

Update on the Quality Enhancement Project

Diane Grayson

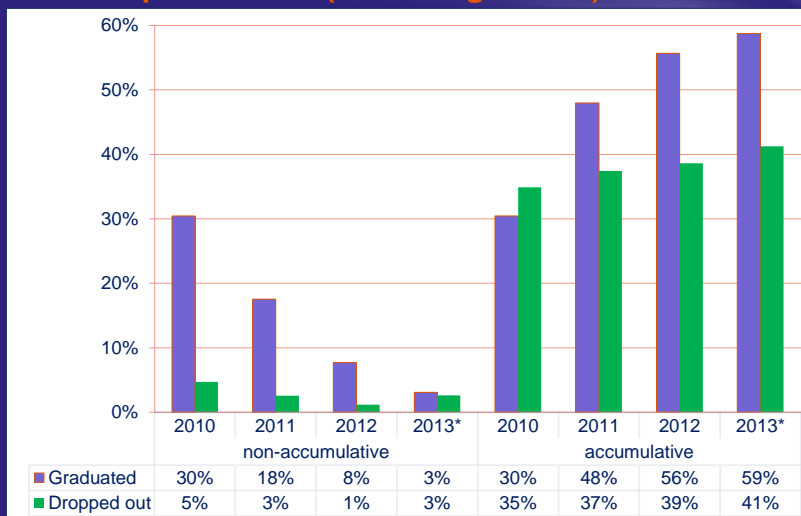


Key statistics for 2011

SA population	51.8 million
No. 15-19 year olds	5.0 million
No. 20-24 year-olds	5.4 million
No. HE students	938 200
20-24 year old participation rate	17%
Black African	14%
White	57%



Throughput rates for 3-year degree 2008 student cohort in public HEIs (excluding UNISA)



(VitalStats Public Higher Education 2013, CHE)

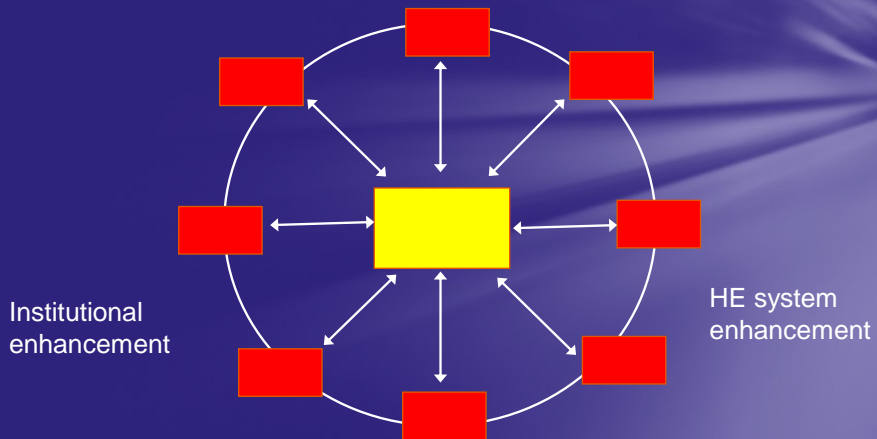
Focus of the Quality Enhancement Project

The enhancement of student learning with a view to producing an increased number of graduates with attributes that are personally, professionally and socially valuable.

1. enhanced student learning, leading to an
2. increased number of graduates that have
3. improved graduate attributes

STUDENT SUCCESS

Both institutionally-based and nationally coordinated activities



Less of this....



<http://www.wisconsinsilo.com/>

More of this...



