

# **From the Trenches – Faculty Quality Promotion**

**Part 2 of the story  
July 2010 to September 2014**

**Roz Havenga**

# Bunkers or Trenches?



# Background

- From HoD/academic to Quality Promotions Officer
- Dubious Experiment
- One year + two years =  $4\frac{1}{4}$  years
- Two Faculties,
  - 2 Faculty Offices
  - 20 Departments,
  - 27 Programmes
  - + projects

# Background

- Change in the profile of the QPO

Factor	Previous	Current
Location	Centralised	Decentralised
Reporting line	Director CQPA	Executive Dean
Appointment	Administrative	Academic
Type	Junior	Senior
Job Profile	Policy Guidelines	Guidelines + more contextual
Communication	Messenger	Translator
Involvement	Observation	Participation and Experience

- Institutional Quality Policy (2009)-> new Annual Quality Monitoring Requirement
- Welcoming departments did not welcome change

# Patience is a (QPO) virtue

- Loose guidelines provided
- Request for a template
- Request for more detail on the template
- No – too much detail.
- Why does the template keep changing?



# Quality Supports Strategy

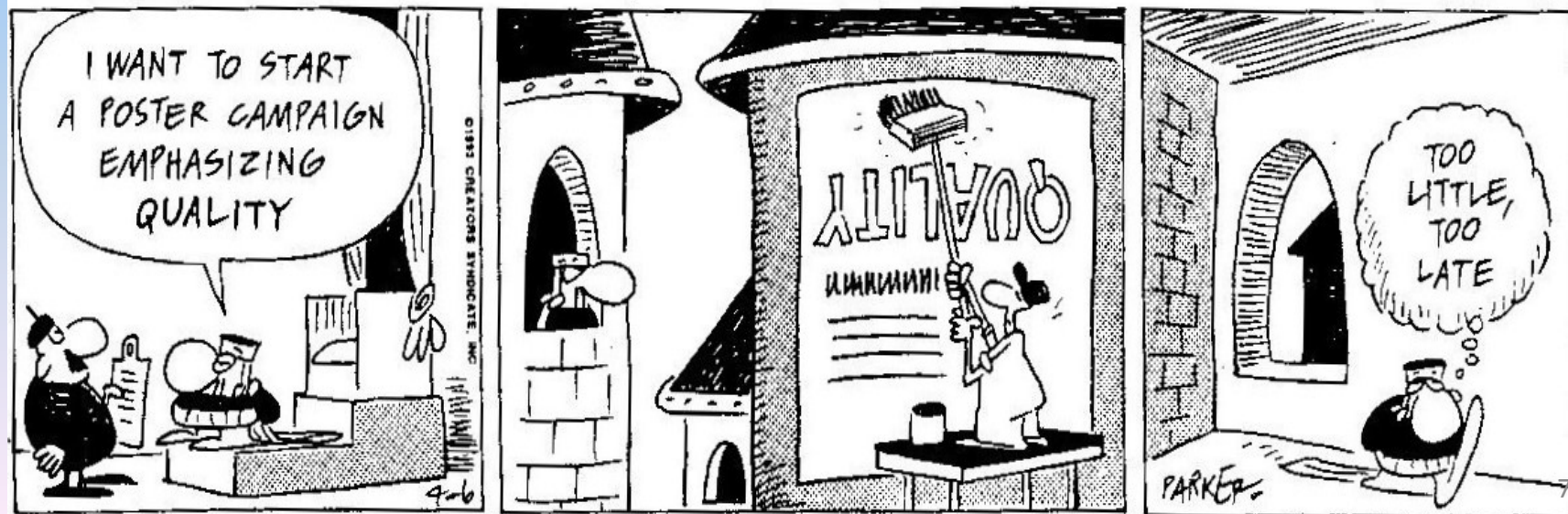


# KAIZEN!

- Quality is not a DUT / CQPA “thing”
- Quest for Quality is universal – continuous improvement.

