STRATEGIC PLAN FOR

2020 – 2025

JULY 2020

CONTENTS

LIST OF ACRONYMS

21st C	21st Century
4IR	4th Industrial Revolution
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HEQCIS	Higher Education Quality Committee Information System
HEQSF	Higher Education Qualifications Sub-Framework
IQMS	Integrated Quality Management System
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NGO	Non-Governmental Organisation
NLRD	National Learners' Records Database
NPPSET	National Plan for Post-School Education and Training
NQF	National Qualification Framework
NRF	National Research Foundation
NSDP	National Skills Development Plan
PFMA	Public Finance Management Act
PSET	Post School Education & Training
QC	Quality Council
RM	Research and Monitoring
SAQA	South African Qualification Authority
SAPS	South African Police Services
StatsSA	Statistics South Africa
TVET	Technical & Vocational Education and Training
USAf	Universities South Africa

Accounting Authority Statement

In conceptualising this strategic plan, the Council on Higher Education (CHE) has been mindful that it fulfils its functions within a legislated mandate, and within the ambit of national planning, aspirations and goals expressed through the National Development Plan, and at the sectoral level through the National Plan for Post School Education and Training (NPPSET). In this light, the CHE planning exercise has been undertaken to align its policy and planning priorities with those at a national and sectoral level, while remaining true to its legislated mandates. At the time of conceptualising the Strategic Plan, there was no indication that we will be confronted by the unprecedented challenges brought about by the COVID-19 pandemic that would force us to have a somewhat different outlook into the future of higher education and mode of operation within the CHE.

Two key documents have guided the planning of the CHE. The first is the *Revised Framework for Strategic Plans and Annual Performance Plans* issued by the Department of Planning, Monitoring and Evaluation (DPME). The second is titled *Guidelines for the Implementation of the Revised Framework for Strategic and Annual Performance Plans*, also issued by the DPME. Each has been carefully reviewed to ascertain the prescripts and imperatives for action identified for the planning period, coupled with the CHE's own analyses and priorities flowing from its work as a regulatory agency with sectoral responsibilities. The nature of the CHE mandate has implications and impact of a transnational dimension insofar as the accreditation of qualifications and other international interactions are concerned.

From the perspective of the CHE, with the change in administration following the national elections, it was anticipated that the new administration would signal its own priorities for action. These are expressed in national planning goals generally to reduce unemployment, poverty, and inequality. The current scenario presented by the pandemic has worsened the situation of the triple challenges. The country's economic situation is projected to contract by 7.9% in 2020 according to National Treasury. The Supplementary Budget tabled on 24 June 2020 provides for a budget of R145 billion for COVID-19 related expenditure of which R109 billion will be funded through the suspension of baseline allocations and reprioritisations. These cuts have serious financial implications for higher education for at least the foreseeable future. This is further worsened by the 16% cut of the Science and Innovation budget which has a direct impact on funding research and scholarships for postgraduate students.

At a sectoral level, the national planning goals will find expression in the diversity of programmes on offer, in their relevance and responsiveness to changing societal needs, and in their quality. Associated with these is the sectoral concern with the quality of teaching, learning, research and support in the PSET sector, and the necessity to produce skills and competencies that are resonant with societal and business needs and the development of individual citizens' full human, creative and productive potential. An abiding concern in the sector has been to improve throughput and the

academic success of students. This speaks to one of the CHE's primary concerns because an improvement of the throughput has a positive spin-off for the efficiency of the higher education sector. It is also the aim of the CHE to ensure that the required capacities and skills related to quality assurance and improvement, curriculum reform, and staff and student development, and leveraging the potential and opportunities presented by the 4th Industrial Revolution in a transforming higher education system. It is evident that the aspirations expressed in this Strategic Plan will be impacted by a myriad of unknown factors at this stage. Uncertainties about the academic calendars of universities going forward, enrolment plan commitments by institutions, unplanned costs of remote emergency teaching, and the attraction of international students and staff, are but a few of the uncertainties that the sector should grapple with.

The PSET plan, which sets out the policy goals for the sector for the next ten years, seeks amongst others to streamline regulation. This has implications for the CHE in contributing to increased efficiency, the reduction of complexity, removal of duplication and a refined regulatory system overall. A concern in the regulatory regime is how to improve articulation between institutions and to remove barriers thereto. This will receive attention early in the MTSF period.

Expanding access remains a major national and sectoral policy objective, with implications for the CHE in its quality assurance function. It is clearly apparent that with vastly diverse student demographics, as well as diverging needs for competencies and skills in our society, the spectrum of learning opportunities needs to be increased and the learning needs of students adequately catered for. Equally, it is important to follow students to their destinations into the workplace to determine whether they are being equipped with the 21st century skills and competencies required not only for employment, but also for the rapidly changing world of work, large scale redundancies in formerly secure areas of work, and new and emerging opportunities for entrepreneurship to ameliorate the unemployment scourge.

A further policy objective in the NPPSET is to build stronger partnerships between universities and industry, which are anticipated to have positive effects on curricula, particularly for universities of technology, more prolific research and innovation that will be of benefit to the economy, and commercially viable research and innovation. For students, such closer collaboration will have benefits in expanded and diversified workplace-based learning opportunities – essential for a complete learning experience for students in technological and vocational institutions.

It is anticipated that the nett effect of the strategic focus of the NPPSET, refracted through the CHE's own strategic plan, will be to have a better-quality higher education and training system, with quality improvements to be realised in the following areas:

- Improved multimodal teaching and learning [through making these a planning, mission and reporting priority, strengthening African languages, and teaching capacity]

- Improved research [more effective models of master's and doctoral studies and supervision]
- Better institutional governance [Council appointment criteria and codes of good practice, including the management and governance of private higher education institutions]
- More and better qualified staff in all disciplines, and especially the STEM disciplines and innovation [to align and embrace digital transformation]
- Increasing throughput of the system
- Graduate attributes and capabilities leading to the success and employability of our graduates, equipped to be in the vanguard of the 4th IR
- Strengthening quality assurance mechanisms through an overhaul of the QA system, and the implementation of institutional audits/reviews
- Research and development which provides the intellectual and scholarly bases for many of the PSET objectives, which can inform the work of the CHE, its advice function, and leading of contemporary discourses in higher education and training

The detailed plan that follows expands on how the mandates, policies and strategies of the CHE respond to national and sectoral development and planning imperatives. It also illuminates how it has determined its priorities and focus areas, through a careful analysis of the environment before proceeding to elaborate on the objectives, outcomes and impact that will be pursued over the planning period.

The Council on Higher Education has deliberated exhaustively on the repositioning of the organisation to fully realise its mandate as specified in the Higher Education and NQF Acts; its responsiveness to rapidly changing sectoral needs; and more broadly to contribute to both the National Development Plan (2030) and the Sustainable Development Goals (2030) in partnership with our universities, sectoral bodies and regulatory agencies. Given the immediate disruption of the system, the NDP Goals appear unrealistic to achieve unless there is rapid economic growth in this country. This strategic plan aspires to contribute to changing the lives of people through good education, mobility and employability of graduates, better run/governed universities, and through undertaking impactful research.

The plan as detailed in the following pages is endorsed, and commitment is hereby made to ensuring its implementation.

Prof N Themba Mosia
Chairperson of Council, the Accounting Authority of the CHE

Accounting Officer Statement

The Council on Higher Education (CHE) is a statutory body that assures and regulates the quality of provision of higher education in both public and private higher education institutions. In fulfilling its functions, the CHE ensures that qualifications that individuals obtain from higher education institutions in South Africa are of an acceptable and internationally comparable quality; that graduates emerge from institutions with the skills and competencies that are necessary for a developing society; and that their education has assisted them in realising their full potential.

The CHE derives its mandate from two key pieces of legislation. The Higher Education Act (Act No. 101 of 1997, as amended) established the CHE as a juristic person. The Act further mandated the CHE to advise the Minister of Higher Education and Training on matters concerning higher education; to arrange and coordinate conferences; to develop and run an external quality assurance system for higher education; to research and publish information regarding developments in higher education; and to promote access of students to higher education. The functions of the CHE are elaborated in greater detail in Part A, Section 2 below.

The National Qualifications Framework Act (Act No. 67 of 2008, as amended) designated the CHE as the Quality Council for higher education with additional functions associated with the development and management of the Higher Education Qualifications Sub-Framework (HEQSF), one of the three sub-frameworks of the National Qualifications Framework (NQF). Section 2 of Part A below elaborates on the functions of the CHE as a Quality Council in greater detail.

The vision of the CHE is: *Innovative, quality higher education responsive to the needs of society*. All the efforts of the CHE steer towards realisation of this vision at the sectoral level.

Its mission statement sets out the key functions of the CHE within its legislated mandate.

During the previous planning period the CHE ran a comprehensive, development-oriented national quality assurance system for higher education which was in line with the recommendation of the National Commission on Higher Education (NCHE) (1996). The system was predicated upon the broad principle of quality as *fitness for purpose. T*he mission of a university needs to find practical expression within a national framework. It must encompass differentiation and diversity; value for money judged in relation to the full range of higher education purposes, and transformation in the sense of developing the capabilities of individual students for personal development and prosperity. The requirements of social development and employment growth must also be addressed.

As per Section 5(1)(c) of the Higher Education Act (Act No. 101 of 1997, as amended), the tools developed and employed in its quality assurance work included quality promotion, programme accreditation, programme reviews and institutional audits. The process of developing these tools involved wide consultation with, and participation by stakeholders to achieve consensus and buy-in,

and to build individual and institutional quality assurance capacities. The CHE also conducted and/or commissioned research on various aspects of higher education leading to publication and/or proactive advice to the Minister; collated data on various indicators for monitoring developments in higher education; and responded to requests for advice from the Minister and the Department of Higher Education and Training.

Notwithstanding challenges associated with capacity and budgetary constraints, the CHE registered several accomplishments during the previous planning period. It developed the Higher Education Qualifications Sub-Framework (HEQSF) and drove the process of ensuring that programmes offered by higher education institutions in the country were aligned to it, thereby contributing towards the realisation of the goal of the NQF of having a single, integrated and coordinated higher education system. Only legacy programmes remain un-aligned to the HEQSF with the numbers dwindling rapidly as replacement programmes are put in place. In 2017 the Minister issued a directive that no new first year students should be enrolled into such programmes after 31 December 2019.

National standards for several qualifications were developed during the previous planning cycle. The work on developing standards for many more qualifications will continue into the next planning cycle. The importance of standards as national quality benchmarks cannot be over-emphasised. Institutions are required to ensure that the programmes leading to the different qualifications either meet or exceed the thresholds defined by the respective qualification standards.

The CHE also undertook and completed national reviews on the Bachelor of Social Work (BSW) and Bachelor of Laws (LLB) programmes during the previous planning year.

In line with one of its functions as a Quality Council for higher education, in terms of the National Qualifications Framework Act (Act No. 67 of 2008, as amended), the CHE developed a database of learner records for the private higher education institutions. The aim is for this database, known as the Higher Education Quality Committee Information System (HEQCIS), to be comprehensive in order to be comparable to the Higher Education Management Information System (HEMIS) for public universities which is maintained by the Department of Higher Education and Training (DHET). Already, the data in HEQCIS was able to reveal important trends on access and success of students in the private higher education institutions.

The CHE was also very active in policy advice. It developed several pieces of advice that subsequently informed the direction that government has taken on certain matters pertaining to higher education.

Through its quality promotion programme, the CHE was, during the previous planning cycle, active in keeping its stakeholders informed, as well as providing them with platforms for information-sharing and engagement. Such platforms included conferences, workshops, and quality assurance fora.

The higher education system still needs a strong and functional CHE to consolidate the achievements so far, but also to break new ground as the world of quality assurance keeps evolving, and as new challenges require informed policies and strategies to address them. The strategic focus for the next planning session, which is elaborated on in this Strategic Plan, is on the further development and implementation of the Higher Education Qualification Sub-Framework (HEQSF); development and implementation of the new quality assurance framework (IQAF); the revitalisation of the research, monitoring and advice functions of the CHE, and restoring the capabilities and competencies of the CHE in its core areas of work as its resourcing challenges have been ameliorated.

In the first year of implementation of the strategic plan for the MTSF period, the onset of the COVID-19 pandemic caused huge disruption in the economy, society and the PSET sector. While in the midst of the crisis, with the peak in infections yet to happen, it is difficult at the time of writing (July 2020) to fully calculate the costs and the impact of the pandemic on the work of the CHE and on the ability of higher education institutions to continue with teaching, learning, assessment and research activities, and see through the academic year. Most institutions have successfully pivoted to remote teaching, learning and assessment. However, capacities, infrastructure, distribution of devices, and access to Wi-Fi between and across institutions varies widely. It will be prudent under the circumstances to have shorter review cycles for both the strategic plan and the APP to ensure agility in the CHE's responses, and adjustments in its targets, deliverables and objectives as circumstances change, and the more enduring effects of the pandemic become clearer.

