explore the status of research integrity policies across five leading South African residential universities, and a leading open and distance e-learning (ODEL) university.

The five universities were selected based on their performance in 38 subjects according to the Universal Ranking by Academic Performance conducted by the Informatics Institute, and the ODEL university was selected because of its status as the leading ODEL institution in Africa. A multiple descriptive case study design was employed, commencing with a literature review. Next, we obtained the policies of these universities through a desktop search. Lastly, we examined the academic integrity or plagiarism policies based on a six point criteria.

The research integrity policies had clear and closely related definitions of plagiarism. Only one university did not provide examples of plagiarism. Half of the universities examined stipulated the different levels of infringement and all universities had a framework to respond to allegations of research misconduct and sanctions to be imposed. Leading universities in South Africa recognize the importance of having sound research integrity policies in place. There seems to be a need for standardized policy across the different institutions. Policy without an active focus on the institutionalization of a culture of research integrity will not sustain a research environment marked by integrity.

Keywords: *Research integrity, policies, research misconduct, research integrity policies, plagiarism.*

Enhancing Research Integrity through Collaborative Research Practices: A Peer-Ranking Model

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Although research misconduct has remained a major concern in the research community, there has not been concrete proposals advanced to stem this tide proactively other than the common reactive measures, such as detection of misconduct through specialized software or any other form of verification before publication of the research material. However, these are detective measures rather than preventative given that they are applied after the commission of the crime or academic malpractice. In academic research, the common areas that undercut its integrity include plagiarism, falsification and fabrication. However, it is contended in this paper that academic dishonesty runs its whole gamut in the entirety of the research process, right from conception of ideas to submission. Moreover, some deeds of dishonesty like duplicate submissions are difficult to track down through traditional proactive measures. Whereas the p-value is the litmus test for the validity of the research findings, there has been increased debate on the utility of the method in combatting research dishonesty, since its application affects the output and much less to the process. In this paper, in-depth investigation is done on research integrity, which results in proposing a model, Peer-Ranking, which is based on collaborative research rather than individual. The research integrity verification is conducted first by the authors at every point of their research process through a crossover exchange method. It is observed by the proposed model that the more authors, the higher the integrity of research.

Keywords: *Research misconduct, Peer-Ranking, Research integrity, Academic research, Research collaboration.*

Academic Integrity in Research and Publication: The Case of Zambia

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The Zambian Government enacted a law on research ethics. The law demands researchers undertaking studies that have potential risks, minimum risk well as no risk to studies to submit an application for ethical review. A preliminary review of dissertations and thesis in three libraries of the state universities showed 87% had not undergone ethical review. This state is connected with academic research integrity. The situation could be much worse in private universities as Zambia is now recording an increase in the number of registered universities.

In the Zambia society, universities are becoming organisations of special standing and with a globalised education and publication system in place, this means that research integrity failures are likely to damage institutional brands and the credibility of higher education systems. The emergence of global university institutional review boards as brands and recognising influential international rankings means that positive and negative perceptions of academic integrity can have a significant impact on institutional reputations. Stories of academic corruption frequently appear in the news media, undermining the need for ethical approval and evidence of ethical approval to publish research outcomes.

For Africa and particularly Zambia which has liberalised its higher education system, it would be research prudent and pragmatic to have IRBs in place. This is only possible if conferences like these came up with innovative ways of building capacity in research ethics. This conference could consider placing Zambia high on the agenda in this area noting that the government is demanding that universities address the professional development needs of faculty in research ethics as part of a new academic culture.

Keywords: *Zambia, academic integrity, research and ethics, professional development, higher education*

Ethical Dilemmas for Academic Research in the 21st Century

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The nature of data in the 21st Century has radically altered. The volume of data, the method of collection, the techniques for analysis, and the ethical dilemmas that are presented to researchers represent a sea-change in comparison to how research and data collection has been conducted in the recent past. In recent times, we have witnessed datasets that represent millions of subjects that contain personal information gathered without informed consent and used to draw conclusions that were undreamt of when the data was initially gathered.

How can researchers in the 21st Century adapt the basic principles of research ethics to deal with this new form of data collection and analysis? This presentation focuses on the ethical challenges associated with the use and analysis of very large datasets, and explores practical issues that hinder such analyses. Some of the challenges are highlighted and a possible framework for dealing with these challenges is discussed.