<http://exotic.vn/abbvie-team-building-2014/>



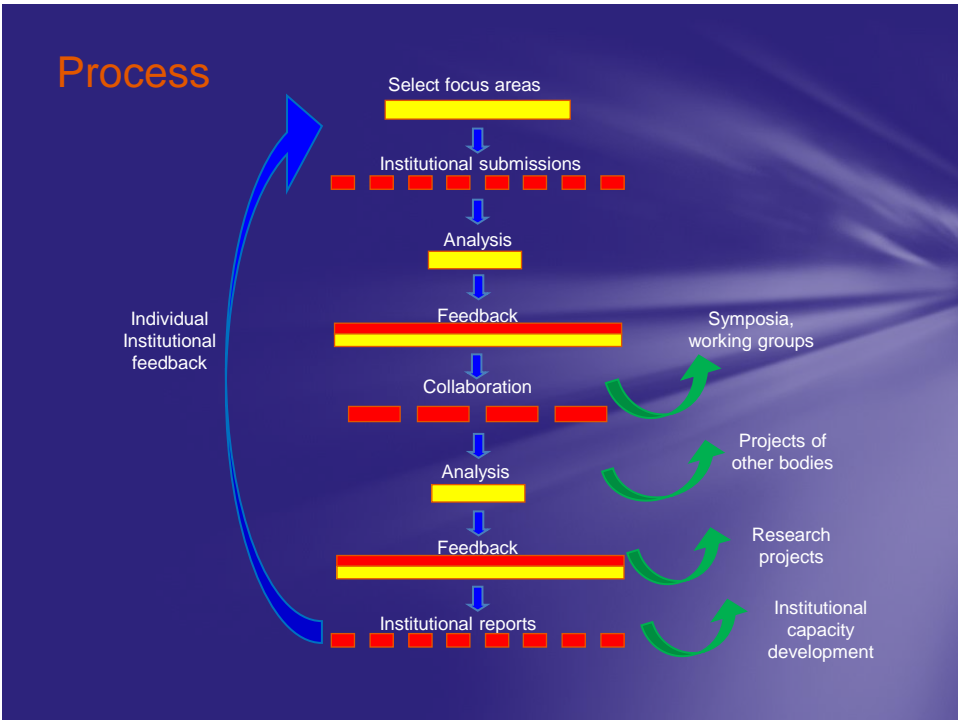
Staff from the Indian Space Research Organization celebrate at the ISRO Telemetry, Tracking and Command Network in Bangalore after their Mars Orbiter spacecraft successfully entered Mars orbit on September 24, 2014. Credit: Manjunath Kiran/AFP/Getty Images



<http://www.purdue.edu/news/html4ever/000212.Rubelocal.2000.html>

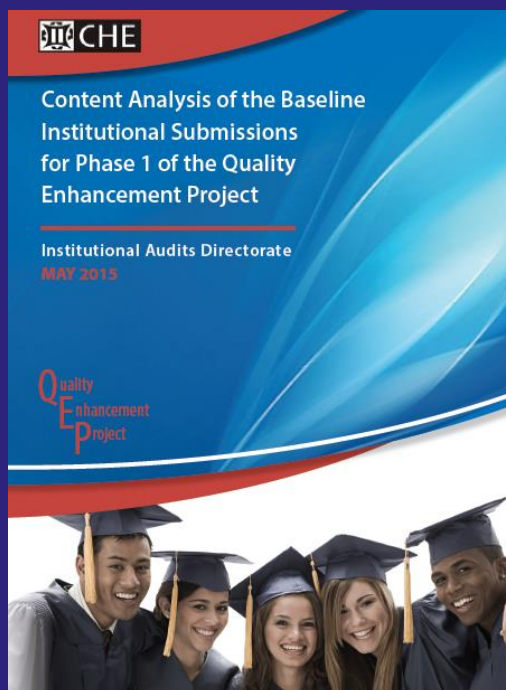


<http://cars.aol.co.uk/2013/03/26/video-how-to-build-a-formula-1-car/>



Initial focus areas (2014-2015)

1. Enhancing academics as teachers
2. Enhancing student support and development
3. Enhancing the learning environment
4. Enhancing course and programme enrolment management



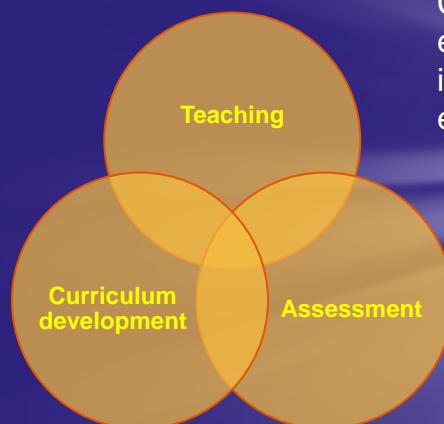
www.che.ac.za

Enhancing academics as teachers

The days when universities catered for a small, academically well-prepared cadre of well-off young people are gone. Today's students are diverse in every way—academic background, culture, language, socio-economic status and even age.

