Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

CHEC Higher Education Leadership Academy



2027

The HELA approach

CHEC is dedicated to fostering excellence, collaboration, and capacity development towards innovation across the higher education sector.

HELA offers a comprehensive portfolio of programmes, strategically designed to support staff at every stage of their career- from emerging researchers and middle managers to executive leaders, researchers and those transitioning into retirement.

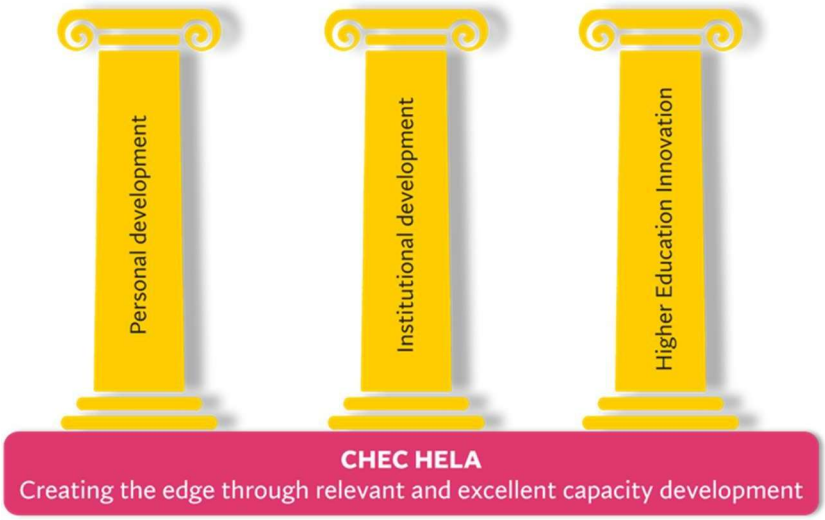
An integrated eco-system towards career development in higher education

CHEC HELA connects individual development with institutional improvement. Its programmes combine facilitated input, peer exchange, reflection and authentic projects. Participants work with colleagues across institutions, examine assumptions and apply new knowledge to their leadership, research and educational practice.

Registration form: CHEC HELA 2027 Programme Registration – Fill out form

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za



The unique HELA approach of co-creation

- CHEC HELA's co-creation model positions participants as active partners in their own development. Facilitated input, peer exchange, reflection and authentic projects connect new ideas with the challenges participants face in their institutions.
- CHEC HELA is an established HE leadership academy with wide reach.
- CHEC HELA programmes are endorsed by leading bodies and built on a foundation of best practice, peer learning and a continuous cycle of mentorship and professional growth.
- Our facilitators are selected for their subject knowledge + knowledge of the HE environment.

Programme portfolio

CHEC HELA offers professional development for higher education staff through three connected areas: Leadership and Management, Research, and Higher Education Transformation. The 2027 portfolio supports participants in strengthening their practice and applying their learning to the challenges and opportunities facing their institutions.



Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

The three streams provide complementary opportunities across academic and professional careers. **Leadership and Professional Development** develops the capacity to lead people, teams and change, including personal career transitions. **Research Scholarship** strengthens scholarship, postgraduate supervision and responsible research practice. **Higher Education Transformation** addresses educational change, institutional culture, technology and collaboration with wider society.

Capstone activities and successful completion

Rationale

The capstone is the culminating learning activity in CHEC's professional development programmes. It enables participants to bring together the knowledge, skills and insights gained during a programme and apply them to a relevant challenge or opportunity in their own higher education context.

The capstone moves learning into practice. Through critical reflection, analysis and practical application, participants demonstrate what they have learned, how their thinking has developed and how they intend to contribute to their institution. It also encourages peer learning and the sharing of approaches across institutions.

Requirements

To qualify for a CERTIFICATE OF SUCCESSFUL COMPLETION, participants are expected to:

- ✓ Meet the programme's participation requirements, including attendance and engagement in the prescribed learning activities.
- ✓ Identify a relevant challenge or opportunity connected to the programme's purpose and their professional responsibilities.
- ✓ Develop a capstone output that applies appropriate programme concepts, frameworks or methods. Depending on the programme, this may be a project, action plan, case analysis, research proposal, portfolio or reflective paper.
- ✓ Demonstrate critical reflection on their learning, the assumptions informing their approach and the implications for their practice.
- ✓ Present or share their work, where required, and engage constructively with questions and feedback from facilitators and peers.
- ✓ Submit the required work by the agreed deadline, acknowledging sources and declaring the use of AI or other assistance where applicable.
- ✓ Meet the assessment criteria, including relevance, conceptual understanding, quality of application, critical reflection, feasibility and clarity of communication. Revisions may be requested before successful completion is confirmed.

