

**THE IMPACT OF THE QUALITY ASSURANCE
LEGISLATION
ON
PRIVATE HIGHER EDUCATION
INSTITUTIONS**

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ABSTRACT

Post apartheid South Africa saw the introduction of many policies and legislations that were to meet the goals of democracy, social redress, equity and development. One of the crucial legislations that guided the restructuring of higher education was the South African Qualifications Authority Act (SAQA) of 1995. Within this SAQA Act (1995) is the issue of quality assurance. Through a system of quality assurance and through processes such as the registration of higher education practices and programmes such as the Education and Training Quality Assurance Bodies (ETQA), the National Standards Body (NSB), the Standards Generating Bodies (SGB), the Council of Higher Education and the Higher Education Quality Committee (HEQC) within the SAQA Act mandate. The higher education sector is been guided to offer relevant and responsive needs that meet the needs of learners, employers and other stakeholders.

Quality Assurance could relate to greater accountability and efficiency in respect of education or higher standards of education provision. It is within the expression of higher standards and comparability of quality assurance that through the SAQA Act (1995) all providers of higher education, whether public higher education providers or private higher education providers, are required to register as providers of higher education programmes and to register its programmes been offered.

It is within this expression of quality assurance that this study is located.

This study examined the impact of the Quality Assurance Legislation on programme design of the Information Technology (IT) Department within the School of Technology at Anchorlite College, which is a private higher education institution (PHEI). The Study focused on two critically questions, viz:

- i. *Did the PHEI use a quality assurance system before the quality assurance legislation?*
- ii. *What impact did the quality assurance legislation have on pedagogy, resources and content of programme design of a PHEI*

A case study method was used on a purposeful sampled PHEI to illuminate the impact of the quality assurance legislation on programme design at Anchorlite College. Data was obtained through an interview with the Head of Department. The institution's records were used to retrieve data. Also a questionnaire was administered to the IT staff.

The findings indicate that there are both positive and negative aspects concerning the impact of the quality assurance legislation on programme design. The SAQA Act (1995) did impact on the IT programme pertaining to staffing, physical resources, assessment, programme design and learners. The findings indicate that the quality assurance legislation within the 'Requirements for Learning Programmes' (SAQA, 1998) influenced and impacted the IT programme. This impact was indicated by appropriate and adequate staff have been employed to support the learning programme, the physical resources have increased, a more informed assessment strategy has been implemented and the learners admission requirements into the IT programme has changed by

introducing aptitude testing. The findings did indicate that some staff was aware of the quality assurance before the SAQA Act (1995)

The recommendations of this study indicate that the staff aligns themselves with the needs of the industry by internships or forming partners with industrial organizations. The IT programme will have to be reviewed and adapted to include the needs of the industry. The system of staff development programmes is implemented so that the staff becomes familiar with the new skills and techniques of industry.

The SAQA Act (1995), the quality assurance legislation did impact on the programme design of the IT programme at Anchorlite College.

DEDICATION

To my dad, the late Mr. B.Nirhoo
Who is my most success secret of all,
And who continues to be my support, my inspiration and my mentor.



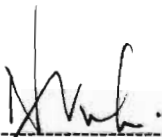
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DECLARATION

I, Neetha Nirhoo declare that this dissertation is my own work and has not been submitted previously for any degree in any university.



N.NIRHOO



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Supervisor

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

Post apartheid South Africa saw the introduction of many crucial policies and legislative instruments that guided the restructuring of its systems and structures to meet the overall goals of, amongst others, democracy, social redress, equity and development. One of the crucial legislative instruments that guided the restructuring of higher education systems was the South African Qualifications Authority (SAQA) Act of 1995. Within this Act, the issue of quality assurance is firmly embedded. Through a system of quality assurance and through processes such as the registration of higher education practices and programmes and structures such as Education and Training Quality Assurance Bodies (ETQA), the National Standards Bodies (NSB) Standards Generating Bodies (SGBs) and the Higher Education Quality Committee (HEQC), within the SAQA mandate, the higher education sector is being guided to offer relevant and responsive programmes that meets the needs of the learner, employer and other stakeholders which are crucial for economic and social development.

While this transformative agenda of quality assurance within higher education is laudable, is this possible within a historical context of diversity, unequal access to educational provisions and varying degrees of segregated control of education providers.

Quality assurance in itself has different expressions. Some relate to greater accountability and efficiency in respect of education and training processes and outcomes. Others relate to high standards of educational provisions and resultant economic development through higher levels of intellectual growth. Each expression of quality assurance privileges particular agendas thereby presenting nuance focus to quality assurance. It is therefore important to explore quality assurance as a means to explaining the different processes and regulations so that these nuances become visible. For

example in quality assurance, accountability and efficiency may privilege the accountability of public expenditure and therefore is focused on public higher education restructuring in terms of value for money expended. Another example of quality assurance expression may privilege the setting of higher standards and would therefore focus on quality of educational providers to support growth and development, both socially and economically. It is within this expression of higher standards of quality assurance, that, through the SAQA Act, all providers of higher education are required by legislation, to register as providers of higher education programmes as well as to register its programmes being offered. It is within this expression of quality assurance that this study is located.

An academic has revealed that at many public higher education institutions, students are unable to read and write properly and are allowed to continue with their studies despite failing key parts of the course. (Comparing Standards, 1998). Does this mean that the South African higher education institutions are been attacked for low standards? In the United States there is an explosion of students which has led to 'dumping down' (Comparing Standards, 1998). Can we expect such 'dumping down' within South Africa where access is now given to the previously denied populations sectors. A lecturer at a higher education institution has stated that in the higher education institutions there are 'bums' on their seats and they cannot fail many students (Comparing Standards, 1998). Is it because of the financial viability of institutions that the focus should be on getting 'bums' on seats while trading off quality education?

According to the Green paper on Higher education (Department of Education-DOE, 1996), the higher education system had many deficiencies. These included disparities between historically African and White institutions regarding facilities and resources; unequal access and opportunities of students and staff along the lines of race, gender, class and geographical location; the outputs of higher education and the needs of a South African economy were different resulting in the shortage of trained graduates in science, technology, engineering and commerce; higher education did not lay the foundation of a critical civil society with a culture of tolerance, public debate and accommodating

differences and inadequate response to the needs of our society and not enough attention to the challenges and the problems of the broader African context. There is the present education belief that higher education can help in the development of South Africa; that higher education can provide the training of highly skilled people and the creation of relevant useful knowledge to equip a developing society with the capacity to participate effectively in a rapidly changing national and global context. Therefore higher education had to be reshaped and changed to serve a new social order, to meet national needs and to respond to realities and opportunities (Green Paper, 1996). In response to the above the SAQA Act (1995) was implemented.

Prior to the SAQA Act (1995) higher education was divided into two sectors namely public higher education and private higher education. At present this is still the case, except that since the SAQA Act all providers, public and private, had to register as providers of higher education programmes and that all programmes offered are accredited with the Council of Higher Education (CHE). The SAQA Act (1995) also clearly differentiates between the public and private higher education providers. Public higher education involves education at universities, technicons and colleges. This sector is subsidized by the state. Students in these institutions qualify with degrees, diplomas and engage in postgraduate work.

Private higher education existed and still exists side by side with public higher education. Institutions that are termed private higher education institutions (PHEIs) are not subsidized by the state. These institutions rely on student's fees to supplement their income.

Gordon (2000) stated that PHEIs in South Africa flourished over the past decade. He further states that in keeping with global trends PHEIs have grown by an average of 15% per year. Gordon's statement concurs with Rooyen's (2000) statement that the core business private provider sector grew by 94% between 1993 and 1997. With the growth of the private education sector, employment in this sector also grew.

Edmonds(2000)states that now it has been estimated that there are about 175 000 people employed in this sector. Also according to research commissioned by the Education, Training and Development Practices Sector Educational and Authorities (EDTP SETA) the total number of staff employed by private providers exceeds 178 000. This is a much bigger sector than the public higher education sector which has about 40 000 staff members working in technicons and universities (Rooyen, 2000). The number of staff in the PHEIs exceeds the number of staff employed in the public higher education institutions. Therefore the PHEIs are important contributors towards education and the economy of South Africa.

However very little research is done on this sector of higher education providers. Edmonds (2000) states that little or no in-depth study has been conducted on the nature and the extent of the private provider landscape. One of the possible reasons for little research on PHEIs may be attributed to fear of the PHEIs weaknesses been exposed. My institutions have in the past investigated other PHEIs and have used their weakness in the programme design as part of my institution's marketing drive. For fear of this competitive drive between and amongst PHEIs, little valuable information about PHEIs are available in the public domain. With the introduction of the National Qualifications Framework (NQF) and the registration of qualifications, all PHEIs are expected to expose themselves for public and legislative scrutiny. This process may also now expose the weaknesses of PHEIs and this fear of exposure will impact in the way PHEIs will declare themselves.

Previously PHEIs have been seen as being unethical and unprofessional. The media and the DOE have termed PHEIs 'fly-by nights'. Beezhold (1998) stated that there are many unethical and dishonest establishments operating than the DOE knows and this has had a detrimental effect on reputable PHEIs. There are many examples of PHEIs opening their doors to register students and a month later the managers close their doors and disappear with the student's money. This could the reason why PHEIs are not seen as accountable and efficient. Due to the SAQA Act (1995) the 'fly-by-nights' institutions can be exposed and identified through the regulations. The introduction of the quality assurance

legislation on the higher education sector requires the registration of public and private higher education institutions. Hopefully this process may stem the existence and proliferation of “fly-by-nights” institutions.

1.2 Purpose

The purpose of this study is to explore the impact of the quality assurance legislation on programme design at a PHEI. In this study the quality assurance legislation with reference to the SAQA Act (1995) will be examined to determine whether it impacted in the programme design at a PHEI. This study will firstly explore and reveal whether the quality assurance legislation has been implemented and secondly will explore the impact of the quality assurance legislation on programme design at a PHEI.

1.3 Critical Questions

The critical questions are:

- a. Did the PHEI use a quality assurance system before the quality assurance legislation
- b. What impact did the quality assurance legislation have on pedagogy, resources and content of programme design of a PHEI?

1.4 Rationale

The reasons that have motivated this study are:

- I reflect on my own experiences as part of management of a PHEI that had to conform to the SAQA Act of 1995. Part of my responsibilities is the management of programmes that have been registered and accredited with the CHE. This includes monitoring of both staff and the programme through workshops and meetings. This provides management with some knowledge about the implication of quality assurance at the college. This data is used for strategic planning of the college. There was no monitoring before the SAQA Act. This study provided me an opportunity to explore the impact of quality assurance on a programme design. This study also

allowed me to determine the impact of the quality assurance legislation on other accredited programmes and new programmes that have not been accredited by CHE

- The second reason was to investigate the changes in private higher education as a result of the quality assurance legislation. The PHEI that is used in the study has been in existence for thirty years. Over the years the programmes have changed according to the needs of technology and employment possibilities. These changes also included needs of industry. Higher education should be flexible to incorporate the needs of industry into the programmes. This study will examine how the programme design has implemented the changes according to the SAQA Act. These changes include resource centre, the programme design, staff profiles and assessment.

1.5 Brief Indication of the Methodology used

This study will be explained within a case study approach. A PHEI was used in the case study to illustrate the issues of the quality assurance legislation, its impact and its development. Data was collected from different sources. These included document analysis and a questionnaire to staff of the Information Technology (IT) Department. These staff was involved in the quality assurance process. The methodology will be developed in greater detail in chapter three.

1.6 Significance of the study

Internet search and scanning of research journals on higher education revealed that there is an absence of studies that investigated the impact of the quality assurance legislation on PHEIs. The findings of this study will benefit PHEIs as it will provide evidence of the impact of legislation on the PHEI's programme design and offerings to meet national needs.

1.7 Limitations of the study

The following are limitations that should be noted in this study:

- As I am the Rector of the PHEI, the respondents answering the questionnaire would impact on the study, as the respondents would want to impress me or give responses that they think I would want to hear which might affect the overall findings of this study.
- The validity of the data received from the respondents could have included an in-depth interview with all respondents. However due to the scope of this study, an in-depth interview with the Head of Department (HOD) to validate or triangulate the data produced was not possible.

1.8 Chapter Outline

Chapter two provides an explanation of quality assurance within higher education. The quality assurance legislation within South Africa including the SAQA Act (1995) has impacted on PHEIs. An exploration of PHEIs and the contribution that PHEIs have on the economy of South Africa are also explored.