**THE WIZARD OF ID**

**by Brant Parker & Johnny Hart**



# Strategy = Effectiveness





# Quality = Efficiency

## Quality is ...

- supportive, developmental and positive.
- not to be avoided for fear of consequences.
- Our responsibility - not someone else's.
- “Whitewashing” is never condoned.
- Staff are encouraged to identify and acknowledge inefficiencies and areas for improvement (AFI's) in order to ensure they are addressed.

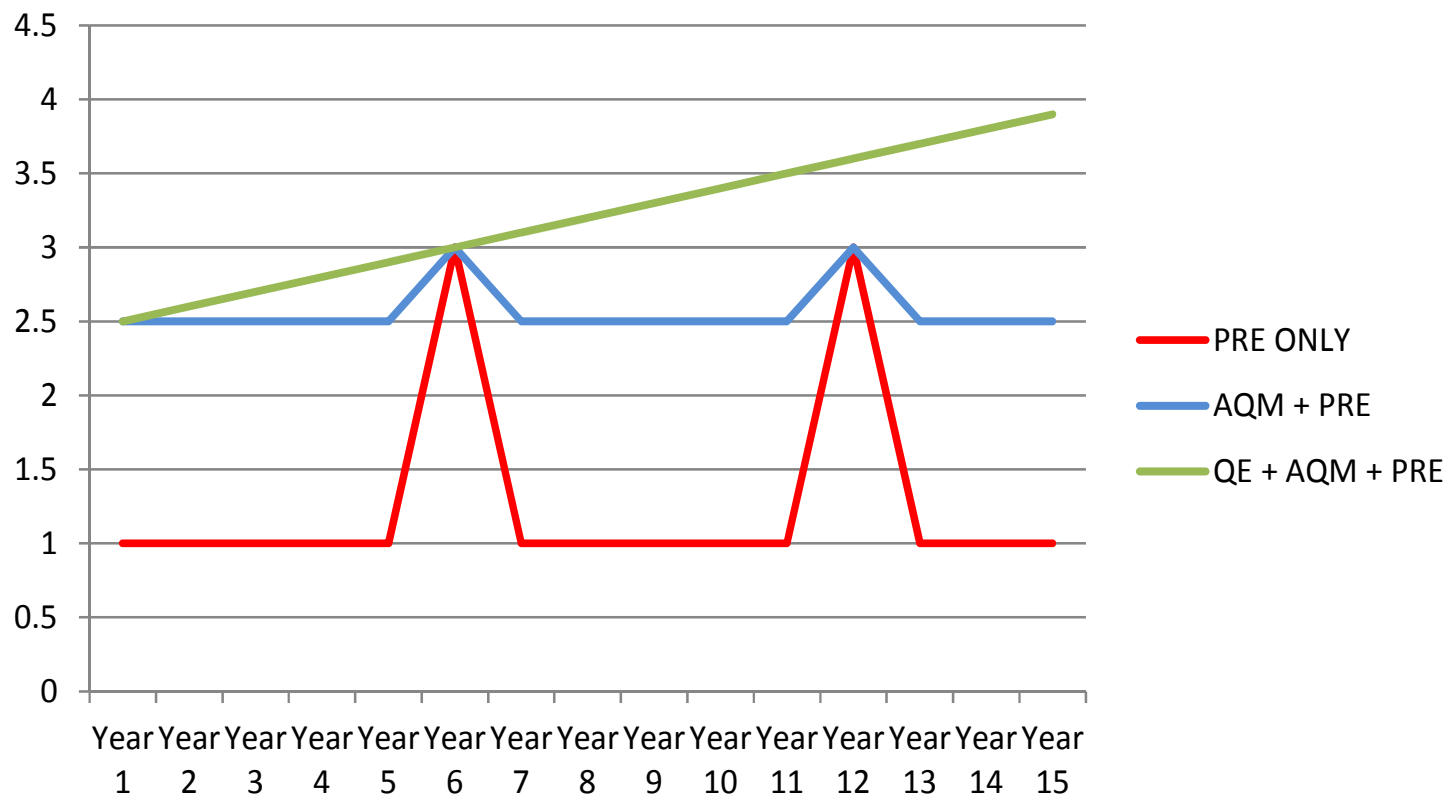
# PRE - AQM

- 1st Faculty APR (2010) report to 2<sup>nd</sup> Senate 2011
- Programme APRs followed – now same format.
- Faculty annual Quality Workshops – now joined with strategy