The capstone should demonstrate credible, contextually relevant application of learning. Full implementation may extend beyond the programme; where this is the case, participants should provide a clear plan for implementation and explain how progress and outcomes will be assessed.

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

Leadership and professional development

These programmes develop leadership and management capability at different career stages. CLE focuses on middle management, CEE on senior and executive leadership, and OPUS on planning a purposeful next chapter beyond a current institutional role.

CLE | Creating the Leading Edge

Purpose

To build management capacity that supports a thriving, effective and supportive higher education workplace.

Target market

Academic and administrative middle managers, including heads of departments, managers of research entities and professional or support services teams.

Overview

A practical development programme connecting the higher education environment with the everyday

Two themes, six modules:

responsibilities of managing people and resources. Two themes cover performance engagement, employee relations and communication; and technology, digital transformation, design thinking, creativity and innovation. Participants apply their learning through a capstone project addressing an authentic workplace challenge. Delivery is virtual, with sessions normally 09:00–13:00 SAST.

Modality: Online

Dates

Registration closes: 25 March 2027.

CLE | Creating the Leading Edge **Orientation Friday, 5 March 2027**	**Course dates** All times 9:00-13:00 SAST, unless marked differently	**Facilitator**
CLE1. CREATING A THRIVING WORK ENVIRONMENT • Performance engagement, succession planning & transformation) • Leading in employee relations • Effective Communication strategies for the HE manager	• Monday, 5 April 2027 • Wednesday, 7 April 2027 • Friday, 9 April 2027	• Ms Amanda Glaeser • TBC • Dr Phumzile Mmope
CLE2. TECHNOLOGY AND INNOVATION PERSPECTIVES • Design thinking in HE • Digital transformation in HE • Leading through creativity, problem-solving, entrepreneurship	• Monday, 3 May 2027 • Wednesday, 5 May 2027 • Friday, 7 May 2027	• Prof René Pellissier • Bill Malik, USA • Ms Henra Meyer
CAPSTONE PROJECT		Wednesday, 1 December 2027

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

CEE | Creating the Executive Edge

Purpose

To strengthen strategic, human-centred leadership and the capacity to guide institutional change in higher education.

Target market

Deans, senior and executive directors, and other leaders appointed to senior management positions in higher education institutions.

Overview

Four courses develop systems thinking, personal mastery, change leadership and strategic leadership. The programme connects institutional complexity with the ways leaders engage people, communicate direction and support transformation. Participants consolidate their learning through an applied or research-based capstone project. Sessions normally run 16:00–20:00 SAST.

Modality: Online

Dates

Registration closes: Tuesday, 20 July 2027

Four modules:

Creating the Executive-Edge Senior Management programme.

Orientation: Monday, 2 August 2027

Modules	Dates and times (In SAST)	Facilitators
Orientation event	Monday, 2 August 2027	All
CEE 1: Leadership and strategy in the new context	Monday, 2 August 2027 16:00-20:00	Prof Drikus Kriek
CEE 2: NeuroScience of Personal Mastery	Monday, 6 September 2027 16:00-20:00	Ms Kim Everitt
CEE 3: Leaders as change agents in the new HE context	Monday, 4 October 2027 16:00-20:00	Prof José Frantz
CEE 4: Systems thinking in HE: The Nature of the Beast in Higher Education	Monday, 1 November 2027 16:00-20:00	Prof Sanchen Henning
CAPSTONE project		Wednesday, 1 December 2027

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

OPUS | Rewire Your Next Chapter

Purpose

To help participants clarify identity, purpose and future contribution as they prepare for life beyond their current institutional roles.

Target market

Academics and professional administrators anticipating retirement, particularly those within five years of retirement.

Overview

An online development programme that enables participants to reflect on their experience and design a purposeful next chapter. Four stages cover self-calibration; understanding alternative futures; creating a new reality; and self-designing. Participants explore values, strengths, goals and possibilities such as continued scholarship, mentoring, consulting, volunteering, learning and new networks. Guided reflection and peer conversation lead towards a practical personal direction.