Chapter three explains the methodology that was used in the data collection and the data analysis. A case study approach is used to explain the impact of the quality assurance legislation on programme design at a PHEI, through in-depth analysis of the staff associated with the PHEI.

Chapter four provides an overview of Anchorlite College a PHEI, outlining its development and its current status. A description of the IT Department is also provided. The presentation of the findings and the analysis of the data of this study relating to resources, programme design and pedagogy are provided.

Chapter five presents an explanation of the findings and recommendations of this study. This forms the concluding portion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature reviewed in this chapter focuses on:

- Understanding quality and quality assurance within Higher Education
- The quality assurance legislation within South Africa. This include the SAQA Act (1995) and the NQF
- The registration process of PHEI according to the SAQA Act of 1995
- The contributions of PHEIs to the economy and the education system of South Africa.

2.2 Quality Assurance in Education

In order to conceptualize quality assurance, quality as a construct will be explored and problematised so that the challenges faced by PHEIs and higher education in general are understood.

2.2.1 Quality

Lategan (2000) lists some notions of quality, which are:

- The concept inherent in the phrase 'value for money'- a focus on performance indicators like failure rates and teacher to student ratios.
- The 'quest for zero defect' comparison is made to a set of pre-set standards.
- Fitness for purpose: evaluation of an institution mission and goals against national policies, sectoral requirements and societal expectations.

Here the concept quality refers to judgement based on measurement against a pre-determined benchmark or standard. The assumption here is that there is a benchmark that has been determined and agreed to by relevant stakeholders. How would one begin to judge quality in contexts where there may be no benchmarks (standards) to measure

against? Contexts like educational provisioning could lend itself to varying degrees of benchmarks and sometimes these benchmarks may not even exist. How then does one interpret quality?

In addition, could quality be seen as just 'value for money' or does quality imply that there is no room for defect or will all institutions and organizations have similar quality standards that are comparable or that quality is a lifelong experience?

The broader meaning of quality can be understood as:

To be able to compete globally any institution must be able to hold its own with the best in the world (Moore, 1998). To be the best the institution has to have quality.

Quality is a way of seeing things, a way of doing things. It is a way of life. (Wilson, 1997). Quality could act as a catalyst in the process of recovering the prosperity that we want, not only feasible and desirable but is essential to our survival. (Peniche, 1998) The international understanding of quality according to Moore (1998) is that in many product groups -food, household, appliances, chemicals- quality is linked to consumers and is closely defined through regulations covering the products production, ingredients, packaging, distribution and storage and presentation. In other cases the buyer and the specialization s/he draws up to meet his/her requirements define quality. In developing countries quality is defined by the buyers needs although these may not be formulated in terms of mechanical tolerances and chemical constituents. As in business the customers are identified as the benchmark towards quality.

Here the concept of quality is related to satisfaction of the user/receiver in the product or service offered. In this case no standards or benchmarks are pre-determined and set and quality is determined solely in terms of meeting someones expectations. Is quality then a relative construct?

Regulation R1127 under the SAQA Act of 1995 defines 'quality' as 'the combination of processes used to ensure that the degree of excellence specified is achieved.' This definition emphasizes that quality is a process whereby a specified purpose is achieved. A

process is an activity that uses resources to transform inputs into outputs. The objective specified by the SAQA Act indicate the need for Quality Management systems (QMS) the ultimate purpose of QMS are:

- Enhance learning in South Africa by increasing the number of learners, the frequency of learning and the relevance and durability of what is learned.
- Establish a framework of qualifications that is relevant, credible and accessible. (SAQA, 1995).

The objectives of the QMS can be identified to Lategan's (2000) notions of quality in the sense of 'value for money' and 'fitness for purpose'. Therefore the quality that is indicated by SAQA is a process of continuous improvement. (Naude, 2001). Wilson (1997) also states that quality is not putting up a sign on the wall or hiring someone for a two-day course to teach the fine habits of quality. Quality is an ongoing process that must be understood and carried out by all stakeholders.

The QMS indicated above refer to the actions, processes and structures to ensure that delivery of education and training is of the highest quality that it can be. For the education system to go global and to compete globally the introduction of quality systems is a crucial step in the process of operations (Moore, 1998)

Quality as defined in the regulations under the SAQA Act attempts to present a process orientated view of quality. Here quality is valued in terms of constant improvement. This is perhaps to take cognizance of the historical varying degree of educational provisioning which existed within South Africa. Taking this stance on quality, it provides the opportunity of providers to reflect, review, refine and improve educational practices and provisions within a transformational agenda. It is within this transformative agenda of quality improvement, that this study unfolds. This study attempts to understand how regulatory frameworks can assist in quality improvement of educational providers.

2.2.2 Quality Assurance

Lategan (2000) defines quality assurance as the name given to the activities that are used to ensure that the business of the organization is carried out effectively and efficiently. Lategan further states that by establishing a flexible and coherent quality management system, a provider of education will be confident that planned quality is achieved, and that the learners enrolling with the provider will have the confidence that the provider has the ability to meet their needs and expectations. SAQA's definition of quality assurance concurs with Lategan, in that SAQA defines quality assurance as a process of ensuring that the degree of excellence specified is achieved (SAQA, 1998).

Lategan further states that in commerce and industry quality assurance involves, in general, the steps that an organization takes to ensure that its products or services conform to standards that in its turn express the customer's requirements. Quality assurance gives the people who use the product or service confidence that it will meet their expectations and also tells the people who provide the service what is expected of them.

Although commerce and industry have been using quality assurance for a long period of time, quality assurance has been present in education and training and is underlying the following educational notion:

- Conforming to some external standards (centers of excellence).
- Peer validation (such as moderation by external agencies, refereeing system in scientific journals).

(Lategan, 2000).

The centers of excellence have been synonymous to mean quality. In the quality debate there is no clear definition of 'excellence'

The South African quality assurance system aims at ensuring that all learning programmes at higher education institutions are relevant and responsive to the needs of the learners, employers and other stakeholders within the context of the social,

intellectual and economic requirements of developing societies (CHE, 2001). The SAQA Act (1995), the NQF, the Skills Development Act and the Higher Education Act emphasize the role of quality assurance in delivering the objectives of equity and development in South Africa. The quality assurance system is critical in the restructuring of higher education.

Quality is identified as one of the principles that should guide the transformation of higher education, together with equity and redress, democracy, development, effectiveness and efficiency, academic freedom, institutional autonomy and public accountability (CHE, 2001). The CHE's (2001) document further states that the new quality assurance system for higher education will include the following issues:

- The reconfiguration of higher education in terms of size and shape. This will require the development of a more evenly capacitated and resourced higher education system to provide high quality education and training within a range of diverse institutional missions.
- An uneven quality assurance landscape with a range of unintegrated initiatives at national, institutional and regional levels.
- The challenges for public and private higher education in responding to the requirements of the National Qualifications Framework (NQF).
- The increased demands on higher education to deliver knowledge resources and services as well as high level skills and competencies for social and economic development.
- The required role of higher education in facilitating social justice through enhanced participation in higher education for formerly disadvantaged constituencies?

Many of these issues will require coordinated policy, planning and resourcing decisions and actions by a range of role players in order for the quality assurance system to succeed. Especially on macro level such as the need to address the poor and disadvantaged higher education providers.

The role players include the Council of Higher Education (CHE); through the Higher Education Quality Committee (HEQC) as the Education and Training Quality Assurance Bodies (ETQA) will focus on higher education (CHE, 2001).

The CHE will:

- 'Facilitate a common interpretation of quality assurance policy for higher education institutions.
- Co-ordinate the establishment of a common set of ground rules for the practice of quality assurance including the inter relationship between quality assurance promotion, institutional audits and programme assessment.
- Provide a platform together with SAQA for regular discussions on quality assurance practices' (CHE, 2001).

The HEQC vision and mission is a commitment to quality higher education. The HEQC will support the development, maintenance and enhancement of the quality of public and private providers of higher education in order to enable all stakeholders to benefit from effective education and training. The main objective of the HEQC is to ensure than all providers effectively and efficiently deliver education, training, research and community service which are of quality and which produce socially useful and enriching knowledge and a range of skills and competencies necessary for social and economic development (CHE, 2001).

Therefore in education quality will be determined on the basis of the ability of the provider to offer qualifications, programmes and learning experiences which are responsive to the broader development needs of learners, thereby addressing the knowledge, skills and service needs of South Africa (CHE, 2001).

2.3 The NQF (National Qualifications Framework)

The National Qualifications Framework (NQF) will introduce the concept of quality into education and training. Standards, quality and the NQF are built on the following:

- Knowledge relevant to the current world is created through partnerships amongst various grouping in society, from academics and researchers to business, from workers to professional experts, from government to community organization, from learners to professors. Knowledge creation is not reserved for the 'experts'.
- The national system of education and training must balance the need for quality education for all citizens with the need for flexibility to cater for the wide-ranging circumstances that face learners and the wide-ranging options for delivering what constitutes relevant credits and qualifications. Education must provide for the balance between the society's needs and the needs of the individual.

The principles of the NQF that will lead to quality in education and training is:

- Integration: forms part of a system of human resource development, which provides for the establishment of a unifying approach to education and training.
- Relevance: be and remain responsive to national development needs of equity and redress.
- Credibility: have national and international value and acceptance.
- Coherence: work, within a consistent framework of principles and certification.
- Flexibility: allow for multiple pathways to the same learning ends.
- Standards: be expressed in terms of a nationally agreed framework and internationally acceptable outcomes.
- Legitimacy: provide for the participation of all national stakeholders in the planning and co-ordination of standards and qualifications.
- Access: provide ease of entry to appropriate levels of education and training for all prospective learners in a manner, which facilitates progression.
- Articulation: provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system.

- Progression: ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system.
- Portability: enable the learners to transfer their credits or qualifications from one learning institution and /or employer to another.
- Recognition of prior learning (RPL): through assessment, give credit to learning which has already been acquired in different ways such as life experience.
- Guidance of learners: provide for the counseling of learners by specially trained individuals who meet nationally recognized standards for educators and trainers.

(SAQA, 2000). These indicators of quality will not, in itself, lead to quality. All stakeholders involved in education and training will have to commit to these indicators so that quality will not be seen as 'window dressing'. Appendix B captures the dynamic relations between the separate functions of standards setting and quality assurance.

(SAQA, 2000)

2.4 Governance Structures associated with quality

The South African Qualification Authority (SAQA) was established as a body as a result of the SAQA Act No 58 of 1995. SAQA was to perform the functions of the Act in terms of developing and implementing the National Qualification Framework (NQF) in order to regulate education and training within South Africa. SAQA's functions are to:

- Establish education and training standards and qualifications
- Accredite bodies responsible for monitoring and auditing achievements of standards set. The bodies will include providers of education. This includes the private and the public providers.

SAQA has also outlined what it sees as quality indicators particularly when assessing applications from providers. Providers would need to ensure that:

- Their aims are clear

- Procedures for quality management policies are in place
- Sustainability of quality management strategies are in place
- They have the ability to develop, deliver and evaluate learning programmes
- They have the necessary financial, administrative and physical resources to deliver the programmes
- They have democratic modes of organization and practice
- They have clear learner-centered policies and ways of dealing with learning programmes
- They are able to conduct off-site or work-site activities
- They have clear policies for assessment
- They have the policies for programme development in terms of content, people, procedures and practices.

All the above are consistent with NQF in that learner centeredness, relevance, democratic ways of operating, flexibility within the system, increasing access, transparency, accountability, recognition of prior learning and teaching style all underpin SAQA's sense of quality

(Naude, 2001)

SAQA is associated with the following bodies:

i. National Qualifications Framework (NQF)

The NQF is a structure within which standards and qualifications are recorded through formal, non-formal and informal learning in South Africa. It provides the basis for learning and the awarding of recognition for such learning in the form of certification. A learner on achieving a set of outcomes related to a unit of learning or a qualification will be awarded a certificate as proof that s/he has met the requirements as set by the unit standard or qualification. This certificate will indicate the level of learning (Appendix C) achieved within the NQF. This will then be used as a basis for progressing to or admission to other level within the NQF. (Ramrathan, 2000)

ii. Standards Generating Bodies (SGB)

These are bodies formed by stakeholders in education and training to generate standards for units of learning and qualifications. The standards generated by these bodies are forwarded to the National Standards Body (NSB) for consideration as national standards for a unit of learning.

iii. National Standards Body (NSB)

These are national bodies formed for each field of learning. Its primary function is to establish education and training standards or qualifications. The NSB's are given the powers to establish standards. The SGB may only recommend standards for a unit of learning or qualification. These standards are then registered on the NQF by SAQA.

iv. Education and Training Quality Assurance Body (ETQA)

These are bodies established to monitor the achievement of the registered standards for a unit of learning or a qualification. Its primary function is one of quality assurance.