And there are many more students (from 2000 to 2007 there was a 53% increase in the number of tertiary students globally). This makes the quality of university teaching much more important.

Focus area 1



Creating an
enabling
institutional
environment

UNIVERSITY TEACHING IS A PROFESSION

Characteristics of professions

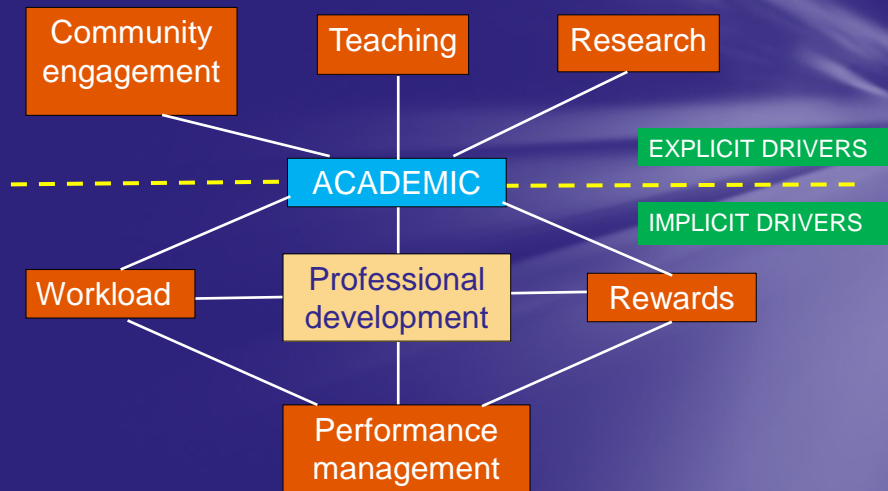
- Initial training, identity formation
 - prior to working and/or as (cognitive) apprenticeship
- Induction
- Continuous professional development
- Mentoring

CODE OF ETHICS

A professional university teacher

- Structured, compulsory initial training and induction are needed (could be in-house or collaborative across institutions, formal or non-formal)
- Initial training should include opportunities to reflect on and in practice
- Mentoring is needed, with feedback
- New teachers should not be given the most challenging teaching tasks, especially with no support or mentoring
- CPD is essential for all teachers