Modality: Online

Dates

Registration closes: 5 May 2027.

OPUS	Personal Development | Re-wire your next chapter before you retire	
Parts	TOPIC	DESCRIPTION
OPUS 1: SELF-CALIBRATION FOR A DIFFERENT GAME	14 May 2027 (9:00–13:00) Facilitators: Ms Amanda Glaeser & Prof Cobus Oosthuizen	Your story – Reframe a new future (re-wire) Navigating change – I am, I believe, I feel, I act Choose your desired future: • Congruence: align facets of your life – heart and mind (subconscious attention) • Confidence: curious, courage, creative, evocative • Control: discern, reflect, focus, energise best possibility, witness your own thinking • Conditioning: quality of thinking, thresholds of the mind Visioning and Values Changing neuro-nets (filtering: +/-)
OPUS 2: CALIBRATING AND UNDERSTANDING DIFFERENT GAMES	21 May 2027 (9:00–13:00) Facilitators: Ms Amanda Glaeser & Prof Cobus Oosthuizen	Intentional attention – focus – what can I be, not what I am – what is your why? – strap line? Code and goals Reconcile the past, maintain desired behaviours, imagination versus reality (brain does not always know the difference), agile planning – set energy on chosen possibility, personal branding, context – power versus force
OPUS 3: CREATING A NEW REALITY	3 June 2027 (9:00–13:00)	Self-attractors/alternate modalities: Emeritus status, PT teaching, consulting, volunteering, public speaking, continued learning, new networks and

	Facilitators: Ms Amanda Glaeser & Prof Cobus Oosthuizen	friends, family engagement, travel Or: a complete reinvention of the self
OPUS 4: SELF-DESIGNING	11 June 2027 (9:00–13:00) Facilitators: Ms Amanda Glaeser & Prof Cobus Oosthuizen	Create a practical plan for your next chapter. Define priorities, intended contributions, support networks and first actions, and identify how you will review progress towards your chosen future.
Closing (Optional)	Self-reflection and role playing towards envisioning Use the Appreciative Enquiry structure (define, discover, dream, design, destiny) 1 July 2027 (9:00–13:00)	

Research and academic scholarship

These programmes support the development of researchers and supervisors. ASP develops scholarly capability and career readiness, ARS strengthens research supervision, and AI in Academic Research supports critical and responsible use of AI across the research cycle.

ASP | Advancing Scholarship Programme

Purpose

To support emerging researchers in developing research capability, personal effectiveness, career readiness and scholarly impact.

Target market

Emerging, doctoral and postdoctoral researchers seeking a structured approach to their research and professional development.

Overview

Four domains provide a connected development journey: knowledge and intellectual abilities; personal effectiveness; research governance and organisation; and engagement, influence and impact. Topics include conceptualising research, emerging technologies, critical thinking, personal leadership, resilience, ethics, project management, grant writing, research communication and writing for impact. Virtual workshops, discussion and peer learning support application. A capstone brings together evidence of research progress and personal development.

Dates

Registration closes: 3 March 2027.

Four domains, 12 active sessions and guided self-reflection.

ASP **Four domains**			**Workshops (4 hours each)**	**Dates and times** **All times G:00-13:00 SAST, unless marked differently**
Orientation				Friday, 12 March 2027
Domain 1: Knowledge and Intellectual Abilities				
Sessions	1.	Emerging technologies in research	Prof Eugene Cloete	Monday, 15 March 2027
	2.	Conceptualising the research	Prof René Pellissier	Tuesday, 16 March 2027
	3.	Critical thinking and problem solving	Prof René Pellissier	Wednesday, 17 March 2027
Domain 2: Personal Effectiveness				