(Ramrathan, 2000)

2.5 The Social Partners of SAQA

2.5.1 Members of SAQA and its structures (Appendix A)

SAQA consists of representatives from all major stakeholders in education and training. The constituencies are identified in the SAQA Act No.58 of 1995. The twelve National Standards Bodies (NSBs) recommend standards and qualifications to SAQA for registration on the NQF. Their members include representatives of the relevant departments, organized business and organised labour, providers of education and training, critical interest groups including professional bodies and statutory councils and community organizations. By having all the relevant stakeholders involved in the standards setting process, SAQA can ensure that the qualification and standards that are produced are relevant and of a quality that is

acceptable to all stakeholders. It is through these standards setting processes that all stakeholders are required to participate. The standards will satisfy the industrial needs where employers require these standards of skills in their businesses.

2.5.2 SAQA Related Legislation

There are a number of Acts that have been passed which relate to the functioning of certain institutions to the requirements of the SAQA Act and its associated regulations.

The Department of Labour is responsible for the Skills Development Act no.97 of 1998. through this act the National Skills Authority (NSA) and the Sector Education and Training Authorities (SETAs) are brought into being. One of the primary functions of the SETAs is to assure the quality of education and training in their sectors. In order to do this they will have to be accredited by SAQA as Education and Training Quality Assurance Bodies (ETQAs).

The Department of Education is responsible for the Higher Education Act no.101 of 1997 through which the Council of Higher Education (CHE) was created. One function of the CHE is to assure the quality of education and training provision in the higher education band. This is done through its Higher Education Quality Committee (HEQC). In order to perform this function, the CHE will have to be accredited by SAQA as an Education and Training Quality Assurance body (ETQA). This is an issue that has implications on higher education institutions. The Department is proposing the establishment of a General and Further Education and Training Assurance Council whose primary responsibility will be to assure the quality of education and training provision and assessment in the general and further education and training band. (SAQA, 2000)

2.5.3 Other ETQAs and their relationship to SETAs and ETQAs

There are a number of professional bodies and statutory councils, which will have a responsibility for assuring the quality of provision and assessment in their own

particular areas of operation. These bodies have to be accredited by SAQA as ETQAs. The bodies that have already been accredited by SAQA are the Mining Qualifications Authority (MQA) and the South African Institute of Chartered Accountants (SAICA). SAQA's model for the functioning of ETQAs provides for the establishment of contractual arrangements between ETQAs to ensure that the obligations of all ETQAs can be met with minimum disruption to providers. (SAQA, 2000)

2.6 The Registration of Private Higher Education Institutions.

The Ministry of Education's press statement of the 10th January 2000, states that it is a legal requirement for Private Higher Education Institutions {PHEI} to be registered with the department of Education (DOE) as of the 1st January 2000. According to the media statement on the DOE website on the registration of PHEI (July 2000) the aim of the registering PHEI are to:

- Ensure that all registered PHEI offer an acceptable quality of education
- Ensure that current and prospective learners receive higher education from institutions that have the resources, capacity and/ or expertise to deliver quality programmes
- Ensure that the public obtains qualifications that aligned with the NQF
- Ensure that the education system continues on a path of transformation in accordance with government policy and regulations.

Also with quality assurance the following are additional requirements for the registration of PHEI:

- i. Financial sustainability; an institution's ability to fulfill its obligations to its students
- ii. Juristic person: the requirements that the applicant should be a legally registered business entity in South Africa

- iii. Compliance with other national policies: institutional policies such as admission policies must not discriminate on the basis of race and should also be aligned with national admission requirements into higher education.

The evaluation of each applicant for registration has the following possible three outcomes:

- i. Conditional registration: this type of registration means that the applicant has fulfilled all the requirements for registration as a PHEI and is therefore granted conditional registration in terms of section 53, 60 and 64 of the Higher Education Act.
- ii. Qualified conditional registration: this type of registration means that the PHEI has not fulfilled the requirements for registration as PHEI but the Registrar believes that the applicant might be able to fulfill these requirements within a reasonable period. In this case the PHEI is granted conditional registration in terms of Section 54(3) of the Higher Education Act. This type of registration has a maximum period of six months with a possible extension by another six months
- iii. Unsuccessful applicant: an unsuccessful applicant cannot be granted registration as a PHEI because of:
 - The applicant is not a provider of Higher Education. In most cases the applicant is an agent of another institution and only provides specific services to registered providers
 - The applicant's programmes are not at the higher education level or they require substantial restructuring before they can be re-considered for accreditation as a higher education programme
 - The applicant's institutional capacity is inadequate to provide higher education programmes
 - Failure to establish a legal presence in South Africa
 - Failure to meet the financial sustainability requirements.

2.7 Regulations involving Private Providers

Central to the regulations is the Constitution of South Africa (Act 108 of 1996). In clause 29, of the section titled 'education' the following is stated regarding private providers:

(30) Everyone has the right to establish and maintain at their own expense, independent educational institutions that:

- Do not discriminate on the basis of race
- Are registered with the state

The two legislations that are central to the new education and training system are:

- i. The SAQA Act no.58 of 1995
- ii. The Skills Development Act no. 97 of 1998

The Minister of Education furthermore determined that no PHEI may offer higher education after the 31st December 1999 unless registered.

(Rooyen, 2000)

2.8 The importance of PHEI

Many people view private education with suspicion as 'a spider and fly relationship' where quality and equity must be sacrificed in the pursuit of profits. (Gordon, 2000)

Gordon further states that it is a little surprise that PHEI in South Africa flourished over the past decades. There is a demand for PHEIs as these institutions provide education that is similar to public higher education institutions at a cheaper rate. In keeping with global trends private institutions have grown by an average of 15% per year. Although there is growth in PHEI there is a decline in the enrolments at public institutions.

Gordon (2000) also states that the reasons why students opt for PHEI in South Africa are:

- Students are prepared for the job market since the programmes offered by the PHEI are vocationally oriented. PHEI have anticipated these trends and have catered for it and not copy the model of academic and research focused public institutions. PHEI adjust programmes to meet the changing needs of the business community.

- Programmes are designed in collaboration with a particular industry to ensure up-to-date and relevant skills for the roles needed in that industry. The institutions do not try and guess the needs of the business community. They enter into a relationship with them to ensure that programmes are relevant to their needs. (S.Bedil, Director of Studies at Midrand University)
- Sometimes consultation and collaboration goes further – where PHEI customize programmes to the needs of a particular organization such as at Morgan university a member of the Acumen Holdings- has promoted a combination Masters Programme for 40 African female employees of Eskom, focusing on science, technology and management.
- Private providers aim to be flexible to the needs of adults who have to balance the demands of work, family and studying. Courses are offered on evenings and weekends
- Many providers have flexible entry criteria to accommodate students who do not have a matric but is either working in organizations for a number of years or of the age factor.
- Many providers are involved in community service programmes. Midrand University opened a Support Center for victims of violence and abuse in partnership with the police services, social services and others. (Gordon, 2000)
- Private providers offer a wide range of programmes from a one-day introduction to a four-year degree. Qualifications range from basic literacy to PhDs. Some private providers provide short courses in office practice; some provide consultation services on the implementation of the Skills Development Act. Students may learn marketing, game ranging, beauty therapy, personnel management, theology, education, nursing, sports management, appliance repair, accountancy, production, management, entrepreneurship, banking, public relations, local government administration, computer science, travel and tourism. Students may earn a technician's qualification or a MBA (Masters in Business Administration).

This is the case in PHEIs where the education is linked to the above factors. If this is the case then it seems that education in PHEIs depends on these reasons for financial viability and survival. The reasons also indicate that PHEIs have found a niche that the public

institutions are not capitalizing on. The niche is that PHEIs are catering and providing education for industries and the job markets. The education programmes are adapted to the needs of particular markets such as a short course in Front House Management will appeal to all organizations that have front line staff. This niche has aided the PHEIs to grow in number.

Although PHEIs have grown in the last few years some students have become dissatisfied with them. The reasons could be:

- The quality of education where finances become the primary focus and education the secondary focus
- The environment. Many PHEIs are located in business buildings which is not conducive to learning
- Equipment is of poor quality

2.9 Conclusion

This chapter suggests a summary understanding of quality and the quality assurance legislation within higher education. This chapter also looks at how the quality assurance legislation is being managed and implemented within the private providers sector, within the comprehensive framework of SAQA and the NQF.

Drawing from the quality assurance framework of the SAQA Act (1995) as the regulatory process of the quality assurance legislation the following categories have been selected for exploration within the Information Technology (IT) Department of a PHEI will be explored in the next chapter:

- Staff
- Resources
- Programme design
- Assessment
- Learner's support and admission.

These categories have been selected because they represent the major contributors for quality provisioning in educational institutions within a quality assurance framework. These are also the major categories that require in-depth analysis in the regulation process of programme within higher education institutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In trying to understand the impact of the quality assurance legislation on PHEI an in depth study of a single institution will provide a clear understanding of the impact of the quality assurance on programme design on a PHEI. The PHEI that was selected is an example of an institution in the private higher education sector.

This chapter outlines the research methodology used to answer the following critical questions:

- Did the PHEI use quality assurance before the quality assurance legislation.
- What impact did the quality assurance legislation have on pedagogy, resources and content of programme design of a PHEI

3.2 The Research Design

A case study was selected as the research strategy. The case study strategy was used, as this strategy seems to be the most appropriate strategy of exploring the quality assurance legislation on PHEIs. This method involves a systematic documentation of a single case. Cohen and Manion (1980:99) states that the purpose of a case study is to

‘Probe deeply and to analyse intensively the multifarious phenomena that constitute the lifecycle of the unit with a view to establishing generalization about the wider population to which the unit belongs’

The case study strategy of one PHEI could lead to generalization of all PHEIs such as, can the impact of the quality assurance legislation on one PHEI be seen as impacting all other PHEIs in the same manner?

There are about 3000 PHEIs in South Africa of which about 800 applied for SAQA registration in May 1999. The reasons could be that the 2200 PHEIs who did not apply were:

- Unaware of the registration process as the article requesting all PHEIs to register with the DOE appeared in the Sunday Papers of a particular Sunday.
- Unaware of that they were termed providers of higher education as the term higher education institutions referred to Universities and Technicons.
- Unaware of the differences between Further education and training, higher education and training and adult basic education and training.

The institution that was studied belongs to the Association of Private Colleges of Southern Africa (APCSA). APCSA has about 300 members. APCSA held workshops and meetings informing members about the registration process. Therefore all members were aware of the registration process. This could be one of the reasons why the nonmembers of APCSA were unaware of the SAQA registration process.

Anchorlite College is one of the PHEIs in Durban that applied for registration and accreditation in 1999. As a PHEI the institution had to conform to legislation. The Higher Education Bill (1997:51) states that no person other than a PHEI or an organ of the state may provide higher education without being registered or conditionally registered as a PHEI in terms of the Act. The Act further states that (65:3) that if any person contravenes this section (51) is guilty of an offence and is liable on conviction to a fine or to imprisonment not exceeding five years or to both. Therefore this institution had to comply with the SAQA registration process.

The college has satellite branches in Stanger, Pitermaritzburg and Johannesburg. Anchorlite College has been in existence since 1973 and still continues to participate in the accreditation process of SAQA and the registration process of DOE. In October 2000 Anchorlite College was awarded the status of conditional registration (Section 54,3 of the Higher Education Act) up to December 2001 by DOE.

The college comprise of five divisions. These divisions are:

- The School of Technology.
- The School of Communication.

- The School of Design.
- The School of Commerce and Management.
- The School of Hospitality.

This study focuses on a detailed analysis of the Department of Information technology (IT), which is a division of the School of Technology. This department was purposefully selected, as it was the first programme to be conditionally accredited and registered with SAQA and DOE.

Purposeful sampling was used in this study. According to Cohen and Manion (1980:77) state that when purposeful sampling is used:

‘ The researchers handpick the cases to be included in his sample on the basis of his judgment of their typicality. In this way he builds up a sample that is satisfactory to his specific needs’.

By using purposeful sampling biasness could be introduced into the study. The researcher will have to triangulate and validate all data to prevent the element of biasness.

The cohorts of the staff selected for this study were purposefully selected since they were involved in the IT Department and were involved in the process of the quality assurance of the IT programme. The HOD confirmed this.

3.3 Data Collection

3.3.1 Introduction

Data was collected through:

- A questionnaire administered to the IT staff.
- Document analysis.
- An interview with the HOD.

