



forward together · saam vorentoe · masiye pbambili

Noted, thank you!

Beyond compliance, highlighting the formative value of QA to management

Nothing about us without us! Integrated Quality Assurance making it work for Higher Education

SAAIR Quality Forum at
UWC on 5-6 July 2018

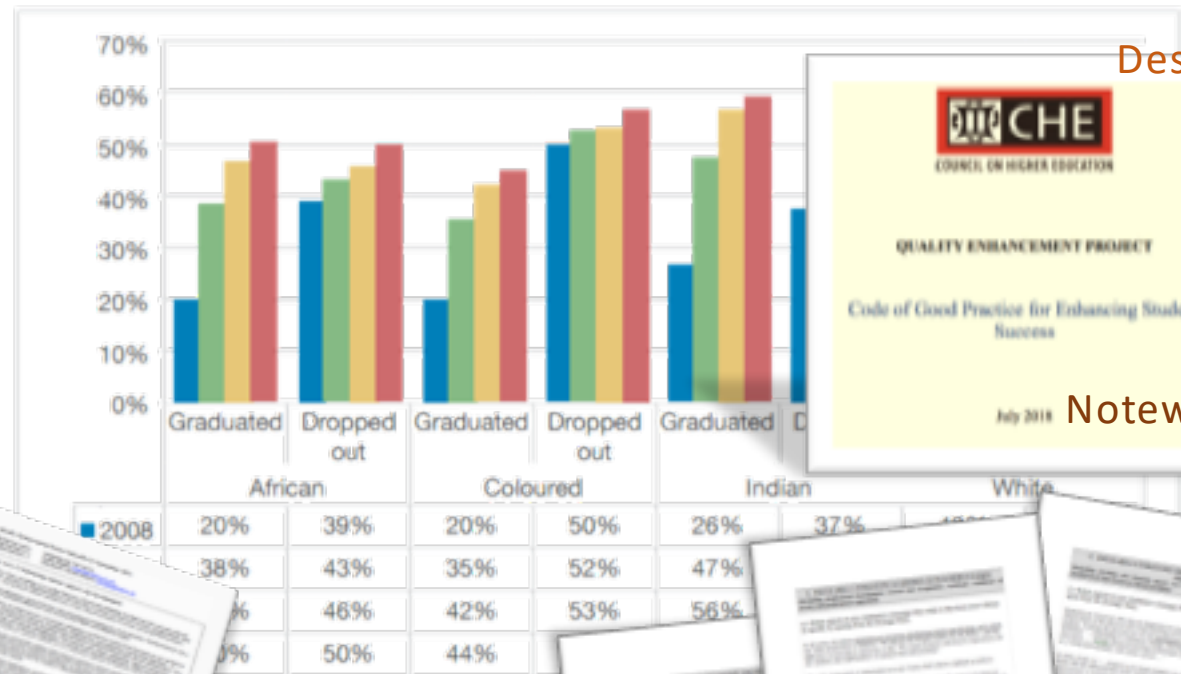
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Quality Enhancement Project (QEP)

Code of Good Practice for Enhancing Student Success: 30/06



Figure 93: Throughput rates by race for 3-year degrees with first year of enrolment in 2006 (excluding UNISA) - accumulative



Good
Desirable

Noteworthy
Rare



QUALITY ENHANCEMENT PROJECT

Focus Areas and Institutional Submissions for Phase 2 (Public Universities)

December 2015

4. Enrolment Planning

1. Academics as teachers

ing in the system

2. Student Support and Development

3. Learning Environment

Noted, thank you!

*Beyond compliance, highlighting the **formative value of QA to management***

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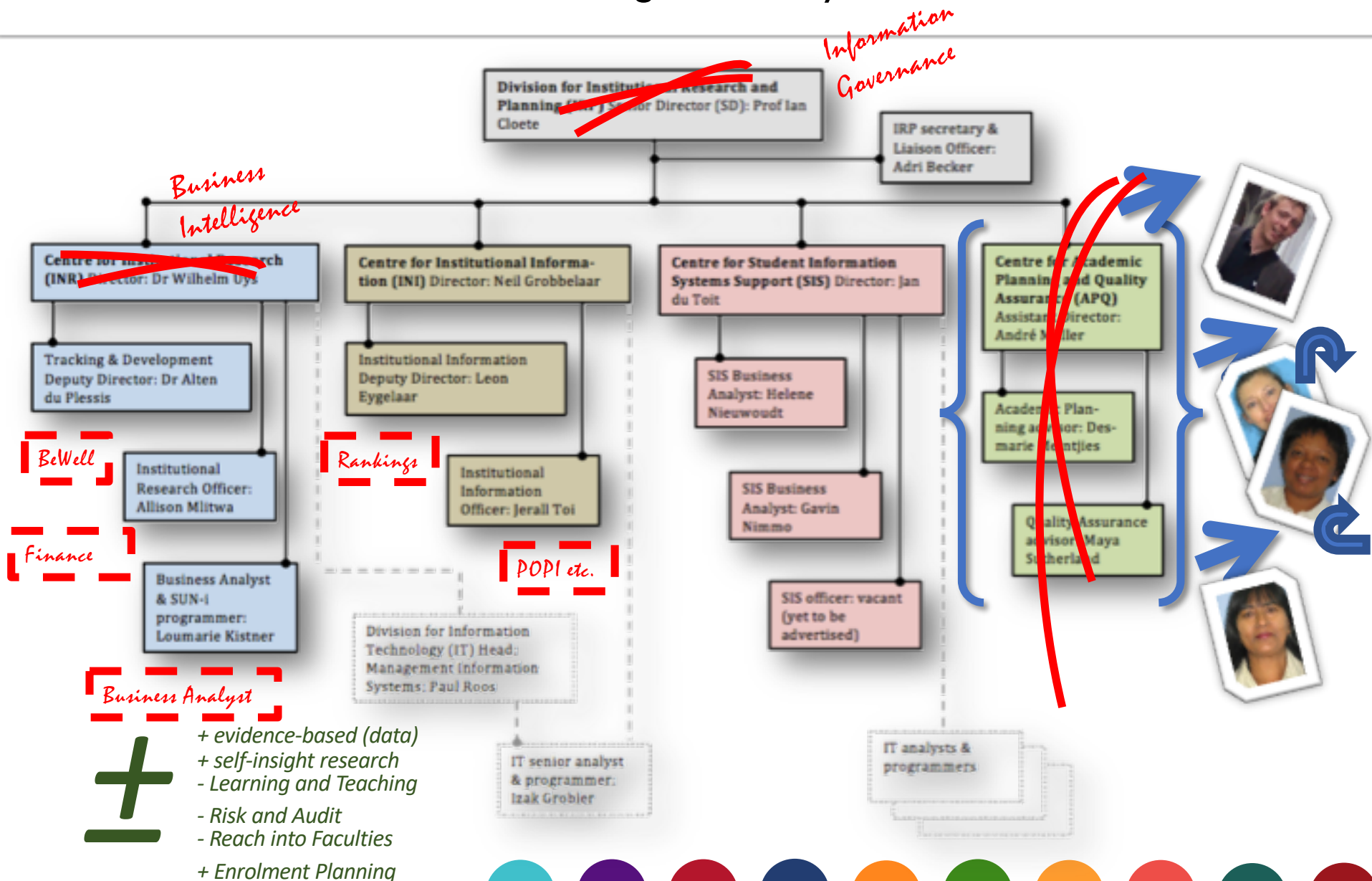


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 - d) Projects X Scholarship of Educational Leadership
6. Further Questions (or Activities)