Sessions	1.	Personal leadership	Prof Eugene Cloete	Monday, 12 April 2027
	2.	Resilience and stress management Career planning and goal setting	Ms Amanda Glaeser	Tuesday, 13 April 2027
	3.	Digital transformation	Prof Liz Archer	Wednesday, 14 April 2027
Domain 3: Research Governance and Organisation				
Sessions	1.	Research as a project	Prof René Pellissier	Monday, 10 May 2027
	2.	Ethical considerations in research	Dr Retha Visagie	Tuesday, 11 May 2027
	3.	Grant writing	Dis Genriette van den Berg	Wednesday, 12 May 2027
Domain 4: Engagement, Influence and Impact				
Sessions	1.	Research for impact	Prof René Pellissier	Monday, 21 June 2027
	2.	Research writing	Prof Fernando de Sousa (Portugal)	Tuesday, 22 June 2027
	3.	Effective communication and public speaking	Dr Phumzile Mmope	Wednesday, 23 June 2027
Capstone project				**Thursday, 2 December 2027**

ARS | Academic Research Supervision

Purpose

To develop leadership, mentoring and research supervision practices that support students' academic and professional growth.

Target market

New and experienced postgraduate research supervisors, academics, early career researchers and doctoral candidates preparing to take on supervisory responsibilities.

Overview

Presented in collaboration with the African Doctoral Academy (ADA) at Stellenbosch University.

Four competency areas address supervisory leadership and institutional alignment; ethics and research integrity; mentorship and student development; and a constructive, collaborative research environment. The proposed 2027 format spreads learning across four blocks, combining focused sessions with discussion and application. A capstone enables participants to develop a supervisory response relevant to their institutional and disciplinary contexts.

Modality: Online

Dates

Registration closes: 31 July 2027.

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

Four competencies, 12 sessions

Academic research supervision programme

Competencies **Orientation: Tuesday, 17 August 2027**		Workshops (4 hours each)	Dates and times All times 9:00-13:00 SAST,
ARS1: Supervisory leadership and institutional alignment			**August**
Session 1.1	Roles and responsibilities of a research supervisor	Prof René Pellissier	Tuesday, 17 August 2027
Session 1.2	Mentoring and coaching (including diversity & inclusivity)	Dr Rica Viljoen	Wednesday, 18 August 2027
Session 1.3	Aligning supervision with institutional, national and global research priorities.	Prof Andrée Sursock	Thursday, 19 August 2027
ARS2. Ethics and integrity in research			**September**
Session 2.1	Ethical frameworks, responsible practices (including handling sensitive data, and approvals)	Prof Retha Visagie	Tuesday, 14 September 2027
Session 2.2	Managing conflicts of interest, plagiarism and open science practices	Dr Khalida Akbar	Wednesday, 15 September 2027
Session 2.3	Fostering innovation and impactful research	Prof René Pellissier	Thursday, 16 September 2027
ARS3. Mentorship and student development			**October**
Session 3.1	Building productive relationships and managing student expectations	Prof Cobus Oosthuizen	Tuesday, 12 October 2027
Session 3.2	Milestones, progress monitoring, and crisis management.	Prof Gina Wisker	Wednesday, 13 October 2027
Session 3.3	Networking, collaboration skills, and student career development	Prof Eugene Cloete	Thursday, 14 October 2027
ARS4. Creating a constructive and collaborative research environment			**November**
Session 4.1	Preparing for the submission and examination of the thesis	Prof Gina Wisker	Tuesday, 16 November 2027
Session 4.2	Supervising multi- or transdisciplinary projects	Prof René Pellissier	Wednesday, 17 November 2027
Session 4.3	Research funding, resource management, and collaboration strategies	Dr Henriette van den Berg	Thursday, 18 November 2027
CAPSTONE		**Wednesday, 1 December 2027**	

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

AI in Academic Research

Purpose

To develop critical, ethical and defensible uses of AI in research while retaining the researcher's intellectual ownership and responsibility.

Target market

Master's and doctoral students, researchers, research supervisors, academics and higher education professionals engaged in scholarly inquiry.

Overview

Presented with ADA at Stellenbosch University. The programme follows the research cycle: problem formulation, literature engagement, research design, data analysis, interpretation and writing. Participants investigate the capabilities and limitations of AI, verify outputs against evidence, and justify methodological and ethical decisions. Facilitated sessions are combined with reflection and practical application. A portfolio of evidence, personal AI-in-Research Charter and capstone make the researcher's own contribution and judgement visible.

Modality: Online

Dates

Five modules, 15 active sessions and daily self-reflection.