# AQM and PREs

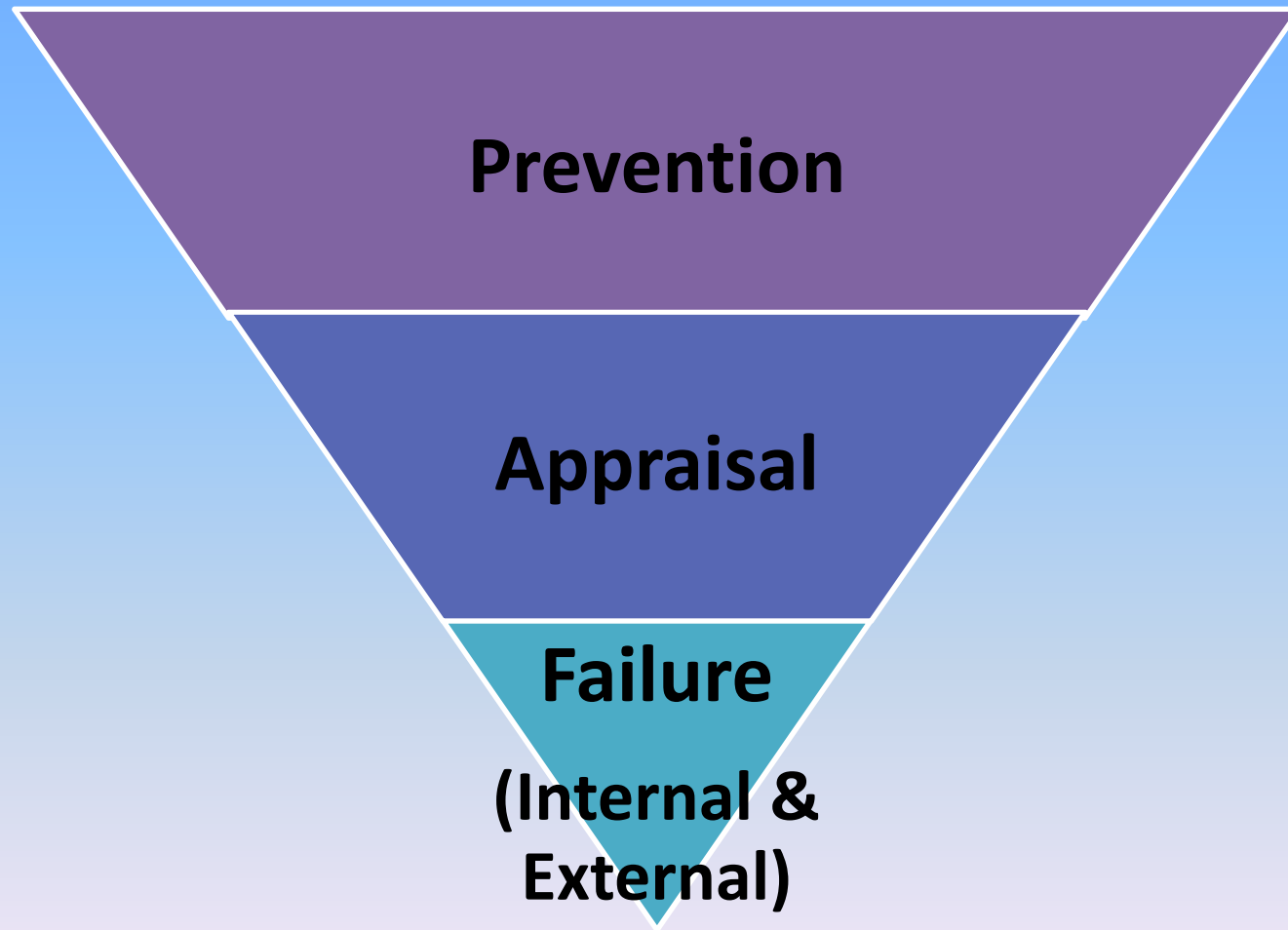
**Quality Activity in Departments  
- comparison of systems**



# Observations

- Most PRE's start with major housekeeping of departmental systems.
- Efficient systems support effective departments
- Effective departments = the goal!
- Being effective reduces stress
- ...The focus is on deliberate, continuous, systematic and measurable improvement.

