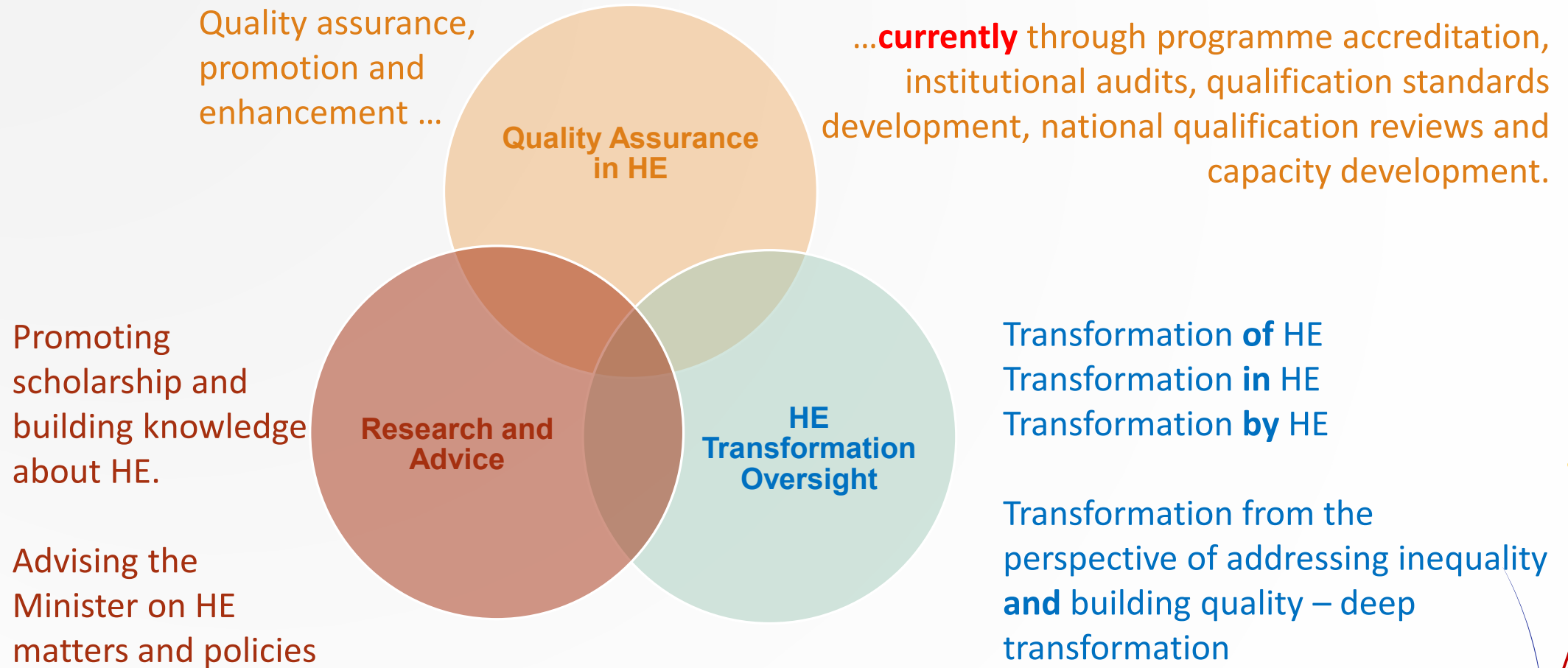# INQAAHE Talks - Quality Assuring the Professions: the Role and Responsibilities of Accreditation Agencies

31 May 2024

W. Green (Council on Higher Education South Africa)

The CHE-SA and its work

An independent statutory body and quality council responsible for:

Quality assurance, promotion and enhancement …

...**currently** through programme accreditation, institutional audits, qualification standards development, national qualification reviews and capacity development.

Quality Assurance in HE

Research and Advice

HE Transformation Oversight

Promoting scholarship and building knowledge about HE.

Advising the Minister on HE matters and policies

Transformation **of** HE
Transformation **in** HE
Transformation **by** HE

Transformation from the perspective of addressing inequality **and** building quality – deep transformation
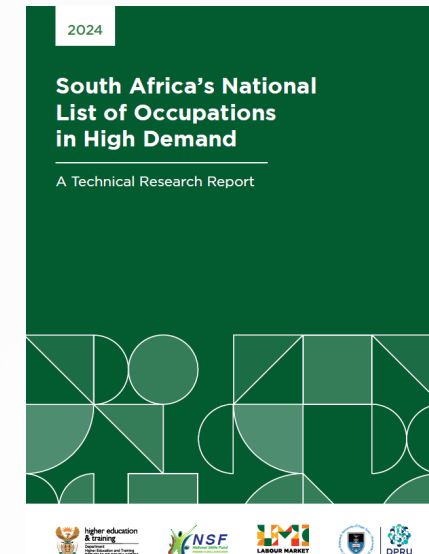
Labour market alignment

Department of Higher Education and Training (DHET) & Department of Home Affairs (DoHA) collaboration

Labour Market Intelligence Research Programme (ongoing)

DoHA gazetted critical skills list (v2023)

DHET List of Occupations in High Demand (v2024)

Signal the need for developing new qualifications

Act as a signpost for enrolment planning

Inform career guidance for learners and work-seekers

Inform resource prioritisation

Inform skills planning

Ref: South Africa's List of Occupations in High Demand (DHET, 2024)

4

Why the need to Collaborate with Professional Bodies

- Recognition that the professional bodies have responsibility to safeguard the integrity of their discipline areas, professional practice and the people receiving these services.

BUT:

- The **overlaps in some parts of the mandates** of the CHE and those of the professional bodies with respect to quality assurance and promotion pertaining to higher education programmes in professional fields: and

- The challenges that higher education institutions encounter in meeting the quality assurance requirements of the CHE and those of the statutory professional councils, when there is perceived **duplication of efforts, and lack of coherence and coordination**.

- The exclusion of graduates for registration – **gate-keeping**.

- Some professional bodies' requirements may **compromise autonomy of institutions** e.g., demands to appoint or be involved in selection and/ or appointment of external examiners, defining the curriculum…

- **Withdrawing of recognition** and/or **imposing changes to accredited qualifications** without consulting the CHE

  ➢ Collaborate through Memoranda of Agreement and Joint Workplans

Areas of collaboration captured in MoA's and 5-year workplans

- Aligned recognition/accreditation processes.

- Joint development of qualification standards.

- Joint reviews of institutional programme offerings.

- Addressing challenges, including quality challenges and blockages collaboratively.

- Collaboration on research, advice, and knowledge dissemination, information and data sharing.

- Consultation in policy development.

- Cross-participation in relevant committees.

- Joint communication.

CHE
COUNCIL ON HIGHER EDUCATION

THANK YOU