Registration closes: 14 October

AI in Academic research

Welcome and induction: 10:00-11:00 Friday, 22 October 2027

Day 1: [25 October 2027] Understanding AI in research: promise, limits and scholarly responsibility		
09:00–10:15	Session 1: Justification and framing	Prof Eugene Cloete (CHEC)
10:20–11:35	Session 2: What AI can and cannot do	Bill Malik (Private, USA)
11:40–13:00	Session 3: Intellectual ownership, critical thinking and epistemic responsibility	Prof Walter Claassen (SARUA)
14:00-16:00	Reflective journal entry 1: My position on AI in research	Participants
Day 2: [26 October 2027] AI for topic development, problem formulation and literature engagement		
09:00–10:15	Session 4: Using AI to explore topic boundaries, identify gaps and developing researchable questions	Prof Gina Wisker (Bath Uni)
10:20–11:35	Session 5: AI and literature work	Prof Petrus Potgieter (Unisa)
11:40–13:00	Session 6: From analysis and synthesis to testing AI-generated literature maps against actual sources	Prof Anné H. Verhoef (NWU)
14:00-16:00	Reflective journal entry 2: My research problem, my voice, my judgement	Participants
Day 3: [27 October 2027] Using AI to strengthen research design without compromising rigour		
09:00–10:15	Session 7: AI support across methodological choices towards alignment between problem, questions, methodology and methods	Prof René Pellissier (CHEC)
10:20–11:35	Session 8: AI for instrument and protocol support	Dr Sonja Strydom (SU)

11:40–13:00	Session 9: Research fit, validity, trustworthiness and defensibility	Prof Cobus Oosthuizen (Boston City Campus)
14:00-16:00	Reflective journal entry 3: How is my research design intellectually defensible?	Participants
Day 4: [28 October 2027] AI in data analysis and interpretation		
09:00–10:15	Session 10: AI and qualitative analysis	Prof Joe Amadi Echendu (UP)
10:20–11:35	Session 11: AI and quantitative analysis	Prof René Pellissier (CHEC)
11:40–13:00	Session 12: Moving beyond pattern spotting towards interpretation, argument and trustworthiness	Prof Cobus Oosthuizen (Boston City Campus)
14:00-16:00	Reflective journal entry 4: Who is interpreting the data? Me or the machine?	Participants
Day 5: [2G October 2027] Ethics, authorship, academic writing and personal protocol		
09:00–10:15	Session 13: Ethics and academic integrity	Dr Retha Visagie (UNISA)
10:20–11:35	Session 14: AI and academic writing	Eleni Flack-Davison (Wits)
11:40–13:00	Session 15: Developing a personal AI-in-research protocol	Dr Retha Visagie (UNISA)
14:00-16:00	Reflective journal entry 5: Personal AI in Research Charter	Participants
CAPSTONE EVENT	Friday, 5 November 2027	

Higher Education Transformation

These offerings enable participants to examine and shape change in higher education. They address teaching and learning, institutional culture, AI, the higher education ecosystem and collaboration across institutional and sectoral boundaries.

Higher Education Studies | Teaching and Learning (NQF8)

Purpose

To strengthen reflective, scholarly and evidence-informed teaching and learning practice in higher education.

Target market

Academics, lecturers, academic developers and higher education professionals responsible for curriculum, teaching, assessment or educational leadership.

Overview

Presented with ADA at Stellenbosch University. Five connected modules explore citizenship, inclusion and difference; assessment in higher education; research for enhancing teaching and learning; digital pedagogy and educational technologies; and teaching and learning in higher education. Participants connect theory with practice through discussion, reflection and application to their own educational contexts. A capstone demonstrates the application of learning to an authentic teaching or institutional challenge.

Modules

Five modules, one per day with reflective practice.

Registration closes 26 June.

Modality: Online

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

HE STUDIES		
Modules	Facilitator	9:00-16:00
PG01:Citizenship, Social Inclusion & Difference	Ms Janine Carlse	5 July 2027
PG02: Assessment in Higher Education	Prof Lalini Reddy	6 July 2027
PG03: Research for Enhancing Teaching and Learning	Prof René Pellissier	7 July 2027
PG04: AI Teaching and Learning	Dr Sonja Strydom	8 July 2027
PG05: Teaching and Learning in Higher Education	Prof Gina Wisker	9 July 2027
Capstone:		Friday, 16 July 2027

REWIRING | Higher Education for a Different Generation

Purpose

To strengthen university–industry collaboration and support the design of learning ecosystems that develop graduate capabilities.