What drives academics

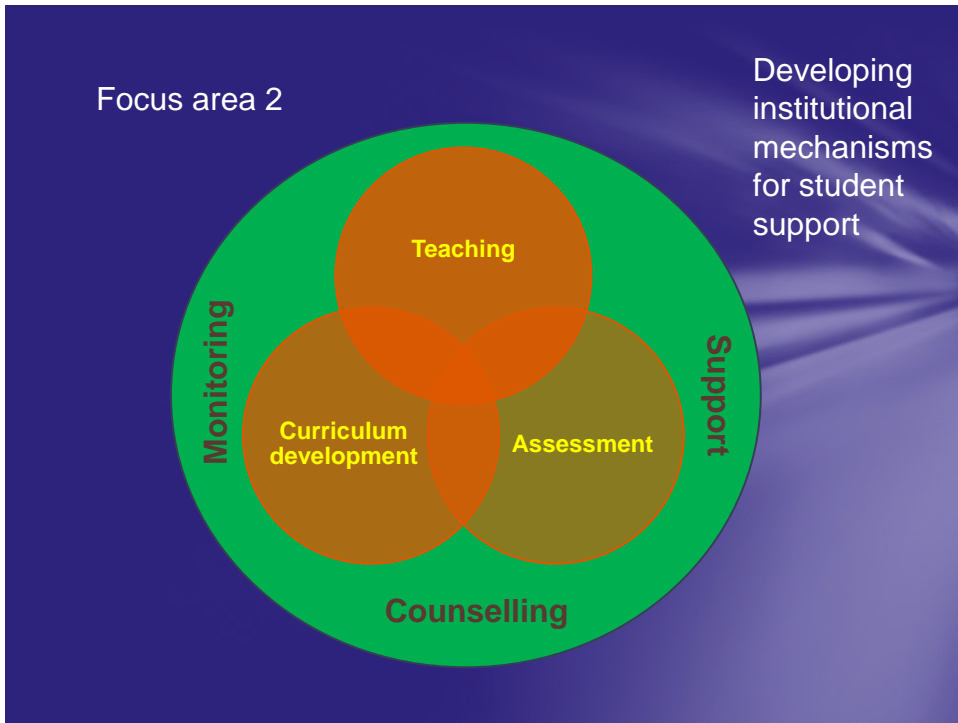


Enhancing student support and development

Once a university admits a student it has a moral obligation to do everything within its power to create an environment within which the student has a good chance of succeeding.

“Access without support is not opportunity”

[Vincent Tinto]



Academic support and development

helping students successfully execute the tasks required to succeed in their academic programme.

Non-academic support and development

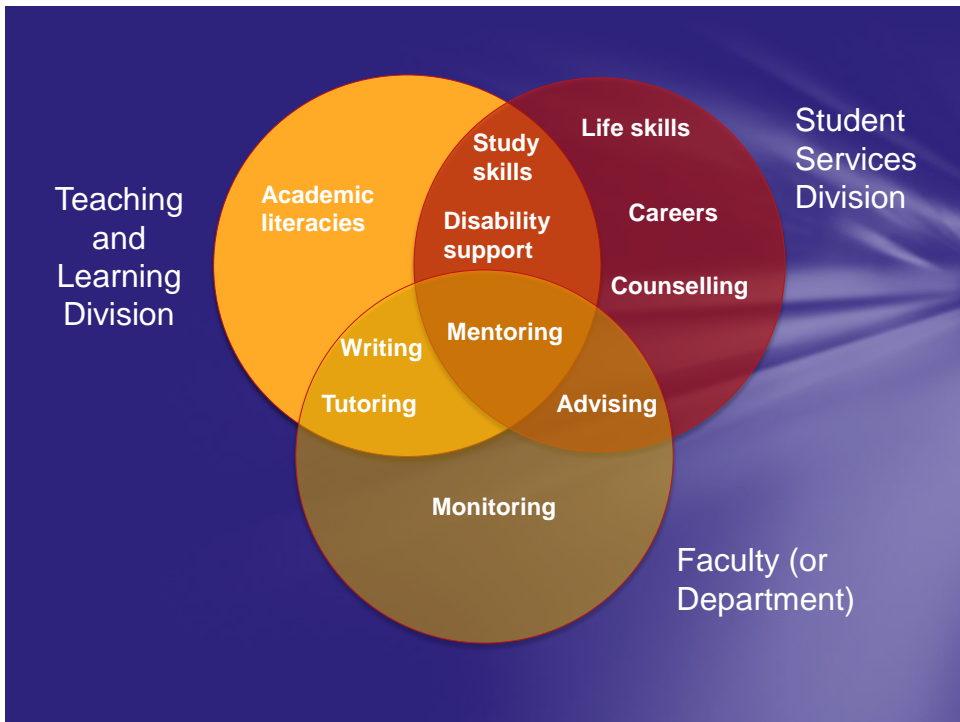
helping students successfully navigate the challenges associated with being a university student and with life in general.