I. Who we were: *Institutional Research and Planning (IRP)* Centre for Academic Planning and Quality Assurance



I. Who we are now: *Learning and Teaching Enhancement (LTE)* Centre for Academic Planning and Quality Assurance

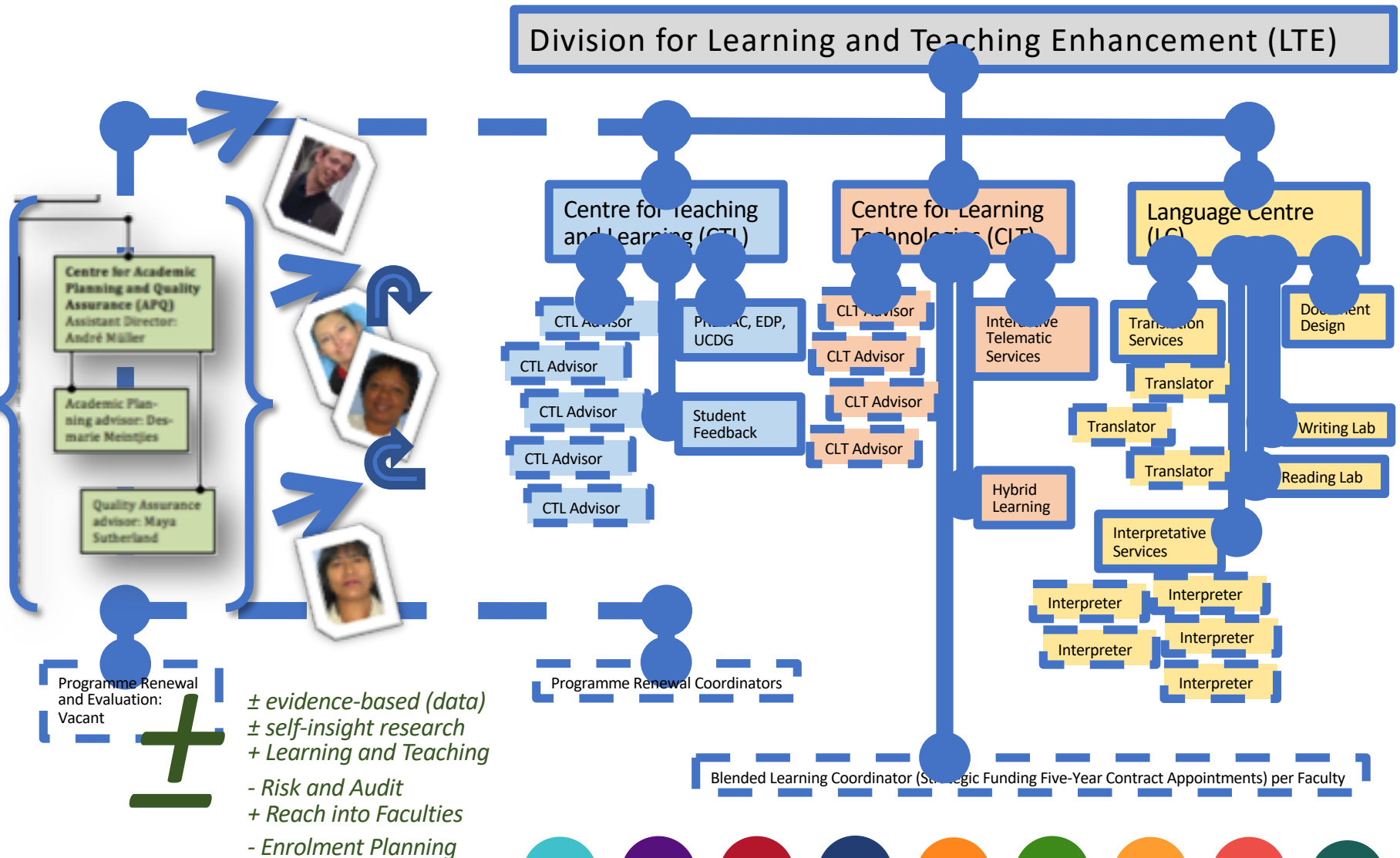


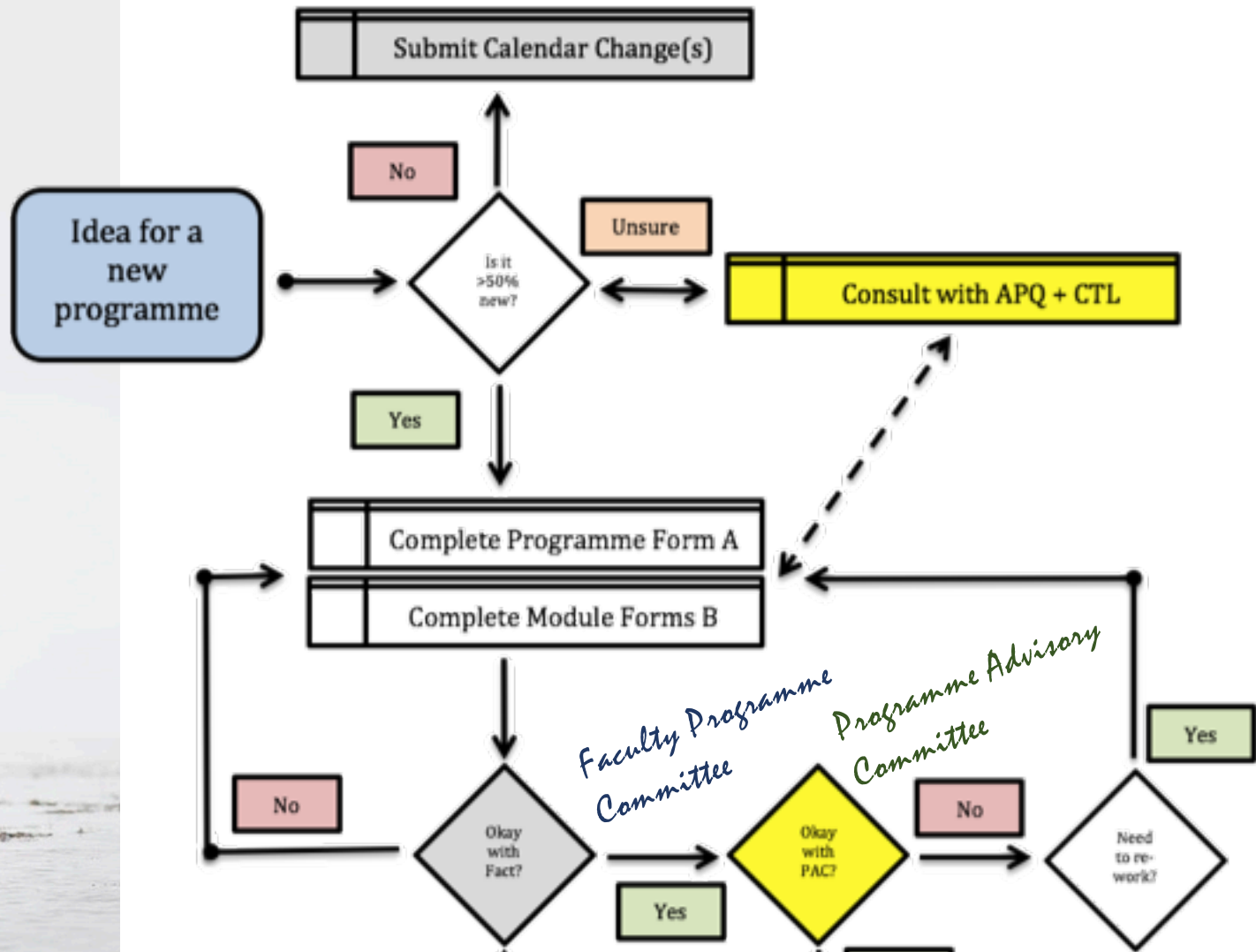
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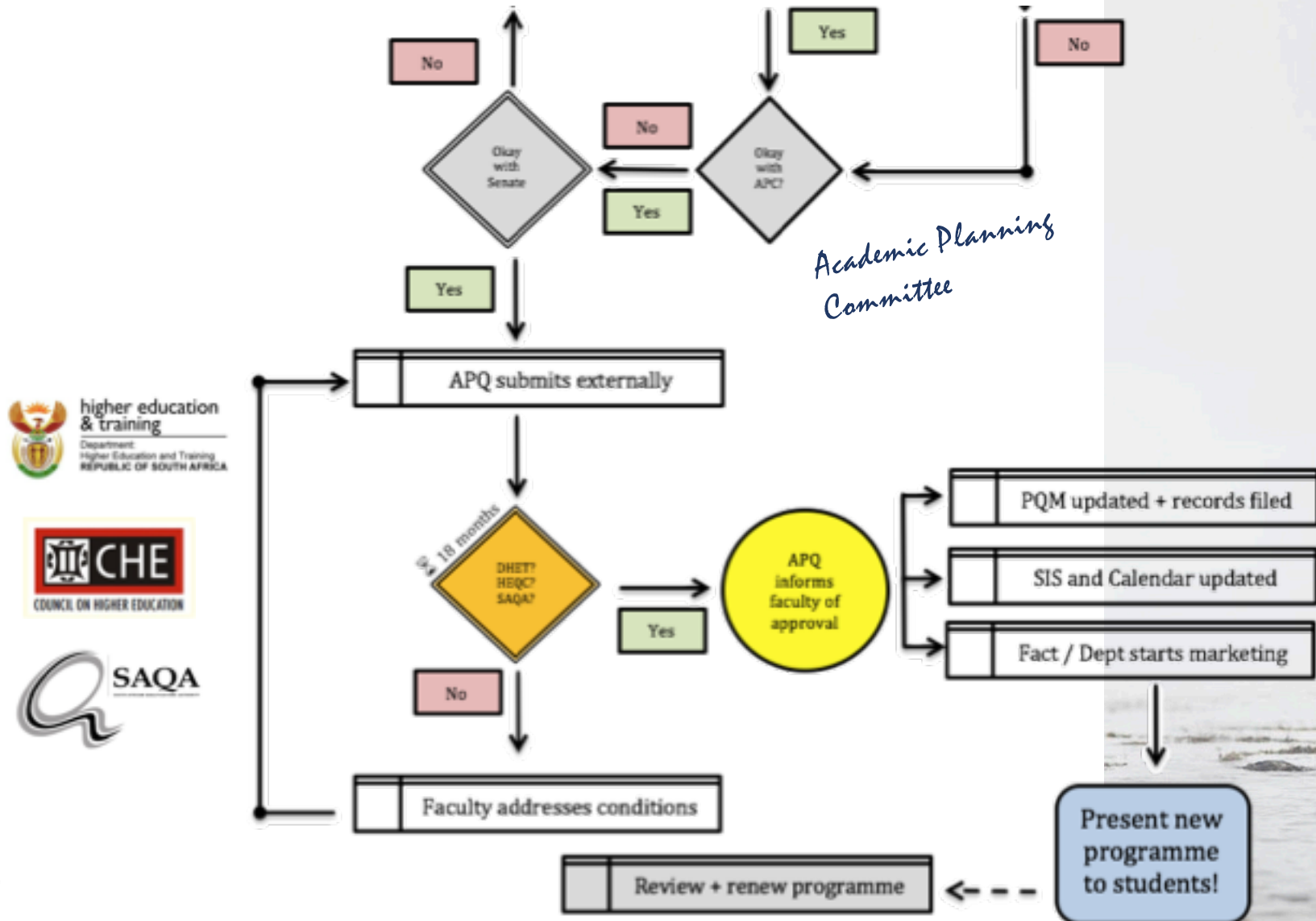
2. Academic Planning: Programme Approval Process