Keywords: *Ethics, big data, 21st century research, data analysis, data gathering*

Threats to Academic Integrity and the Impacts Thereof

Shadow or Ghost Writing as a Form of Misrepresentation and Global Threat to Academic Integrity

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Shadow writing (or ghostwriting) is the practise whereby a writer is hired to by another person to author work on behalf of that person. Some shadow writers offer a full range of services, from writing a simple essay to producing a doctoral thesis. The shadow writer produces the work for an agreed fee and the instructor is able to specify the parameters within which the work is to be performed.

Shadow writing amounts to a misrepresentation of the authorship of the work produced. Some academics feel that shadow writing is considerably more serious than plagiarism, as it violates academic trust to a higher degree. Apart from copyright concerns, misrepresenting the authorship of a piece of work could also amount to fraud.

There are a wide range of agencies that offer shadow writing services. A recent Google search produced over 4.6 million references to these services in less than half a second.¹ It has been estimated that in the United Kingdom alone, more than GBP200 million is spent annually on these services.²

By using shadow writers to produce academic work, it could be argued that any subsequent academic qualifications should be discredited on the basis that it was afforded based on misrepresentation(s). In simple terms, it is possible for a student to obtain a law school degree, or many other degrees for that matter, without having had to do the work himself or herself. This practice poses a significant threat to the integrity of the institution and of higher education generally.

1 Sing S, Remenyi D. Plagiarism and ghostwriting: The rise in academic misconduct. *S Afr J Sci.* 2016; 112(5/6), Art. #2015-0300, 7 pages. <http://dx.doi.org/10.17159/sajs.2016/20150300>

2 Taylor M, Butt R. How do you make £1.6 m a year and drive a Ferrari A: Sell essays for £400. *The Guardian.* 2006 July 29. Available from: <http://www.theguardian.com/uk/2006/jul/29/highereducation.education>

The New Zealand Government has produced guidelines for the effective prevention and detection of academic fraud,³ which are intended to create awareness of the potential problems of academic fraud. This paper will consider possible ways of combatting the rise of shadow writing at higher education institutions.

Keywords: *Academic fraud, integrity, shadow writing, academic qualifications, misrepresentation of authorship*

The Threats to Academic Integrity Posed by Illicit Student-Staff Relationships in Higher Education Institutions

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The tripartite relationship involving student, lecturer and higher education institution is an essential component of the learning environment in higher education institutions. Although the rules and etiquette of this relationship may be clearly defined in the codes of conduct and policies of higher education institutions, these are sometimes flouted. The aim of this paper is to explore the threats to academic integrity posed by the flouting of the rules and etiquette that govern this relationship, which is what is implied by illicit student-staff relationships. The paper will highlight what characterises illicit student-staff relationships and how these kinds of relationships affect, and subsequently threaten, academic integrity.

The most prevalent student-staff relationships are characterised by a student benefitting from a relationship that goes beyond the perceived healthy student-lecturer relationship. Other instances entail the lecturer abusing power to solicit sexual favours from students by imposing fear of failure of a module or course. Such practices lead to students graduating without justly meeting the necessary minimum academic requirements and standards of a qualification, and the quality of the qualification is compromised in this way. Illicit relationships within a higher education institution are not confined to student and lecturer, but may extend to other staff within the institution. In a study conducted to determine the nature of relationships between students and lectures and their implication on academic integrity, it was found that the majority of the public universities in question have guidelines and rule books in place that talk to student-staff relationships within the university, but it is evident that these do not always achieve the desired outcome. The prevailing challenge is that the policy interventions are not enough to restrict illicit student-staff relationships that have become rife in a competitive academic world.

Keywords: *Academic integrity, illicit student-staff relationships, rules and etiquette, standards, qualification, higher education institutions*

Exploring the Prevalence of the Phenomenon of ‘Sexually Transmitted Marks’ (STMs) in Higher Education Institutions

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Many developing countries have steadfastly pursued academia as a necessary step towards economic development. Tertiary institutions have renewed mandate to stir host-country economies through university 5.0 mandates emphasizing teaching, learning, community engagement, research and innovation, commercialisation. However, academic dishonesty, known to be prevalent among many African tertiary institutions of higher learning threatens the fulfilment of such mandate with many students committing academic dishonesty at some point of their academic pursuit.