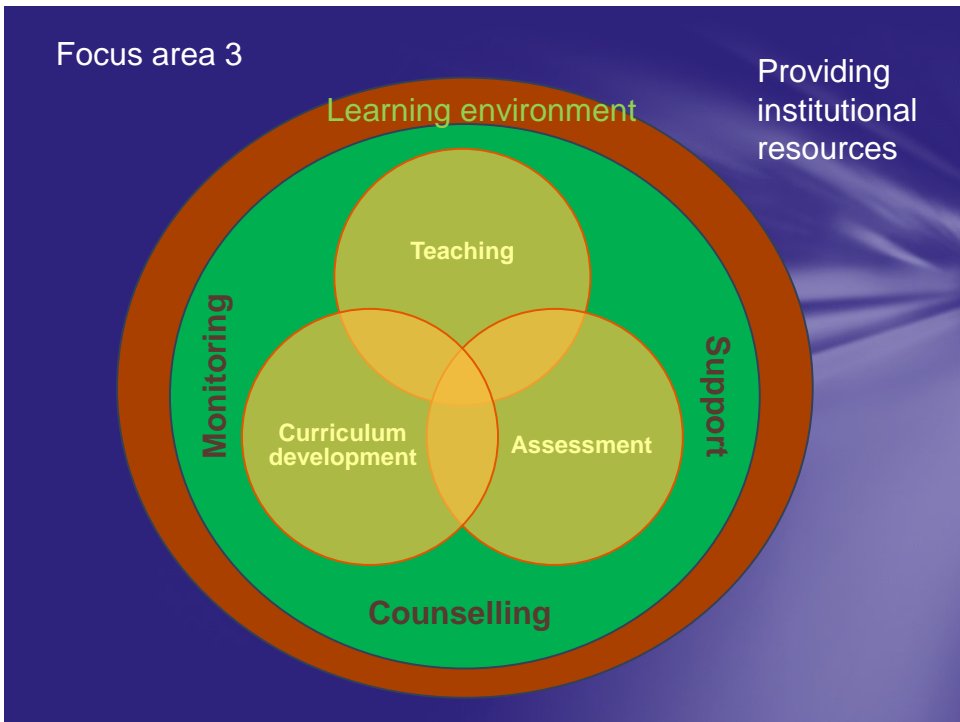
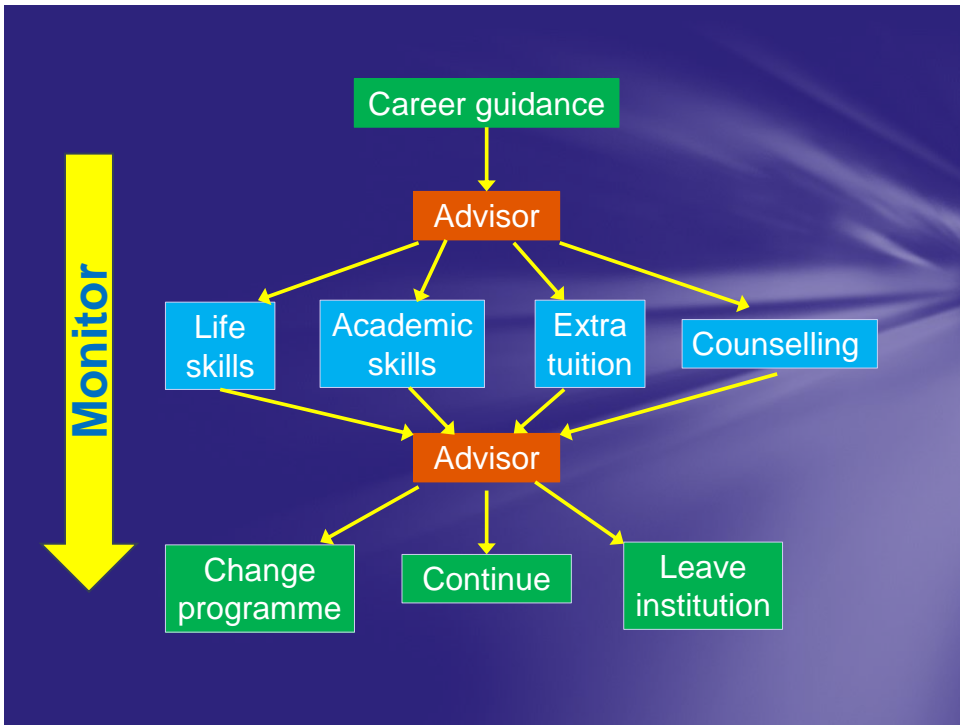
Institution-wide activities