(a) Internal Approval: Design and Evaluation



2. Academic Planning: Programme Approval Process

(b) PQM Clearance, Accreditation and Registration



(c) Approval Timelines...

Programme Renewal
ICT for T&L
New Knowledge Markets





"Form A" designed
with academics in
mind

[illegible]

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Quality Assurance: Management

61 academic departments 21 support services

<p>141 Depts/4 x Support Services Division for Community Interaction (SI) Site visit: 11-15 August 2014 QC Meeting: 11 Feb 2015 1-Year Follow-up: QC 24 April 2017</p> <p>Dept. of English Site visit: 4-6 August 2014 QC Meeting: 11 Feb 2015 1-Year Follow-up: QC 24 April 2017</p> <p>Dept. of Journalism Site visit: 28-29 August 2014 QC Meeting: 30 April 2015 1-Year Follow-up: QC 22 June 2017</p> <p>Dept. of Ancient Studies Site visit: 29-31 October 2014 QC Meeting: 30 April 2015 1-Year Follow-up: QC 24 April 2017</p> <p>Dept. of Music Site visit: 4-7 August 2014 QC Meeting: 30 April 2015 1-Year Follow-up: QC 22 June 2017</p> <p>Dept. of Viticulture & Oenology Site visit: 11-12 September 2014 QC Meeting: 30 April 2015 1-Year Follow-up: QC 12 August 2017</p> <p>Division for Legal Services Site visit: 8-10 September 2014 QC Meeting: 10 April 2015 1-Year Follow-up: QC 15 August 2017</p> <p>Sh for Bst Org for Res Management Site visit: 29 Sept-1 Oct 2014 QC Meeting: 13 Aug 2015 1-Year Follow-up: QC 12 August 2017</p> <p>Sh for Hum & Org Development Site visit: 1-3 Oct 2014 QC Meeting: 13 Aug 2015 1-Year Follow-up: QC 15 August 2017</p> <p>Dept. of Public Law Site visit: 1-3 October 2014 QC Meeting: 13 Aug 2015 1-Year Follow-up: QC 12 Aug 2017</p> <p>Postgraduate & International Office Site visit: 1-3 September 2014 QC Meeting: 13 Aug 2015 1-Year Follow-up: QC 12 Aug 2017</p> <p>Dept. of Maritime Law Site visit: 8-9 October 2014 QC Meeting: 22 Oct 2015 1-Year Follow-up: QC 19 Oct 2017</p> <p>Legal Aid Clinic Site visit: 1-3 December 2014 QC Meeting: 23 Oct 2015 1-Year Follow-up: QC 19 Oct 2017</p> <p>Dept. of Physics Site visit: 20-22 October 2014 QC Meeting: 22 Oct 2015 1-Year Follow-up: QC Aug 2017</p> <p>Centre for Rehabilitation Studies (CRS)</p>

ACADEMIC DEPARTMENTS AND SUPPORT SERVICES			
	2015	2016	2017
14 Support Services	(12) 10 x Depts/ 2 x Support Services	(13) 11 x Depts/ 2 x Support Services	7 x Support Services
Community Interaction (SI)	Division for Research Development Site visit: 18-20 February 2015 QC Meeting: 22 Oct 2015 2-Year Follow-up: QC 19 Oct 2017	Graduate School of Business EXTERNAL REPT TO FEED INTO QC QC Meeting: 12 August 2016 2-Year Follow-up: 2018	Division for Human Resources Site visit: 2017 QC Meeting: 19 Oct 2017 2-Year Follow-up: 2018
st 2014 2015 24 April 2017	Dept. of African Languages Site visit: 18-20 May 2015 QC Meeting: 22 Oct 2015 2-Year Follow-up: QC 19 Oct 2017	Dept. of General Linguistics Site visit: 7-9 March 2016 QC Meeting: 12 August 2016 2-Year Follow-up: 2018	Division for Finance Site visit: 2017 QC Meeting: 2017 2-Year Follow-up: 2019
2014 2015 24 April 2017	African Centre for HIV/AIDS Site visit: 21-23 September 2015 QC Meeting: 10 Feb 2016 2-Year Follow-up: April 2018	Division for Information Technology Site visit: 22-26 February 2016 QC Meeting: 12 August 2016 2-Year Follow-up: 2018	DIVISION FOR ACADEMIC ADMINISTRATION Site visit: 8-12 May 2017 QC Meeting: 24 Nov 2017 2-Year Follow-up: 2019
st 2014 2015 22 June 2017	Dept. of Economics Site visit: 8-9 October 2015 QC Meeting: 10 Feb 2016 2-Year Follow-up: April 2018	Dept. of Accounting EXTERNAL REPORT TO FEED INTO QC QC Meeting: 20 Oct 2016 2-Year Follow-up: 2018	DIVISION FOR LEARNING & TEACHING ENHANCEMENT Site visit: 8-12 May 2017 QC Meeting: 24 Nov 2017 2-Year Follow-up: 2019
ies ber 2014 2015 24 April 2017	Dept. of Soil Science Site visit: 1-3 September 2015 QC Meeting: 10 Feb 2016 2-Year Follow-up: QC April 2018	Dept. of Psychology Site visit: 18-20 April 2016 QC Meeting: 20 Oct 2016 2-Year Follow-up: 2018	DIVISION FOR INSTITUTIONAL RESEARCH & PLANNING Site visit: 8-12 May 2017 QC Meeting: 24 Nov 2017 2-Year Follow-up: 2019
2014 2015 22 June 2017	Dept. of Animal Sciences Site visit: 7-9 September 2015 QC Meeting: 18 April 2016 2-Year Follow-up: QC April 2018	Dept. of Physiological Sciences Site visit: 3-5 October 2016 QC Meeting: 24 April 2017 2-Year Follow-up: 2018	DIVISION FOR STUDENT AFFAIRS Site visit: 8-12 May 2017 QC Meeting: 24 Nov 2017 2-Year Follow-up: 2019
ci & Oenology mber 2014 2015 11 August 2017	InnovUS Technology Transfer Site visit: 2-4 November 2015 QC Meeting: 18 April 2016 2-Year Follow-up: April 2018	Dept of Math Sc (CmSc/Mths/App Mths Site visit: 4-7 October 2016 QC Meeting: 24 April 2017 2-Year Follow-up: 2018	DIVISION FOR PROSPECTIVE STUDENTS Site visit: 8-12 May 2017 QC Meeting: 24 Nov 2017 2-Year Follow-up: 2019
vices mber 2014 2015 11 August 2017	Dept. of Chemistry & Polymer Science Site visit: 28-30 September 2015 QC Meeting: 22 June 2017	Dept. of Logistics Site visit: 10-12 October 2016 QC Meeting: 22 June 2017	RC-HEAD LEVEL Site visit: 12 May 2017 QC Meeting: 24 Nov 2017
s Management ct 2014 2015			

Quality Assurance: Promotion of a Quality Culture

Reporting Compliance → (Scholarly) Reflective Practice



Quality Assurance: Promotion of a Quality Culture

Maturing Culture (1/2)

Table 4.2. A Possible Maturity Model for Institutional Research (Continued)