The guidance and support of Council in the process of crafting the Strategic Plan is acknowledged with much appreciation. Support in facilitation of the strategic planning process in the initial stage was provided by Drs Bangani Ngeleza and Claudia Beck-Reinhardt of the Government Technical Advisory Centre (GTAC).

Prof Narend Baijnath
Chief Executive Officer and Accounting Officer

Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the Management and Council of the CHE under the guidance of the Minister of Higher Education, Science and Technology
- Considers all the relevant policies, legislation, and other mandates for which the CHE is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the CHE will endeavour to achieve over the period of five years covered by the plan.

Dr Louie Swanepoel: _____

Acting Director: Programme Accreditation

Prof Kethamonie Naidoo: _____
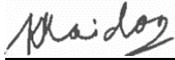
Director: Programme Accreditation

(seconded to the IQAF Project Manager position)

Ms Olivia Mokgatle: _____

Director: National Standards and Reviews and
Acting Director: Institutional Audits

Ms Vuyo Matsam: _____

Director: Corporate Services

Mr Thulaganyo Mothusi: _____

Chief Financial Officer

Dr Amani Saidi: _____
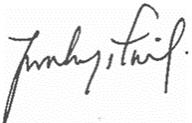
Director: Quality Assurance and Promotion Coordination and
and Acting Director: Monitoring, Research and Advice

Prof N Baijnath: _____

CEO (Accounting Officer)

Approved by **Prof N. Themba Mosia:** _____

Chairperson (Accounting Authority)

PART A: Our Mandate

1. Constitutional mandate

As a creation of statute, the CHE serves its role in the complex arena of state organisational structures, legislative frameworks, and policy imperatives, all of which are subject to the Constitution as the supreme law of the land.

The CHE derives its mandates and authority from key legislation which founded it. The Higher Education Act (Act No. 101 of 1997, as amended), which founded the CHE and set out its main functions, is also informed by the Constitution of the Republic of South Africa, and thus all activities of the CHE are ultimately governed by the Constitution. In particular, the CHE is informed by the founding provisions of the Constitution, which assert, amongst others, the values of 'human dignity, the achievement of equality and the advancement of human rights and freedoms [and] non-racialism and non-sexism'. The CHE is also guided by the Bill of Rights, and particularly section 29 on education, which states that:

1. Everyone has the right -
   a. to a basic education, including adult basic education; and
   b. to further education, which the state, through reasonable measures, must make progressively available and accessible.
2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. To ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, considering -
   a. equity;
   b. practicability; and
   c. the need to redress the results of past racially discriminatory laws and practices.
3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that -
   a. do not discriminate based on race;
   b. are registered with the state; and
   c. maintain standards that are not inferior to standards at comparable public educational institutions.
4. Sub-section (3) does not preclude state subsidies for independent educational institutions.

These provisions in the Constitution provide important guidance to the CHE in discharging its legislated regulatory mandates and functions.

2. Legislative and policy mandates

The CHE is an independent statutory body established in May 1998 as provided for by Section 4 of the Higher Education Act (Act No. 101 of 1997, as amended), and it also functions as the Quality

Council for Higher Education in terms of the National Qualifications Framework Act (Act No 67 of 2008, as amended). It is a Schedule 3A national public entity in terms of the Public Finance Management Act (Act No. 1 of 1999).

Chapter 2 of the Higher Education Act (Act No.101 of 1997, as amended), establishes the CHE as a juristic person, and defines the following functions for it:

1. The CHE may advise the Minister on any aspect of higher education on its own initiative and must –
   a. advise the Minister on any aspect of higher education at the request of the Minister;
   b. arrange and co-ordinate conferences;
   c. subject to section 7 (2), through its permanent committee, the Higher Education Quality Committee –
      i. promote quality assurance in higher education;
      ii. audit the quality assurance mechanisms of higher education institutions; and
      iii. accredit programmes of higher education;
   d. publish information regarding developments in higher education, including reports on the state of higher education, on a regular basis;
   e. promote the access of students to higher education institutions; and
   f. perform any other function –
      i. conferred on or assigned to it in terms of this Act or the National Qualifications Framework Act;
      ii. delegated or assigned to it by the Minister by notice in the Gazette.

2. The advice contemplated in subsection (1) (a) includes advice on –
   a. qualifications, quality promotion and quality assurance;
   b. research;
   c. the structure of the higher education system;
   d. the planning of the higher education system;
   e. a mechanism for the allocation of public funds;
   f. student financial aid;
   g. student support services;
   h. governance of higher education institutions and the higher education system; and
   i. language policy.
3. The Minister must -
   a. consider the advice of the CHE; and
   b. provide reasons in writing to the CHE if the Minister does not accept the advice.
4. The Minister may act without the advice of the CHE –
   a. if the matter is urgent; or
   b. if the CHE has failed to provide the advice within a reasonable time.
5. If the Minister acts without the advice of the CHE, the Minister must -

    a. notify the CHE of such action; and

    b. provide reasons in writing to the CHE for such action.

The Act further notes that:

> Every national and provincial department of state, every publicly funded science, research and professional council and every higher education institution must provide the CHE with such information as the CHE may reasonably require for the performance of its functions in terms of this Act.

Finally, the Act notes that:

> The CHE performs its functions in relation to qualifications, quality assurance and quality promotion-
>
>   a. in terms of this Act; and
>
>   b. in its capacity as the quality council for higher education, in terms of the National Qualifications Framework Act.

> The CHE is responsible for the implementation of the Higher Education Qualifications Sub-Framework (HEQSF).

> The CHE must establish the Higher Education Quality Committee as a permanent committee to perform the quality assurance and quality promotion functions of the CHE in terms of this Act and the National Qualifications Framework Act.

> The Higher Education Quality Committee may, with the concurrence of the CHE, establish committees to assist it in the performance of its functions.

> The CHE may charge fees for any service rendered by the Higher Education Quality Committee to any person, institution, or organ of state.

In terms of the National Qualifications Framework Act, the CHE has been established as the Quality Council (QC) for higher education with an expanded mandate, which is in addition to its quality assurance mandate. The Act stipulates that the functions of a QC are as follows:

    a. performs its functions subject to this Act and the law by which the QC is established;

    b. complies with any policy determined by the Minister in terms of section 8(2)(b);

    c. consider the Minister's guidelines contemplated in section 8(2)(c);

    d. collaborate with the SAQA and other QCs in terms of the system contemplated in section 13(1)(f)(i);

    e. develop and manage its sub-framework, and make recommendations thereon to the Minister;

<ol type="a" start="6">
<li value="6">
f. advise the Minister on matters relating to its sub-framework;

g. with regard to level descriptors-
<ol type="i">
i. consider and agree to level descriptors contemplated in section 13(1) (g) (i); and
ii. ensure that they remain current and appropriate;

h. with regard to qualifications for its sub-framework-
<ol type="i">
i. develop and implement policy and criteria, considering the policy and criteria contemplated in section 13(1)(h)(i), for the development, registration, and publication of qualifications;
ii. develop and implement policy and criteria, considering the policy and criteria contemplated in section 13(1)(h)(iii), for assessment, recognition of prior learning and credit accumulation and transfer;
iii. ensure the development of such qualifications or part qualifications as are necessary for the sector, which may include appropriate measures for the assessment of learning achievement; and
iv. recommend qualifications or part qualifications to the SAQA for registration;

i. regarding quality assurance within its sub-framework-
<ol type="i">
i. develop and implement policy for quality assurance;
ii. ensure the integrity and credibility of quality assurance;
iii. ensure that such quality assurance as is necessary for the sub-framework is undertaken;

j. regarding information matters-
<ol type="i">
i. maintain a database of learner achievements and related matters for the purposes of this Act; and
ii. submit such data in a format determined in consultation with the SAQA for recording on the national learners' records database contemplated in section 13(1)(l);

k. regarding other matters-
<ol type="i">
i. conduct or commission and publish research on issues of importance to the development and implementation of the sub-framework;
ii. inform the public about the sub-framework;
iii. perform any other function required by this Act; and
iv. perform any function consistent with this Act that the Minister may determine.

The establishment of the HEQC was initiated by the *Education White Paper 3 of 1997: A Programme for the Transformation of Higher Education*, which noted that:

The Higher Education Act will provide for the co-ordination of quality assurance in higher education through a Higher Education Quality Committee (HEQC) which will be established

as a permanent committee of the CHE. The establishment of the HEQC, its registration with SAQA and its modus operandi will be determined by the CHE within the framework and procedural guidelines developed by SAQA.

The functions of the HEQC include programme accreditation, institutional auditing, and quality promotion. It should operate within an agreed framework underpinned by:

   a. the formulation of criteria and procedures in consultation with higher education institutions
   b. a formative notion of quality assurance focused on improvement and development rather than punitive sanction
   c. a mix of institutional self-evaluation and external independent assessment.

These policy imperatives continue to guide the CHE in determining its overall quality assurance strategy.

The CHE has also considered the policy imperatives of the more recent *White Paper for Post-School Education and Training* (2013). The White Paper set out strategies to improve the capacity of the post-school education and training system to meet South Africa's needs. It outlines policy directions to guide the DHET and the institutions for which it is responsible to contribute to building a developmental state with a vibrant democracy and a flourishing economy. Its main policy objectives are:

a. A post-school system that can assist in building a fair, equitable, non-racial, non-sexist, and democratic South Africa;
b. A single, coordinated post-school education and training system;
c. Expanded access, improved quality, and increased diversity of provision;
d. A stronger and more cooperative relationship between education and training institutions and the workplace; and
e. A post-school education and training system that is responsive to the needs of individual citizens, employers in public and private sectors, as well as broader societal and developmental objectives.

The CHE particularly notes the policy objective that, 'with regard to quality assurance, [the DHET] will work in consultation with the Council on Higher Education (CHE). All three policy drivers – planning, funding and quality assurance – must continue to be directed at the improvement of the quality of teaching at undergraduate level, reducing the gaps in performance between institutions, and supporting all the elements that contribute to student success.'

The 2017 *Articulation Policy for the Post-School Education and Training System in South Africa* calls for the expansion of the current remit of the Quality Councils. It extends the scope of the current mandates of the CHE to include accrediting relevant NQF level 5 and 6 programmes in TVET and community colleges, in addition to its original mandate of accrediting programmes on the Higher

Education Qualifications Sub-Framework (HEQSF) offered by public universities and private higher education institutions.

PART B: Our Context

3. Situational Analysis

3.1 External Environment Analysis

Globalisation is recognised as one of the most important factors impacting upon, and in turn, being impacted upon by higher education. The South African economy has experienced a protracted period of decline evident in the shedding of jobs, static or feeble growth, and low investment. Unemployment, poverty, and inequality remain pressing developmental challenges and threaten political stability. These factors regularly manifest through militant protest action and disruption of institutions, business, and social life. Global contestations between different economies in the developing and developed world have demonstrated time and again how the fortunes of the South African economy are interwoven with those of the rest of the world.

The COVID-19 crisis erupted worldwide in the first quarter of 2020, with far-reaching consequences for the PSET sector, the economy and other social sectors, and for planning for the future. At the time of review of the strategic plan (July 2020) the total costs, impact and residual effects of the pandemic are yet to be calculated. It is anticipated that once the infection and mortality rates are under better control, there will be no return to the normality we knew prior to the crisis. This applies to the sector, the economy and to the CHE itself.