# Quality Costs





# The Quality Cycle

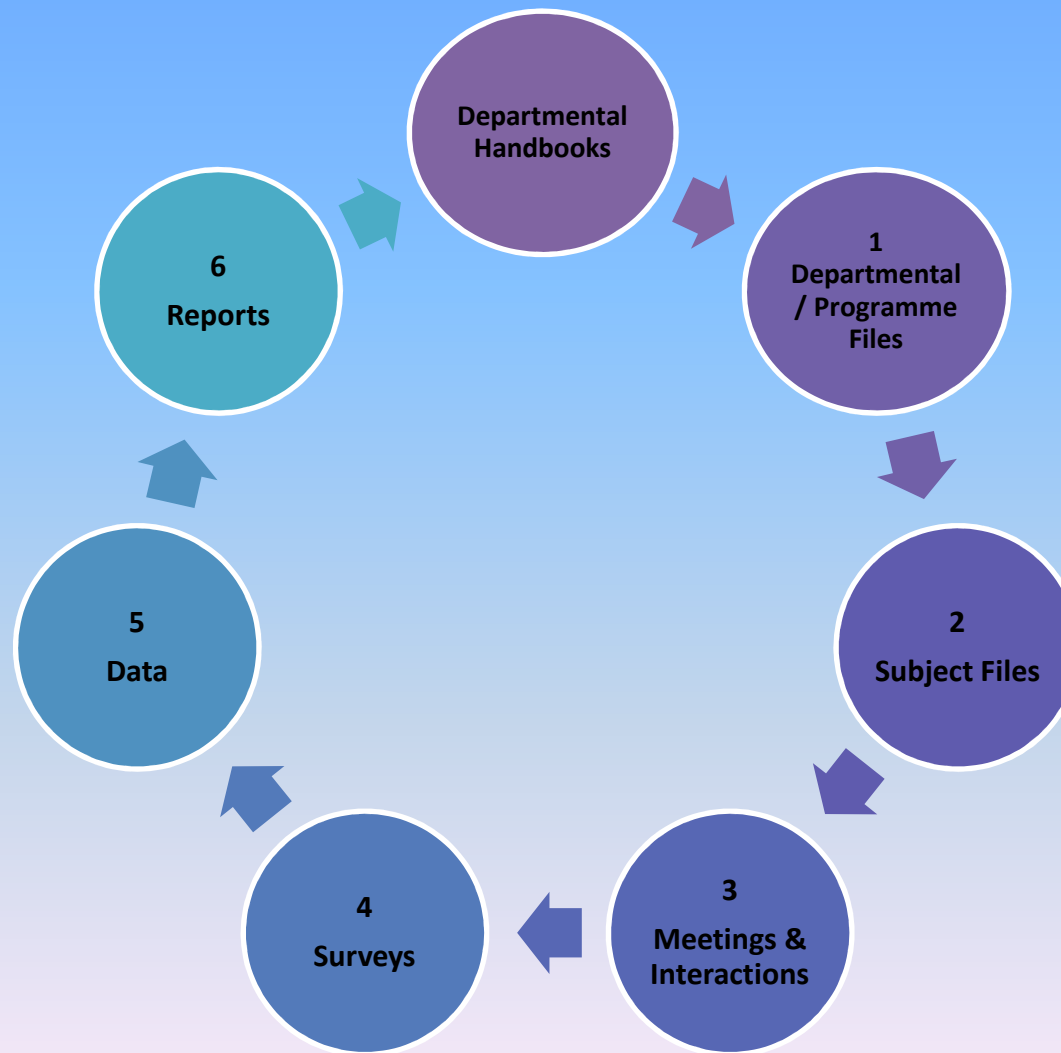
(long & short cycles)