	Broad Function					
	<i>Routine Institutional Management</i>	<i>Strategy Formulation</i>	<i>Quality Assurance and Enhancement</i>	<i>Marketing and Competitive Analysis</i>	<i>Independent Research and Study</i>	<i>Areas of Interest</i>
Level 3: Semimature	Integrated data-warehouse and BI/Analytics Competency Center Analytical reporting calendar Longitudinal studies	First-generation predictive analytics Institutional performance analysis drives strategy choices review	Lifecycle approach to student and stakeholder feedback Multidimensional reporting of course/program quality	Global rankings analyzed and modeled Some customer experience marketing Customer Relationship Management system	Occasional self-directed, integrated research	Broad range of areas, including staff and students, teaching, research, management, and service
Level 2:	External/internal reporting from discrete functions and systems	Institutional key performance indicators defined and tracked	Some student feedback mechanisms Staff and student satisfaction surveys Limited course quality measures	Competitor student market share analysis Global rankings monitoring	Occasional function-specific independent research Occasional papers for conferences and meetings	Primarily student and staff based
Level 1: Immature	Static ad hoc reporting Nonintegrated data	Strategy unquantified and/or indistinctive	Nil	National rankings monitored	Nil	Primarily student based

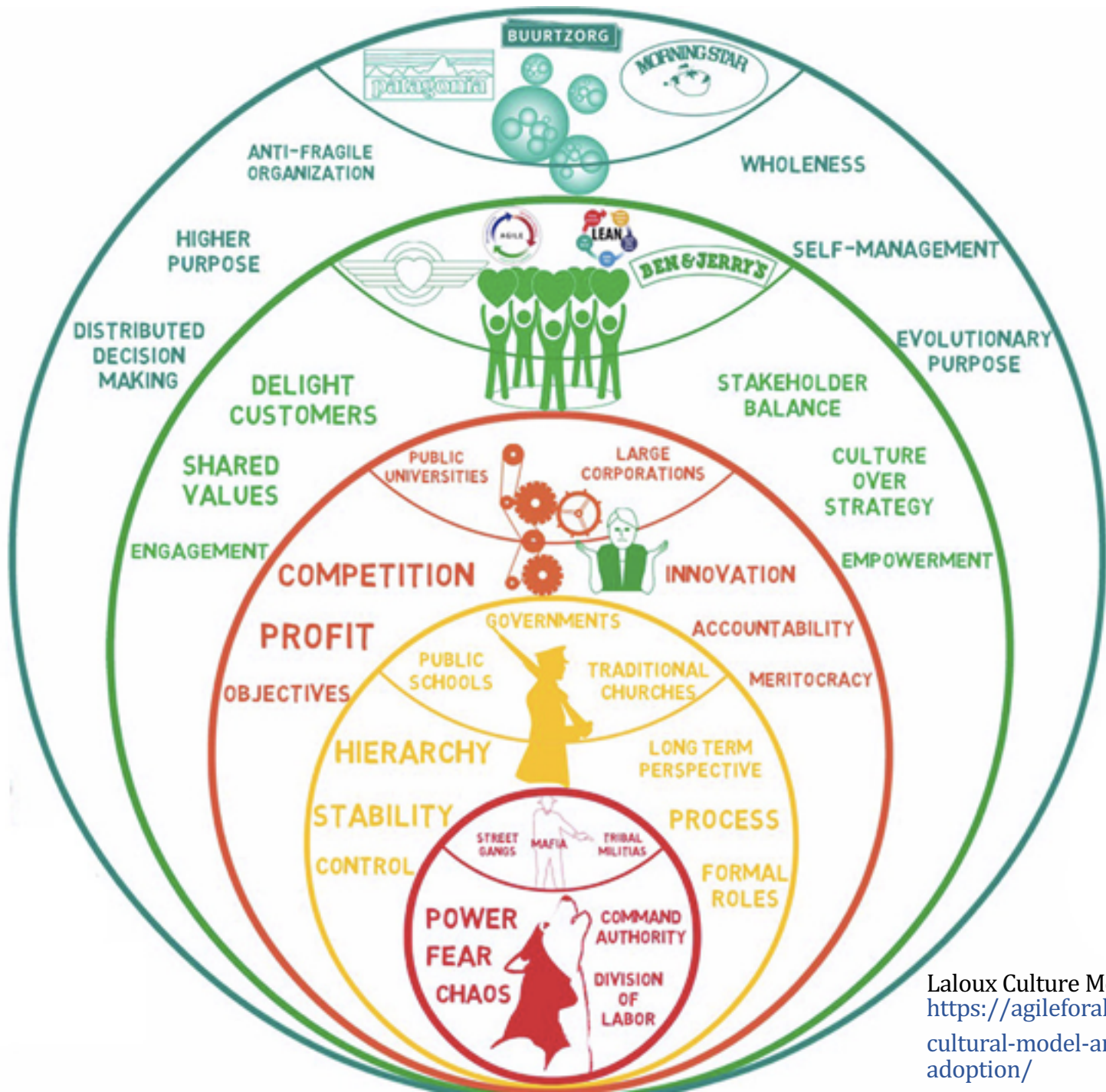
Taylor et al (2013)

Quality Assurance: Promotion of a Quality Culture

Maturing Culture (2/2)

Table 4.2. A Possible Maturity Model for Institutional Research

	<i>Broad Function</i>					<i>Areas of Interest</i>
	<i>Routine Institutional Management</i>	<i>Strategy Formulation</i>	<i>Quality Assurance and Enhancement</i>	<i>Marketing and Competitive Analysis</i>	<i>Independent Research and Study</i>	
Level 5: Mature	Academic management processes monitored Mature predictive analytics Extensive dashboarding and visualization	Collaborative international process benchmarking Systems support drill through capability to explore strategic questions	Institutional QM Framework adopted (e.g., Baldrige, Total Quality Management, European Foundation for Quality Management)	Staff, alumni, stakeholders contribute to competitive intelligence Systematic customer experience marketing	Broadly based, integrated, self-directed research program	IR embraces analysis of all functions and outputs (not necessarily with direct responsibility)
Level 4:	Interactive online reports with self-service functionality Strong data governance Ongoing investment in BI	Outcome benchmarking Scenario planning refines formative strategy Integration of data systems supporting teaching and learning, research and engagement strategies	Feedback loops between institution, students, and staff Evidence repository for profession and regulator accreditation	International competitors analyzed	Integrated research program, leading to publications	Includes detailed financial analysis, estates management, and overall management performance



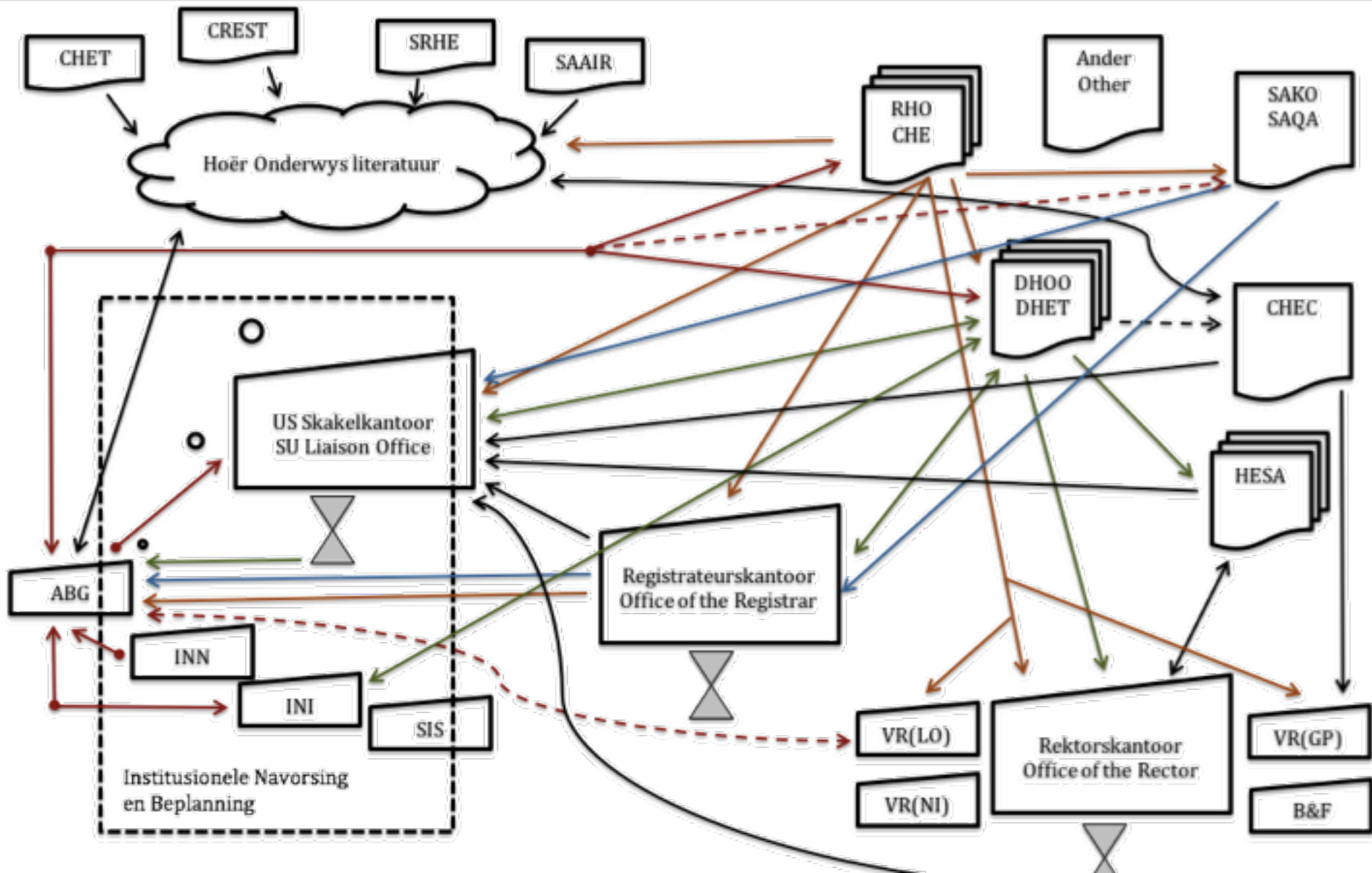
Laloux Culture Model:
<https://agileforall.com/laloux-cultural-model-and-agile-adoption/>

