

NADEOSA AND HELTASA PRESENTS:

BEYOND CHECKLISTS

Reimagining Quality Enhancement in the
Design of Quality Blended and Online Courses



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THURSDAY
15 October 2026



2PM - 3PM

How can we move beyond compliance checklists to design blended and online courses that centre care, equity and the lived realities of students and lecturers?

The 'reflexive generative' turn in South African Higher Education highlights a critical need for alternatives to traditional Quality Assurance (QA) frameworks. While rigid, top-down checklists offer scalability, these neoliberal approaches often prioritise technical compliance over students' and lecturers' contextual realities and diverse positionalities. Such frameworks risk reducing complex pedagogical engagements to performative outputs, framing students as "customers" and diminishing lecturer autonomy.

This presentation explores what a reflexive generative approach to designing quality blended and online learning entails.

Moving beyond QA as a static administrative endpoint, we conceptualise learning design as a living, relational process. By integrating Compassionate Learning Design (CLD) and trauma-informed pedagogies, we propose a deconstruction-reconstruction praxis that centres care and humanness in digital learning spaces. We argue that centring equity and compassion is not a "soft" addition, but rigorous, intentional design commitments essential for meaningful quality enhancement in the South African digital landscape. Our contribution extends a reflexive, generative approach to quality enhancement at the course level by offering an alternative to established 'standards' from the global north, such as Quality Matters.



Heinrich Prinsloo

Heinrich Prinsloo is the Manager of Programme and Module Development at North-West University's Centre for Learning and Teaching. He supports academics in designing blended and online learning, focusing on instructional design, compassionate learning design, trauma-informed pedagogies and Universal Design for Learning. He is pursuing a PhD at Rhodes University's Centre for Higher Education Research, Teaching and Learning.



Dr Nicola Pallitt

Dr Nicola Pallitt is an educational technology specialist, senior lecturer and postgraduate supervisor in CHERTL at Rhodes University. Her work spans learning design, student-centred pedagogy, and compassionate, inclusive educational practices. Through research and collaboration, she contributes to curriculum transformation and student engagement, focusing on meaningful learning experiences that respond to students' realities and centre the human dimensions of education.