³ New Zealand Qualifications Authority. Effective practice in preventing and detecting academic fraud [document on the internet]. c2013 [cited 2015 Aug 04]. Available from <http://www.nzqa.govt.nz/assets/Providers-and-partners/NZQA-Effective-practice-guide.pdf>

The notion of female students using sexual favours to influence outcomes of academic assessments has taken root and become an increasingly common practice in higher education institutions. Although the normal belief is that sexual transactions have initiated by the academics, there is also evidence that students also initiate such transactions. Consequently, efforts to eliminate this threat to academic integrity should not only be focused on academics/lecturers but also extended to students.

This unfolding study explores the growing academic scourge of sexually transmitted and or unduly limited marks/awards whose potentially deleterious effects threaten the fibre with which the academic profession has been constructed; which is excellence, honesty and integrity. The paper seeks to unravel hidden experiences corrosive to academic integrity that female students endure or enjoy at the expense of academic excellence. It aims to demonstrate the existence of sexually-inappropriate experiences and agitates for its regulation through adopting ethical best practices. Opening this can of academic worms is aimed at stirring open debate as opposed to closed-wound treatment to allow for exposés of such behaviour and the adaptation of good practices from similar institutions worldwide.

Keywords: *Sexually-transmitted-marks, dishonesty, integrity, unregulated, lecturers- student sexual-vulnerability*

The Snowball Effect of the Impacts of Practices that Compromise the Credibility and Integrity of Higher Education

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Practices that compromise the credibility and integrity of higher education have been reported globally. These take place at all stages in the higher education delivery value chain, from student admission to assessment (including tests, assignments and examinations) and certification. Even in research-based postgraduate studies, the bane of plagiarism continues to evolve with time as dishonest students and academics relentlessly find ways of cheating the system.

The central thesis of this paper is that the negative consequences of the acts or practices that compromise the credibility and integrity of higher education are not confined to individuals, but rather reverberate throughout the national, regional and global higher education systems, and that even society at large is affected. Therefore these practices have snowball effect.

The paper argues that, overall, these practices result in inequity among, and unfairness to individuals. For example, some individuals may get denied opportunity to study in higher education institutions because others would have cheated the system and secured admission fraudulently. Out of desperation, some of those who are unfairly denied access to higher education end up registering in institutions that are not recognised by the national authorities. The qualifications they obtain from such institutions have no value, and yet they are obtained at very high financial cost.

The paper further argues that in addition to affecting individuals, these practices also affect employers negatively because the employees they hire on the basis of qualifications are often found wanting in terms competencies as their qualifications might not have been obtained on merit or the processes leading to their graduation and certification might have been tainted in some ways.

The effect to higher education institutions include loss in reputation which, in turn, compromises their ability to attract good students and staff, as well as to attract external funding. The effects at the level of national higher education systems can also be catastrophic. National higher education systems whose credibility and integrity are compromised cannot attract international students, and thereby losing the many benefits attached to internationalisation of higher education. Such national higher education systems also stand to lose their own best gifted students and academics as they seek education opportunities in systems that are perceived to be more credible.

The effect to society at large is that, where higher education lacks credibility and integrity, it fails to live up to the societal expectation of being the lever for social and economic development. Globally, countries with higher education systems that retain higher levels of credibility and integrity lead the pack in terms of social and economic development, whereas those whose higher education systems lack credibility and integrity lag behind on most indicators of social and economic development.

Keywords: *Credibility, effect(s), higher education, integrity, internationalisation, qualifications*

Institutional Systems and Services for Promoting Academic Integrity

Developing Academic Administration Systems to Enhance Academic Integrity in a higher education institution in South Africa

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According to Carter (1996) many of today's students have grown up in a social environment that not only often fails to value integrity, but also sometimes actively disparages it. As a result of this mind set, which is not limited to students, the authors posit that it is critical that academic administration systems that enhance academic integrity and deter scholastic dishonesty be developed.