The responses from the questionnaire were verified with the records of the college to ensure the reliability of the data. The questionnaire included questions about staff

profile, the programme content, assessment, learner's support and admission requirements. The questions took into account the period before the SAQA Act (1995) and the post SAQA Act period.

A pilot study was conducted with:

- A small cohorts of staff that were involved in the quality assurance process.
- A staff member, of the Natal Technicon, who was involved in the quality assurance process.

The purpose of the pilot study was to increase the effectiveness of the questionnaire so that all the subjects would be able to understand and comprehend the questionnaire. All misunderstanding and ambiguity were noted and the changes were implemented in the final questionnaire. The staffs selected for the pilot study were not in the IT field. There was a deliberate reason, as comprehension and understanding of the questionnaire by any staff would determine whether other PHEIs and other departments could use the questionnaire.

A document analysis was conducted. The documents that were used served the following function:

- Provided data for the period prior to the SAQA Act.
- Verify staff responses related to resources, programme design, admission requirements and enrolments.

A schedule for the document analysis was used. All documents were analyzed according to the schedule.

The plant inspection was conducted. The IT lab due to the accreditation of the programme new changes has been introduced. These changes have included a relocation of the IT Lab and the introduction of new packages. The plant inspection was accompanied by a semi-structured interview. A semi-structured interview with the HOD was arranged and conducted to establish the impact of the SAQA Act on staffing, resources and programme design. The Procedures for Preliminary Accreditation (SAQA, 1998) lists staffing policies, resources and programme design as part of the registration process of the programme.

3.3.2 Instrument Administration

3.3.2.1 Level One: Questionnaire

Data was obtained by administering questionnaires to the IT staff. The cohorts of staff comprised of the following:

- All IT staff involved in the implementation of the SAQA Act (1995) and the requirements for the accreditation of the programme. The HOD identified all staff involved in this process.
- Staff from the Durban campus and the Stanger, Pietermaritzburg and Johannesburg satellite branches.
- The head of the IT Division.
- A mixture of male and female staffs ranging in ages and years of experience. The oldest staff member had fifteen years of IT experience and the youngest had twelve months of teaching IT experiences.
- Two part time staff in the IT department.

The sample of staff that was used in the study comprised the following:

- Five IT staffs.
- The head of Department of the IT division.
- Two IT technical staff.
- Two part time members of staff.

At the IT departmental meeting after the final examinations in November 2001, the questionnaire was handed to all IT staff. The IT staffs were asked to complete the questionnaire. Many of the staff opted to complete the questionnaire at home and handed the questionnaire in the next day. This was the post exam period where deadlines were critical to complete the academic year. At the end of two days all ten questionnaires were collected. This ensured a 100% response rate.

3.3.2.2 Level two: Document Analysis

Documents involving the IT department and Anchorlite College were collected. The documents were collected from the periods before and after the SAQA Act. A schedule

for the document analysis had been drawn up and all documents were analysed according to the document analysis. A list of the documents that were used will be listed in 3.4.2. The study of the above documents enabled me to study the impact of the quality assurance legislation on programme design at Anchorlite College.

3.3.2.3 Level three: Interview with HOD

A visit to the IT Department was conducted. After which a semi-structured interview was conducted with the IT Department Head (HOD). The interview was arranged with the respondent. This interview was conducted to establish the changes on the physical resources of the IT Department, the impact of the SAQA Act on staffing and the IT programme design.

3.4 Data Analysis

3.4.1 Questionnaire

Quantitative data from the questionnaire was captured to analyse the responses to the questionnaire. The data was analysed using the computer software programme Microsoft Excel. The data was categorized. Graphical representation such as graphs and tables of responses were used to best represent the data to improve the quality of the responses. Microsoft PowerPoint – computer software was used to produce the graphs.

3.4.2 Document Analysis

Data from the college records were collected. These records were used to verify and audit staff responses.

The following documents were analysed to provide evidence of the impact of quality assurance legislation on programme design on a PHEI and the status of the college before and after the SAQA Act:

- First year student registrations records.
- Handouts, prospectus.
- The IT programme design that was submitted to SAQA for accreditation.
- Curriculum before and after 1999.

- Staff record books.

As these documents provided data for this study. These documents also provided official records of the period before and after the SAQA Act (1995)

3.4.3 Interview with HOD

The interview was conducted with the HOD in the IT Lab at the College. The interview was electronically recorded and was transcribed. After which the interview was analysed.

3.5 Limitations of the methodology

Although I received a 100 % response from the staff in the completion of the questionnaire, the timing of the administration of the questionnaire proved to be a difficult time as the staff were all involved in the post exam activities. This could have influenced the responses of the staff. The staff was instructed to complete the questionnaires knowing that the examination activities were important to the institution as a whole. The staff could have completed the questionnaire without analyzing and thinking about each question seriously. Staff could have completed this questionnaire during a period that did involve activities such as examinations.

3.6 Limitations of the Case Study Method

As this study involved a case study of one PHEI the phenomenon of the impact of the quality assurance legislation could only apply to this PHEI. This would indicate that the analysis of the responses to the questionnaire and the document analysis apply only to this PHEI. This is the limitation of the case study strategy where there is a tendency to generalize results.

3.7 Conclusion

A case study as methodology was used to analyse the impact of the quality assurance legislation on the IT programme. This was discussed with Purposeful sampling of the respondents in this study.

In the next chapter an overview of Anchorlite College, a description of the IT department will be presented. The presentation of findings and the analysis of the data form the main section of the next chapter.

CHAPTER FOUR

A CASE STUDY OF ANCHORLITE COLLEGE AS A PHEI

4.1 Introduction

In this chapter an overview of Anchorlite College as a PHEI is provided with particular reference to the IT Department. It explores how quality assurance has impacted on the IT curriculum through the process of the SAQA Act and how the analysis of the IT Department illuminate the process of quality assurance before and after the SAQA registration.

In this chapter the data presented is in response to the following critical questions:

- Did the PHEI have a quality assurance system before the quality assurance legislation?
- What impact did the quality assurance legislation have on pedagogy, content and resources of programme design at a PHEI?

This chapter also presents the data analysis and graphical representations of the findings of the study according to:

- Profile of staff.
- Resources.
- The IT programme design.
- Assessment.
- Learners with reference to admission and support.

The above categories are part of the criteria that was used to register programmes according to SAQA's 'Procedures for Preliminary Accreditation' (1998).

4.2 An Overview of Anchorlite College as a PHEI

When Mr. B. Nirhoo purchased Anchorlite College in 1984, the institution had previously existed from the late 1970s. The institution was called Anchor College and was situated in Sayani Centre in Grey Street, Durban. The programmes offered included certificate short courses in typing, shorthand, telex, switchboard and reception. The duration of these courses ranged from one week to six weeks. Students were females

from the Indian and African groups. As this time Anchor College served the following needs:

- Provided training for employment.
- As the technicons and the universities provided education and training for three years and over – the institution provided education and training for a shorter duration.
- The programmes offered were certificate courses and no diploma and degree courses were offered.
- Students with limited financial resources were able to obtain a qualification through this institution.
- Education and training was aimed at efficiency in the job market.

Between the late 1970s and 1984 Anchor College became known as Anchorlite College. On the 14th January 1981 Anchorlite College was registered under section 6(1) of the Indian Education Act, 1965 (Act 61 of 1965) as an institution for Indian Students. Programmes offered at the date of the registration comprised of short courses in the Secretarial Field. Anchorlite College was at this time situated in Nedbank House, Albert Street in Durban.

With the change in management in 1984 Mr. Nirhoo brought his educational and his marketing expertise into the organization of Anchorlite College. He introduced new programmes, which included:

- Art courses such as sign writing, commercial and graphic art;
- Commercial courses such as management and commerce;
- Public Relations and
- Computer Science

These programmes were introduced, as there was a market for students graduating in these fields, in industry and in the community. The institution also introduced these programmes to be in line with the programmes offered at the technicons.

These programmes were offered at the certificate and the diploma levels. An admission requirement to the diploma courses was an attempt in the matric exam or a senior certificate. The number of students also increased from 20 in the late 1970s to 200 in the mid 1980s.

The reasons for this could include:

- A new form of management.
- New programmes that were comparable to other higher education institutions.
- More funds allocated to advertising in African newspapers, resulting in higher enrolments of African students.

In the early 1980s students comprised largely of female Indians and African. Student demographics changed towards the latter part of the 1980s. The student population comprised of male and females from the Indians, Africans, Coloureds and White population groups. The number of students increased from 20 in 1981 to 200 in 1985. Anchorlite College had occupied one office room with an area of 5 by 5 m² on the 17th Floor of Nedbank House in Albert Street, Durban, and the Central Business District. In 1986 Anchorlite College occupied two floors at Nedbank House. The number of staff also increased. In 1981 there was one staff member who also performed admin work. In 1986 Anchorlite College had six educators, two admin staff and one part time technical staff member.

In 1987 Anchorlite College opened its first satellite branch in the Stanger Mall in Stanger, a town in Kwa Zulu Natal (KZN). Programmes offered included diploma and certificate courses in Secretarial and Computer Science. The staff complement comprised of two educators and one admin staff. In 1989 a satellite branch was opened in Pietermaritzburg, the Capital City of KZN, with one educator. The programmes offered included diploma and certificate courses in Secretarial and Computer Science. In 1995 the Johannesburg satellite branch was opened in Braamfontein, a suburb within Gauteng and in 1996 the Empangeni satellite branch was opened in Rodcol Park, Empangeni, KZN. All satellite branches offered similar programmes to the Durban Campus. The same curriculum was used and students wrote the same exams nationally set by examiners appointed by the college.

In 1991 Anchorlite College purchased the Malls Building in Queen Street, Durban. This building has been renovated to fit the criteria of an educational institution in the sense of lecture rooms, labs, practical rooms and even toilets. As the number of students and programmes increased space became a problem. In 1997 Mr. Nirhoo purchased the then ninety-seven year old Northfield House at the corner of Field and Queen Street Durban.

This building has been renovated and is called Budsfield House. In 1998 two new buildings were purchased for the college. These were Kewfield at 126 Field Street and Nehru House at 130 Field Street.

By 1997 the new certificate and diploma programmes that were introduced at the college were:

- Fashion Design,
- Cost and Management Accounting,
- Sales and Marketing,
- Travel and Tourism,
- Electrical/ Electronic Engineering,
- PC Engineering,
- And Hotel and Catering

These programmes were introduced because:

- Of the needs of industry.
- The programmes and institutions were similar to other higher education institutions offerings.
- There was a market for students who wanted to study these programmes. These students did not meet the criteria for admissions into the public higher education institutions.

The number of staff also increased with the number of students and programmes. From nine educators in 1986 to 35 in 2000 (Appendix E). The number of students increased from 200 in 1986 to about 900 in 2000 (Appendix D).

Today Anchorlite College Durban campus occupies four buildings in Queen and Field Street in Durban. The different programmes have been categorized into different schools.

There are five schools. The four buildings with the different schools are:

- Nirvana House (20 Queen street) houses the School of Technology incorporating the Departments of Information Technology, Office Executive Studies, Electrical/Electronic Engineering and PC Engineering
- BudsField House houses the School of Communication which comprises of the Departments of Public Relations, Journalism and Media Communication

- Kewfield House which houses the School of Hospitality comprising of the Departments of Travel Management and Hotel Management
- Nehru House which houses the School of Design comprising of the Departments of Fashion Design and Graphic Art and the School of Commerce and Management which comprises of the Departments Of Human Resource Management, Management, Cost and Accounting Management and Marketing Management

All programmes are offered on the higher education and training (HET) band and the further education and training (FET) band. All programmes are offered on Diploma or certificate levels. Students qualifying for a diploma qualification would have to earn 240 credit points and for certificates students have to earn 120 credit points. Anchorlite College also has short courses that have been recorded by SAQA.

Anchorlite Students comprise of the following:

- Those that have attempted and passed grade 12
- Students that have been through Recognition to Prior Learning (RPL) process
- Students without grade 12 but have met the age prerequisite of 23 years and above
- Students from the industry
- House wives registered for short courses such as baking and cooking

In meeting its social and community responsibilities, Anchorlite College has been associated with organizations such as Aids Awareness, Child and Welfare Societies, Natal Blind and Deaf Society, Crime Awareness, Read-a-lot, Crises Centers and Senior Citizens Homes. The students volunteer to work with these projects.