Target market

Higher education leaders, academics, educational developers, industry partners, government representatives and professionals involved in graduate development and partnerships.

Overview

Building on the 2026 initiative, the proposed workshop connects higher education reform with university–industry projects, project-based learning, competence development and international collaboration. Participatory ecosystem design helps participants explore the relationships, resources and responsibilities needed to address real challenges. A follow-up capstone is envisaged to translate workshop insights into a feasible collaborative intervention. The 2027 programme, partners and assessment arrangements require confirmation.

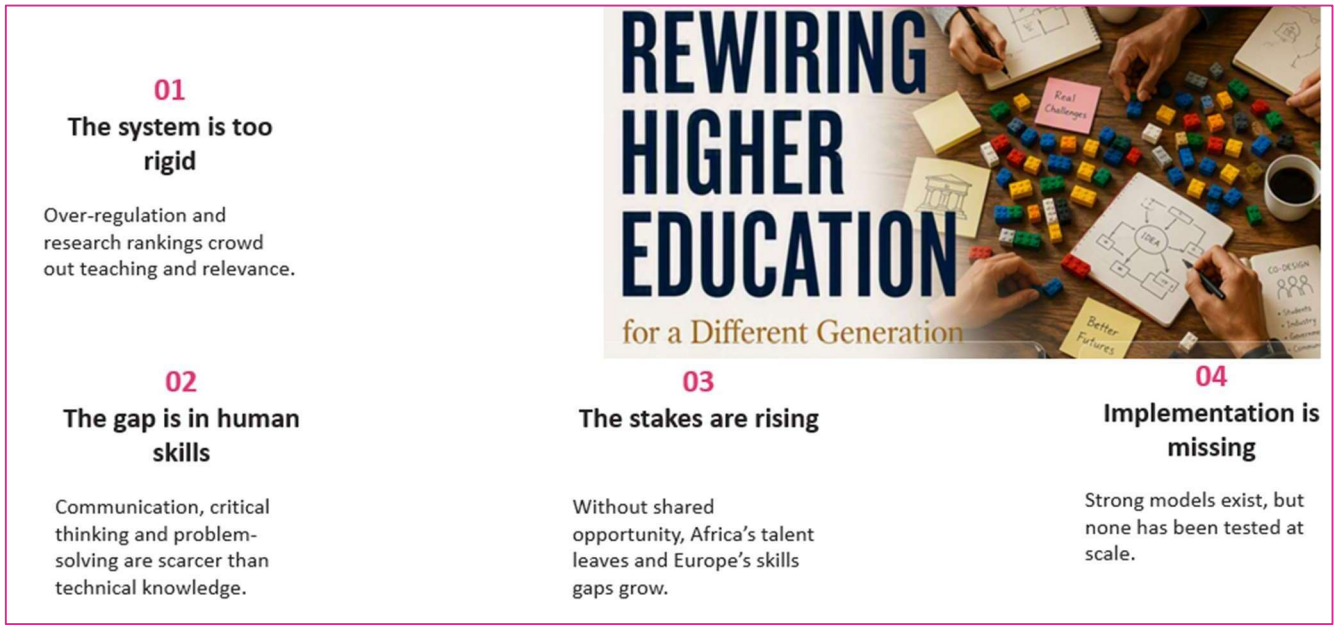
Higher Education is facing an unprecedented period of disruption. Rapid advances in Artificial Intelligence, changing labour markets, increasing graduate unemployment, widening social inequalities and growing demands for societal impact require universities to rethink not only what they teach, but how they engage with industry, government and communities. Traditional models of teaching remain heavily focused on knowledge transfer despite increasing evidence that graduates require a broader set of competencies including problem solving, collaboration, systems thinking, entrepreneurial capability, digital fluency and adaptability.

The 2027 workshop will build on the university–industry ecosystem approach developed in 2026. Universities, TVET colleges, government and industry will explore real-world learning opportunities that develop graduate capabilities while addressing organisational challenges. The design draws on international experience, regional research and practical collaboration models; the participating partners and detailed 2027 programme remain subject to confirmation.

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

Modality: Face to face (Stellenbosch area)



Dates

Registration closes: 25 September

One day programme: Monday, 8 November 2027.

Venue, session times and follow-up capstone date: to be confirmed. Planned delivery is face to face in the Stellenbosch area.