The scope of the paper is a review of initiatives and innovations in academic administrative systems in the application and selection function value chain over a period of four years. The paper demonstrates an integrated systems approach wherein academic standards as approved by Senate are translated into the institutional Admissions Policy. This in turn informed the development of an electronic application and selection system. The paper highlights the values of a participatory approach in the development and attainment of the various milestones. Furthermore, it critically reflects in-depth on lessons learnt, flags unintended outcomes. Overall, the paper demonstrates that academic administration practises that are transparent, just, fair, have built in monitoring and evaluation processes and uphold institutional values do enhance academic integrity. We conclude by concurring with Boehm, Justice and Weeks (2009) that multiple initiatives and strategies are effective in curbing scholastic dishonesty and thus engender academic integrity.

Keywords: *Academic integrity; academic administration systems; participatory approach; monitoring and evaluation*

Assessment of Perceptions on the Quality of Administrative Services Provided to Students at One of the Public Universities in Gauteng Province, South Africa

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This study investigates students' perceptions on the quality of administrative services provided to students enrolled at a Public University in Gauteng Province. The quality of the services rendered to students is the focus of competitive education market that comprises both public and private education institutions. Students are viewed as customers; education service quality should logically be measured from the perspective of students. Because of this, the objective of the study is to investigate the students' perceptions on the quality of administrative services provided to them at the university.

This research project followed a quantitative research approach. A sample of 120 students from a total population of 5805 students in five schools within the university was selected, and these were undergraduate students. Self-administered questionnaires were used to collect data with an expected response rate of 100%.

The methodology to evaluate Service Performance (SERVQUAL) was developed by Parasuraman et al. (1988), and was used as a framework to focus on the service quality dimensions, which include tangibles, reliability, responsiveness, assurance and empathy. The statistical package for the social sciences (SPSS) was chosen as the analytical software for this dissertation since it is widely accepted and used by researchers for data analysis.

Keywords: *Quality of service, Student perception, SERVQUAL, Sefako Makgatho Health Science University, administrative Services*

Student Engagement as a Way of Enhancing Student Success at a Private Higher Education Institution

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The current generation of students in higher education differs greatly from past generations, therefore a student-centred approach to teaching and learning requires re-engineering our efforts. The main differences in today's student is especially noticeable in aspects such as technological inclination, need for instant gratification, proliferation of information, social habits and how they engage with learning processes. Students display different needs and preferences and it is higher education's role to prepare them for a dynamic and changing workplace. This study's primary aim was to establish student engagement needs at a chosen private higher education institution. The secondary focus was to determine to what extent student engagement is advocated at the institution, taking the students' and educators' opinions into account. Finally the aim of this study was to ascertain how students can become more engaged in learning and how this can impact student success. The study was conducted using a mixed-method approach and three clear findings were reported: firstly, changes in student needs are real and require attention; secondly students consider engagement in learning as important and require more engagement opportunities; and lastly it was found that students engage more if their needs are met.

The topic of student engagement as it relates to student success is an important consideration for academic integrity, especially since, as higher education providers, we are responsible for shaping the future workforce and making sure they are ready for the dynamic and demanding world of work.

Keywords: *Student engagement, private higher education, student learning, new generation students, teaching and learning.*

The Promotion of Institutional Integrity for a Future Fit South Africa

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The promotion of academic integrity in learning organisations has traditionally focused on the responsibility of the student in their engagement with content, assignments and appropriate contextual integration. While this remains essential, learning institutions in South Africa need to share the responsibility of integrity by ensuring that programmes are preparing students to be future fit employees and leaders. What we may learn from the historical evolution of academic integrity, with its early honour code and investment in the character of students, is that the focus again needs to shift from academic breaches to values promotion. The core tenets of the 4th Industrial Revolution presents us with the responsibility to encourage creativity, leadership and emotional intelligence, to

expose students to interactive methodologies of engagement, to support workplace readiness, and to understand the skills demand and talent needs of the workplace.

A future fit South Africa requires thinking beings who create thinking cultures in communities and organisations. Teaching modalities of old encouraged students to adopt the perspectives of authors, lecturers and authoritarians with little comprehension of why. For education to be future fit ready we need to move from acquisition to integration, from adopting to exploring, from accepting to challenging. This supports the essential correlation between academic integrity and conduct in professional practice.

Learning institutions who remain relevant in supporting the education and growth needs of students are those who assist in the translation of theory into practice, and growth into character so that students are able to transition and integrate into life and work with relevance. No longer can institutions of learning merely focus on the What (the theory), but need to integrate the How (skills readiness) and the Why (knowledge, skills and integral development).