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4. Environmental Scanning and Policy Development



4. Environmental Scanning and Policy Development

Stellenbosch University

Rules for policy and management documents

Reference number of this document	0616_ABCDE
HEMS classification	0616
Purpose	To determine prescriptions for the governance (including the development, approval, handling, implementation, release and revision) of policy and management documents
Type of document	Rules
Accessibility	General (external and internal)
Date of implementation	1) December 2012 with regard to all new documents 2) In the course of 2013-2015 with regard to all existing documents
Revision date/frequency	November 2015
Previous revisions	These are new rules
Owner of these rules	Vice-Rector (Learning and Teaching)
Institutional Functionary (curator) responsible for these rules	Senior Director: Institutional Research and Planning (specifically the Quality Assurance office)
Date of approval	20 November 2012
Approved by	Rector's Management Team
Keywords	policy, strategy, rules, management document, manual, guidelines, regulations, prescriptions, owner, curator, policy@SU

Seutletse / Key terms

Afrikaans	English
Strategie dokumente	Strategy documents
Beleidsdokumente	Policy documents
Reglement	Rules
Regulasies	Regulations
Voorskrifte	Prescriptions
Proseduredokumente	Procedure documents

1. Introduction

The University has a large number of policy and management documents in many different environments. It is essential that these documents should be accessible by all who have an interest in them. It also is essential that users always work with the current (most recent) document.

People who are involved in the development and writing of policy and management documents have a need for prescriptions and clarity on the expectations and guidelines for identification of new policy needs, how to go about writing these sorts of documents, procedures for the approval, release and updating of policy and management documents.

Implementation of the policy

These rules are by default applicable to all members of staff (permanent and temporary) who work in the management corps of the University, in faculties, departments, centres, schools and institutes, and in the support services, as well as to all students, and also to members of the statutory bodies of the University and the members of the University under the control of the University who are involved in the governance of policy and management documents.

Policy and management documents that are developed after the date of approval of these rules must comply with these rules.

Policy and management documents will be adapted to comply with these rules during a general and planned revision process over the first three years after approval of these rules.

Purpose of these rules

The purpose of these rules is to lay down prescriptions for the governance of policy and management documents at SU.

Effect of these rules

These rules

aim to

improve the quality of SU policy and management documents and to protect the

reputation of SU.

These rules provide guidance to people who are responsible for the development, approval,

implementation, release and revision of policy and management documents.

These rules define the format with which policy and management documents must comply.

These rules ensure that policy and management documents are available for all who have an

interest in them.

These rules ensure that policy and management documents are revised and updated on the

basis that is determined during the approval of the relevant policy and

management documents.

These rules define the connection between policy and management documents and related

documents and to establish a mechanism to be able to identify and eliminate possible

redundancy or unnecessary overlaps between policy and management documents.

These rules ensure better coordination and identification/delimitation of roles and

responsibilities with regard to policy and management documents.

These rules define with regard to policy and management documents

the ownership of policy and management documents: A member of the executive

committee of the University (at post grades 1 and 2) is the owner of policy documents.

The ownership of management documents can also reside in other levels. The owner is

the HEMS programme classification structure (HEMS 002, see ADDENDUM C) will be used to order the University's policy and management documents thematically. This means that this ordering can be retained, regardless of the reorganisation of management structures and units that takes place at the University from time to time. The approval of policy and management documents

a. Strategy documents are approved within the context of line management. Strategy that is applicable at the institutional level therefore will be approved by the Rector's Management Team. Strategy that is applicable to a subdivision of the University may be approved by the head of environment within the context of the relevant line management. Depending on the nature, scope and impact of the strategy document concerned, the discretion lies with the head of environment concerned whether the relevant strategy document also has to be submitted to the Rector's Management Team for approval.

b. Policy documents

1) All policy documents have to be approved by the Council of the University after consultation with the Institutional Forum (IF).

2) Policy relating to academic matters should always first be submitted to Senate for recommendation before it is submitted to Council for approval. A recommendation by Senate is preceded by recommendations by one or more faculty boards (where appropriate), and/or Senate committees (where appropriate), and by the Executive Committee of Senate. In specific cases a recommendation from the Rector's Management Team is also required before a policy document can be submitted to the Executive Committee of Senate. Policy documents relating to academic matters follow a concurrent consultation route via Senate and the Institutional Forum before they can be submitted to Council for approval.

3) For policy documents relating to non-academic matters there should be consultation with the Rector's Management Team, the Institutional Forum and the Executive Committee of Council, and the documents should be recommended by these bodies before they are submitted to Council for approval.

c. Rules, Regulations, Prescriptions and Procedure documents are approved within the line management concerned. Line managers decide at their own discretion whether the scope and impact of specific guidelines or actions also require clearing and/or approval on the institutional level by the Rector's Management Team.

d. Guidelines and Manuals are approved within the relevant line management. Line managers decide at their own discretion whether the scope and impact of specific guidelines or actions also require clearing and/or approval on the institutional level by the Rector's Management Team.

e. There should be consultation with all interested parties (e.g. Senate, the faculties, student bodies, staff associations, external parties and so forth) during the process of development and approval of policy and management documents.

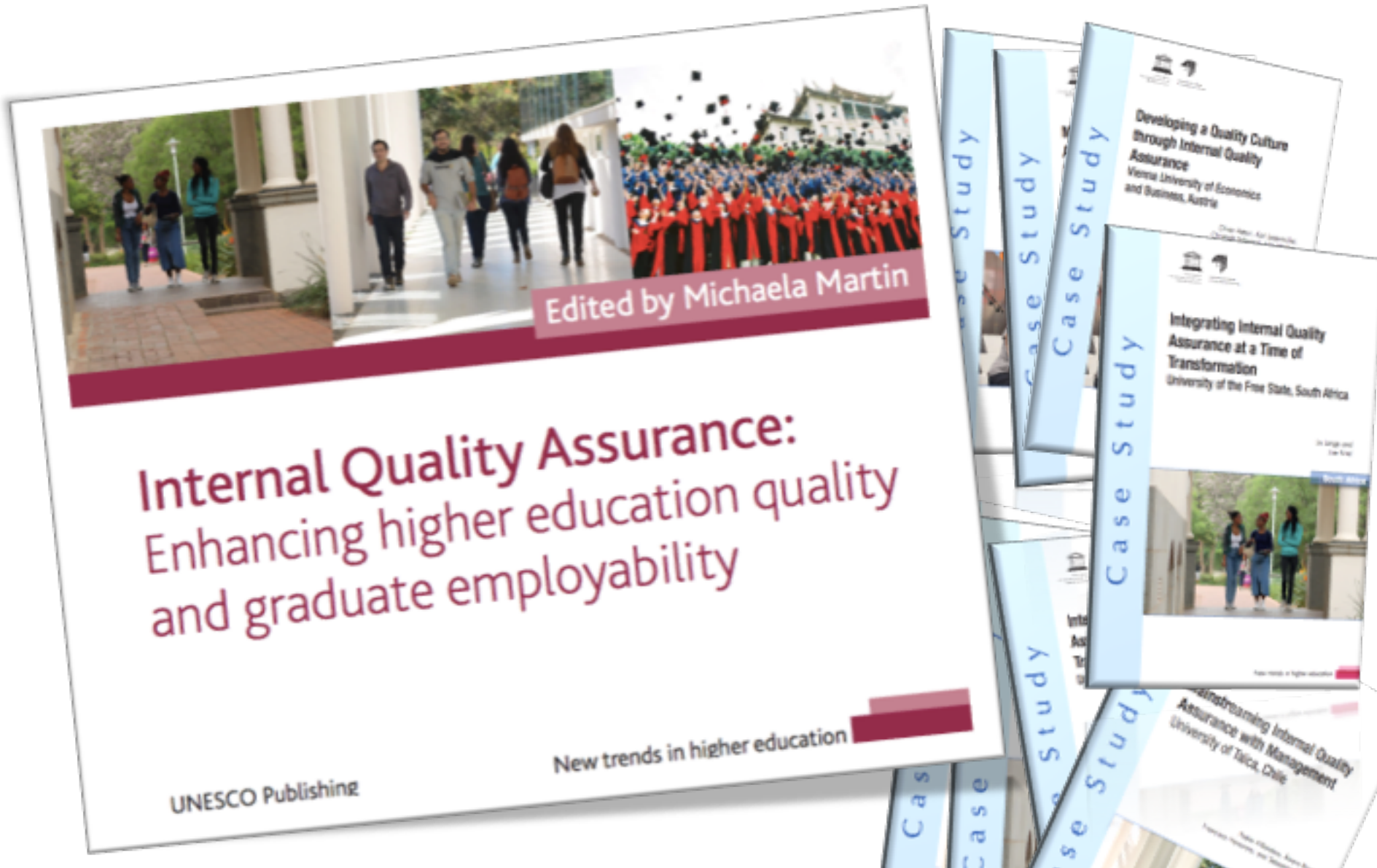
2.9 Revision of policy and management documents

a. The electronic storage includes a function to send an electronically generated notice to the owner and the curator of the document concerned when the revision date of the document approaches, as well as to the curator of these rules.