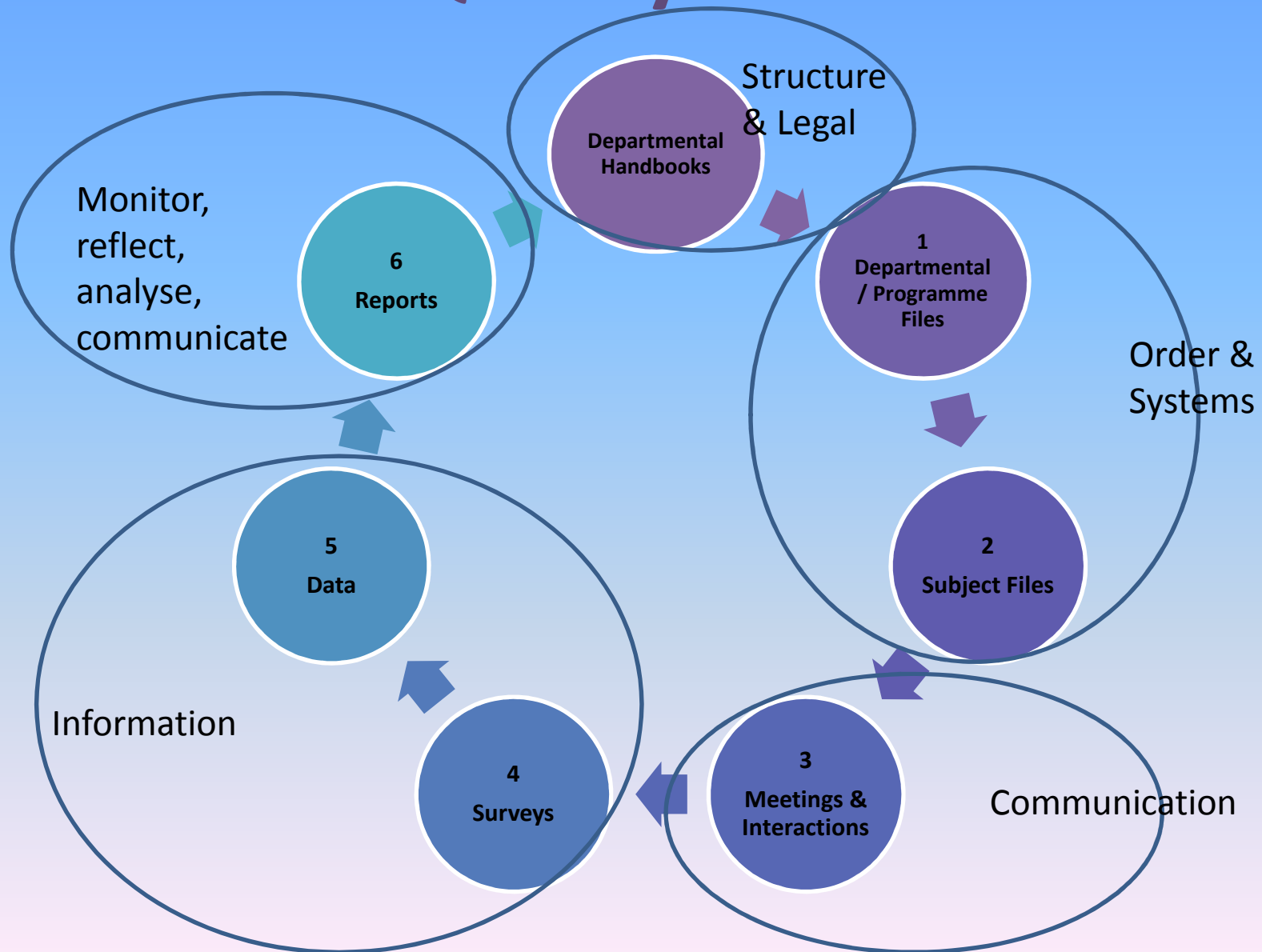
# The Quality System @ DUT

- DUT Quality Policy (Nov 2009)
- CQPA
- **Faculty (QPO)**
- **Annual Quality Monitoring → Annual Performance Report**
- **Programme Review & Evaluation (PRE's)**
- **Quality Improvement Plans (QIPs)**
- **Faculty Quality Committees**
- **Faculty Board**
- Senate
- VCQC