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za

Masterclasses and critical conversations

Masterclass | The HE Ecosystem

Purpose

To help participants interpret shifts in the higher education environment and identify implications for institutional strategy and practice.

Target market

Higher education leaders, heads of departments, academic and professional managers, planners and staff involved in institutional development.

Overview

Proposed focus: the changing purpose and context of higher education; pressures on institutional models; graduate relevance; digital change; and relationships between universities and society. Participants consider how these trends affect their own institution, identify assumptions that may need revision and explore priorities for action. The detailed masterclass programme will be confirmed.

Modality: Online or face to face

Dates

2027 date, duration and session times: to be confirmed.
Planned delivery: online.

Masterclass | AI in Higher Education

Purpose

To strengthen participants' capacity to make informed decisions about AI adoption and use across higher education.

Target market

Higher education leaders, managers, academics, academic developers, research leaders and professional staff involved in digital change or AI implementation.

Overview

Proposed focus: AI's implications for teaching, learning, assessment, research, administration and leadership. Participants examine opportunities for useful application alongside questions of institutional readiness, academic integrity, data stewardship and staff capability. Discussion connects AI use to educational purpose and the human judgement needed to evaluate its value. The detailed masterclass programme will be confirmed.

Modality: Online or face to face

Dates

2027 date, duration and session times: to be confirmed.

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Masterclass | Culture and Identity in Higher Education

Purpose

To help leaders and teams connect institutional identity and stated values with everyday behaviour and practice.

Target market

Higher education leaders, heads of departments, academic and professional managers, human resources practitioners and staff involved in institutional culture and transformation.

Overview

Proposed focus: institutional purpose, identity, values, belonging and the behaviours through which culture is experienced. Participants reflect on the relationship between personal and institutional values, examine barriers to collaboration and inclusion, and explore ways to translate shared commitments into practice. The detailed masterclass programme will be confirmed.

Modality: Online or face to face

Dates

2027 date, duration and session times: to be confirmed.