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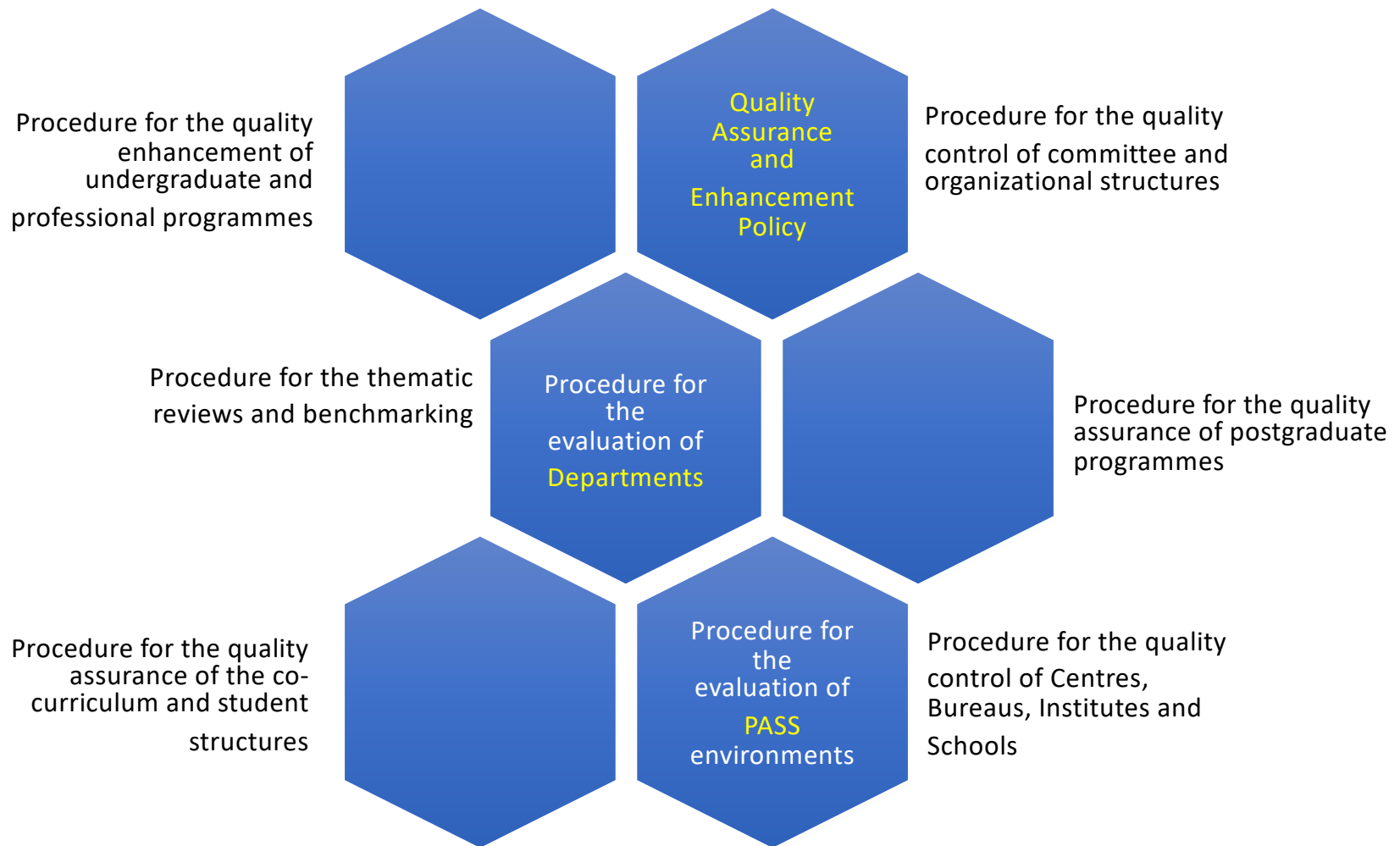
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6. Further Questions (or Activities)





5. Influencing Leadership, Management, Strategy and Planning

(b) Grafting Policy and a Common Language



5. Influencing Leadership, Management, Strategy and Planning

(c) Define Roles and Responsibilities of ...

1. INTRODUCTION

- 1.1 The management of the quality assurance (QA) and quality enhancement (QE) of academic programmes at faculty level is the responsibility of the Dean.
- 1.2 Each faculty has a committee system which makes specific provision for the quality assurance activities of the faculty.
- 1.3 This management document provides the generic guidelines for all (a) Programme Committee Chairs in faculties, and (b) Programme Leaders of academic programmes (offered within departments and faculties, across faculties and between different universities or partner institutions) to ensure a common understanding of the minimum requirements for and good practices of QA- and QE-related activities for new and existing academic programmes.
 - a. A Programme Committee Chair refers to a full-time or part-time senior management position in a faculty, to which a member of the academic staff, in some cases the Vice Dean (Teaching), is appointed, with particular oversight and management functions related to the quality assurance of especially the teaching and learning function of the faculty, inter alia through the work of the faculty's Programme Committee;
 - b. A Programme Leader is an academic staff member who leads, manages and coordinates a particular academic programme. (An academic programme can be offered across multiple departments in the same faculty, or in some cases in collaboration with other faculties.)
 - c. For some academic programmes, a Faculty may appoint a Programme Leader to oversee some of the roles, duties and responsibilities of a set of elective modules that is managed by the faculty.
- 1.4 These guidelines are aligned with the University's Quality Assurance Regulations of the University, and are "...intended to provide quality enhancement, where information for insight, decision-making and strategic planning is required."
- 1.5 This version of the Guidelines includes content that refers to the supporting and related documents with this text; it speaks to the "Programme Review and Capacity Development Grant (UCDG) and is a part of the UCDG process."
- 1.6 The responsibility for good teaching and learning lies with all staff and students, and as such staff engagement in QE-related activities are strongly encouraged.

Programme Committee

The generic institutional term for a standing faculty-specific committee that oversees all academic planning activities in the faculty, including the changes to existing academic programmes, the introduction of new academic programmes and the quality enhancement of teaching and learning activities within the faculty;

Programme Committee Chair

A full-time or part-time senior management position in a faculty, to which a member of the academic staff is appointed, with particular oversight and management functions related to the quality assurance of especially the teaching and learning function of the faculty, inter alia through the work of the Programme Committee;

Programme Leader

An academic staff member, appointed by a Faculty Board to lead and coordinate a particular academic programme for a fixed, rotating term;

Programme Renewal Team

A representative grouping of stakeholders connected to a particular academic programme, including the Programme team, current students of the programme, recent graduates from the programme, and industry stakeholders, if applicable;

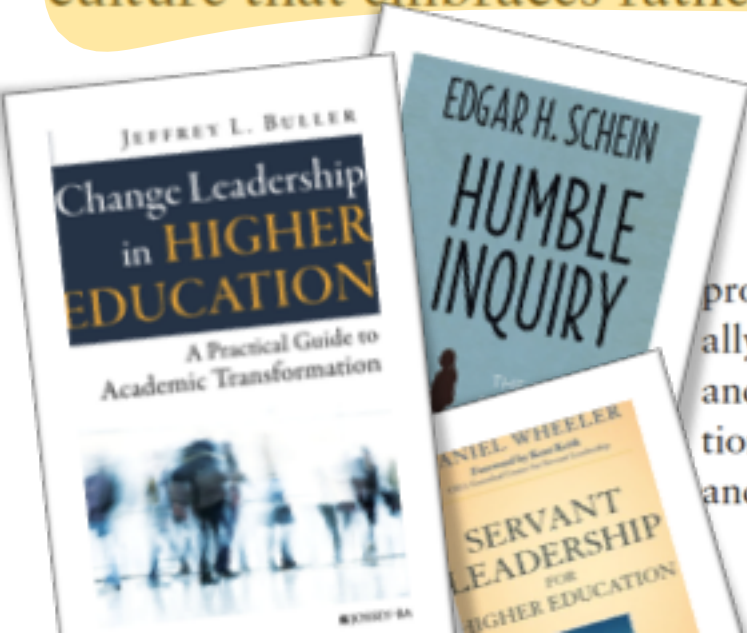
5. AIMS OF THE GUIDELINES

- 5.1 To define key concepts related to the roles, duties and responsibilities of Programme Committee Chairs and Programme Leaders.
- 5.2 To identify areas of potential collaboration between Heads of Departments, Programme Committee Chairs and Programme Leaders.
- 5.3 To create an enabling environment for the continuous improvement of academic programmes at Stellenbosch University.
- 5.4 To list the prescribed roles, duties (minimum requirements), and the desired responsibilities (good practices) of Programme Committee Chairs and Programme Leaders within a maturing quality culture.
- 5.5 To strengthen the Scholarship of Educational Leadership (SoEL) role of Programme Committee Chairs and Programme Leaders within Stellenbosch University, in line with the Teaching and Learning Policy at SU.

