


Preliminary Insights from the M Ed Review

Kirti Menon
Ken Harley
Jan Nieuwenhuis
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Mandate of the HEQC

- ❑ Promote quality assurance in higher education
- ❑ Accredite programmes of higher education
- ❑ Audits the quality assurance mechanisms of higher education institutions

Mandate derives from the Higher Education Act 101 of 1997

National Reviews and Accreditation

National reviews are a specialised type of accreditation exercise focusing on existing learning programmes in a particular disciplinary/subject area. This re-accreditation is carried out using specific criteria developed by specialists, peers, and commented on by stakeholders and institutions offering those programmes.

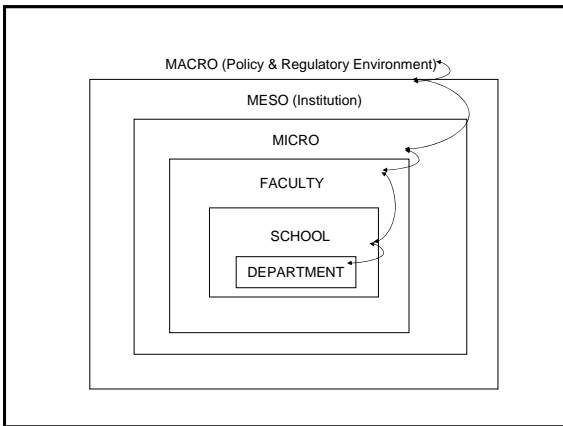
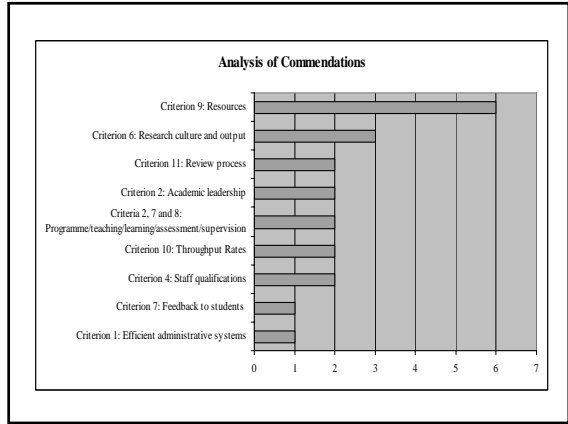
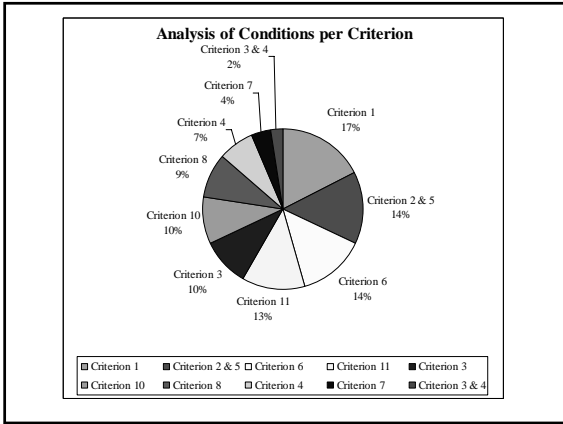
Principles of Programme Accreditation

- ❑ Primary responsibility for programme quality rests with higher education institutions themselves. Institutions should seek to establish and sustain effective mechanisms that facilitate programme quality and yield reliable information for internal programme-related planning and self-evaluation, external evaluation, and public reporting.
- ❑ The HEQC's responsibility is to establish a value-adding external system of programme accreditation that can validate institutional information on the effectiveness of arrangements for ensuring the quality of academic programmes.
- ❑ The HEQC relies on a system of peer and expert review in order to ensure credible and consistent programme evaluations.

Components of National Reviews

- ❑ Institutions submit their self-evaluation on the extent to which their programmes meet the agreed upon criteria and minimum standards;
- ❑ A panel of peers and experts visits the institution and interviews representatives from management, academic staff, students, and alumni. Taking into account the self-evaluation and the result of the visit to the institution, the panel makes recommendations in relation to the accreditation status of each programme to a specialist Accreditation Committee. The Accreditation Committee submits its recommendations to the HEQC Board.
- ❑ An analytical report of the results of the re-accreditation process provides a quantitative, qualitative and contextual analysis of the programmes that were submitted for re-accreditation. The analysis follows lines of enquiry derived from the results of the re-accreditation process and looks into issues of quality of provision taking into account local and international developments in the specific discipline/programme.

Criterion 1: The National, Institutional and Unit Context
Criterion 2: Programme Design & Co-ordination
Criterion 3: Student Recruitment, Admission and Selection
Criterion 4: Staffing
Criterion 5: Teaching and Learning
Criterion 6: Research
Criterion 7: Supervision of Research Dissertation
Criterion 8: Student Assessment
Criterion 9: Infrastructure and Library Resources
Criterion 10: Student Retention and Throughput Rates
Criterion 11: Programme Review



MACRO

- Implications of restructuring
- Policy Vacuum/Flux/Uncertainty
- Funding Formula
- Status of education training

MESO

- Impact of restructuring on the unit
- Relationship between faculties and institutions
- Macro-meso relationship with curriculum
- QA arrangements

MICRO

- Full accreditation is a mark of expansive quality
- Unevenness of the HE sector
- Norms and Standards or “Magnificent Seven”
- Programme design
- M Ed and Ph D dilemmas
- Academic/professional focus