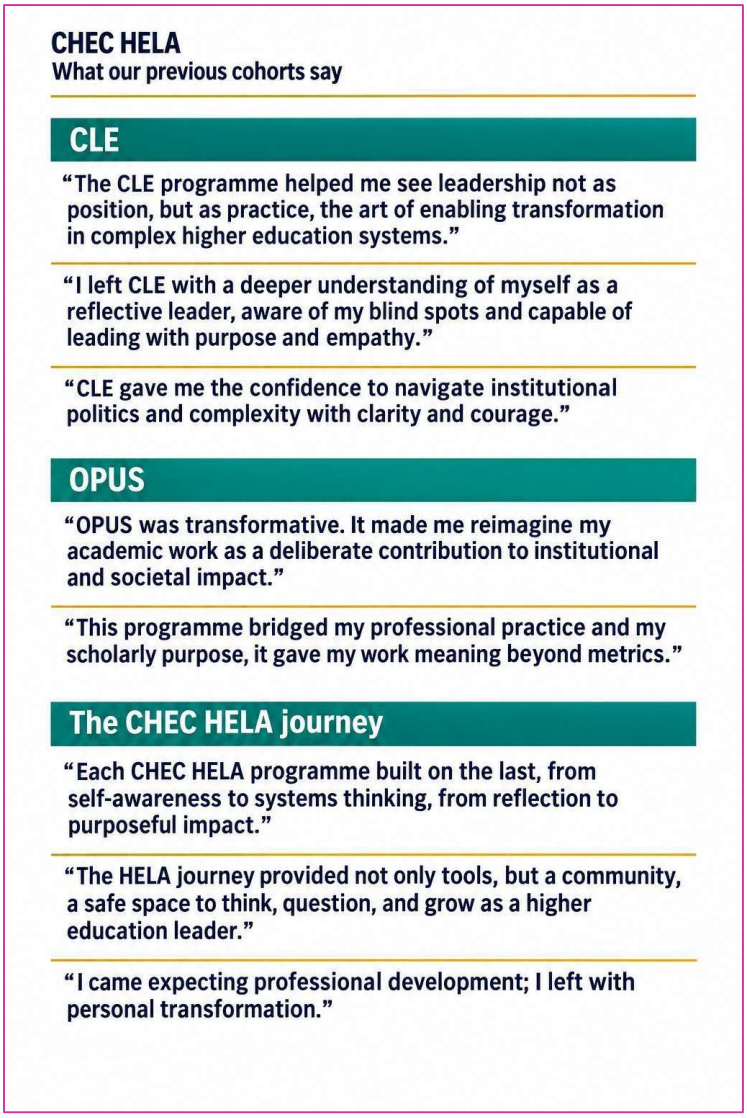
CHEC CRITICAL CONVERSATIONS

CHEC Critical Conversations create a space for higher education leaders, academics and professional staff to examine difficult questions affecting universities and their wider communities. Through facilitated dialogue, participants interrogate assumptions, consider different perspectives and explore responses to issues such as institutional transformation, leadership, emerging technologies and the changing purpose of higher education. The emphasis is on collective reflection and identifying possibilities for institutional and sectoral change.

CHEC Webinars provide accessible online opportunities to engage with current developments, research and practice in higher education. Combining expert input with participant discussion, they support knowledge sharing and professional learning across institutions. Webinars introduce ideas, approaches and practical insights that participants can apply in their own contexts, while strengthening connections across the higher education community.

Cape Higher Education Consortium (CHEC)
p/a University of Cape Town
Bremner Building
Lovers' Walk
RONDEBOSCH, South Africa
7700

Rene.pellissier@chec.ac.za



Planning information

CHEC is a registered NPO. No programme will be offered without a minimum number of participants.

All dates and delivery arrangements are subject to final confirmation.

Facilitator appointments are subject to confirmation.

Certificates are subject to programme specific participation and assessment requirements.

Masterclasses and special programmes can be arranged

Enquiries

Prof René Pellissier | rene.pellissier@chec.ac.za
Ms Sisipho Zweni | sisipho.zweni@chec.ac.za

Registration form

CHEC HELA 2027 Programme Registration – Fill out form

CAPE HIGHER EDUCATION CONSORTIUM

CHEC HELA 2027

Higher Education Leadership Academy programme brochure

All dates are in 2027. Dates and draft fees are subject to confirmation.

Programme	Dates	Registration closes	Fees incl. VAT
Leadership and professional development			
CLE | Creating the Leading Edge	Orientation 5 Mar* 5, 7, 9 Apr and 3, 5, 7 May Capstone 1 Dec	25 March	**R10 000**
CEE | Creating the Executive Edge	2 Aug (incl. orientation), 6 Sep, 4 Oct and 1 Nov Capstone 1 Dec	20 July	**R16 000**
OPUS | Rewire Your Next Chapter	14, 21 May and 3, 11 Jun Optional closing 1 Jul	5 May	**R10 000**
Research & scholarship			
ASP | Advancing Scholarship Programme	Orientation 12 Mar 15–17 Mar, 12–14 Apr, 10–12 May and 21–23 Jun Capstone 2 Dec	3 March	**R10 000**
ARS | Academic Research Supervision (ADA)	17–19 Aug (incl. orientation), 14–16 Sep, 12–14 Oct and 16–18 Nov. Capstone 1 Dec	31 July	**R9 000**
AI in Academic Research (ADA)	Induction 22 Oct 25–29 Oct. Capstone 5 Nov	14 October	**R9 000**
HE transformation			
Higher Education Studies | Teaching and Learning (NQF 8, ADA)	5–9 Jul. Capstone 16 Jul	26 June	**R9 000**
REWIRING | Higher Education for a Different Generation	8 Nov (proposed) Capstone to be confirmed	25 September	**R1 000‡**
CPUT Masterclass | The HE Ecosystem	To be confirmed	To be confirmed	**R20 000†**
CPUT Masterclass | AI in Higher Education	To be confirmed	To be confirmed	**R20 000†**
CPUT Masterclass | Culture and Identity in Higher Education	To be confirmed	To be confirmed	**R20 000†**
CHEC Critical Conversations	One per quarter Exact dates to be confirmed	To be confirmed	**Free**
CHEC Webinars	To be confirmed	To be confirmed	**R1 000‡**

Fees are per participant unless the fee basis is flagged.

† The budget lists R20 000 per masterclass. per cohort.

‡ Prices may change. Programmes run subject to minimum enrolment.

Enquiries: rene.pellissier@chec.ac.za · sisipho.zweni@chec.ac.za