5. Influencing Leadership, Management, Strategy and Planning

(d) Projects X Scholarship of Educational Leadership

universities: They are based on management models that don't suit the environment of higher education, fail to develop an adequate needs case, depend on methods like strategic planning that don't work very well in an academic environment, and don't pay enough attention to creating a culture that embraces rather than resists change.

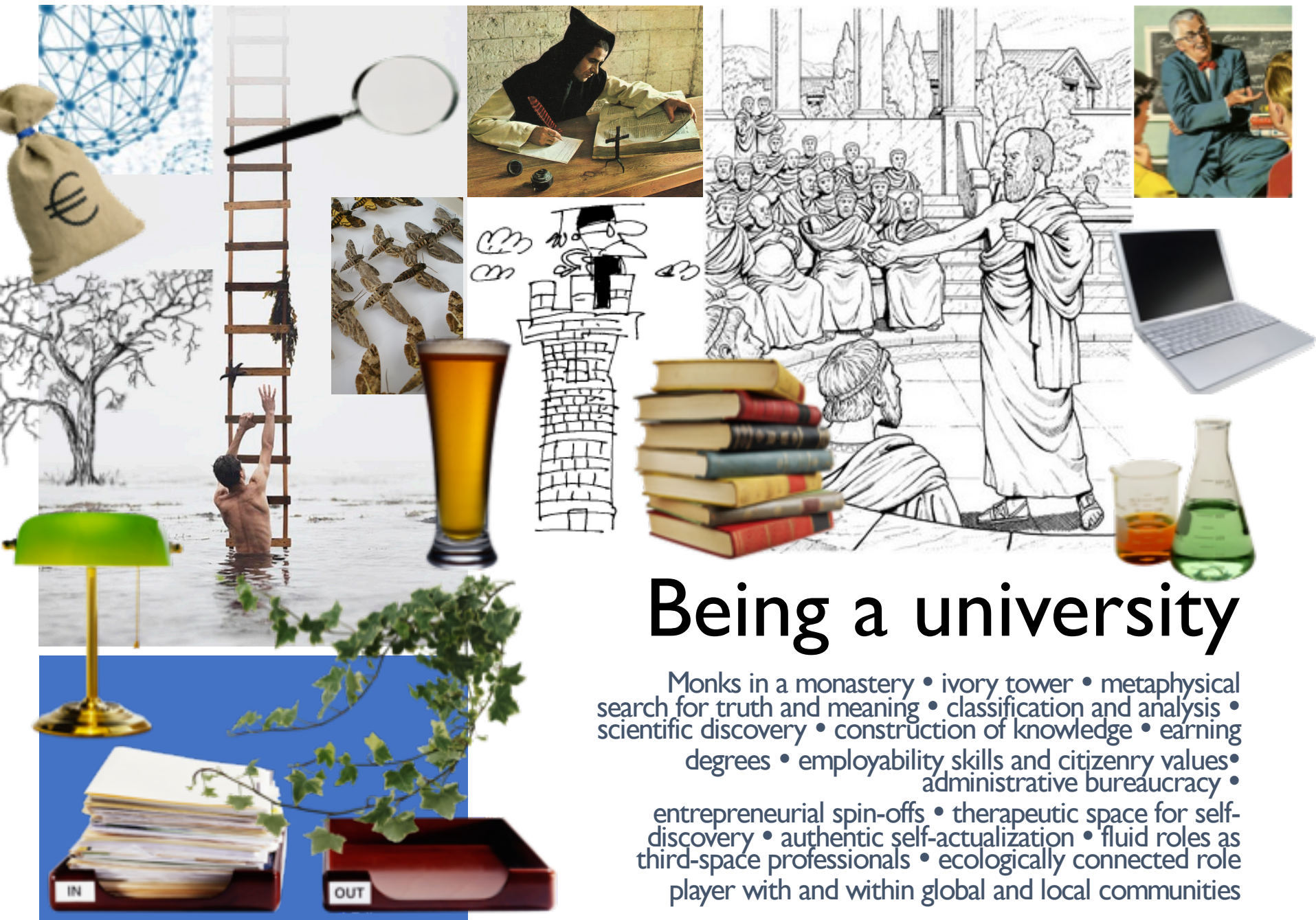


processes run aground lie hidden below the surface. Although we're usually aware of the obvious factors involved in change—like expense, time, and quality—we tend to overlook more intangible factors like power relationships, the ego investment certain stakeholders have in the status quo, and the distrust that may exist between labor and management. I return

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6. Further Questions (or Activities)





Being a university

Monks in a monastery • ivory tower • metaphysical
 search for truth and meaning • classification and analysis •
 scientific discovery • construction of knowledge • earning
 degrees • employability skills and citizenry values •
 administrative bureaucracy •
 entrepreneurial spin-offs • therapeutic space for self-
 discovery • authentic self-actualization • fluid roles as
 third-space professionals • ecologically connected role
 player with and within global and local communities

Being and Becoming (1/3)

Being and **becoming** ...



Ethos and philosophical statement of intent

- Stellenbosch Gymnasium – **1866**
- Stellenbosch College – **1881**
- Victoria College – **1887**
- Stellenbosch University – **1918**
- *Future focused, innovative, inclusive thought leaders* – **2030**

Being and becoming (2/3)

... is a **continuous** journey of self-reflection and transformation

"We can only feel satisfied that there is fair access when the daughter of the farm worker has the same future opportunities as the son of the farmer."

- Prof H Russel Botman, SU Rector and Vice-Chancellor, in his 2007 inaugural address



Being and becoming (3/3)

Towards SoTL leadership



Educational Practice

- Improving on own teaching skills and methodologies to increase student engagement with content

Scholarly Educational Practice

- Reflecting on the learning that happens, (re)designing the curriculum for enquiring minds: academic freedom

Educational (SoTL) Leadership

- Fostering communities of practice
- Culture of quality enhancement

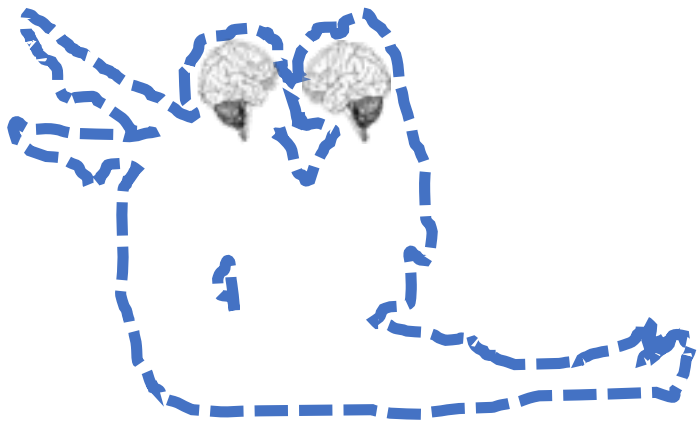
Scholarship of Teaching and Learning (SoTL)

- Researching the impact of teaching methods and interrogating learning theories to improve learning experiences scientifically



Learning institution (1/3)

From teacher to teaching: didactic-reproductive



- **Behaviorism:** learning through external motivation (reward or punishment), learned helplessness
- **Cognitive development:** stages of brain development (Piaget, Vygotsky)

- Knowledge (universal and true) is transferred to students who absorb and reproduce it
- Learning ability is measured through repeated testing
- Lends itself to quantitative analysis

- **Cognition and Metacognition:** Memory and “computational power”
- **Intelligence and IQ testing:** standard tests for classification of intelligence (benchmarking intelligences)

Learning Institution (2/3)

From learner to learning: facilitative-transformative

- Knowledge (always contested) is constructed by individuals within a community of practice
- Deep learning transforms you and empowers you to act
- Lends itself to qualitative analysis

- **Constructivism:** learning is a creative act, scaffolding on prior knowledge
- **Social Cognitive Theory:** Bandura's self-efficacy and observational learning (including affect)