# Quality Tools



# Quality Tools



# 1 Departmental Files

## Department

- 1 Master File
- 2 Strategy & Quality
- 3 Meetings
- 4 Staffing
- 5 Finance
- 6 Marketing & Recruitment
- 7 Graduation & Alumni
- 8 Infrastructure & Equipment
- 9 Community Engagement
- 10 Library
- 11 Health & Safety

## Teaching

- 1 TLA Master File
- Subject Files
- Student Records
- 2 Registration and Orientation
- 3 Curriculum Renewal
- 4 TDG
- 5 WIL
- 6 Extended Curriculum
- 7 Short Courses

## Research

- 1 Research Master File
- 2 Student Records
- Completed Dissertations



# 2 Subject Files

## Subject Management Information

Programme Overview

Timetable

Class Lists

SEQ'S

Subject Review Report

At-Risk and Top  
Performing SSS

Other Feedback

## Subject Information

Subject Descriptor

Study Guide

Learning Material

Online??

Copyright

Innovation

## Assessment

Assessment strategy &  
Practice

Assessment Schedule

Copies of all assessment

Examiner & Moderator  
Reports

## TLA Statistics

Pass Rates

Means  
(eg across assessments  
and subjects)

Comparisons  
(eg c/work vs exams,  
year-on-year)

Ranges  
(eg: #Distinc, #Fail,  
Highest, Lowest)

# Files = Order

- Custodianship
- Customised or standardised
- Electronic and/or Hard Copy
- Format (Indexed, Numbered)
- Systematic (see handouts for guidance)
- “Memory” is systematic not individualised.

## 3.1 Meetings - Departmental

Staff

Staff Student Com

Advisory Board

Marks Com

Dept Research Com

## 3.2 Meetings - Faculty

Faculty EXCO

Teaching & Learning

Exams Board (Sub Committee)

Curriculum Renewal Project (Sub Committee)

Faculty Research Committee

Faculty Board

-> Senate (DUT)

## 3.3 Interactions

Faculty Office

Academic Development

Staff Development

Research Co-ordinator

Faculty HR Officer

Faculty Finance Officer

Quality Promotion Officer

external->DUT Admin departments



# Meetings & Interaction = Communication

- Constitutions
- Representatives & record keeping
- Communication channels – to AND from
- Standard operating procedures (SOPs)

# 4 Surveys

SEQs

LEQs

Graduation

Student Experience / Staff Satisfaction

SATAP / NBTs etc

# Surveys = Information

- Planned approach – logistics
- Participation and reliability
- Understanding of “WHY?”
- Analysed and discussed
- Getting/ Providing Feedback
- Seeing Action

# 5 Data

MI

ITS

Finance

HR

CAO / Admissions

LMS / Library

Post Graduate

# DATA = Information

- 6 Wise Men - “What?; When?; How?; Who?; Where? Why?”
- Reliability – GIGO
- Common definitions and formulae
- Analysed and discussed
- Used to inform improvement

# 6 Reports

## Annual Performance Report

(Spin off - Used for Staff Orientation Development & Training)

## PRE Reports

(inc SER(APR) / Chairs report)

## Quality Improvement Plans

# **Reports = Monitoring / Analysing / Communication**

- Mini reports combine to produce APR.
- Delegation of tasks for shared completion
- Editing to ensure single “voice”
- Use of Excel and Word – build these skills
- Verbal reports – PowerPoint too.
- Includes Minute taking/Recording of events!