The forces of change which will influence and impact upon the work of the CHE are many and varied. The repercussions of the COVID-19 pandemic has already resulted in reduced government funding of the CHE, other PSET entities. Institutions have had to make provision for unplanned and substantial costs related to personal protective equipment, sanitation measures and on the costs of new modes of teaching, learning and assessment. The negative knock-on effects on the core functions of teaching and learning, research, and community engagement, as well as on internationalisation are anticipated to be severe and enduring. Other factors are the following:

a. Inequality endures in the system - between institutions; between former Historically Disadvantaged institutions (HDIs) and Historically White Institutions (HWIs); and between urban and rural institutions - mirroring inequality in the wider society. This will endure in the post – COVID-19 environment, where insufficient capacity at the institutional level to deal with the aftermath of the COVID-19 pandemic will exacerbate existing inequalities.

b. Rapid developments in Information and Communication Technologies (ICTs), opening new opportunities in higher education but also presenting more challenges of resourcing, capacity, and infrastructure;

c. The blurring of both academic boundaries and national borders in higher education provision;

d. An explosion in collective sharing and generation of knowledge online, which is in turn posing serious challenges to the traditional roles of universities within society as the primary producers and repositories of validated knowledge;

e. Radical changes in the world of work, with many forms of employment and opportunities for employment reduced because of the COVID-19 crisis, and the massive impact it has had on business closures and shrinkage of economic activity around the world;

f. Universities are under pressure to undertake more regular, ongoing curriculum reform to keep their programmes relevant, responsive and agile, and to rethink traditional ways of assuring quality, especially as a consequence of the COVID-19 pandemic, and the changes that the crisis has impelled towards new modalities of teaching, learning, assessment and research;

g. Internationalisation of higher education (IoHE) through various strategies as higher education institutions respond to globalisation and the need to prepare graduates to be effective global citizens. IoHE is increasingly recognised as one of the most important factors that is influencing higher education policy and practice worldwide;

h. Increasing demand for higher education (and post-school) opportunities at low or no cost, which is placing pressure on the public purse more generally, and the physical facilities, human resource capacity, and budgets of universities;

i. Renewed pressure for meaningful transformation in the higher education sector, which also includes insourcing of vulnerable and exploited workers, changing the demographics of especially staff, developing indigenous languages as academic languages, and decolonisation of curricula, amongst others;

j. Growing pressures on the time of the academic and administrative staff, who are required to complete a wide, and growing array of tasks in order to comply with relevant legislation, regulatory environments, quality assurance and reporting systems (both national and institutional);

k. The importance of ensuring that universities can accommodate the educational and social needs of a core demographic constituent of the student population who come from a poor economic background, including many who are first-generation university students;

l. Universities are under pressure to generate income from diverse avenues to remain sustainable;

m. Many entrants to university have received a primary and secondary schooling that has not adequately prepared them to meet the demands and rigours of university studies, with the media of instruction posing an additional constraint on success and throughput;

n. The current regulatory regime is widely considered multi-layered, onerous, time-consuming, lumbering and overly bureaucratic. The critical need is to simplify, streamline and make the regulatory regime more efficient and effective.

o. As most institutions have pivoted to remote working following the onset of the COVID-19 pandemic, the entire PSET sector has put enormous resources, effort, and capacity into online and blended modes of teaching, learning, assessment, and research. It will be desirable to continue and add to these efforts to avoid regression, as similar disruptions may be commonplace in the future,

Given its role at the sectoral level in higher education, the CHE is affected by, and influences developments in the sector. Since the preparation of the last Strategic Plan, South African higher education has experienced significant changes and upheaval, which have left their mark on the sector and shaped priorities for the immediate future, central to which is the reduction of inequality, poverty and unemployment while tackling the scourge of violence which is a corollary to these conditions. The COVID-19 crisis is yet another major sector-wide event impacting on the academic project. It is anticipated that the planned extension of the academic year into 2021 will have far-reaching consequences for the whole sector, and impact upon the quality assurance functions as well.

The CHE is, as a consequence, impelled to reflect on the implications of the identified factors in the South African context, while being alert about the changes on a global level, as well as what the future might look like in a post-COVID-19 world. Particular attention needs to be focused on how it needs to shape its own functions and processes. It must ensure that institutions are empowered to be responsive and effective in offering educational programmes for the envisaged future. While doing so, it must be supportive of institutional diversity, innovation, agility, and responsiveness. A demonstrable impact must be made on reducing the proliferation of programmes and qualifications by clarifying the bases of accreditation and registration of each. Our quality assurance efforts must give deep and enduring attention to how the quality of provision is ensured at the institutional and programme levels in the context of COVID-19 and beyond.

The number of universities is increasing, as is the number of private higher education institutions. The CHE, as a small, but the only QC for HE, cannot meet the ever-increasing demand on it optimally without prioritising where its efforts, resources and capacities are deployed. This Strategic Plan therefore reflects the outcome of a process that involved much balancing and prioritisation.

Within this context, leadership in and management of the Higher Education Qualifications Sub-Framework (HEQSF) is seen as a strategic priority for the CHE; both given its legal mandate and the reality that this is a critical vehicle to assure quality in the higher education system. This structure and issues of articulation throughout the post-school education landscape will grow in importance as and when it is transformed by the policy positions defined in the *White Paper on Post-School Education and Training* (2013), requiring the CHE to take on a leadership role in this area.

3.2 Relevant Court Rulings

There is a growing demand for higher education in South Africa. The public higher education sector alone cannot meet this growing demand, and therefore private higher education institutions (PHEIs) have an important responsibility to expand access to higher education. Many with an entrepreneurial bent have seen business opportunities in PSET provision. The legislative and regulatory environment for PSET allows for this. Accordingly, there has been a rapid proliferation of PHEIs since the dawn of democracy, and more recently, significant consolidation. Among the factors influencing student choice of PHEIs is the periodic disequilibrium in public universities.

Unfortunately, some of the PHEIs have conducted themselves in ways that only serve to support the perception that their sole interest is profit, and that they are prepared to sacrifice the quality of provision, in pursuit thereof. Site visits conducted by the CHE have uncovered the harsh reality that several PHEIs have limited capacity to deliver effectively on their accredited programmes. Subsequently, the Higher Education Quality Committee (HEQC) of the CHE has taken decisions to withdraw the accreditation of such programmes. However, since such decisions pose serious a threat to business enterprises, the affected PHEIs have demonstrated that they are prepared to vigorously contest the decisions in court. In recent years, there have been several court challenges against the decisions of the HEQC of the CHE. While some of the court judgements have ruled on minor remediation necessary by the CHE, tellingly, none has diluted the authority of the CHE, nor overturned the decisions of the HEQC.

3.3 Strategic Responses to External Environmental Factors

3.3.1 The New Quality Assurance Framework

In response to many of the external and internal environmental factors and based upon its experience in implementing the quality assurance regimen developed and implemented from more than a decade and a half ago, the CHE initiated a project to develop a new Quality Assurance Framework (QAF). This will be central in revitalising how the CHE exercises its QA mandate and responds to the imperatives of integrating, streamlining; simplifying; and rendering the QA system more cost-effective, efficient, and impactful, and ensuring that during the pivot to remote teaching, learning, assessment and research consequent to the COVID-19 crisis, that the quality of provision is assured.

At the systemic level, the most appropriate quality assurance system for our context will be conceptualised according to the selected principles and objectives. The QA system is anticipated and intended to make a demonstrable impact, add value, be sustainable, and be practicable.

The CHE will, as part of its QA mandate, give particular attention to the impact on quality provision of dysfunctionality in governance and management identified in institutions. The process of developing the QAF will also clarify whether a phased- in or big-bang approach to a new QAF would be most appropriate, and whether there should be any attempt at convergence between the two. The most

appropriate model for institutional accreditation, that recognises diversity and unevenness, and possible consequences, will be conceptualised, and implemented.

3.3.2 A Developmental Focus to External Quality Assurance

Capacity is needed for (higher education) system-level evaluation because dysfunctionality arises at various levels within institutions, from the wider policy regime, and from the broader political environment.

Beyond quality assurance at the systemic level, it will be critical to focus on higher education governance, management, organisational architecture, the institution's business processes, policies, compliance with national policy and planning prescripts, and better preparing the university and our society against similar national or global disasters to COVID-19.

In the light of recent experience at many institutions, constituency politics and forces that disrupt management and governance at institutions also need to be brought under scrutiny. It is doubtful whether this can be within the purview of an External Quality Assurance (EQA) exercise. An intervention at the highest level will be needed to address political instability in universities and engage all role players constructively to resolve this recurrent problem.

It will also be necessary to develop a critical mass of evaluators, assessors, and panellists who are familiar with the new QAF, and mindful of how the COVID-19 crisis has impacted upon teaching, learning, assessment, and research, and bring these under due scrutiny. The CHE will also be required to support the development of capacity in at least the following professional categories and ranks:
- Quality assurance practitioners at different levels of the system other than at HE institutions;
- Quality assurance researchers and evaluators;
- Higher education leaders and management; and
- Practitioners, and professional and administrative staff specialising in quality assurance at institutional level.

The CHE will ensure the continuous improvement and enhancement of quality assurance skills and knowledge across all levels for both internal quality assurance at the institutional level, and external quality assurance conducted by the CHE in terms of its mandate.

3.3.3 Partnerships and Cooperation

The CHE recognises a need to focus on establishing strong working relationships with various key players in the higher education system. As a Schedule 3A public entity in terms of the Public Finance Management Act (Act No. 1 of 1999) (PFMA), this begins with the Department of Higher Education and Training (DHET), which is the avenue for funding, and reporting obligations of the CHE. It is

essential that the CHE functions in a collaborative and complementary role with the DHET as well because this Department plays a vital role in funding and supporting innovation and technological development in higher education which intersect with the objectives of the CHE. In addition, the CHE recognises the importance of maintaining sound relationships with other stakeholders, including:

- With public and private higher education institutions, as these are the primary stakeholders with whom the CHE engages at an operational level. Strong collegial relations with higher education institutions are essential to building quality in higher education, while it is also necessary to ensure that the CHE earns the respect of universities in discharging its core functions;

- With Universities South Africa (USAf), which functions as the voice of public higher education in South Africa and is thus a key partner of the CHE in developing effective working relationships with public universities;

- With the South African Qualifications Authority (SAQA), which oversees and manages the National Qualifications Framework (NQF) and thus performs several complementary functions to the CHE;

- With professional bodies, which play a significant complementary role to the CHE, but sometimes are in conflict with the CHE due to their statutory roles intersecting with those of the CHE as the QC for higher education, particularly in the area of ensuring quality of higher education programmes targeted at the professions; and

- With the National Research Foundation (NRF), which funds research, the development of high-end human capacity and critical research infrastructure to promote knowledge production across all disciplinary fields.

- With other QA agencies in the region and on the Continent of Africa, with a view to harmonising methods, approaches and processes in different jurisdictions as cross-border mobility and delivery expands.

- With multilateral agencies such as INQAAHE and ENQA and selected international QA agencies so that the QA work of the CHE is internationally benchmarked on a continual basis, and collegial relations enrich the understanding and perspectives of the CHE.

3.4 Internal Environment Analysis

A key concern during this planning cycle has been to ensure that the CHE strengthens its role as a thought leader in South African higher education, as the mandated agency responsible for quality assurance, and its monitoring and advice role. Of importance in a context of ongoing external change, the CHE wishes to affirm itself as a source of continuity and consistency in its advice to the Minister regarding higher education, and to support all key players to navigate this change effectively without experiencing major ongoing disruption. On its QA function, a central imperative has been to review all

elements and to produce a new QA framework. Once this has been approved, each of the functions outlined below will be revised to bring them in line with the new QA framework.

3.4.1 Accreditation

In recent years, there has been a steady increase in applications for accreditation and re-accreditation of programmes submitted by higher education institutions, which has had the effect of overloading the CHE processes as it is currently designed, in a context in which the real operating budget of the CHE has been declining. The current process requires ongoing, open communication between the CHE staff and institutional representatives, much of which contributes little to the programme accreditation process itself and is further exacerbating the capacity overload. Thus, attention has been focused on significantly streamlining the CHE's programme accreditation process.

Because of the extensive nature of the programme accreditation process, resources to follow up with institutions to determine the extent to which they are fulfilling the expectations set out in their programme accreditation submissions are constrained. This may have the effect of enabling a significant gap between the stated commitments of institutions and their actual practice. Consequently, during this planning cycle, the CHE has also reflected on how to reintroduce institutional audits, and in what form. This process has included a review of the history of institutional audits at the CHE and several internal strategic discussions.

3.4.2 Institutional Audits

Following the resolution of Council to reintroduce institutional audits, it was agreed that there is a need to establish a Working Group comprising CHE staff and appropriate professionals from stakeholder groups (including higher education institutions) and the Institutional Audits Committee to design and develop a suitable approach for the CHE to fulfil its institutional audit mandate, taking into account the uniqueness of the South African context. A draft framework was developed and taken through the normal process of consultation and approval, as well as implementation to the level of pilots. It is intended that a point of convergence will be reached between this initiative and the QAF project soon to conceptualise and implement the new QA model.

3.4.3 National Reviews

It has been generally agreed that national reviews have demonstrated significant success in both raising the profile of key quality assurance issues and leading to binding actions that have a significant positive effect on quality in higher education. Consequently, the general internal view is that there is merit in upscaling the number of National Reviews as practicable and fundable.

3.4.4 Quality Promotion

During its early years, the CHE used its quality promotion and capacity development programme to secure the support of the sector in the development and roll-out of the quality assurance tools, and in facilitating the development of capacity for internal quality assurance within institutions. However, over time, this function has been downscaled substantially to a point of insignificance. The feedback from institutions has been that this is an important function which assists them to develop and maintain internal quality assurance systems, and that it needs to be upscaled rather than being downscaled. Accordingly, there will be renewed focus of quality promotion and capacity development during the period covered in this Strategic Plan.