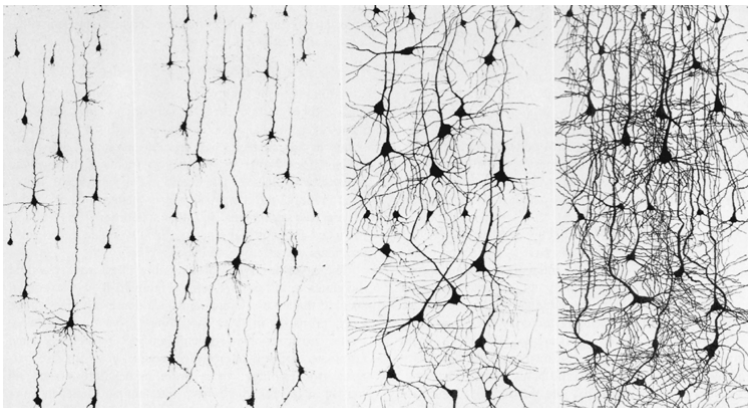


- **Transformative Learning:** Learning changes your being (Mezirow)
- **Communities of Practice:** Knowledge is socially constructed and verified
- **Connectivism:** Neural networks

Learning Institution (3/3)

Embody lifelong-learning values

- Transformative learning
- Social Constructivism and **Connectivist** learning theories
- **Communities** of practice



- **Complexity**, systems thinking and how to nudge change
- Quality enhancement
- **Learning** organizations and involving students

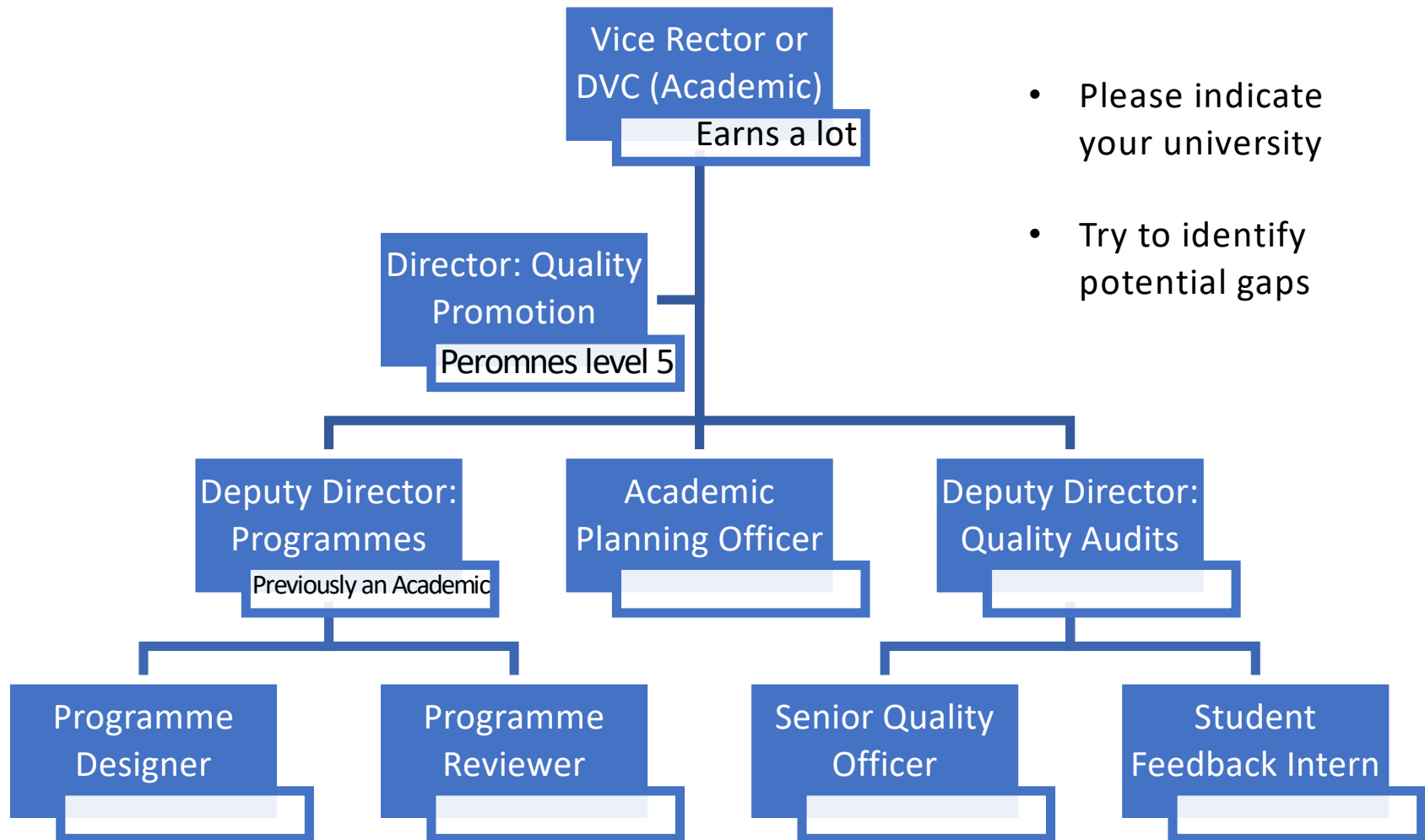
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 - a) organizational Structure(s) for QA
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 - c) Define Roles and Responsibilities of ...
 - d) Projects X Scholarship of Educational Leadership
6. Further Questions (or Activities)



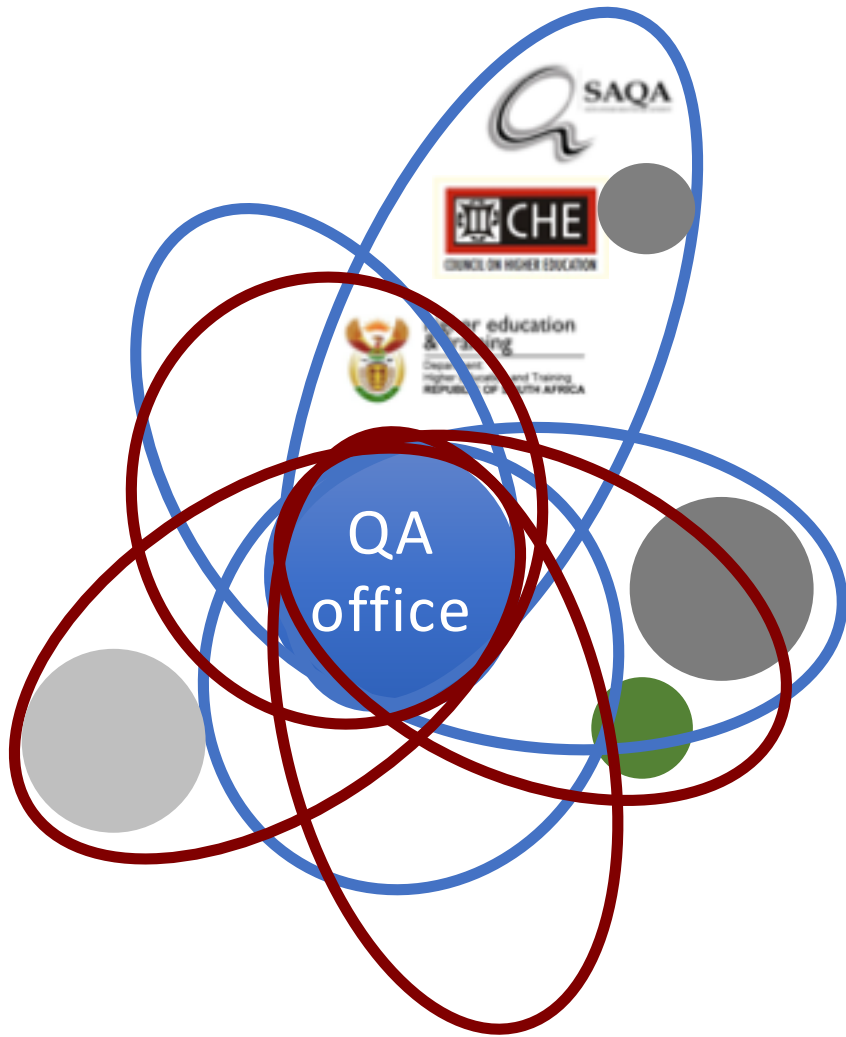
ACTIVITY ONE

Please draw and share your QA organogram



ACTIVITY TWO

Please draw and share your messy QA systems' map



- Draw your QA unit, office in the middle
- Draw oblong shapes of the systems, functions, processes to which you add value
- Identify the role-players that also add value to a system, function, process
- What are the aims of each system, function, process?
- Can we leverage any of the systems?

Noted, thank you!

*Beyond compliance, highlighting the **formative value of QA to management***

Nothing about us without us! Integrated Quality Assurance making it work for Higher Education

SAAIR Quality Forum at
UWC on 5-6 July 2018