# So...Quality Tools

- **Departmental Handbook = Structure & Legal**
- **Files = Order**
- **Meetings = Communication**
- **Interaction = Communication**
- **Surveys = Information**
- **Data = Information**
- **Reports = Monitoring / Analysing /  
Communication**



# Quality Snapshot Survey - Perceptions

22. Meetings – Staff-Student meetings	5	5	5	5	5	5	4	4	5	5	4	4	2	4	2	4.2	
21. Meetings – Staff meetings	5	5	5	5	5	5	4	3	5	5	3	5	2	4	2	4.1	
25. SEQs and LEQs	5	5	5	5	5	4	4	4	5	4	4	4	2	3	2	4.0	
12. Consistent monitoring of at-risk and top performing students, staff and subjects	5	5	4	4	5	5	5	5	5	4	4	2	2	3	2	3.9	
7. Analysis of CQPA data (SEQs/LEQs/Grad Surveys)	5	5	5	5	5	3	4	4	5	3	3	3	3	3	3	3.9	
23. Meetings – Advisory Board meetings	5		5	5	5	5	3	4	5	4	1	4	2	4	2	3.8	
17. Monitoring/ensuring quality of WIL/Clinic work	3		5	5	5	5	5	4	4	4	3	3	2	3	2	3.8	
8. Status of subject files (all as per guidelines or better)	5	5	4	4	5	5	4	3	3	3	3	3	3	3	1	3.5	
19. Physical infrastructure, equipment and maintenance	3	3	4	4	3	3	5	4	3	3	4	3	5	3	3	3.6	
20. Library utilisation, status of library stock holding	5	3	3	3	5	4	4	4	5	3	3	3	4	1	3	3.4	
9. Status of all departmental and programme – management - files	5	5	4	4	5	5	4	4	3	2	1	3	3	3	1	3.4	
16. Monitoring/ensuring quality of Assessment and moderation	5	4	5	4	3	3	4	4	3	3	3	3	2	4	2	3.4	
6. Analysis of Marketing data (eg CAO, 1 <sup>st</sup> time entries)	4		5	5	5	3	4	4	5	2	2	1	4	1	3	3.4	
18. Monitoring/ensuring quality of research	5	4	5		2	4	5	4	2	4	4	3	2	2	2	3.3	
10. Status of all departmental and programme – teaching – files	5	5	4	4	5	5	4	3	3	3	1	2	3	3	1	3.3	
27. Overall, we'd currently get a quality score of .....	4	4	4	4	4	4	4	3	3	3	3	3	3	2	3	3.4	
11. Status of all departmental and programme – research -- files	5	5	4		4	5	4	3	3	4	3	2	3	1	1	3.2	
24. Meetings – Student Assessment / Marks meetings	5	4	3	4	2	5	4	4	2	4	4	2	2	2	3	3.2	
26. Writing the Annual Performance Reports	5	4	4	5	5	3	3	4	5	2	4	3	1	1	1	3.2	
13. Monitoring/ensuring quality of Teaching & Learning	3	4	5	5	3	3	4	3	3	2	4	2	2	2	2	3.1	
15. Monitoring/ensuring quality of Learning material & copyright	3	4	5	4	3	3	4	3	3	3	3	2	2	3	2	3.1	
1. Updated & expanded QIP	5	5	3	5	5	3	3	3	2	1	3	2	3	2	1	2.9	
2. Analysis of MI data	5	5	5	5	3	3	2	4	3	2	1	2	2	1	1	2.8	
5. Analysis of finance data	5	3	3	3	4	3	2	4	4	2	2	2	5	1	1	2.8	
3. Analysis of ITS data	3	3	5	4	2	3	2	4	2	2	1	2	3	1	1	2.5	
4. Analysis of HR data	5	3	3	3	2	4	2	4	2	2	1	2	4	1	1	2.4	
14. Monitoring/ensuring quality of E-learning initiatives	3	4	1	1	3	3	3	3	1	1	3	2	2	2	1	2.1	
averages	4.5															1.8	3.3

# Observations

- “One size fits all” approach -> fits nobody
- Query “Officer” in QPO
- Phased in, build up, worked better – provides time for modifications/improvements to the system without stressing everyone.
- Keeping calm when the fire burns within! Use Johari Window and TA principles. (Most times)
- Involve students where possible – understanding quality requirements (ISO 9000) is going to be important in their future.
- Strategic vision is the goal – quality supports.



# Thank you for your attention

[rozh@dut.ac.za](mailto:rozh@dut.ac.za)