For each of the functions, and their application on the short to medium term, a new element is to refract the individual processes through the question of how the institution or programme is responding to the COVID-19 crisis, and whether the interventions to pivot to remote teaching, learning, assessment and research are adequate and sustainable.

3.5 Strategic Responses to Internal Environmental Factors

3.5.1 Organisational Renewal

Planning for the development of this plan has included wide-ranging reviews of the way in which the CHE currently fulfils its mandate. Consequently, the Strategic Plan for the CHE presented in this document takes account of the following organisational issues:

- The current organisational design of the CHE predisposes it to function in silos with limited cross-functional synergy. This Strategic Plan seeks to enable all Directorates to work closely and in synergy with one another. Opportunities to share work, and cooperate between different Directorates will be fostered and supported, and infused into the culture of the organisation; as well as the new business model;

- There is a need to introduce greater agility and flexibility into the structure and functions of the CHE, to enable greater responsiveness in the rapidly changing, technology driven environment; and to optimise the use of scarce resources and capacities;

- There is a need to improve perceptions about the CHE and its reputation, relevance, and demonstrable impact on quality and development of the system. In this regard, a key question posed while developing this Strategic Plan has been whether the CHE is viewed as integral to creating a better system, or if not, how this can be strengthened;

- There is need to increase awareness of the public of the important role played by the CHE. While higher education institutions (HEIs) are aware of the CHE's work, the public does not always seem to understand the extent and value of the CHE's role in ensuring quality higher education; and

- There is need to streamline structural, policy and other blockages which reduce agility and innovativeness, and which constrain responsiveness of the system.

3.5.2 A Centre of Knowledge on Higher Education

This Strategic Plan also responds to the need to establish the CHE as an intellectual and knowledge centre, including answering the following questions:

- How does the CHE reposition itself as a recognised centre of knowledge and intellectual activity for higher education?
- What will give the organisation a competitive edge?
- Who are its potential collaborators and partners?
- What mix of sector-relevant research, monitoring, and advice-driven research should be undertaken, and on which priorities should it focus?

3.5.3 Organisational Architecture, Resources and Capacity

In determining the most appropriate structure, shape and form for the CHE, effort will be made to clarify what organisational architecture will best assist it to leverage its limited resources for maximum impact. In this regard, the following considerations have informed the development of this strategic plan.

- Finiteness of resources (much as the resource challenges of recent years have been alleviated, the parameters are now set at least for the MTSF period];

- Appropriateness and robustness of ICT systems and capacity;

- Consideration of whether, to what end, and how the CHE should reclaim oversight responsibility for learner records in terms of its mandate, and how it could be made worthwhile to do so given the considerable resources, capacity and infrastructure this will require;

- The mix of peer and resident experts that is required, and which priority areas they should cover;

- New capabilities which do not currently exist in the organisation and which must be recruited or developed; and

- Which of the CHE's current capacities can be let go, or repurposed?

3.6 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Further issues that this Strategic Plan seeks to respond to are summarised in the following SWOT analysis.

Strengths	Weaknesses
• The CHE has intellectual gravitas • Highly experienced and qualified staff and members of governance committees • Well established peer-driven quality assurance system with willing and dependable experts from the sector • The CHE has an influence and a credible voice in the higher education sector • The CHE produces quality research, advice, and publications • The CHE has credibility and authority • Strong governance and management capabilities • The CHE has a mature and established quality assurance regimen in place	• Staff turnover, and inability to attract and retain staff, which affects institutional memory • Inability to develop additional income streams, and dependence on the DHET for budget bids • Persistent inadequate resources and capacity • There is limited capacity for big data analytics • Poor progress on digitisation has widened the divide between those with access to technology and its benefits and those without as became apparent during the COVID-19 crisis.
Opportunities	**Threats**
• There are positive reactions to and utilization of the CHE's advice • There is improved credibility and perception of the CHE's Monitoring, Research and Advice • Using the IQAF as a driver of change in the sector • Collaboration with external stakeholders • Legislative revisions and frameworks • 4IR, and realistic possibilities that can be harnessed from innovation in this area • Big data analytics – although available technology makes it possible to harvest information at various levels, it will be necessary to analyse, store and disseminate information to improve	• Political interference and instability • Territoriality and vested interests within the education and training regulatory environment • The misaligned regulatory frameworks • Failure to harness digitisation and the affordances of technology for the CHE's systems and processes • Cross-border delivery and increasing competition from global education providers escaping the regulatory and quality assurance regimen of the CHE • A need to address the disjuncture between graduates produced by the broader education system, and the need for 21st century skills in the world of work

decision-making, research, and advice	• Increasing organisational complexity, which requires a new compendium of skills at all levels
• The overhaul of the NQF and HEQSF would be a valuable opportunity to identify conflicts between various pertinent Acts, frameworks and policies and give concerted attention to them in the next planning period. Associated with this will be a review of the regulatory and policy environment supporting the NQF.	• The roles of governance and management are often blurred
	• The CHE is competing with other voices and influences in the terrain of advice and research that can have a dilatory effect on its primary role as advisor and commentator on developments in higher education
• Increased funding is an opportunity that could bring about positive outcomes if managed properly.	• Inability to resolve the diverse roles of the Professional Bodies versus the CHE
• Digitisation of the CHE's systems and processes	• A prolonged COVID-19 pandemic causing disarray in the PSET system
• The extended academic year which comes closer in line with the northern hemisphere presents opportunities for international recruitment	• Many casualties leading to a depletion of capacity within institutions
	• Post COVID-19 recovery at the institutional level diverting attention, resources, and capacity away from a focus on QA
	• Reduced appetite at the institutional level to embrace the new QAF due to other priorities

Part C: Our Strategic Focus

4. Vision

Innovative, quality higher education responsive to the needs of society.

5. Mission

The CHE is the independent, statutory, quality assurance and advisory body for South African higher education, which transforms lives in pursuit of an equitable, prosperous, and innovative society. In fulfilment of its role, the CHE:

- Leads and manages external quality assurance
- Regulates qualifications through the HEQSF
- Is an intellectual hub for higher education research, monitoring, policy, and critical discourse
- Advises the Minister on all higher education matters

6. Values

In pursuit of its vision and mission the CHE is committed to and guided by the following values:

- Innovation
- Integrity
- Equity
- Respect
- Accountability

7. Institutional Policies and Strategies over the five-year planning period

Early in the five-year planning period the CHE intends to produce the new Quality Assurance Framework (QAF) which will become a strategic document guiding the CHE and the entire higher education system on internal and external quality assurance practices and processes. The main intention of this initiative is to revitalise and reinvigorate the quality assurance functions of the CHE with a focus on simplification, integration, streamlining and alignment of the functions of institutional audit, standards and reviews, accreditation, and quality promotion. The associated frameworks, methods, and instruments for implementing the QAF will be prioritised for development and implementation during the planning period.

A well conceptualised and effectively implemented QAF will lead to a transformed and better-quality higher education system, with well-equipped graduates ready for the 21st Century world of work, and more resilient in the context of similar national and global crises such as COVID-19.

During the planning period, the CHE will respond to the NPPSET objective to review and simplify the HEQSF so that its implementation proceeds apace, the framework is fully embedded, and issues identified in implementation to date are addressed.

The CHE is also planning to ratchet up its advice function. As per the directives in the NPPSET and priorities of the Plan flowing from engagement and consultation, the CHE plans to develop a steady stream of advice that will aim to inform the direction that government should take on key policy areas pertaining to higher education, resonant with the commitments in the NPPSET, beginning with those that are specifically identified as matters for advice. These include the restructuring of the current higher education system; policy guidelines, and reporting requirements for community engagement; enhanced and strengthened extended curriculum policy; and Higher Education Language Policy, to name a few.

The *National Plan for Post-School Education and Training* (NPPSET): 2019 – 2030 (2013) requires the CHE to provide advice in the following areas:

- Creation of Public Higher Education Colleges from mergers and restructuring of the current higher education system;

- Integration of community engagement into the teaching and learning, and research components of the core functions of higher education institutions;
- Policy guidelines and reporting requirements for community engagement;
- Mechanisms for monitoring and measuring community engagement;
- Ways of stimulating the sharing of community engagement criteria, guidelines, and good practices in institutions;
- Enhanced and strengthened extended curriculum policy;
- Higher Education Language Policy; and
- Review of the guidelines for enrolment and PQM planning.

The NPPSET in addition impels the CHE to:

- Review the current system of programme accreditation to improve efficiency and effectiveness, simplify the accreditation process, and complete the accreditation data validation process

- Accredit distance education programmes for all universities, public and private.

- Clarify quality assurance arrangements for workplace-based learning (WPBL) linked to qualifications
- Develop a framework for a new round of institutional audits.
- Develop a framework and priorities for a new round of national reviews
- On matters pertaining to the HEQSF and NQF, the CHE is required to prioritise the simplification of the HEQSF:
  - the review of the HEQSF to ensure alignment
  - give attention to the proliferation of programmes leading to qualifications
  - the review of the 240 credit Diploma on the HEQSF
  - the development of policy or regulations on the offering of joint degrees linked to joint research programmes.

In the area of promotion and advancement, the NPPSET sets the following priorities for the CHE:
- Develop a systematic planning and advocacy strategy to improve and increase WPBL opportunities and partnerships;
- Develop stakeholder and public understanding of the NQF as a framework, including understanding the meaning of articulation from one qualification to another in a cognate knowledge or practice area;
- Promote the national framework for strengthening university teaching;
- Promote postgraduate teaching and learning; and
- Promote an integrated holistic approach to student success.

The NPPSET also directs the CHE and other stakeholders to generate data and information through research, maintain accurate databases, and develop capacity and capability for big data analytics. It specifically identifies the following areas as of utmost priority to pursue:

- Link HEQCIS to HEMIS, TVETMIS, SETMIS, PCETMIS and CETMIS to develop a fully integrated national data system;
- Research into the concept and practice of community engagement;
- Research into student governance development;
- Research into optimal lecturer-student ratios across different fields of study;
- Monitor sectoral level performance indicators for student throughput, completion, and success;
- Utilise cohort analysis to provide an accurate picture of completion;
- Establish repositories of engaged scholarship outputs, to enable their wider availability, use and replication; and
- Conduct graduate destination and systemic tracer studies.

8. Strategic Outcomes and Implementation Programmes

Flowing from the analysis of the internal and external environmental factors, the strategic responses, and the institutional policies, five strategic outcomes have been identified to be pursued over the period 2020 – 2025. These are as reflected in the Table 1 below.

Table 1: Strategic outcomes for the 2020 – 2025 period

Strategic Outcome 1	CHE as an effective custodian of the HEQSF (revitalised and fully implemented HEQSF)
Outcome Statement	To manage the development and implementation of the HEQSF policies, qualification standards and data to meet the goals of the NQF, NPPSET and the National Development Plan (NDP).
Strategic Outcome 2	Comprehensive and coherent quality assurance system for the higher education sector
Outcome Statement	To develop and implement a new Quality Assurance Framework for effective and efficient internal quality assurance (IQA) and external quality assurance (EQA) for the sector.
Strategic Outcome 3	A reputable centre of intellectual discourse, knowledge generation and advice on higher education
Outcome Statement	To revitalise and strengthen the research, monitoring, evaluation, and advice capabilities of the CHE.
Strategic Outcome 4	Governance, compliance, and risk management
Outcome Statement	To set the broad strategic direction, policy and tone for good governance, statutory compliance, and risk management of the organisation to support the discharge of the core functions of the CHE.
Strategic Outcome 5	Sustainable, responsive, and dynamic organisation
Outcome Statement	To design and implement an organisational architecture, business processes, capabilities, and infrastructure to realise the strategy of the CHE.

The achievement of these outcomes will be pursued through four Implementation Programmes each of which will comprise several functions or subprogrammes. The four programmes are:

- **Programme 1**:   Management of the HEQSF;

- **Programme 2**:   Quality Assurance;

- **Programme 3**:   Research, Monitoring and Advice;

- **Programme 4**:   Corporate.