4.3 The Department of Information Technology (IT)

Information technology was first introduced at Anchorlite College in 1986. The qualifications were Diploma in Computer Science and the duration was three years. In 1986 there were two educators lecturing in IT. The curriculum in 1986 consisted of the following:

Operating systems, technical skills, supervisory skills, case study, basic programmes, data processing, programme design, Cobol programming, systems development, file

management, data communication, application software, Pascal programming, systems analysis and design and networking. The admission requirement was a matric pass with math or an attempted matric or RPL.

For the conditionally accredited programme (Appendix F)

Before the SAQA Act qualifications were awarded as follows:

- Diploma were awarded with a pass in 15 modules in IT
- Certificates were awarded with a pass in modules up to two years of study

After the SAQA Act Qualifications are awarded as follows:

- Diplomas are awarded with modules equivalent to 240 credit points
- Certificates are awarded with modules equivalent to 120 credit points.

According to the NQF a diploma qualifications is awarded at level 5 with 240 credit points and the certificate is equivalent to 120 credit points. All qualifications at higher education institutions will be aligned within this framework. There was a change from the institutions system of awarding qualifications according to modules to awarding qualifications according to credit points.

Before the SAQA Act, modules and the curriculum was based on the Information Technology Users Council (ITUC). Students are awarded the opportunity to write the ITUC exams, which are an external examination, set by the ITUC. All educators have ITUC qualifications. The IT staff complement comprises of the following: 1 x Head of Department (HOD), six educators, and 1 x technical staff. The number of first year students in the IT Department is as follows:

Year	1999	2000	2001
No. of 1 st year Students	24	21	21

Table 4.1 STUDENT ENROLMENT IN THE IT DEPARTMENT BETWEEN 1999 AND 2001

Table 4.1 indicates a decrease in enrolments over the last three years. The reasons for this could be that there are many PHEIs that offer similar qualifications as this institution.

The programme of learning design and content (appendix F) was submitted to SAQA and has been conditionally registered with SAQA as of October 2000.

A system of Quality management existed before the SAQA Act of 1995. This system laid out the framework for :

- Admission requirements
- Examinations procedures
- Staff policies
- Learners policies including in-service and support
- Programme delivery
- Experiential learning

This system was not termed quality but was referred to as the system contained in Anchorlite College's moto 'training for excellence, educating for relevance'.

Quality audit was performed every month in the satellite branches. These included an audit of the resources, staff competences, learner skills, assessments and financial records.

4.4 Changes in Quality Management through SAQA Registration

4.4.1 Introduction

The following categories will be explored to illuminate the impact of SAQA Registration requirements:

- Staffing
- Resources
- Programme Design
- Assessment
- Learners with reference to admission and support.

These categories are some of the categories that SAQA used in the registration process of institutions and programmes. (SAQA,1998)

Each category will be compared on the basis of before SAQA Registration and preparation for SAQA Registration. Data for this analysis was produced from questionnaire administered to the staff from the IT Department. Staff perceptions about these categories (staff, resources, programme design, assessment and learners) were analyzed in terms of how the SAQA Registration process influenced changes in these categories. In addition, physical inspection of the plant, interviews with relevant persons and documents provided further evidence of SAQAs impact on the IT Departments.

4.4.2 Impact of SAQA on Staffing

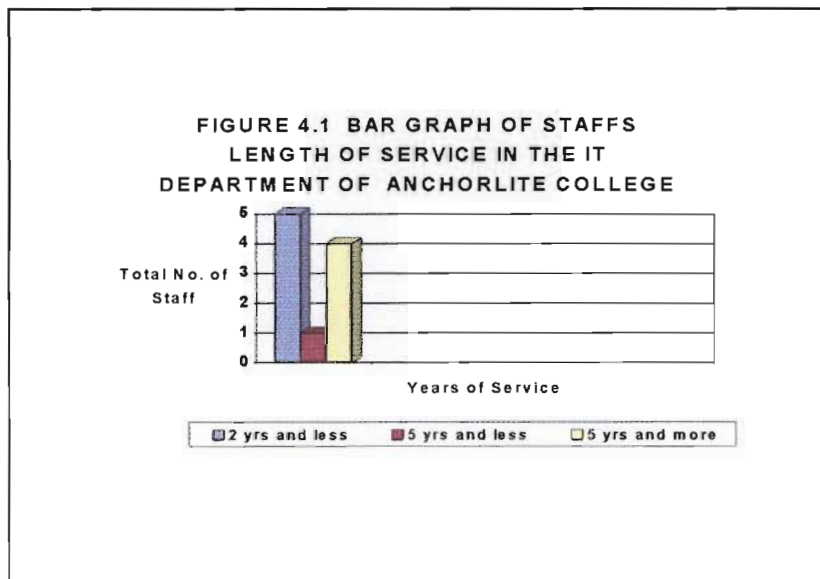


Figure 4.1 reflects a high number of staff that is employed at the college for two years and less. This could be a result of employing staff that is in compliance with the criteria for registration of PHEI (SAQA, 1998). Four staff has served the college for five years and above. And the college between two and five years has employed one staff. This indicates that, in the last two years the IT Department has nearly doubled. The reasons could be:

- This could possibly relate to the appropriate needs of the Department to manage its teaching, learning and support.

- Another possible explanation could be the high turnover of the staff. Should this be the case, the implications could negatively impact on the programme delivery. Students would constantly expect staff to leave during the academic year. Students and staff commitment is at stake.

The interview with the HOD did indicate that before the SAQA registration the IT Department had five staff.

POSITION	LECTURER	HOD	ACADEMIC SUPPORT	TOTAL
NO.	7	1	2	10

Table 4.2 STAFF RANKING

Table 4.2 indicates that the majority of staff is in the position of lecturers, while two are in Academic Support and there is one H.O.D. this confirms that there is adequate human resource in the IT Department agreement exists at the college. The HOD indicated that all staff is adequately qualified to teach the Diploma and Certificate levels.

Teaching staff must have the relevant qualifications and experience or close mentoring to deliver the learning programmes for which they are responsible and these qualifications must be higher than the levels at which they teach" (SAQA, 1998). Being aware of this the HOD has also indicated that after the SAQA Act all staff is selected according to the SAQA criteria that all staff are to be of a level higher than the level at which they teach.

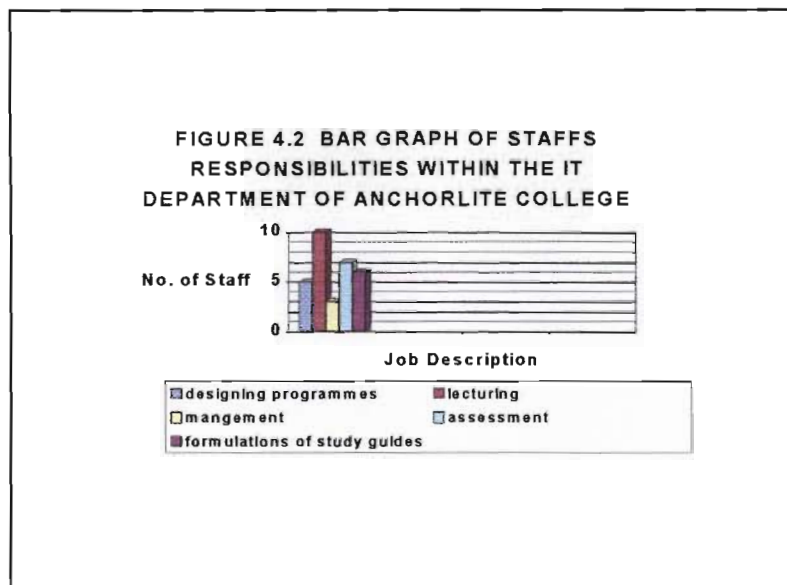


Figure 4.2 indicates the responsibilities of staff in the IT Department. The figure indicates that all staff is engaged in lecturing. Seven are engaged in assessment, 6 engaged in the formulation of study guides and three are in management. While all the staff is engaged in lecturing only 60% of the staff are involved in assessment. A possible explanation is that staff does not understand the assessment terminology. This has implications on the teaching process. Through assessment staff are informed about the effectiveness of their teaching. It is also through assessment that the staff is able to evaluate the progress of the learners.

Staff responses to their opinion of the SAQA registration process range from:

- Ideal for setting standards nationwide
- Eliminates fly-by night institutions
- Creates uniformity and credibility in education
- Ensures quality education standards

Staff is aware of the implications of the quality assurance legislation and the need for such legislation.

Within this framework, staff's perceptions on their responsibilities and quality assurance legislations were identified.

One of the missions of SAQA is

' The creation of an appropriate climate within an organization, particularly with regard to establishing a quality culture and empowering all members to participate in and take responsibility for quality improvement ' (Naude, 2001)

Being aware of this the majority of the staff indicated that their responsibilities within the IT Department has increased after the SAQA registration.

Has your responsibilities increased after the SAQA Act	Yes	No	Total
No of responses	8	2	10

Table 4.3 CHANGES IN STAFF RESPONSIBILITIES WITHIN THE IT DEPARTMENT AFTER THE SAQA REGISTRATION PROCESS

The responses in table 4.3 supports the notion that all staff has taken responsibility for quality assurance in the IT programme as the responsibilities after the SAQA registration has increased. The responsibilities include the criteria for quality evaluation of the IT programme. This includes the requirements for the development and conduct of assessments, requirements for assessment of candidates, requirements for the learning programme and requirements for the structure of diploma awards (SAQA, 1998).

Within the context of quality assurance as exposed by SAQA, staff's perceptions of their quality system before and after the SAQA registration indicate uncertainties.

Did your PHEI have an internal quality system before SAQA Act	Yes	No	Total
No of responses	5	5	10

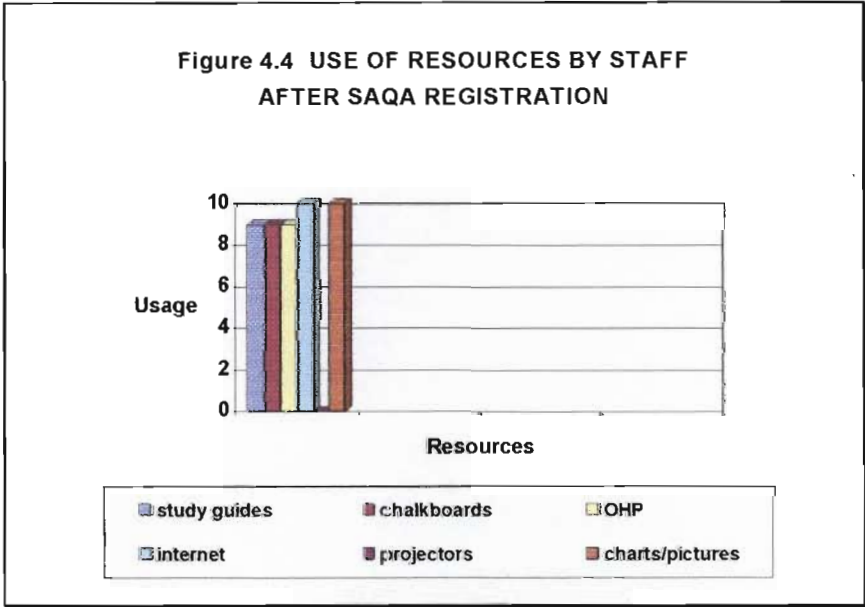
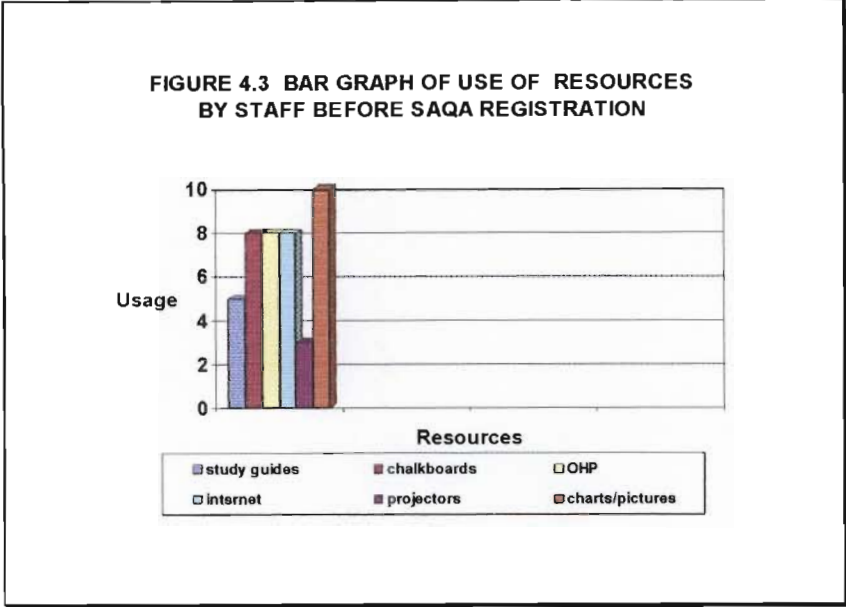
Table 4.4 STAFFS PERCEPTION OF INTERNAL QUALITY SYSTEMS BEFORE SAQA REGISTRATION

Table 4.4 indicates that half of the staff was unaware of an internal quality system before the SAQA registration. The internal quality system was a quality system that the institution used. This system included frameworks for admission of students, staff policies, awarding of qualifications and examination procedures.