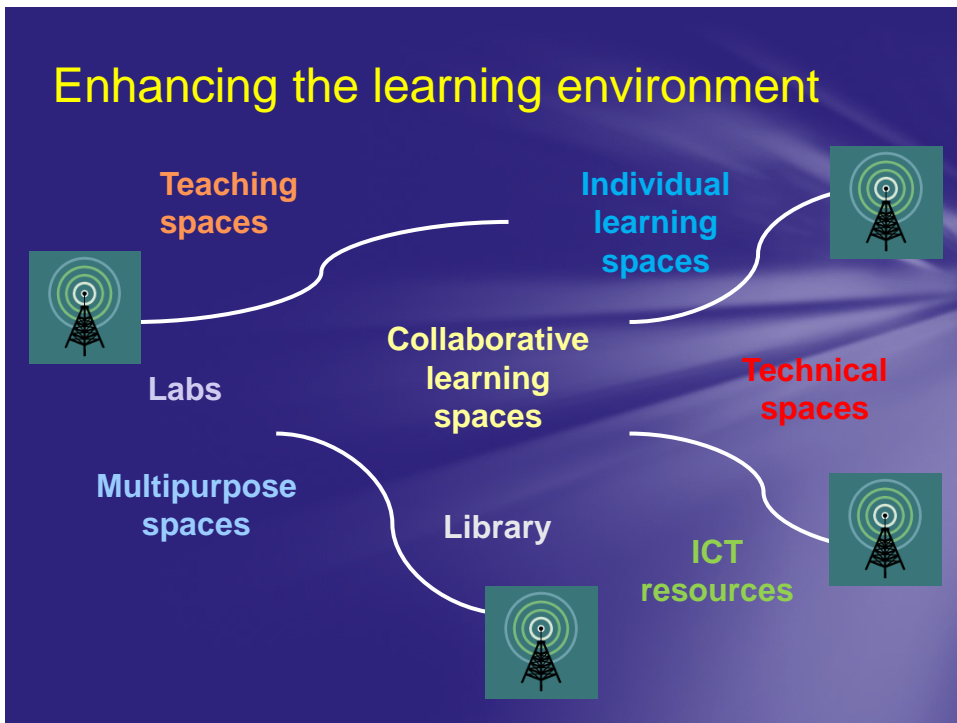
Orientation programmes

First-year experience

Identification of student needs (through surveys)







Spaces

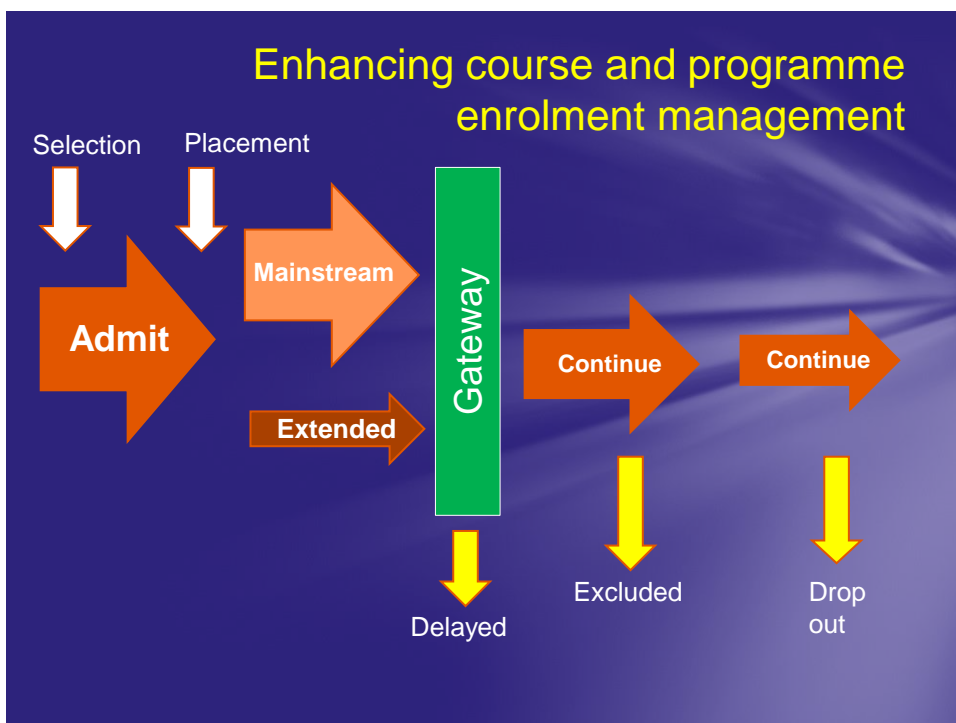
- Conflict between large lecture room and spaces that enable interactive teaching and learning
- Student numbers often exceed carrying capacity
- Some state of the art specialised teaching spaces that link with industry, professions or community
- General shortage of student learning spaces
- Some innovative uses of spaces for learning
- Crowding can be caused by inefficiencies