The relationship between the strategic outcomes, Implementation Programmes, and functions or subprogrammes is illustrated in Figure 1 below (refer to page 29).
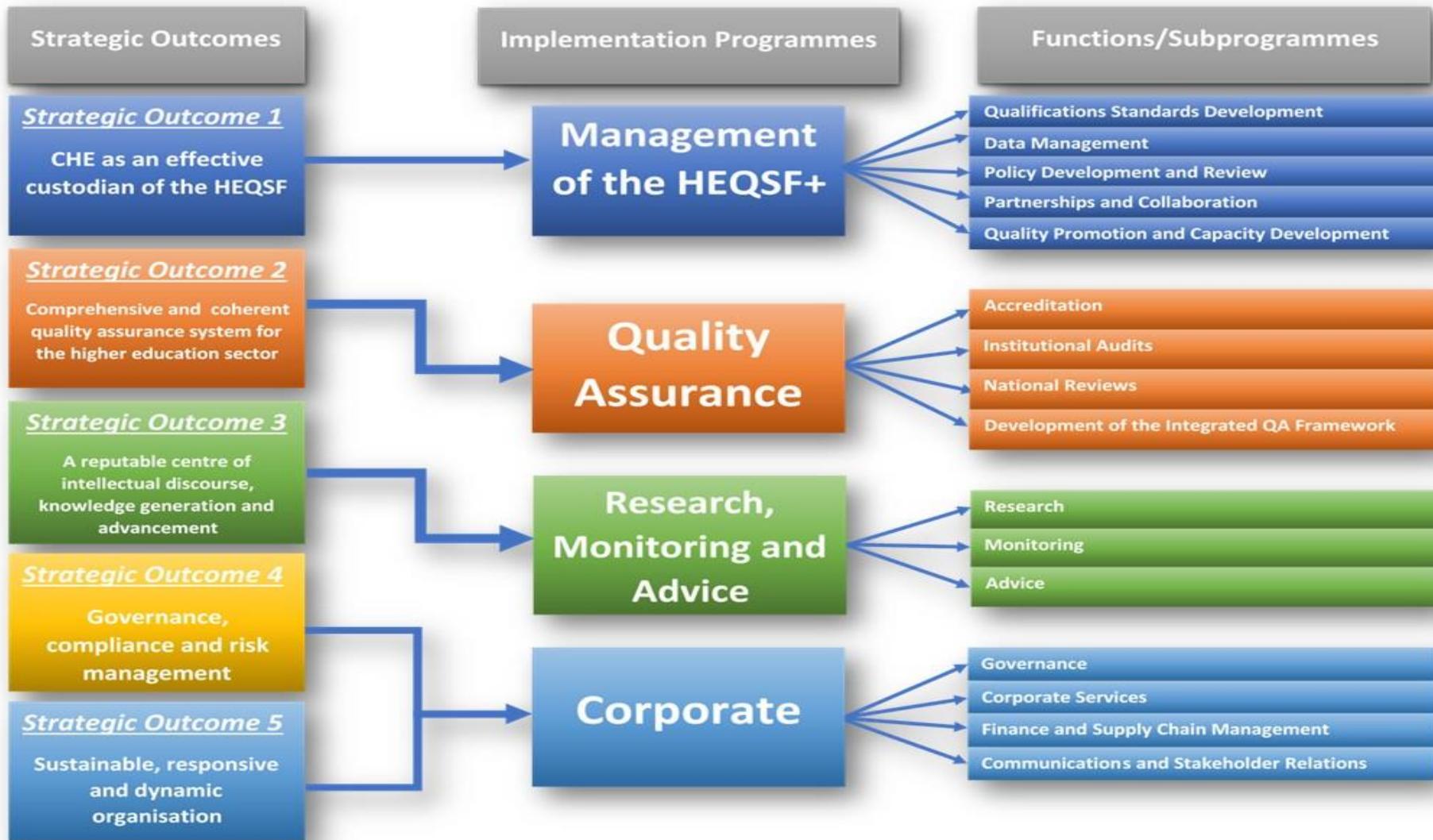
Figure 1: Relationship between the Strategic Outcomes, Implementation Programmes and Functions or Subprogrammes

Part D: Measuring Our Performance

9. Institutional Performance Information

9.1 Measuring the Impact and Long-Term Outcome

Impact statement	South Africa's historical injustices are redressed, and its citizens have improved quality of life through equitable higher education opportunities

Long-Term Outcome Statement	South Africa's levels of unemployment, poverty and inequality are reduced.

9.2 Measuring Outcomes

9.2.1 Strategic Outcome Indicators and Targets

The achievement of the five strategic outcomes will be measured using the outcome indicators presented in Table 2 below. The baselines, where available, are also presented in the Table, and so too are the five-year targets.

It is important to distinguish between the outcome indicators presented in the Table 2 below and output indicators which will be presented in the Annual Performance Plans (APPs) for 2020/21, 2021/22, 2022/23, 2023/24 and 2024/25 financial years.

Table 2: Strategic Outcome Indicators and Five-Year Targets

Strategic Outcome	Outcome Indicator	Baseline	Five Year Target
Outcome 1 The CHE as an effective custodian of the HEQSF	Overall participation rates, and the participation rates of the previously disadvantaged demographic groups	Overall: 21% African: 18% Coloured: 15% Indian: 47%	Overall: 26% African: 23% Coloured: 20% Indian: 52% (5 percentage points increase over baseline)
	Overall graduation rates in higher education institutions, especially public institutions.	19.3%	24.3% (5 percentage points increase over baseline)

Strategic Outcome	Outcome Indicator	Baseline	Five Year Target
	Percentage of higher education institutions that have clear articulation pathways for the qualifications that they offer	No baseline (new initiative)	75% of assessed higher education institutions should have clear articulation pathways for the qualifications that they offer
	Percentage of students who enter higher education learning programmes through alternative access routes, and who go on to complete their studies within the regulation time, or regulation time plus 1	No baseline (new initiative)	65% of students who entered higher education learning programmes through alternative access routes, complete their studies within the regulation time, or regulation time plus 1
Strategic Outcome 2 Comprehensive and coherent quality assurance system for the higher education sector	Percentage of higher education institutions that have well-established and functional quality management systems	No baseline (new initiative)	50% of institutions assessed should have well-established and functional quality management systems
	Percentage of programmes and qualifications that incorporate graduate attributes in line with the NDP	No baseline (new initiative)	50% of programmes and qualifications assessed should have incorporate graduate attributes in line with the NDP
	Percentage reduction in the number of formally lodged complaints and contestations following quality assurance decisions by the HEQC	To be established at end of 2019/20	15 percentage points reduction

Strategic Outcome	Outcome Indicator	Baseline	Five Year Target
Strategic Outcome 3 A reputable centre of intellectual discourse, knowledge generation and advice on higher education	Existence of a database of suitably qualified and experience external researchers that the CHE will draw on from time-to-time to augment internal research, monitoring and evaluation capacity	No baseline (new initiative)	1 comprehensive database with a minimum of 100 names of suitably qualified and experienced external researchers
	Number of memoranda of agreements (MoAs) with higher education institutions, science councils and other research institutions on collaborative research projects	1	10
	Number of full-text downloads of research; monitoring and evaluation publications; reports; and teaching, learning and assessment resources from the CHE's website	No baseline (new initiative)	5000
Strategic Outcome 4 Governance, compliance, and risk management	Number of governance-related policies, frameworks, guidelines, and standard operating procedures developed or reviewed and implemented	24	140
	Percentage of all performance targets in the organisation achieved	75.9%	100%

Strategic Outcome	Outcome Indicator	Baseline	Five Year Target
Strategic Outcome 5 Sustainable, responsive, and dynamic organisation	Level of operationalisation of the reviewed and/or reconfigured organisational structure	No baseline (new indicator)	Fully operational reviewed and/or reconfigured organisational structure
	Functional status of the integrated ICT online system in line with the Integrated Quality Assurance Framework (IQAF)	No baseline (new indicator)	Fully functional integrated ICT online system in line with the Integrated Quality Assurance Framework (IQAF)
	Staff retention rate	81%	85%
	Audit outcomes	Clean audit outcome	Clean audit outcomes
	Percentage of key stakeholders who express positive views about the CHE's visibility and reputation in the sector in CHE-administered feedback surveys	No baseline (new indicator)	75%

9.2.2 Rationale for the Choice of Outcome Indicators

Outcome 1: The CHE as an effective custodian of the HEQSF

Indicator 1: Overall participation rates, and the participation rates of the previously disadvantaged demographic groups

The HEQSF is one of the three sub-frameworks of the NQF. As an effective custodian of the HEQSF, the CHE is expected to facilitate the realisation of the objectives of the NQF which includes increasing access to, mobility and progression within the education and training system; enhancing the quality of education and training; and accelerating redress of the past inequities. The above indicator will measure the rate of participation in higher education, where participation encompasses access, mobility, and progression within the higher education system. Furthermore, by disaggregating the

participation rate to also measure access, mobility, and progression in higher education in terms of demographic groups, this indicator also measures progress towards redressing the effects of discrimination of the past.

This indicator is precise, feasible and testable; and the relevant data sets are readily available.

Indicator 2: Overall graduation rates in public higher education institution

One of the objectives of the NQF is to enhance the quality of education, to contribute to the full personal development of each learner and the socio-economic development of the nation at large. As a custodian of the HEQSF, the CHE has to produce policies and qualification standards that lead higher education students to enhance their quality of teaching and learning so as to be able to produce graduates who demonstrate good traits of personal development, and who are ready to make meaningful contribution to the socio-economic development of the country.

Graduation rate is a measure of the proportion of students belonging to a cohort that can graduate within the regulation time plus one (n + 1 years). It is not only a transparent and easy to calculate indicator, but it is also a proxy measure of the quality of provision of the institutions. Other things being equal, higher education institutions that put emphasis on high quality teaching and learning produce more graduates with the expected high-level skills to serve the labour market, as well as with entrepreneurs skills to allow them to actively participate in the economy without seeking formal employment.

The above indicator is precise, feasible and testable; and the data required are readily available.

Indicator 3: Percentage of higher education institutions that have clear articulation pathways for the qualifications that they offer

Articulation contributes to the promotion of parity of esteem of qualifications pegged at the same NQF levels irrespective of the specific institutions or institution types from which they are obtained. It also eliminates 'dead end' qualifications and ensures that there are always opportunities for one to further his or her studies after graduating with a qualification at a particular NQF level. In this way, articulation facilitates lifelong learning, and is therefore one of the mechanisms for redressing past unfair discrimination in education and training.

The CHE, as the custodian of the HEQSF, has a responsibility to promote articulation, and the indicator above will measure the proportion of higher education institutions which adhere to the CHE's requirement that higher education programmes and qualifications should have clear articulation pathways. Multiple sources of data are available for use in calculating the indicator. It is a feasible and precise indicator.

Indicator 4: Percentage of students who enter higher education learning programmes through alternative access routes, and who go on to complete their studies within the regulation time, or regulation time plus 1

Allowing students access to higher education by means of alternative routes of admission, other than the traditional one that is based on grades obtained at the National School Certificate level, is another effective way of increasing access. These alternative routes of access include Recognition of Prior Learning (RPL), Foundation or Bridging Programmes, and course credits or full qualifications from Technical and Vocational Education and Training (TVET) Colleges. The CHE has produced an RPL policy for higher education and supports the other alternative access initiatives.

The above indicator seeks to measure the extent to which students who are admitted through the alternative access routes succeed in their studies leading to higher education qualifications. It will indicate whether their rate of success is on par with that of students admitted directly from schools based on grades obtained at the National School Certificate level. Many, but not all, higher education institutions keep records of the route of access used by students admitted to their various learning programmes, and together, these institutions comprise a statistically significant representative sample of higher education institutions in the country. Therefore, data on student completion from these institutions will be used to make the necessary calculations for the indicator. The indicator is feasible and relatively precise.

Outcome 2: Comprehensive and coherent quality assurance system for the higher education sector

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Indicator 1: Percentage of higher education institutions that have well-established and functional quality management systems

International research indicates that the best way of improving the quality of higher education is for higher education institutions to take responsibility for the quality of their own provisions. When the HEQC was established, its main guiding principle was also that, ensuring the quality of provision was the primary responsibility of institutions. The HEQC saw its role as that of validating the internal quality assurance mechanisms and management arrangements. A key assumption underlying this principle is that institutions have well-established and functional quality management systems. The indicator tests the correctness of this assumption. It gives an indication of the proportion of all higher education institutions assessed, which are able to demonstrate that their quality assurance systems are functional, credible and effective; and that the programmes they offer are of acceptable quality and meet the minimum criteria and qualification standards set, within the overall purpose of furthering the goals of the higher education system in South Africa.

Results from the various quality assurance functions of the CHE will serve as the data and information required for the calculation of this indicator. The COVID-19 impact will need to be factored in to make

allowance for changed priorities at the institutional and sectoral levels, and targets and deliverables of the CHE that will be revised in accordance with shifting and changing planning precepts.

Indicator 2: Percentage of higher education programmes and qualifications that incorporate graduate attributes in line with the NDP

One of the goals of the comprehensive and coherent quality assurance system that the CHE is responsible for is to improve student success, which is defined as the enhanced student learning with the view to increasing the number of graduates who possess attributes that are personally, professionally and socially valuable. The NDP and the standards development processes of the CHE, underscore the importance of having such graduate attributes incorporated in curricula and inculcated into students. Furthermore, the CHE's programme design criterion for accreditation, among other things, requires that a learning programme should demonstrate that it able to inculcate these positive graduate attributes into the students.