This uncertainty of the staff in identifying an internal quality system could relate to several things. It could be that the new staff (staff less than two years in employment at the College) is unaware of the quality management system before the SAQA registration. It could also mean that staff were not able identify what they used to do previously as quality management. This could indicate a limited comprehension of the terminology used in quality management before and after SAQA registration.

4.4.3 Impact of SAQA on Physical Resources of the College

The SAQA registration process has impacted on the physical resources of the college. In this section data was obtained from a physical inspection of the resources of the IT Department and an interview with the HOD about the resources before and after the SAQA registration. SAQA Act.



The table 4.3 and 4.4 indicate that educators have increased the usage of available resources after the SAQA registration. The procedure for the use of resources before the SAQA registration were reserved for the HOD who distributed the resources to all staff.

The use of the Internet was reserved for the HOD and the technical staff before the SAQA registration. The SAQA registration has effected on resources at the institutions. Table 4.4 also indicates that the staff is using more of the Internet and Study guide resources. This is in line with SAQA's guidelines on requirements for learning programmes. More specifically to SAQA's requirements which state that:

- *Each learning programme must be accompanied by a guide*
- *Resource center/s shall be sufficiently equipped to ensure that candidates in each area of learning have appropriate access to materials required (B46)*
- *Access to national and international databases and collections must be available (B49)*

(SAQA, 1998)

The HOD also indicated that all the staff in the IT Department is utilizing the Internet at an average of two hours per week per person after the SAQA registration. This is a deliberate change due to the SAQA registration procedure.

The SAQA registration affected the following:

- Before the SAQA registration the HOD and one technical staff used the Internet. All staff has Internet access. This is a result of the SAQA registration.
- The usage of the resources by the learners has also increased. Before the SAQA registration the learner spent an average of one hour per day in the IT lab. After the SAQA registration the learner utilizes the IT lab an average of three hours per day.

The HOD confirmed that the 'Requirements for Learning Programmes'(SAQA,1998) has impacted on the physical resources of the IT Department.

The physical resources before the SAQA registration comprised of the following:

- A lecturing room that was used a staff room
- A tuck shop
- A room for counseling students
- An equipment room

The SAQA registration has resulted in the following changes in the physical resources:

- A staff room with the amenities
- A canteen with DSTV for students
- A resource center with a part time librarian
- A counselor's room with equipment for the counselors
- Private offices for staff, HOD and technical staff

The HOD did indicate that resources were updated before the SAQA registration by:

- Changes in technology: new computer packages were bought according to the needs of the industry. Microsoft Office 98 replaced Microsoft Office 95.

The HOD indicated that SAQA registration as contained in the `Requirements for Learning Programmes (SAQA, 1998) did implement the updating of resources. The resources that were updated since the SAQA registration include:

- A resource centre with a librarian
- The IT Department has two labs. The First IT lab has an area of 12,5m by 10m with 40 computers. The second lab has 10 computers, which are linked to the Internet. Before the SAQA registration the IT lab comprised an area 5m by 5m.
- The use of study guides in the IT programme.

4.4.4 The Impact of SAQA on the Programme Design of IT

`The relevant assurance bodies and/or their designated representatives have to be satisfied that the content of the programme for pre-liminary accreditation meet the requirements of generally acceptable higher education and training certificates and diploma programmes. (SAQA, 1998:B41). The HOD confirmed that the IT programme has met the criteria for quality evaluation of learning programmes (SAQA, 1998). The criteria include meeting the requirements for the development and conduct of assessment, requirements for assessment of candidates, requirements for the learning programme and the requirements for the structure of diploma awards (SAQA, 1998).

4.4.4.1 Design of the IT Curriculum

According to the HOD interviewed the IT curriculum before the SAQA registration was designed by the IT staff in consultation with members of the industry. The SAQA registration has resulted in the IT staff designing the curriculum. The industry does not participate in this process. This could have implications on the IT programme, as the staff is unaware of the needs of the industry. This could impact on the learners whose qualifications will not be compatible to the industry.

4.4.4.2 Evaluations

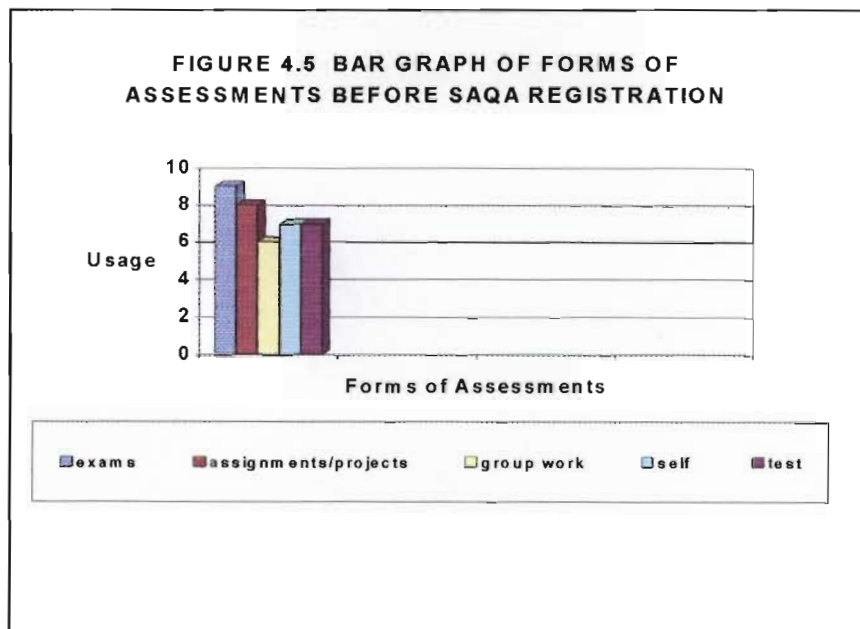
The HOD indicated in the interview that the HOD and management before the SAQA registration conducted the evaluation on programme design. After the SAQA registration the HOD and the management evaluate the programme design. The evaluation of the programme included a programme assessment and audit. This evaluation was done annually. There is no change in the evaluation process, which could indicate that the staff is uninvolved in the process, which could have implications on the design of the programme. This could impact negatively on the staff that is unaware of the merits and the demerits of the programme.

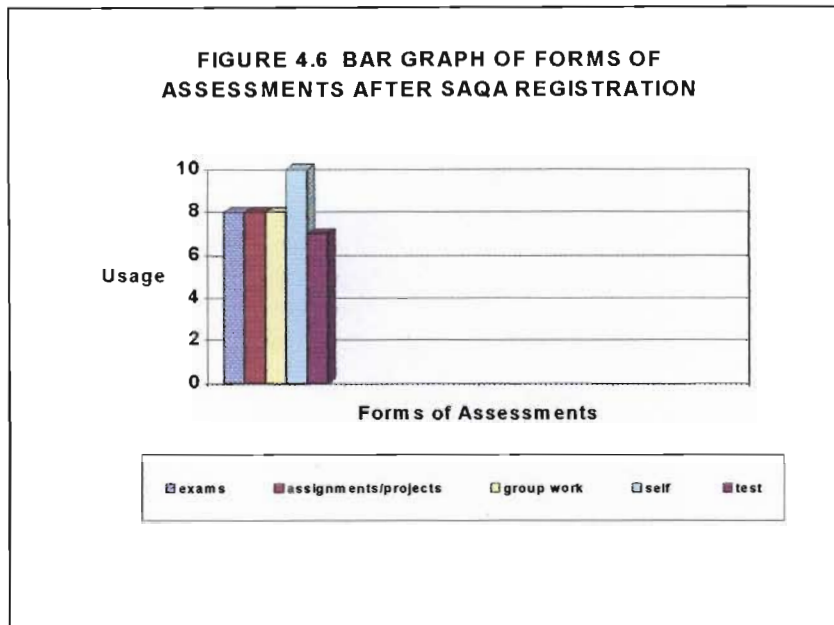
4.4.4.3 Research

The HOD did confirm that the staff conducted research for teaching purposes before and after the SAQA registration. The research policy of the institution states that all educators are to engage in research to enhance and to update their programmes. The HOD will monitor evidence of this research. Each staff member has a source file that contains journal articles, clippings and print outs of Internet search. The HOD as stated in the institution's research policy monitors these files.

4.4.5 Impact of SAQA on Assessment

Assessment policies should outline how who will manage the processes of assessment, how and how often. They include internal assessment, external assessment, and moderation, giving feedback to learners and maintaining records of assessment done. They also include ways in which support that learners may require are identified and ways they may be provided. (Naude, 2001).





In figure 4.6 the examinations was a dominant influence in assessment before the SAQA registration.. The SAQA registration seems to have influenced the forms of assessment. New types of assessment such as self-assessment, peer assessment and group work assessment are now been used.

The guidelines for the 'Requirements for Learning Programmes' (SAQA, 1998) mention the two types of study: viz. self-study and contact time. The increase in self-study could indicate that the IT Department is aligning the programme according to the requirements of SAQA.

The components of the assessment is according to the 'Requirements for learning programmes' which state

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- *The culminating achievement of a candidate in a programme is determined by means of a final mark, calculated according to the assessment rules of the institution and the requirements of the particular learning programme. This may include a range of combinations of continuous and summative forms of assessments. (SAQA, 1998, B20)*

The institution's policy for assessment was developed from the above. The Policy incorporates continuous and summative forms of assessment.

These will include tests, assignments, peer, self, group and work. The assessment strategy as per submission to SAQA of the IT Programme is as follows:

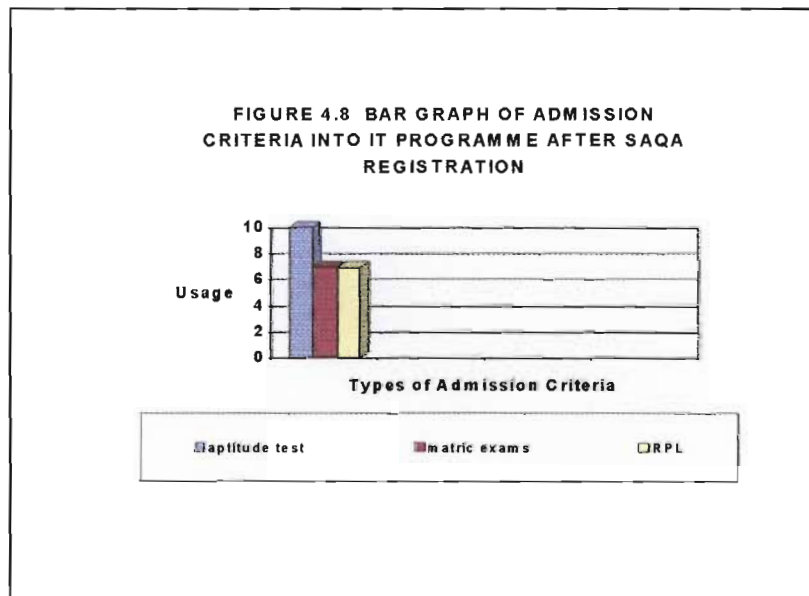
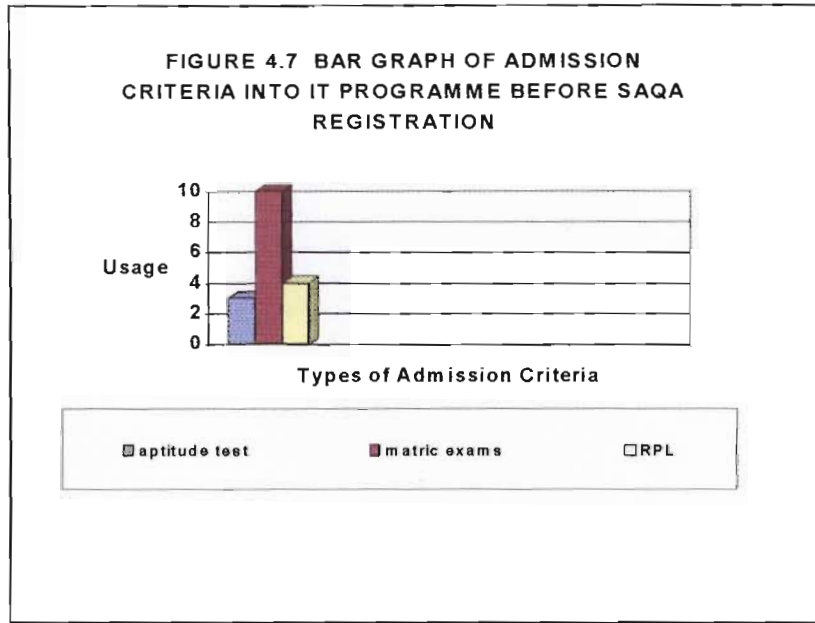
- Formative assessment
 - Presentations 5%
 - Theoretical assignments (Research) 10%
 - Portfolio (presentation & strategies) 10%
 - Practical exam 15%
 - Total 40%
- Summative Assessment
 - Written at the end of each semester 100%
- Integrated Assessment 60%
 - Learners will demonstrate applied competence through a series of tasks involved in the IT industry at the site of experiential learning.