We therefore have the responsibility to graduate students who are able to engage life and work holistically through heads (cognitive), hearts (emotional intelligence) and hands (skills readiness).

This essential integration between intellectual, emotional, social, cultural, spiritual and technological intelligence is key for future fit readiness. The promotion of academic integrity through character investment rather than a focus on cognitive dishonesty is a core and sustainable driver for future fit graduates.

Keywords: *Future fit, institutional responsibility, holistic, integral, 4th Industrial Revolution*

Integrity of Institutions of Higher Learning: Case of Zimbabwe

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The government of Zimbabwe embarked on a massive expansion of educational provision and institutions post-independence. This was to address historical imbalances, promote socio-economic development and capacitate the workforce with necessary work related skills. Initially the focus was on technical, agricultural, teaching and vocational training. Substantive improvements were recorded by this move, but it then stimulated a need for higher qualified personnel. At this juncture the government embarked on establishing at least a university in each of its ten provinces and by 2005 there were fourteen universities country wide. This development initiated explosive enrolment figures (a phenomenon referred to as massification) without commensurate increase in resources. In addition approximately 300 000 students graduate from secondary education each year, but only 18% get admitted into tertiary education institutions. Of those admitted life is never rosy for the three - five years of bachelor's education. Challenges vary from poverty, manipulation by both academic and non-academic staff, lack of resident accommodation, starving to lack of infrastructure especially in the science subjects. University education is tailor made to produce a wholesome person with moral, social, academic and technical skills which should address any countries developmental goals. In this view institutions of tertiary education are regarded as repositories of workforce nurture and nature. Unfortunately the expectations are far from the truth and graduates churned from these institutions are lacking in a number of basic principles and practices. To this end there is therefore a need of a more robust quality assurance system which should aim at curbing malpractices in student enrolment, training and certification. These have been dominated by bribery, collusion and favouritism (nepotism and patronage) in most academic institutions. Tertiary education is a key driver for human, economic and social development; nonetheless it has been influenced by economic instability coupled with poor governance within and without institutions hence a permanent solution is germane.

Keywords: *Tertiary education, integrity, quality assurance, governance, academic, non-academic*

Leveraging Technology for the Promotion of Academic Integrity

Digital Interoperability: The New Frontier for Academic Integrity in the Post-school Education and Training System

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While several role players in the PSET system are moving towards the development of ICT-enabled solutions and platforms in South Africa to improve operational efficiency and governance, these developments are largely uncoordinated. The interface between these different developments lack interoperability and stands to benefit from improved coordination which will enhance efficiencies within the PSET system. This is in line with the decision for shared services to be developed across the SETAs in particular, but also in relation to the interface between SETAs, the DHET and other systems, including universities. What if we can use the disruptive technologies that have become so pervasive in the modern context to improve our education and skills systems? We now have the technology to develop self-sustaining electronic platforms for collaboration and learning opportunities, including the utilisation of data. These new digital ecosystems can provide us with limitless opportunities to rethink academic integrity, standards and qualifications in a new world based on the principles of interoperability. As authors based at a non-profit research organisation and a SETA we have been extremely privileged to be at the nexus of many of these developments. In our contribution we will share some of these experiences and insights that have been part of a collaborative project in the PSET system in South Africa.

Keywords: *interoperability, quality, academic integrity, data utilisation*

eLearning as the Cornerstone to Academic Integrity in the 21st Century

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'Responsibility's like a string we can only see the middle of. Both ends are out of sight'. — William McFee

McFee's quotation may well apply to academic integrity in the 21st Century. Higher Education institutions are responsible for academic integrity but are faced with challenges of "where ends are out of sight".

The educational space of the 21st century is very different from that of 20 or even five years ago. As providers of Higher Education, there is a responsibility to promote and ensure academic integrity by means of good practice. However, the Higher Educational space is facing relentless changes in technology and stakeholder needs where the only constant in education, is change.

As a result of the greater demands placed on Higher Education, there are several challenges the 21st century has brought to education, all of which revolve around the lack of resources. This includes, but is not limited to, inadequate investment in resources such as libraries, human resources, infrastructure, a lack of interaction, and tools to manage and monitor large amounts of students.