This indicator measures the proportion of higher education programmes and qualifications, in relation to all programmes and qualifications assessed as part of the CHE's comprehensive and coherent quality assurance system, that are found to have incorporated graduate attributes in line with the NDP.

The data required is available from the CHE/SAQA programme submissions, HEQSF online, PQM and other sources. The indicator is feasible and precise.

Indicator 3: Percentage reduction in the number of formally lodged complaints and contestations following quality assurance decisions by the HEQC

The CHE plans to put in place and implement measures intended to reduce the number of formally lodged complaints and contestations following quality assurance decisions by the HEQC, on accreditation submissions, and reports from institutional audits and national reviews. It will ensure that its quality assurance standards, criteria, processes, and procedures are pre-defined, reliable, published, and consistently implemented for purposes of accountability. The CHE will further make use of panels of external experts drawn from a diverse range of expertise and experience. Decisions on outcomes of the quality assurance processes, and the final reports thereof, will be based on the published standards, criteria, processes, and procedures; and such decisions will be clearly communicated to the affected higher education institutions. Upon request, and in line with legal prescripts governing access to information, higher education institutions affected by decisions of the HEQC will also be afforded opportunity to access the full reports that informed the decisions.

The indicator will gauge the extent of which the above measures would have been effective in reducing the number of formally lodged complaints and contestations following quality assurance decisions by the HEQC, on accreditation submissions, and institutional audits and national reviews reports. Information about formal complaints as well as legal and other forms of contestations is readily available, and a baseline will be established at the end of 2018/19 financial year.

Outcome 3: A reputable centre of intellectual discourse, knowledge generation and advice on higher education

Indicator 1: Existence of a database of suitably qualified and experience external researchers that the CHE will draw on from time-to-time to augment internal research, monitoring and evaluation capacity

One of the strategies that the CHE will employ to revitalise and strengthen its research, monitoring, evaluation and advice capabilities, is that of creating a pool of competent and experienced researchers outside the CHE, with a view to utilising them in the relevant research, monitoring and evaluation projects. This pool of external researchers will augment the internal research, monitoring and evaluation capacity within the CHE.

The indicator above is a measure of the extent to which the CHE will be able create this pool to utilise it to make 'just-in-time' decisions to identify suitably qualified and experienced external researchers to work on CHE's research, monitoring, evaluation and advice projects to augment, supplement or complement the internal capacity within the CHE. This is a feasible and precise indicator.

Due to the COVID-19 crisis, the CHE has turned its attention to curating and disseminating learning, teaching and assessment resources for the sector utilising the CHE portal.

Indicator 2: Number of memoranda of agreements (MoAs) with higher education institutions, science councils and other research institutions, on collaborative research projects

Complementing the strategy of identifying suitably qualified and experienced researchers to be part of the pool of individuals that the CHE can draw upon for various projects, the CHE will also seek to establish strategic partnerships with higher education institutions, science councils and other research institutions. These will be expected to make their research staff and facilities available and accessible to the CHE for use in its projects. Such strategic research partnerships will reduce possible competition and duplication of research initiatives between the CHE and the other institutions, leverage synergies, increase resource efficiencies and enhance research impact. Best practices indicate that this type of strategic collaboration arrangements is better governed by formal legal agreements, the MoAs.

The number of MoAs on collaborative research projects that the CHE will enter into with higher education institutions, science councils and other research institutions, is therefore a good measure of the extent to which the CHE will be utilising strategic research partnerships as one of the strategic initiatives to revitalise and strengthen its research, monitoring and evaluation capabilities. This is a feasible and precise indicator.

Indicator 3: Number of full-text downloads of research, monitoring and evaluation publications from the CHE's website

Most stakeholders interested in making use of the contents of the research, monitoring and evaluation publications are likely to download the full-text versions of these documents from the website of the CHE. Those who do not have keen interest to make use of the publications may just 'view' them on the website, and not take the extra step of downing them. Thus, the number of the full-text downloads is a measure of uptake and impact of the research, monitoring and evaluation work and outputs of the CHE.

Relevant software will be procured to allow the website to record and retain records of downloads. This is a standard indicator for research uptake and impact, which falls within the category of 'Altmetrics. It is both feasible and precise.

Outcome 4: Governance, compliance, and risk management

Indicator 1: Number of governance-related policies, frameworks, guidelines, and standard operating procedures developed or reviewed and implemented

Policies, frameworks, guidelines, and standard operating procedures are the tools that are used to ensure good governance of an organisation, as well as compliance and risk management. Therefore, the number of governance-related policies, frameworks, guidelines, and standard operating procedures that are developed or reviewed and implemented indicate the degree to which the organisation takes governance, compliance, and risk management issues seriously.

It is a feasible indicator, and the data required for its calculation is readily available.

Indicator 2: Percentage of all performance targets in the organisation achieved

The goal of governance, compliance and risk management is to ensure that financial, human, and physical resources are deployed and utilised prudently and in the most cost-effective manner to ensure optimal organisational performance. The indicator on percentage of all performance targets achieved measures the extent to which the organisation's governance, compliance and risk management is effective in ensuring optimal organisational performance.

This is a feasible and precise indicator, and the information required for its calculation can be easily collated across the organisation.

Outcome 5: Sustainable, responsive, and dynamic organisation

Indicator 1: Level of operationalisation of the reviewed and/or reconfigured organisational structure

The implementation of the strategic plan will include a review of the organisational structure. Following the review, and based on it, the organisational structure might be reconfigured to make it aligned to the strategy. This indicator will measure the degree to which the reviewed and/or reconfigured organisational structure would have been implemented. This is a qualitative indicator

which will measure whether the reviewed and/or reconfigured structure would have been partially or fully operationalised.

The indicator is feasible, and it will be determined using change management data from the Human Resources Function.

Indicator 2: Functional status of an integrated ICT online system in line with the new Quality Assurance Framework (QAF)

One of the requirements of the Integrated Quality Assurance Framework (IQAF) will be an integrated ICT online system. Part of the implementation of the strategy will be the development and operationalisation of the integrated ICT. The indicator will measure the degree to which the integrated ICT system would have been developed and made functional. It will assist in determining whether the integrated ICT is in place and is partially or fully functional.

The indicator is feasible and will be determined based on data and information on the system's capacity and performance. The IT staff will collect and maintain a repository of that information.

Indicator 3: Staff retention rate

The attraction and retention of staff with the relevant qualifications, skills, competencies, values, and attitudes, remain an important strategic area in the organisation. The loss of institutional memory and the disruptions that are caused by high staff turnover, are a major factor that constrain the organisation's ability to perform optimally. Therefore, improving on staff retention is of significant strategic importance.

The indicator above measures the extent to which the organisation would be able to have most of its positions filled, and to have the incumbents retained within the organisation. Many employers use the terms 'retention rate' and 'turnover rate' interchangeably, while others feel one is simply the inverse of the other. In fact, the retention rate, sometimes referred to as the 'stability index,' measures the retention of particular employees over a specified period of time and complements the turnover rate metric, giving a more complete view of worker movement than calculating either metric alone.

Staff retention rate is a precise and feasible indictor. The Human Resources Function within the organisation keeps data that will be used to calculate the staff retention rate.

Indicator 4: Audit outcomes

Audits are the means by which the effectiveness and efficiency of an organisation's financial management system; the cost-effectiveness, efficiency and fairness of an organisation's supply chain management system; and the accuracy, validity and reliability of an organisations records and performance information, are assessed using formalised procedures. The outcomes of audits therefore provide good indication of how well an organisation's finances are managed; how cost-effectiveness and fair are its supply chain management system; and how valid and reliable are its records and performance information.

This is standard performance indicator in the areas of finance, supply chain and management, and other areas that require compliance. It is therefore a feasible and precise indicator. The audit reports will provide the information for this indicator.

Indicator 5: Percentage of key stakeholders surveyed who express positive views about the CHE's visibility and reputation in the sector, in CHE-administered feedback surveys

The CHE aims to improve its visibility and reputation within the sector, and this indicator will measure the extent to which it is able to do that. The necessary data will be collected through feedback surveys after events of the CHE, and after other national events. The results from the different feedback surveys will be integrated into an average figure, that will be considered as the overall expression of all stakeholders' views regarding the level of visibility and reputation of the CHE in the sector.

Stakeholder feedback surveys are widely used to assess the views of stakeholders regarding the visibility and reputations of organisations. The indicator based on such surveys is feasible and precise.

9.3   Explanation of Planned Performance over the Five-Year Planning Period

9.3.1 Contribution of Outcomes Towards Achievement of the NDP Five-Year Implementation Plan

As a nation, South Africa finds itself, two and a half decades after the advent of democracy, on a steep developmental trajectory. The legacy of injustice and discrimination still weighs heavily on economic and political life, manifested in high and pervasive levels of inequality, poverty, and unemployment. Despite tremendous gains over the period, there remains much to be done, and considerable refinement to previous efforts is needed over the coming planning period. Many citizens hold the earnest belief that higher education is a ticket to social upliftment and prosperity. This is a dream neither to be dashed nor deferred. The greater the ability of citizens to realise their full potential, the greater the national economic prosperity, and ultimately more income from taxes and economic activity to dedicate to the developmental cause. Higher education must play a central role in this cause, while preparing graduates for active, socially responsible, and ethical citizenship; with due regard for the environment and its future sustainability.

The CHE has reflected carefully upon its context, history and performance in the past planning period and has been particularly mindful of how its efforts can contribute to national and sectoral development goals and challenges, notably those relating to under-served and marginal groups and stated NDP priorities related to women, children and people with disabilities. Against this backdrop, and guided by the NDP priorities, which largely find expression in the NPPSET, and which the CHE has used as its main frame of reference on developmental goals for higher education, the CHE has determined its own priorities for the planning period under consideration.

A primary developmental objective is to ensure that the efforts and resources that are mobilised have the effect of developing and enhancing the capabilities of our citizens. The quality of teaching, learning and support to learners will be a primary focus in this endeavour in terms of the quality assurance mandate of the CHE. Also, in the accreditation and other quality assurance functions, the CHE will keep under scrutiny the skills and competencies that institutions and the higher education and training system are developing, to ensure that these are resonant with society and business requirements and aspirations. To ensure that the needs of diverse and marginal groups are met, attention will be given to the range, efficacy and reach of foundational and extended curricula of institutions, and the extent to which they lead to an improvement of throughput and success of learners.

It is recognised by the CHE that efforts aimed at the student must be complemented by those aimed at capacity development of staff and reform of curricula to optimise success. Allied with capacity development is the potential for quality improvement through better planning, resourcing, and institutional support.

The quality assurance process will aim at bringing under scrutiny how enrolment planning responds to regional and national needs. Associated with this will be a focus on diversifying and expanding access while also factoring in how institutional differentiation promotes responsiveness, and diversification and expansion of access.

A persistent concern in recent years in the higher education sector has been that the regulatory regime is burdensome, costly, slow, and obstructive to the agility that institutions require to operate in a difficult and competitive environment. Foci for the CHE in streamlining and rendering the regulatory regimen more efficient will be, in line with the NPPSET imperative, and working in close cooperation with eth DHET and SAQA, to reduce complexity and proliferation of qualifications. Attention will be given to the exclusionary and anti-transformation practices of professional bodies. The role of the CHE as the QC will be asserted, and where professional bodies exercise functions which conflict with eth CHE's, this will be regularised, with the primacy of the CHE on quality assurance matters as mandated by the Higher education and NQF Acts being affirmed.

It is recognised by the CHE that forces of change of sometimes seismic proportions is affecting the sector and individual institutions. Technological change has been a persistent disruptive force, providing opportunities and challenges to the sector and institutions, as well as individual institutions and students, with the ever-present danger of a widening digital divide. The CHE's quality assurance approaches will bring under sharp scrutiny how institutions are preparing their graduates for the 21st century world of work, and whether the affordances of technology are being optimised to enhance teaching and learning, the student experience, administrative efficiencies, and student support.

As a national developmental imperative that is gaining ground, attention will be given to how the opportunities and impetus of the 4IR are harnessed and turned to the advantage of graduates. Other changes are affecting the shape and form of higher education. Some of these include unbundling,

online provision, burgeoning private providers, NGO, and corporates entering the space, and internationalisation and cross-border delivery opening new vistas of opportunity as well as competition. Regulation must be seen to be enabling and liberating for institutions to leverage these opportunities while also gaining competitive advantage.