Year mark = formative (0%) + integrated assessment (60%)

Final assessment = (Year mark + exam mark) /2

4.4.6 Impact of SAQA Registration on Learners

' An institution that enrolls a learner in a programme leading towards a qualification shall ensure that all admission requirements for entry to such programmes have been met' (SAQA, 1998 B40)



Figures 4.7 and 4.8 indicate there was a significant shift in the admission criteria of the IT programme. Before the SAQA registration matric was the criteria that was used for entrance into the IT programme. Financial viability of the institution was used as a form of admitting learners into programmes. After the SAQA registration the aptitude test

formed the main admission criteria into the IT programme. The HOD indicated that the entrance requirement for the IT programme was competency in technology and a skill for mathematics. As the matric results did not indicate a competency for technology or the skill for maths, the aptitude test is used to determine these to criteria.

Learner support system	Counselors	Guidelines
1. Before SAQA Act	3	10
2. After SAQA Act	8	10

Table 4.5 LEARNER SUPPORT SYSTEM

Table 4.5 indicates that guideline was the main source of the learner support system before and after the SAQA Act. There has been a shift in the support of the counselors towards learners before and after the SAQA registration. The role and the support of the counselor have increase after the SAQA registration. The reason could be that in the early part of 2001, the counselors embarked on a campaign to make all learners aware of the role of them. This awareness programme was not conducted prior to the SAQA registration process. This was confirmed by the HOD. This could indicate that the learners are consulting the counselor more often.

4.5 Brief Summary of Findings

The findings of this study indicate that the quality assurance legislation did have an impact on programme design of the IT programme. The impact is more positive than a negative one.

The findings show that the quality assurance legislation has been incorporated into all aspects of the programme design and has had an affect on:

- The resources
- The programme design
- Assessment
- Learners
- Staffing

4.6 Conclusion

In this chapter an in-depth description of the college as a site for higher education was presented together with a detailed description of the IT department. The analysis of the impact of qualitative legislature in the form of SAQA registration procedure reveals that there have been some significant developments within each of the six categories of investigation. The next chapter will discuss the key findings of this analysis and some recommendations will be made where necessary.

CHAPTER FIVE

KEY FINDINGS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a synthesis of the key findings in this study and outlines some recommendations. The primary focus of the study was to examine the impact of the quality assurance legislation in programme design at Anchorlite College. The study focused on the following research questions:

- What impact did the quality assurance legislation have on pedagogy, resources and content of programme design of a PHEI
- Did the PHEI use quality assurance before the quality assurance legislation.

Anchorlite College a PHEI aims through its mission to respond to the quality assurance legislation by providing quality education and by implementing the quality management system into its education and training fields. The findings of this study indicate strengths and weaknesses concerning the impact of the quality assurance legislation on the PHEI and the impact of the quality assurance legislation on programme design. These aspects were discussed in chapter four.

To overcome these weaknesses the Department of IT must work towards achieving the quality assurance mission (Appendix G) that was formulated in the early part of 2001. The mission statement reflects the institution's commitment towards the quality assurance legislation. As higher education is changing this presents the IT Department, within Anchorlite College, with opportunities to progressively making quality assurance a reality to all its stakeholders and the quality assurance legislation.

5.2 Summary of Key Findings

The SAQA registration process has influenced the IT Programme at Anchorlite College pertaining to the following areas:

- Staffing: After the SAQA Act staff employed has the relevant qualifications and are at levels higher than what they teach. (SAQA, 1998)
- Physical Resources: there are new resources such as the Internet lab, new computers, staff and learners are using guidelines, new software packages have been introduced into the programme and staff is using the Internet in lesson preparations.
- Assessment: assessment has been introduced such as summative and formative assessments.
- The Programme design: the programme has been designed according to the criteria for accreditation of programmes (SAQA, 1998). This criteria include awarding of credit points and different exit levels.
- Learner admission and support: the introduction of a new admission policy for the IT department and a greater use of the counselors and guides.

The findings of the study indicate both positive and negative results regarding the impact of the SAQA registration on the IT programme design at Anchorlite College.

Appropriate and adequate staff was employed to support the IT learning programme. All staff has relevant qualifications, which are higher than the levels at which they teach.

The selection process of staff after the SAQA Registration Act include that all staff:

- Have a clear comprehensive and accurate understanding of the quality standards.
- Have the skills, knowledge and motivation to deliver. Have the means and skills to monitor the quality of what they deliver and modify they do to better meet the required standards (SAQA, 2000)

This is established in the IT department by:

- All new staff is attached to a mentor for six months.

- All staff are workshopped and are involved in staff development continuously throughout the year
- Staff is assessed every three months. Those that do not perform adequately are coached and monitored by the HOD

Additional resources were provided as well as increased usage of existing resources was evident after the SAQA registration. The SAQA Act (1995) sections B46, B49 and B36 state the requirements for a learning programme. These include 'a resource center, access to national and international data bases and guides'. As a result of the SAQA registration staff are using more of the study guides and the Internet in their presentations and lessons.

After the SAQA registration the forms of assessment was scrutinized and a more informed assessment strategy is utilized. Before the SAQA registration the traditional way of formative assessment was used. After the SAQA registration both formative and summative assessments are been used. This includes self-study.

The admission criteria have changed substantially. A prospective learner's ability to cope with the IT programme through aptitude testing now forms the major criteria for admission into the programme.

The negative results of this study are:

- In programme design it is evident that the industry does not play a role in programme design. The IT programme designer could have deliberately excluded this sector from the design of the programme. The industry and the needs of the industry are to be included as higher education is to help in the development of South Africa. (Green Paper, 1996). This can be achieved by forming an Industrial Board at the college where the industry is represented. The main aim of the Board is to evaluate and monitor the relevance of the programme design on relation to industry. The staff need to make contact with industry through internship and the IT Department forming partnerships with industry
- This study indicates that Staff has a poor understanding of the new SAQA terminology.

5.3 Recommendations

Some recommendations are outlined to enhance the IT Department to ensure that the criteria for the quality assurance legislation are met.

Anchorlite College in collaboration with the quality assurance of the SAQA Act must:

- i. The educators become engaged in staff development programmes so that:
 - Staff could keep themselves updated and abreast with new skills and techniques of the industry
 - Workshops and seminars for skills in assessment, evaluation and modes of delivery

The college together with the IT Department provides inputs into recommendations for RPL and submits this to SAQA

The IT programme needs be reviewed to include the needs of industry by implementing new strategies of including industry into the programme design

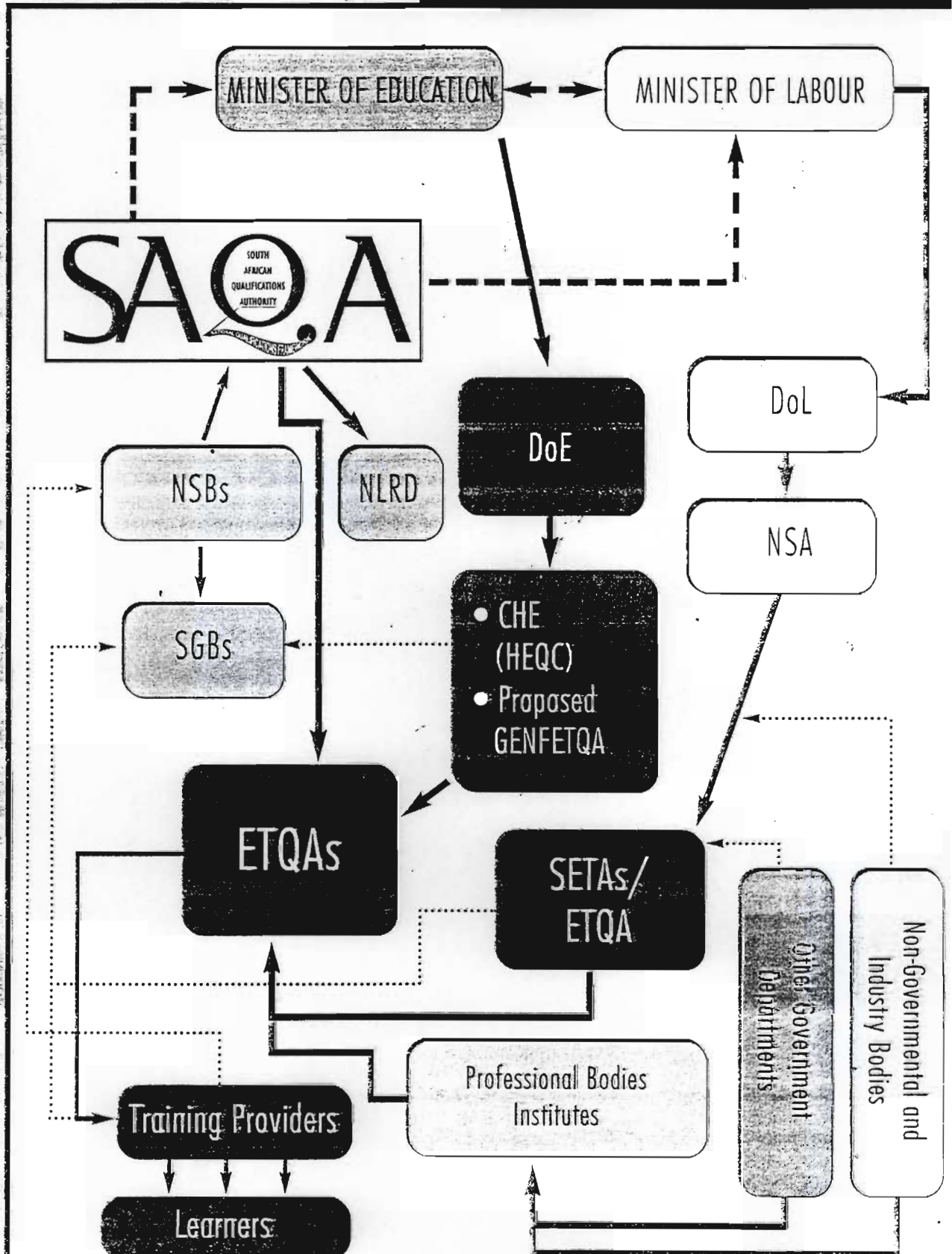
A workshop with all educators to comprehend the new terminology that is used in quality management should be held.

5.3 Conclusion

The above are some of the recommendations that the IT Department and the college can implement in response to the impact of the quality assurance legislation in programme design. In order for this department to maintain its growth pattern and implement quality assurance, weaknesses identified in this study must be addressed and strengths and opportunities maintained.



Appendix A

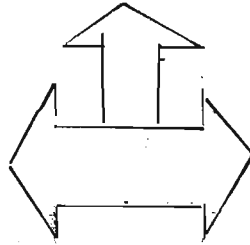


SAQA

- Statutory body appointed by the Minister of Education in consultation with the Minister of Labour
- National education and training stakeholder membership
- Reports to Parliament
- Responsible for overseeing the development and implementation of the NQF

Standards Setting

- Structured into twelve organising fields of learning
- National stakeholder standards setting bodies with equitable representation through six stakeholder categories
- Accountable to constituencies and through the Authority to the two ministers and Parliament for development of standards (units and qualifications)
- Responsible for recommending standards (units and qualifications) to the Authority for registration on the National Qualifications Framework.
- Responsible for ensuring that all standards consist of clear statements of learning outcomes and associated assessment criteria together with requisite moderation and accreditation criteria.
- Responsible for ensuring the quality (relevance, credibility and legitimacy) of the standards recommended to the Authority
- Responsible for recognising and, when necessary, establishing standards generating bodies
- Responsible for ensuring the review of registered standards and the development of standards setting processes where and when necessary.