The key to good practice for academic integrity is to utilise technology in the shape of eLearning to meet the needs of all stakeholders, using a method aimed at the lifestyle of people in the 21st century but incorporating it with a quality management system. ELearning is an "education system that primarily utilises technology to transfer skills and knowledge". ELearning can incorporate quality assurance mechanisms and instruments designed to protect the students' and the institution's academic integrity.

This paper will focus on the use of technology to support and guide good practices for promoting academic integrity in the 21st century and combat the challenges posed by it.

Keywords: *Technology, eLearning, quality management system, challenges, resources*

Enterprise Content Management in the Promotion of Academic Integrity

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In the current digital and artificial intelligence environment, the need for archiving evidence for academic reviews, quality assurance and enhancement and the promotion of academic integrity has become increasingly challenging. We share our experiences with the Enterprise Content Management system at a comprehensive open and distance learning university in the Academic Quality Assurance and Enhancement Unit. The ECM serves as an integral repository for the ODeL tuition and learning environment towards monitoring and evaluation, quality assurance and enhancement within the hierarchal structure of programme qualification mixes within academic departments. We will also illustrate the design and articulation of the ECM that will promote evidence based quality reviews of modules, programmes, academic departments, schools and colleges that form the academic organisational architecture at the comprehensive ODeL institution.

Keywords: *Enterprise content management (ECM), academic quality assurance, enhancement, internal reviews, external reviews*

TURNITIN or TURNITOUT: An Evaluation of the Effectiveness of the Plagiarism Deterrent Software

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Universities are misled by sales taglines such as “TurnItIn detects plagiarism.” As a result, they are compelled to purchase the software with the view that it will become a panacea to the problem of plagiarism. This paper reports about a study whose focal point of is to explore the pedagogical value of TurnItIn in teaching and learning. The paper is informed by the values shift theory.

The study adopted a qualitative approach whereby face-to-face interviews were employed to collect data. The target population comprised of lecturers and students at a comprehensive university in South Africa, who were selected using convenient sampling. Data were analysed using thematic categorisation. The findings show that similarity index is not a determining factor of level of academic dishonesty and that plagiarism policies of institutions are mute in issues surrounding the use of TurnItIn. Therefore, it can be concluded that TurnItIn is not a plagiarism detection software but plagiarism deterrent software. Consequently we recommend that the integration of TurnItIn in teaching and learning should include emerging values according to student’s profiles and that universities should play a crucial role in highlighting the processes regarding the use of TurnItIn because they are strategically positioned and mandated to educate the society.

Keywords: *Plagiarism, TurnItIn, academic dishonesty, values shift theory, pedagogical value*

Partnership with ASSAf to publish conference papers

The CHE has entered into an agreement with the Academy of Science of South Africa (ASSAf), publishers of the *South African Journal of Science* to publish outstanding papers from the conference in a themed issue of the journal expected during the second half of 2019. The normal policies,

processes and procedure of the journal will be followed to select the papers from the conference to be published in the themed issue. Below is a brief introductory information about the *South African Journal of Science*.

History

The Journal was established in 1903 as the Proceedings of the Annual Meetings of the South African Association for the Advancement of Science. The annual volume became a monthly publication in August 1947. Since 1973, the Journal has in turn had a close association with Macmillan Journals

in London (the then publisher of Nature), the Associated Scientific and Technical Societies of South Africa (AS&TS), the Foundation for Education, Science and Technology, and the National Research Foundation.

Focus and scope

The *South African Journal of Science* is a multidisciplinary journal published bimonthly by the Academy of Science of South Africa. Its mandate is to publish original research with an interdisciplinary or regional focus, which will interest readers from more than one discipline, and to provide a forum for discussion of news and developments in research and higher education. Authors are requested to write their papers and reports in a manner and style that is intelligible to specialists and non-specialists alike. Research contributions, which are peer reviewed, are of three kinds: Review Articles, Research Articles and Research Letters. The format for all of these categories is, of necessity, relatively brief compared with that of more specialised journals. Details of these, and

instructions for authors can be obtained at this site: <https://www.sajs.co.za/guidelines-authors>

The second important function of the journal is to serve as a forum for debate about recent developments in research and in higher education. The front section of the Journal covers news, news features, book reviews, obituaries, commentaries, letters and news and views articles. (The last category comprises articles which opine on important recent developments either in the published literature or at conferences.) These contributions are not peer reviewed, and potential authors are encouraged to liaise with the Editor-in-Chief before submitting work of this nature to the Journal.