The NPPSET recognises the importance of university-industry partnerships and of significantly enhances and abundant workplace-based learning opportunities. Particular attention will be given to how Universities of Technology (UoTs) are leveraging the opportunities and enhancing employment prospects of their students. An associated focus will be to ensure that there is parity of esteem in the qualifications among and between institutional types in the PSET sector [between and among Universities, and between the university and TVET sectors.

While attention is given to the many quality improvement imperatives, it will also be necessary to bring under sharp scrutiny how the legacy of colonially influenced education finds expression at the level of curricula and institutional cultures amongst others. Attention will also be given to how the capabilities, infrastructure and resources of universities can be leveraged to enhance communities through community engagement initiatives.

The National Development Plan contemplates expanding the higher education sector because it is seen as key towards raising the level of incomes for people, improving productivity of the economy, and shifting to a more knowledge-intensive economy. The intermediate and immediate outcomes of the CHE as articulated in the Strategic Plan are expected to contribute towards the achievement of the NDP Five-Year Implementation Plan, the Monitoring Framework for the NDP. The main contribution of the CHE and the higher education sector, more broadly, will be in developing the capabilities of the citizens. The CHE will play a critical role in eliminating inhibitors of economic growth of the country by facilitating access to higher education, continuous improvement in the quality of provision and graduates, and improvement in student success and hence throughput rate. The CHE will further contribute towards increasing the efficiency and transformation of the higher education and system. The QAF is expected to engender improvement and modernisation of the higher education system. Using quality assurance as one of the mechanisms of steering the higher education system, the CHE will contribute towards ensuring that students are exposed to an equitable and efficient higher education system.

9.3.2 Contribution of Outcomes Towards Achievement of the Envisaged Impact

As stated in Section 9.1 above the envisaged impact of the implementation of this Strategic Plan is to see that **'South Africa's historical injustices are redressed, and its citizens have improved quality of life'**. This Section discusses the contribution that the outcomes are expected to make towards the realisation of the desired impact.

Outcome 1: The CHE as an effective custodian of the HEQSF

The NQF is the key instrument that was designed, and is being implemented, to address the legacy of discrimination in education and training. It is intended to facilitate access to, mobility and progression within education and training system; improve quality of education and training; and contribute to the full personal development of learners, and thereby empowering them to meaningful contribution to the socio-economic development of South Africa. The HEQSF is one of the three sub-frameworks of the NQF, developed to facilitate the realisation of the objectives of the NQF within the higher education sector. As the effective custodian of the HEQSF, the CHE therefore ensures that the further development and implementation of the HEQSF advances the attainment of the objectives of the NQF which are in alignment with the envisaged impact of redressing historical injustices and improving the quality of life of all citizens.

> Outcome 2: Comprehensive and coherent quality assurance system for the higher education sector

The approach to quality assurance adopted by the CHE is premised on the need to address the challenges of transformation in line with the demand for social and economic justice, which is at the core of the agenda for socio-political and economic change in South Africa. When implemented fully, the approach is expected to contribute towards addressing the key challenges of transformation, such as the need for increased access and equity in opportunities for previously disadvantaged groups, and the need for improved retention, progression and throughput rates in academic programmes. Such transformation would lead to an equitable higher education sector that contributes to the building of capable citizens who participate in economic growth, social upliftment, and technological advancement programmes. The latter programmes are essential for addressing the historic inequities and improving the quality of life of all South Africans.

Furthermore, the quality assurance mechanisms of the CHE require that higher education institutions demonstrate that their own internal quality assurance systems are functional, credible and effective; and that the programmes they offer are of acceptable quality and meet the minimum criteria and qualification standards set, within the overall purpose of furthering the goals of the higher education system in South Africa. Having functional external and internal quality assurance mechanisms contributes towards addressing inequalities in the quality of provision, and thus contributes towards the realisation of the key objectives of the National Qualifications Framework (NQF), notably those of ensuring that South African qualifications meet appropriate criteria, are internationally comparable and are of acceptable quality. In turn, this makes the institutions able to produce quality graduates, who possess attributes that are personally, professionally, and socially valuable. These attributes contribute significantly to improving their lives.

> **Outcome 3:** A reputable centre of intellectual discourse, knowledge generation and advice on higher education

In pursuit of the above outcome, the CHE will conduct research informed by the historical contexts of South Africa. Such research will be intentionally designed and executed to contribute towards the achievement of the objectives of the NDP and the NPPSET. The NDP seeks to, amongst others, improve the quality of life of citizens through development and the redress of historical injustices. The NPPSET is an ambitious roadmap for the implementation of a vision of a transformed higher education system which intended to enrich the economic, social, and cultural lives of people in South Africa, promote social justice and overcome historical inequities.

Monitoring will be focused on tracking and assessing the progress that the higher education system has made on the specified national indicators related to the programme of transformation of the higher education system as initiated in 1997. Various national policies, strategies and plans set targets on several indicators that were developed to gauge the performance of the higher education systems towards achieving comprehensive and multi-faceted transformation of the sector. These include the Education White Paper 3 (1997), the National Development Plan 2030 (2012), the White Paper on the PSET (2013), and the National Plan for PSET (2019).

The Higher Education Act, states that the CHE is required to advise the Minister on any matter related to higher education. However, it also identifies nine key areas that the Minister is more likely to seek advice on, and which the CHE must prioritise in terms of providing proactive advice. These are: qualifications, quality promotion and quality assurance; research; the structure of higher education; the planning of higher education; mechanisms for the allocation of public funds; student financial aid; student support services; governance of higher education institutions; and language policy.

The above priority areas in term of advice are all related to transformation and to initiatives to that seek to promote and facilitate the pursuit of national developmental goals. When the Minister agrees with the advice that the CHE provides, such advice informs national policies and strategies of the developmental state.

Outcome 4: Governance, compliance, and risk management

A growing regulatory environment, higher business process complexity and increased focus on accountability demand a broad range of governance, risk, and compliance initiatives in an organisation. Governance, compliance, and risk management processes are designed to integrate the collection of capabilities that enable an organisation to reliably achieve objectives, address uncertainty and act with integrity. Through control, enforcement, monitoring, coordination and integration, governance, compliance, and risk management are the mechanisms that steer the organisation to be effective in delivering on its core mandate. They therefore enable the core functions to contribute towards the envisaged impact of redressing the past injustices and improving the quality of life for all South Africans.

Outcome 5: Sustainable, responsive, and dynamic organisation

A sustainable, responsive, and dynamic organisation is one that is agile, and which has the capability to respond rapidly and innovatively to changes in the operating and macro-environment. Such an organisation often exploits the changes in its environment as opportunities to improve its operations. An agile organisation needs to have highly competent and fully engaged employees, adequate work tools and facilities, effective change management strategies, and capacity to embrace new technologies. It creates conducive work environment that propels an organisation to high levels of performance, and therefore achievement of its strategic outcomes.

A sustainable, responsive and dynamic organisation is therefore another enabler that is necessary for the CHE to be able to make significant contribution towards redressing the past injustices and improving the quality of life for all South Africans, while adapting to the changed environment brought about by the COVID-19 pandemic.

9.4 Factors that would Enable Achievement of the Five-Year Targets

The COVID-19 crisis is expected to have serious and enduring impact on the plans and performance targets of the CHE. To ensure optimum performance and mitigation of risks, shorter review cycles for both planning and risk management will be effected to ensure that the organisation is responding appropriately as circumstances change, and the enabling conditions at the institutional level are conducive for the CHE to accomplish its objectives.

Policy clarity and coherence
A national environment in which there is clarity and coherence of policy is essential for the CHE to work towards achieving the five-year targets. The NQF Act Implementation Evaluation Report indicates how lack of clarity and incoherence of education-related policies threaten to paralyse the entire system. It is therefore important that there be policy clarity and coherence.

Institutional stability
It is critical that there is stability at higher education institutions because instability will make it difficult for the CHE to work with all higher education institutions to develop IQMS. Similarly, it is critical that QCs and SAQA retain their full institutional and juristic person statuses so that they continue to operate independently. Any tinkering with the current institutional arrangements will create instability that will negatively affect the implementation of the Strategic Plan.

Effective strategic leadership
The importance of effective strategic leadership at institutions cannot be overemphasised. The higher education system requires effective strategic leadership at all levels of the system to function effectively and efficiently. The realisation of the strategic objectives of the CHE is contingent on the system functioning effectively and efficiently.

Enough resources

Enough financial, human, and other resources are a precondition for the effective implementation of the Strategic Plan. The CHE needs adequate resources to be able to operate optimally and achieve the five-year targets. Higher education institutions also need to be well-resourced for them to participate effectively in the IQAF programme.

Stakeholder buy-in and cooperation

The CHE is a facilitator at the system level. The effectiveness of its programmes is contingent on the buy-in and cooperation of higher education institutions and other stakeholders.

Reconfigured organisational structure

The effective implementation of the Strategic Plan, and therefore the realisation of the five-year targets, would require that the current organisational structure of the CHE be reconfigured. A key consideration in the reconfiguration would be the need for the functional structures that would facilitate rather than constrain cross-functional synergistic integration, mainstreaming of the mandate derived from the NQF Act into the functions of the organisation, and organisational agility, responsiveness as well as resource efficiency. Another key consideration would be the need for a structure with strong coordination capacity. This would require that that the official responsible for coordination has a higher level of authority than that of the managers of the functions. To this end, due consideration would be given to the possibility of reinstating the position of Executive Director: Quality Assurance to provide strategic and intellectual leadership to the various functions, and most importantly, to coordinate their operations.

10. Key Risks

The key risks identified per strategic outcome are presented in Table 3 below (refer to page 47). Their mitigation strategies are also reflected in the same Table.

Table 3: Risks and Risk Mitigation

OUTCOME	KEY RISK	RISK MITIGATION
Outcome 1 The CHE as an effective custodian of the HEQSF	▪ Distributed authority within the NQF system which makes integration and effective coordination a challenge ▪ Overlap and conflict of	▪ Streamline the distribution of authority within the NQF system ▪ Clarify and reassign

OUTCOME	KEY RISK	RISK MITIGATION
	roles of NQF bodies	clear roles and responsibilities that do not overlap and/or conflict
Strategic Outcome 2 Comprehensive and coherent quality assurance system for the higher education sector	▪ Lack of buy-in from the relevant stakeholders ▪ Volatility in the sector ▪ Enduring effects of COVID-19 that have affected capacities at the institutional level, and the ability of the CHE to gain access to institutions ▪ Ad hoc arrangements for remote teaching, learning and assessment at institutions in response to the COVID-19 crisis not properly conceptualised or quality assured	▪ Communication and consultation strategy ▪ Work closely with the sector to bring about stability ▪ Development of good practice guides and development of a support programme by the CHE to assist institutions to quality assure their various ad hoc interventions and to ensure that they come under QA scrutiny in their IQA systems
Strategic Outcome 3 A reputable centre of intellectual discourse, knowledge generation and advice on higher education	▪ Insufficient capacity and resources ▪ The CHE's ineligibility for accessing subsidy funds for research	▪ Prioritisation of the research and optimisation of the resources and capacity ▪ Engagement with the Department of Higher Education and Training

OUTCOME	KEY RISK	RISK MITIGATION
	outputs	
Strategic Outcome 4 Governance, compliance, and risk management	▪ High cost of compliance	▪ Embracing technological innovations in business processes
Strategic Outcome 5 Sustainable, responsive, and dynamic organisation	▪ Inability to attract and retain suitably qualified and experienced staff at senior levels ▪ Closed and inward-looking organisational culture	▪ Staff retention strategy ▪ Organisational culture change strategy

Part E: Technical Outcome Indicator Description

Indicators for Outcome 1: The CHE as an effective custodian of the HEQSF

Indicator Title	Overall participation rates, and the participation rates of the previously disadvantaged demographic groups
Definition	Overall participation rate is a total headcount of students within the age bracket 20 to 24 enrolled in higher education, calculated as a percentage of all people in the country aged 20 to 24. The rate therefore encompasses access as well. The participation rate of the previously disadvantaged demographic groups disaggregates the overall participation rates based on racial classification. The trend in participation rates of whites, with evidence of a decline over time, will also be monitored to ensure that with the demographic shifts underway, the pendulum does not shift to whites becoming a disadvantaged group in demographic representation.
Source of data	HEMIS, HEQCIS, DHET Statistical Reports and *VitalStats*
Method of Calculation / Assessment	Overall: total headcount of students within the age bracket 20 to 24 enrolled in higher education, divided by total number of people in the country aged 20 to 24, multiplied by 100 Disaggregation per demographic group: total headcount of students within the age bracket 20 to 24, belonging to a specific demographic group, enrolled in higher education, divided by total number of people of the specific demographic group aged 20 to 24, multiplied by 100
Assumptions	HEMIS, HEQCIS, DHET Statistical Reports and *VitalStats* data sets are accurate and reliable
Disaggregation of Beneficiaries (where applicable)	• African • Coloured • Indian
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Increase in access and participation rates among the previously disadvantaged demographic groups
Indicator Responsibility	Chief Executive Officer