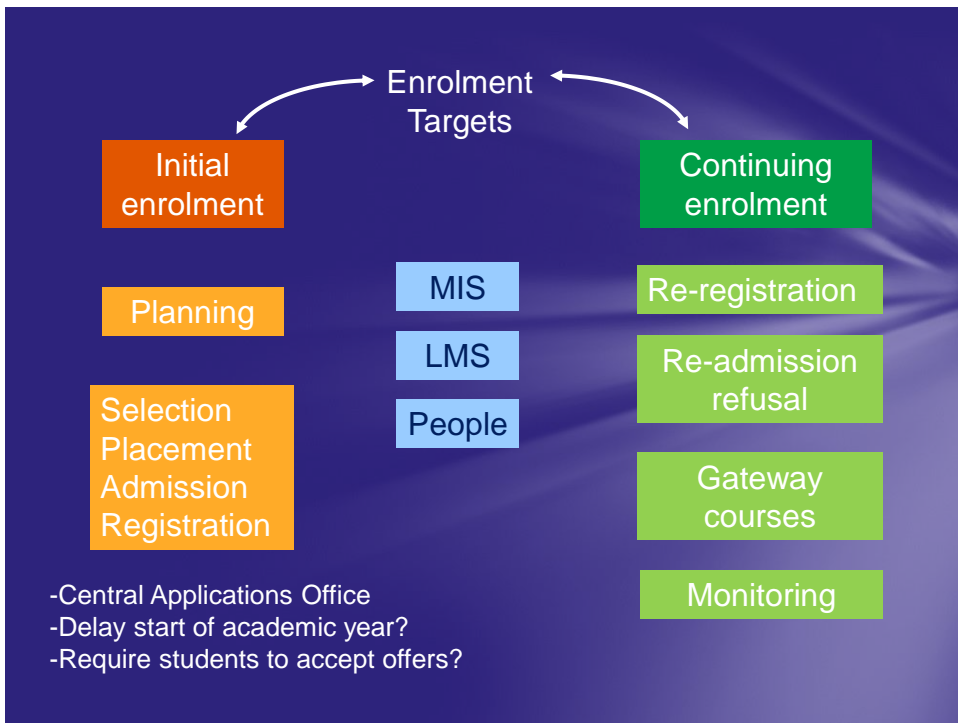
“Built pedagogy” – the architectural embodiment of our educational philosophy

Decisions about physical space needs and configurations need to be pedagogically driven

Technology-enabled learning

- LMS provide opportunities for more interaction among students and each other and with lecturer, expanded learning opportunities
- Some institutions have apps to enable students to access LMS and student portal
- More wi-fi enables students to use own devices, but bandwidth is an issue
- Cost of data and internet access off-campus a problem for many students
- Designing on-line learning materials takes knowledge skill. Need learning designers to work with subject specialists. Also need increased IT infrastructure
- There is a shortage of skilled ICT technicians and support staff; students can help





December 2015 Reports

The institutional report is intended to indicate what progress has been made in bringing about, or working towards, improvements in each of the four focus areas.

Per focus area:

1. Changes (made, in progress) at institutional level
2. Exemplars of successful changes with evidence
3. Exemplars of unsuccessful changes and reasons
4. Promising practices
5. Main challenges that remain



Expected outcomes of the QEP

- Benchmarks and codes of good practice for quality undergraduate provision
- Policy recommendations
- Tools and resources for improving student success
- Research
- Communities of practice



Raise the bar for what can be expected of institutions in promoting student success in future



Broad desired outcomes

1. Enhancement of the quality of undergraduate provision
2. Enhancement of the quality of graduates
3. A higher education system that is improving continuously as members of the higher education community collaborate to share good practice and solve shared problems.