Quality Assurance

- Structured into three sectors: economic, social, education and training sub-system.
- Organised for two principal bodies: accrediting bodies (ETQAs) and accredited learning providers.
- Decision-making structures to include national stakeholder representatives to ensure public accountability, relevance and credibility.

ETQAs:

- Accountable to SAQA for the standards of learning achievements and provision in their area of primary focus.
- Responsible for assuring the quality of learning achievements within a specified context for registered standards (units and qualifications) chiefly through
 - (a) registration of assessors;
 - (b) accreditation of providers, and
 - (c) quality management system.

Providers

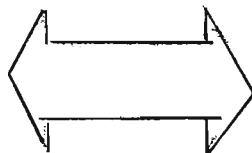
- Accountable to ETQA – through primary focus – for management, development and delivery of learning programmes and services for which they are accredited
- Responsible for ensuring the quality of the learning experience according to the requirements of the registered standards and qualifications
- Responsible for recording, researching and reporting the outcomes and impact of their learning programmes and services.

Moderating bodies

- Appointed by SAQA according to NSB recommendations
- Responsible for ensuring that assessment of registered outcomes is fair, valid and reliable across the NQF

**N
Q
F**

*Comprised of
registered
standards,
units and
qualifications
at eight
levels of
learning*



Learners

Appendix C

NQF Level	Band	Qualification Type
8		<ul style="list-style-type: none"> • Post-doctoral research degrees • Doctorates
7	Higher Education and Training	<ul style="list-style-type: none"> • Masters degrees • Professional Qualifications
6		<ul style="list-style-type: none"> • Honours degrees • National first degrees
5		<ul style="list-style-type: none"> • Higher diplomas • National diplomas • National certificates
		Further Education and Training Certificate (FETC)
4		National certificates
3	Further Education and Training	
2		
		General Education and Training Certificate (GETC)
1	General Education and Training	Grade 9 National certificates ABET Level 4

Source: The NQF Overview Handbook by SAQA

REGISTRATION - 1995 - 2000

1995

Race	Male	Female	Total
Black	113	182	295
Coloured	2	1	3
Indian	83	103	186
White	5	5	10
Other	1	0	1
Total	204	291	495

1996

Race	Male	Female	Total
Black	215	420	635
Coloured	4	3	7
Indian	33	74	107
White	1	2	3
Other	1	1	2
Total	254	500	754

1997

Race	Male	Female	Total
Black	303	443	746
Coloured	1	1	2
Indian	45	63	108
White	1	2	3
Other	1	2	3
Total	351	511	862

1998

Race	Male	Female	Total
Black	364	878	1242
Coloured	3	3	6
Indian	55	127	182
White	2	2	4
Other	0	0	0
Total	424	1010	1434

1999

Race	Male	Female	Total
Black	168	428	596
Coloured	4	2	6
Indian	33	24	57
White	0	0	0
Other	0	0	0
Total	205	454	659

2000

Race	Male	Female	Total
Black	318	494	812
Coloured	1	1	2
Indian	12	15	27
White	1	1	2
Other	0	1	1
Total	332	512	844

Source: Anchorlite College's submission handbook for SAQA registration

ACADEMIC STAFF 1995 to 2000

YEAR	INDIANS	BLACK	OTHER	TOT
1990	18	2	1	21
1992	23	2	1	26
1994	20	2	-	22
1996	26	2	-	28
1998	28	6	1	35

2000 STAFF

RATIO OF BLACKS : OTHERS (Indians, Coloureds, Whites) 5:9

Source: Anchorlite College's submission handbook for SAQA registration

THIS PROGRAMME IS OFFERED IN THE DUBAI BRANCH ONLY.

DURATION : 2 YEARS

LEVEL : US

FIELD : NSB 10

SUB FIELD : 177

To complete a Diploma, a candidate must accumulate a minimum of 246 credit points made up of : Foundations : 6, Core : 200, Electives : 40

Year	Foundations	Core	Electives	Theme	Contact Study	Self Study	Credit Points	Minimum Credit Points
1	English Usage in I.T			English Lang. Skills & terms used in I.T	20	10	3	
1	Communication			Interpersonal Skills	20	10	3	6
1		Information Systems I		Information System types and operation	100	50	15	
1		Program Design and Programming I		Design and Coding in C++ Programming	120	80	20	
1		Application Software I		Operating Systems, Internet Applications.	80	20	10	
1		Data Communication		Transmission & Receipt of data	100	50	15	
1		Systems Development		The System lifecycle	100	50	15	
1		Database Management		MS Access	100	50	15	
2		Information Systems II		Principles of Info. Sys.	100	50	15	
2		Program Design and Programming II		Design and Executing Instructions for Visual Basic and Java	120	80	20	
2		Application Software II		E-Commerce and Web page design	80	20	10	
2		Networking		Network topologies, architectures and protocols	100	50	15	
		Structured Systems Analysis and Design		The Analyst's Tools and structured analysis and design	120	80	20	
		Experiential Training		Work Based Education	-	300	30	200
2			P.C.Engineering	P.C.Configuration - Hardware & Software	100	100	20	
2			Electronic Accounting	Basic Book-keeping, Pastel Accounting and Turbocash	100	100	20	
2			Computer Graphics	Fundamentals of Drawing, Corel Draw and CAD	100	100	20	
2			Business Management	Management Information Systems	100	100	20	40
	TOTAL							246

Foundations : Bridging courses that will assist learners understand concepts of the module and develop competency in key areas.

Core : Main elements required for the course of study.

Electives : The sites and the specialization areas within the field. Two electives must be chosen.

Notional Hours : Contact + Self Study.

Contact Study comprises of lectures, demonstrations and practical. **Self-study** includes preparation, research and self-activities.



ANCHORLITE COLLEGE

OUR MISSION:

- Anchorlite College aims to be a provider of superior education through excellence.
- We believe that the use of quality programmes and resources will enhance the confidence, skills and knowledge of our nation so that they may take pride in making a productive contribution in a developing South Africa.

QUESTIONNAIRE

Topic: The Impact of the Quality Assurance legislation in programme design at Private High Education Institutions. (PHEI)

The answers to this questionnaire will be kept confidential and will be used in the research of the above.

I thank you for taking the time in answering this questionnaire. All information is confidential.

P.S. the Q.A. legislation refers to the SAQA Act and the Quality Assurance mechanisms of the Act.

Please insert a tick (√) in the appropriate block or enter your response in the appropriate spaces provided

A. STAFF PROFILE

1. How many years have you been employed at the PHEI?

1.1 Two years and less

1.2 Five years and less

1.3 More than five years

2. What is your position at the PHEI?

2.1 Lecturer...

2.2 H.O.D...

3. Does your position involve the following

3.1 Designing programmes...

3.2 Lecturing...

3.3 Management...

3.4 Assessments...

3.5 Formulations of study guides...

YES	NO

4. Have your responsibilities after the SAQA Act increased?

YES	NO

5. What do you feel about the SAQA Legislation?

6. Has the no. Of staff in your Department increased after SAQA Act?

YES	NO

7. How old is your institution?

7.1 Two years and less...

7.2 Five years and less...

7.3 More than five years...

1. Did your PHEI have an internal quality assurance system before the SAQA Legislation?

YES	NO

B. PROGRAMME CONTENT: Information Technology

B1 Before the SAQA Act

9. What was the mode of delivery?

9.1 Contact...

9.2 Self study...

9.3 Distance...

9.4 Group work...

9.5 Learning on site...

YES	NO

10. Did the assessment take the following forms?

	YES	NO
10.1 Exams...		
10.2 Assignments/projects...		
10.3 Group work...		
10.4 Self...		
10.5 Test.		

B2 After the SAQA Act

11. Does the programme have the following status?

	YES	NO
11.1 Diploma...		
11.2 Certificate...		
11.3 Higher certificate...		
11.4 Degree...		

12. What is the mode of delivery?

	YES	NO
12.1 Contact...		
12.2 Self study...		
12.3 Distance...		
12.4 Group work...		
12.5 Learning on site...		

13. Does the assessment take the following forms?

	YES	NO
13.1 Exams...		
13.2 Tests...		
13.3 Assignments/projects...		
13.4 Self...		

C. ASSESSMENT

C1. Before SAQA

14. Was the following used as a form of assessment?

	YES	NO
14.1 Tests...		
14.2 Exams...		
14.3 Assignments/projects...		
14.4 Group work...		
14.5 Peer...		
14.6 Self...		

15. Were the first and final exams the only form of assessment?

YES	NO

16. Was the learners given feedback after the assessment?

YES	NO

17. Were the learners counseled?

C2. After SAQA Act

18. Are the following used as a form of assessment?

18.1 Tests...

18.2 Exams...

18.3 Assignments/projects...

18.4 Group work...

18.5 Peer...

18.6 Self...

YES	NO

19. Are the learners counseled after the assessment?

YES	NO

D. LEARNERS

D.1 Before SAQA Act

20. What criteria were used to select learners for IT?

20.1 Aptitude test...

20.2 Matric exams...

20.3 RPL...

21. Did the learners have the following support?

21.1 Counselors...

21.2 Extra tuition...

22. Did the learner receive any guidelines when enrolling?

YES	NO

D2. After SAQA Act

23. What criteria were used to select learners for IT?

23.1 Aptitude test...

23.2 Matric exams...

23.3 RPL...

24. Did the learners have the following support?

24.1 Counselors...

24.2 Extra tuition...

YES	NO

25. Did the learners receive any guidelines when enrolling?

YES	NO

Thank you.

Appendix I

HOD – Interview Schedule

The purpose of the interview is to gather data on the HOD's perceptions of the impact of the SAQA registration had on programme design, physical resources and staffing.

(Interview schedule approximately 30 minutes)

The Impact of the SAQA registration on resources.

(This followed the inspection of the plant- IT Department)

1. Before the SAQA registration what resources did the IT Department have?
2. Any changes in the resources after the SAQA registration? List these resources
3. Who utilized these resources before and after the SAQA registration?
4. Any changes in the amount of time spent using these resources
5. What is the average time spent using these resources by staff before and after the SAQA registration
6. Did the staff use the Internet before the SAQA registration?
7. Is staff using the Internet after the SAQA registration? What is the average time spent using the Internet
8. How is the use of the Internet monitored?
9. Who and when determined the need for more resources before and after the SAQA registration.
10. Has the IT lab increased in size after the SAQA registration? In what way and why
11. Did the 'Requirements for the Learning programme' (SAQA, 1998) determine changes in resources and utilization of resources? In what way?

The Impact of the SAQA registration on Staffing

1. What criteria is used to select the staff after the SAQA registration
2. Is all staff at a level higher than the level that they teach?
3. Who monitors these criteria?

The Impact of the SAQA registration on Programme design

1. Who designs the IT programme before and after the SAQA registration?
2. Was the industry consulted in the design of the programme before and after the SAQA registration?
3. Who conducted research before and after the SAQA registration?
4. Was the staff involved at any stage in research?
5. How is this monitored?
6. Who evaluated the programme before and after the SAQA registration?
7. Was industry involved in the evaluation and implementation of the programme before and after the SAQA registration?
8. Has the admission requirements into the IT programme changed after the SAQA registration.

Schedule for Document Analysis

The purpose of the document schedule is to gain data from records and documents of the college.

1. Brief History of Anchorlite College

- 1.1 How was Anchorlite College formed?
- 1.2 why was Anchorlite College formed and why
- 1.3 what need did Anchorlite College respond to
- 1.4 Where is Anchorlite College?
- 1.5 who and what are the clientele
- 1.6 what is the average intake of students before and after the SAQA registration

2. Quality Assurance before the SAQA registration

- 2.1 What was the curriculum
- 2.2 What was the course outline
- 2.3 Was there an internal or external evaluation
- 2.4 What was the admission requirements into the IT programme
- 2.5 What criteria was used to award qualifications
- 2.6 What was the average intake of learners into the IT programme
- 2.7 Was there an internal quality management system

3. Quality Assurance after the SAQA registration

- 3.1 What is the present curriculum
- 3.2 Has the course outline changed
- 3.3 Are there any new internal or external evaluation
- 3.4 How has the admission requirements changed
- 3.5 What criteria is used to award qualifications
- 3.6 What is the average intake of students
- 3.7 Has the programme of IT incorporated the 'Requirements of the Learning Programme' by SAQA?

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