Indicator Title	Overall graduation rates in public higher education institution
Definition	The number of students belonging to a cohort, who graduate within the regulation time for their respective qualifications, expressed as a percentage of all students in the specific cohort.
Source of data	HEMIS, HEQCIS, DHET Statistical Reports, *VitalStats*
Method of Calculation / Assessment	The number of students belonging to a cohort, who graduate within the regulation time for their respective qualifications, divided by total number of students in the cohort, multiplied by 100
Assumptions	HEMIS, HEQCIS, DHET Statistical Reports and *VitalStats* data sets are accurate and reliable
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period, with targets revised to make allowance for the effects of the COVID-19 crisis
Desired performance	Increase in the graduation rates
Indicator Responsibility	Chief Executive Officer

Indicator Title	Percentage of higher education institutions that have clear articulation pathways for the qualifications that they offer
Definition	Number of higher education institutions that have clear articulation pathways for the qualifications that they offer expressed as a percentage of all higher education institutions assessed for this purpose
Source of data	CHE/SAQA institutional submission forms, PQM data, Institutional Annual Reports, HEQSF online, Data Verification Project
Method of Calculation / Assessment	Number of higher education institutions that have clear articulation pathways for the qualifications that they offer, divided by all the higher education institutions sampled and assessed for this purpose, multiplied by 100
Assumptions	There is consistency among all the different data sources

Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	More higher education institutions should have clearly defined articulation pathways for all programmes and qualifications
Indicator Responsibility	Chief Executive Officers

Indicator Title	Percentage of students who entered higher education learning programmes through alternative access routes, and who go to complete their studies within the regulation time, or regulation time plus 1
Definition	Proportion of students who obtained access to higher education through RPL, Foundation Programmes, course credits and/or qualifications from TVET Colleges, who complete their studies and earn their qualification within the regulation time, to all those who gain access through these alternative routes
Source of data	HEMIS and HEQCIS
Method of Calculation / Assessment	Number of students who obtained access to higher education through RPL, Foundation Programmes, course credits and/or qualifications from TVET Colleges, who complete their studies and earn their qualification within the regulation time, divided by all students who received admission through the alternative access routes, multiplied by 100
Assumptions	Not all higher education institutions provide data on alternative assess. The assumption therefore will be that the data for those institutions that capture information on access routes, will be representative of the entire higher education system
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period

Desired performance	All institutions clearly defining articulation pathways for all programmes
Indicator Responsibility	Chief Executive Officers

Indicators for Outcome 2: Comprehensive and coherent quality assurance system for the higher education sector

Indicator Title	Percentage of higher education institutions that have well-established and functional quality management systems
Definition	The proportion of all higher education institutions assessed, which are able to demonstrate that their quality assurance systems are functional, credible and effective; and that the programmes they offer are of acceptable quality and meet the minimum criteria and qualification standards set, within the overall purpose of furthering the goals of the higher education system in South Africa
Source of data	The results of national reviews, accreditation, and institutional audit processes
Method of Calculation / Assessment	• Cross analysis and synthesis of the reports from the different subprogrammes
Assumptions	• The institutions have established QA systems • The CHE has the capacity to produce credible and analyse and synthesise the reports • That the COVID-19 crisis is brought under control in the short term, and the effects of the disruption is minimised
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Increase in the number of institutions with well-established QA systems, adjusted for the effects of the COVID-19 pandemic and its effects
Indicator Responsibility	Chief Executive Officer

Indicator Title	Percentage of higher education programmes and qualifications that incorporate graduate attributes in line with the NDP
Definition	Proportion of all higher education qualifications and programs that are found to have been incorporated graduate attributes in line with the NDP
Source of data	The results of national reviews, accreditation, and institutional audits
Method of Calculation / Assessment	• Cross analysis and synthesis of the reports from the different sub-programs
Assumptions	• The institutions are incorporating graduate attributes in their programs and qualifications • The CHE has the capacity to produce credible and analyse and synthesize the reports • The institutions have established QA systems
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Increase in the number of institutions that incorporate graduate attributes in their programs and qualifications in line with the NDP
Indicator Responsibility	Chief Executive Officer

Indicator Title	Percentage reduction in the number of formally lodged complaints and contestations following quality assurance decisions by the HEQC
Definition	The magnitude of reduction in the number of formal complaints received from institutions affected by decisions of the HEQC, and/or the number of formal contestations by affected institutions against the decisions of the HEQC on accreditation, institutional

	audits, and national reviews.
Source of data	Formal complaints and contestation register
Method of Calculation / Assessment	Number of complaints and contestations at the end of period minus the baseline number of complaints and contestations, divided by the baseline number of complaints and contestations, multiplied by 100
Assumptions	The consistent and professional implementation of the CHE's comprehensive and coherent quality assurance system will significantly reduce the number formal complaints and contestations
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Significant reduction in number of formal complaints and contestations following quality assurance decisions of the HEQC
Indicator Responsibility	Chief Executive Officer

Indicators for Outcome 3: A reputable centre of intellectual discourse, knowledge generation and advice on higher education

Indicator Title	Existence of a database of suitably qualified and experience external researchers that the CHE draws on from time-to-time to augment internal research, monitoring and evaluation capacity
Definition	A database of external researchers that the CHE plans to utilise in its research, monitoring, evaluation, and advice projects to augment, supplement or complement the internal capacity within the CHE
Source of data	The database developed and maintained within the CHE
Method of Calculation / Assessment	Qualitative: confirming whether the database exists
Assumptions	The research, monitoring and evaluation capabilities of the CHE can be strengthened by having a pool of suitably qualified and experienced external researchers that the CHE can draw on to work on projects

Disaggregation of Beneficiaries (where applicable)	• Target for Women: N/A • Target for Youth: N/A • Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	A database with at least 100 names of suitably qualified and experienced external researchers
Indicator Responsibility	Chief Executive Officer

Indicator Title	Number of memoranda of agreements (MoAs) with higher education institutions, science councils and other research institutions, on collaborative research projects
Definition	Number of formal legal agreements entered between the CHE and higher education institutions, science councils and other research institutions, to govern collaborative research projects
Source of data	Electronic and/or hardcopy files of MoAs
Method of Calculation / Assessment	Arithmetic enumeration
Assumptions	Collaborative research projects governed by MoAs are essential for strengthening the research, monitoring and evaluation capabilities of the CHE, reducing unnecessary duplication between institutions, enhancing resource efficiencies, and increasing the impact of research outputs
Disaggregation of Beneficiaries (where applicable)	• Target for Women: N/A • Target for Youth: N/A • Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Significantly increase the number of MoAs with higher education institutions, science councils and other research institutions, on collaborative research projects
Indicator Responsibility	Chief Executive Officer

Indicator Title	Number of full-text downloads of research, monitoring and evaluation publications from the CHE's website
Definition	Number of times that interested parties download the research, monitoring and evaluation publications from the CHE's website, signifying interest to use the contents of those publication
Source of data	Downloads data generated by the website and recorded
Method of Calculation / Assessment	Arithmetic enumeration of the numbers of full-text downloads
Assumptions	Most parties interested in using the CHE's research, monitoring and evaluation publications, access them electronically through the CHE's website
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Increase in the number full-text downloads, signifying increase in the scale of use of the CHE's research, monitoring and evaluation publications by the higher education sector and other stakeholders
Indicator Responsibility	Chief Executive Officer

Indicators for Outcome 4: Governance, Compliance and Risk Management

Indicator Title	Number of governance-related policies, frameworks, guidelines, and standard operating procedures developed or reviewed and implemented
Definition	Numerical quantity of policies, frameworks, guidelines, and standard operating procedures, that are developed, reviewed, and implemented as tools for governance, compliance, and risk management
Source of data	Approved electronic or hardcopy files of the policies, frameworks, guidelines, and standard operating procedures
Method of Calculation /	Arithmetic enumeration of the policies, frameworks, guidelines, and standard operating procedures developed or reviewed, and

Assessment	implemented
Assumptions	The developed or review, and implementation of these policies, frameworks, guidelines, and standard operating procedures contribute to good governance, compliance, and risk management
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	All required policies, frameworks, guidelines, and standard operating procedures are in place and up to date
Indicator Responsibility	Chief Executive Officer

Indicator Title	Percentage of all performance targets in the organisation achieved
Definition	The number of performance targets of the organisation that are achieved, expressed as a percentage of all performance targets of the organisation, for a particular period
Source of data	Organisation's performance information/data as per audited annual report
Method of Calculation / Assessment	The number of performance targets of the organisation that are achieved, divided by all performance targets of the organisation for the specified period, multiplied by 100
Assumptions	Good governance, compliance and risk management should lead the organisation to perform optimally and therefore achieve most of its performance targets
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Achievement of all performance targets
Indicator Responsibility	Chief Executive Officer

Indicators for outcome 5: Sustainable, responsive, and dynamic organisation

Indicator Title	Level of operationalisation of the reviewed and/or reconfigured organisational structure
Definition	The level to which the reviewed and/or reconfigured organisation structure would be operational: whether partially or fully operational
Source of data	Change management information from Human Resources
Method of Calculation / Assessment	Qualitative assessment using change management information to assess whether the reviewed and/or reconfigured organisation structure is partially or fully operation
Assumptions	All requirements for the operationalisation of the reviewed and/or reconfigured organisational structure are available
Disaggregation of Beneficiaries (where applicable)	N/A)
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	The reviewed and/or reconfigured organisational structures becomes fully operational
Indicator Responsibility	Chief Executive Officer

Indicator Title	Functional status of the integrated ICT online system in line with the Integrated Quality Assurance Framework (IQAF)
Definition	Functional capacity and performance of the integrated ICT online system indicating whether the system would be partially or fully functional
Source of data	System capacity and performance information and data
Method of Calculation / Assessment	Qualitative assessment using system capacity and performance information and data to determine whether the integrated ICT online system is partially or fully functional
Assumptions	The necessary requirements, such as funds to procure hardware and software, and the technical capacity to install and manage the system, is available
Disaggregation of	N/A

Beneficiaries (where applicable)	
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	The integrated ICT online system is installed and is fully functional
Indicator Responsibility	Chief Executive Officer

Indicator Title	Staff retention rate
Definition	The number of employees that remained employed in the organisation for the entire measurement period, expressed as a percentage of those employees who were in the employment of the organisation at the start of the measurement period
Source of data	Data from Human Resources
Method of Calculation / Assessment	Number of individual employees who remained employed for the entire measurement period, divided by the number of employees at start of the measurement period, multiplied by 100
Assumptions	Staff retention rate shows the organisation's ability to retain its capacity and ensure stability
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Increase staff retention significantly
Indicator Responsibility	Chief Executive Officer

Indicator Title	Audit outcomes
Definition	The results of the rigorous processes of audits providing a composite indication of level of compliance with the PFMA, and other relevant laws and regulations, usefulness of performance

	reports submitted, and validity as well as reliability of performance information reported.
Source of data	Financial management information, supply chain management information, human resource management information, and organisational performance management information
Method of Calculation / Assessment	Standard audit processes and procedures leading to the three possible outcomes: Qualified, Unqualified and Clean Audit Outcomes
Assumptions	Due audit processes and procedures are followed, and all sets of information and data provided to the auditors are considered
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	Clean audit outcomes
Indicator Responsibility	Chief Executive Officer

Indicator Title	Percentage of key stakeholders who express positive perceptions about the CHE's visibility and reputation in the sector in CHE-administered feedback surveys
Definition	Number of key stakeholders who provide positive feedback regarding the CHE's visibility and reputation in the sector, expressed as a percentage of all stakeholders who respond to CHE-administered feedback questionnaires
Source of data	Feedback surveys
Method of Calculation / Assessment	Number of stakeholders who provide positive feedback regarding the CHE's visibility and reputation in the sector, divided by number of all stakeholders who respond to CHE-administered feedback questionnaires, multiplied by hundred
	As there will be feedback surveys for the different events organised by the CHE, and other national events, the final percentage will be an average of the percentages from the different feedback surveys
Assumptions	Statistically significant numbers of stakeholders respond to the feedback questionnaires administered during the feedback surveys

Disaggregation of Beneficiaries (where applicable)	Disaggregated in terms of: • Public higher education institutions • Private higher education institutions • Professional bodies • Sector Education and Training Authorities • Science councils • Government officials, and others
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually building up to the end of the five-year period
Desired performance	High percentage of stakeholders express positive views regarding the level of visibility and reputation of the CHE within the sector
Indicator Responsibility	Chief Executive Officer