

13 October 2023

Dear Colleague

### Stakeholder workshop on Higher Education Practice Standards in the QAF

The HEQC-approved Quality Assurance Framework (QAF) to be implemented by the CHE in 2024, requires the development of Standards for a number of Higher Education Practices to support the implementation of the QAF. The QAF (2021: 42) states that *different kinds of standards employed in higher education include content standards, learning and teaching standards, standards for the assessment of student achievement, and standards for institutional performance. Standards typically differ concerning their purpose, use and scope.*

Standards are codes of practice for quality assurance used in higher education, which HEIs must consider and align to in all aspects of their activities and in all types of higher education provision. In the context of the implementation of the QAF, these general types of Standards (as opposed to Qualification Standards) have been termed Higher Education Practice Standards (HEPS). Higher Education Practice Standards (HEPS) are, therefore, codes of practice for specific functional areas/areas of practice in higher education where quality must be maintained, such as learning and teaching, assessment, student achievement, governance, student support, etc.

Following the various calls for nominations, the CHE received hundreds of nominations and we unfortunately are unable to use all the colleagues in the actual CoPs which have to be small teams empowered to work together and write a Standard. We would, however, like to draw on the nominations in the broad stakeholder consultation as we did in September and October 2022 for the first set of 6 HEPS. The first set of 6 HEPS have been developed by CoPs and are currently in the process of consultation, and further communication in this regard will be forthcoming.

The CHE is now again going into a process of stakeholder consultation for the next 6 Higher Education Practice Standards and their development for the QAF. These are:

Staff development	Qualifications of and support for further development for academic and professional and support staff; CPD; staff workload; and staff performance with a focus on the evaluation of teaching quality and excellence awards; capacity in relation to curriculum mapping to enable transitions - RPL, articulation, assessment of non-formal learning, etc. The development and support of SOTL and scholarship of QA for academic, professional and support staff
Experiential learning	Broadly understood, including simulations, community engagement, and WIL as examples, Including internships, and industry partnerships and collaboration
Student Administration	Effective and efficient student systems and support; including the management and administration of accounts, fees and financial support
Transitions through higher education	Articulation within and between programmes (including academic and financial exclusions), institutions and sub-sectors (e.g., private-public; and TVET, Universities of Technology, Comprehensives and Traditional Universities) (link to HEQSF Review recommendations);

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Members: Rev. VF Memani-Sedile (Chairperson), Prof LLL Le Grange, Prof A Parekh, Prof Y Waghid, Adv. N Memani, Dr N Lawton-Misra, Prof DP van der Nest, Ms KR Magongoa, Dr TS Naidoo, Adv. MJ Majodina, Mr MN Muluwahothe, Dr CB Zulu, Dr GR Son and Ms D Ionescu, Prof VN Marivate and Prof MH Kanyane  
Ex-officio members: Mr S Govender (Department of Labour), Mr V Naidoo (CEO: QCTO), Dr MM Socikwa (DDG: DHET), Dr MS Rakometsi (CEO: Umalusi), Ms N Starr (CEO: SAQA), Dr FV Nelwamondo (CEO: NRF); Dr MT Simelane (DBE), Mr I Patel (DSI) and Dr WJ Green (CEO: CHE)

	HEIs to do PQM and pathway analyses of their qualification types, knowledge types; CAT; micro-credentialing, MOOCs and OERs
Transitions out of formal higher education	<ul style="list-style-type: none"> <li>• Graduateness, tracer and impact studies, lifelong learning, short learning programmes and micro-credentialing</li> <li>• Institutional collaborations, agreements, etc., for example, as between UoTs and Tech Colleges and also in sectors e.g., community health</li> <li>• Consideration of new forms of work, information on resource organisations, implications for careers advice, other transitions, etc.</li> </ul>

There will be an online stakeholder engagement workshop for these next 6 HEPS on 15 November from 9:00 – 15:00.

The workshop will include breakaway sessions for each one of the Standards, and we would need you to indicate your preferred Standard and breakaway session. The workshop questions are:

1. *What is the scope of this Standard; what should be covered, i.e. what should be IN and what should be OUT?*
2. *What is the context of this area of practice in SA? E.g. legislation, policies, national imperatives, etc.?*
3. *What are the challenges to quality in this area of practice?*
4. *What are the challenges to transformation in this area of practice?*
5. *Any other issues to be brought to the attention of the CoPs that will develop this Standard?*

Please submit the following registration form to assist with our planning:

<https://forms.office.com/r/pyPbR3eAtF>

Please direct any substantive enquiries on the QAF and Higher Education Practice Standards Development to Dr Britta Zawada ([Zawada.B@che.ac.za](mailto:Zawada.B@che.ac.za)) and logistical enquiries to Mr Collins Baloyi ([qaf@che.ac.za](mailto:qaf@che.ac.za)).

Yours sincerely



**Dr Whitfield Green**

**Chief Executive Officer**

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