Publication frequency

The *South African Journal of Science* is published six times a year.

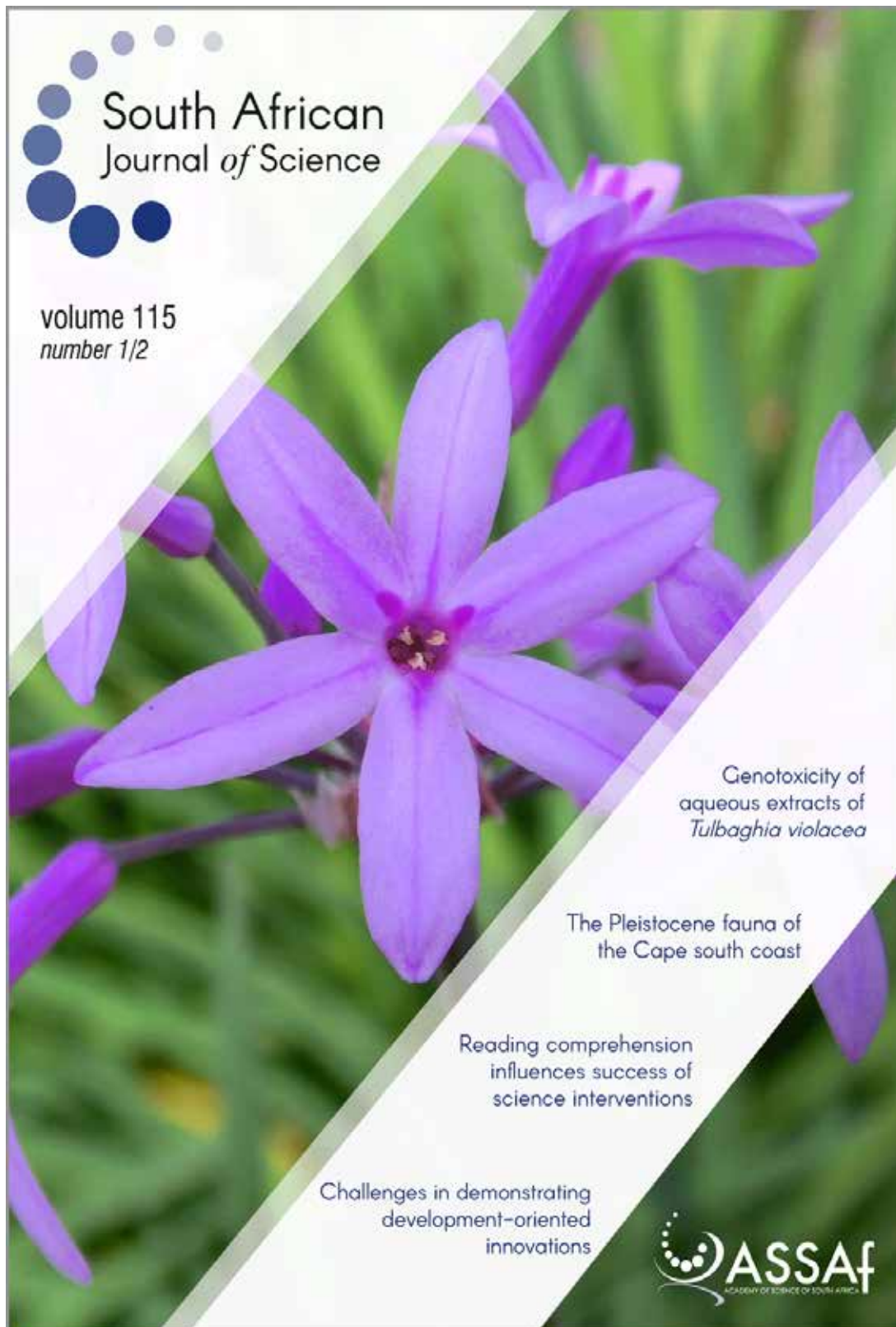
Accreditation

The *South African Journal of Science* is accredited by the Department of Higher Education and Training.

Impact factor

The 2017 Clarivate Analytics (formerly Thomson Reuters) impact factor is 1.191

Cover of the latest issue (January/February 2019) of the South African Journal of Science



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