

Transformation Towards Institutional Quality Management: Turning the Tide a Quality Assurance Matter

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ABSTRACT Quality and academic standards is a loaded concept that evokes emotional terms including institutional autonomy and academic freedom, accountability, responsiveness and the quality of educational services. In essence, quality and academic standards have to do with the ability and capability of the academic oligarchy to police itself by putting in place systems and processes. Issues of quality in the erstwhile Technikons were the responsibility of the Certification Council for Technikon Education. Generally, quality and standards in erstwhile technikons were the responsibility of individual institutions until the creation of Universities of Technology where quality and standards are the responsibility of the Higher Education Quality Committee. This paper is on the efficacy of self-evaluation as part of the institutional quality processes and on whether Central University of Technology has any quality assurance framework in managing and building its quality systems. The paper argues that self-evaluation should play an important role in reshaping and informing quality assurance in Universities of Technology before the introduction of the Higher Education Quality Committee. It focuses on institutional self-evaluation as a kind of self-improvement using some divisions and schools in the Faculty of Humanities at the Central University of Technology, Free State. It argues that self-evaluation needs to be promoted as part of collegiality and that recognises the ability of academics to ensure the quality of what they do, with little external interference.