



Stadio Conference

Student Support Expectations under the CHE Institutional Audits

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COUNCIL ON HIGHER EDUCATION



Outline

- Legislative mandate of the CHE
- Quality Management and institutional responsibility
- Principles of a CHE institutional audit
- **All focus areas and standards are directly related to students and student success**
- Students in the CHE Institutional Audits



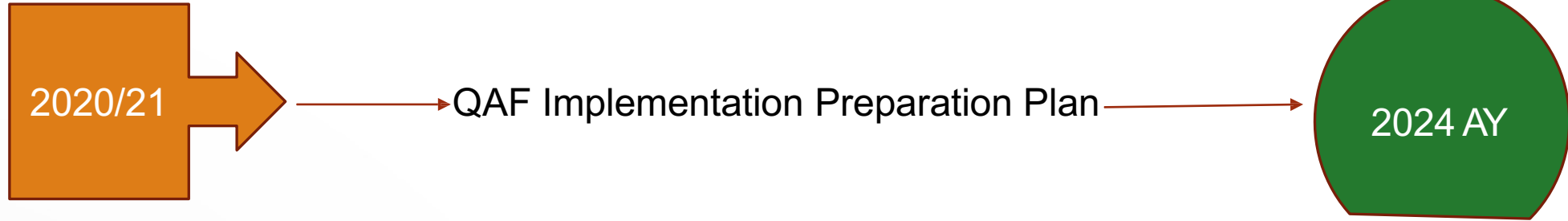
Legislative mandate of the CHE/HEQC

The Higher Education Act of 1997, as amended, enjoins the CHE to:

1. Advise the minister on higher education matters
 2. Assume responsibility for quality assurance in higher education and training
 3. Monitor and evaluate developments in higher education
 4. Contribute to the development of higher education through research
- The CHE discharges its quality assurance mandate through its permanent committee, the HEQC. The mandate of the HEQC is:
 1. Audit the quality assurance mechanisms of institutions of higher education
 2. Promote quality assurance in higher education
 3. Accredite programmes of higher education
 - The CHE also functions in terms of the National Qualifications Framework Act of 2008, which identifies the CHE as the sole Quality Council for HE



QAF Timelines and Transitions



QAF implementation preparation

Full implementation of the QAF

Programme (Re-) Accreditation

Qualification Accreditation

National Reviews

Quality Reviews

External Quality Assurance

Internal Quality Assurance +
External Quality Assurance

INSTITUTIONAL AUDITS

INSTITUTIONAL REVIEWS



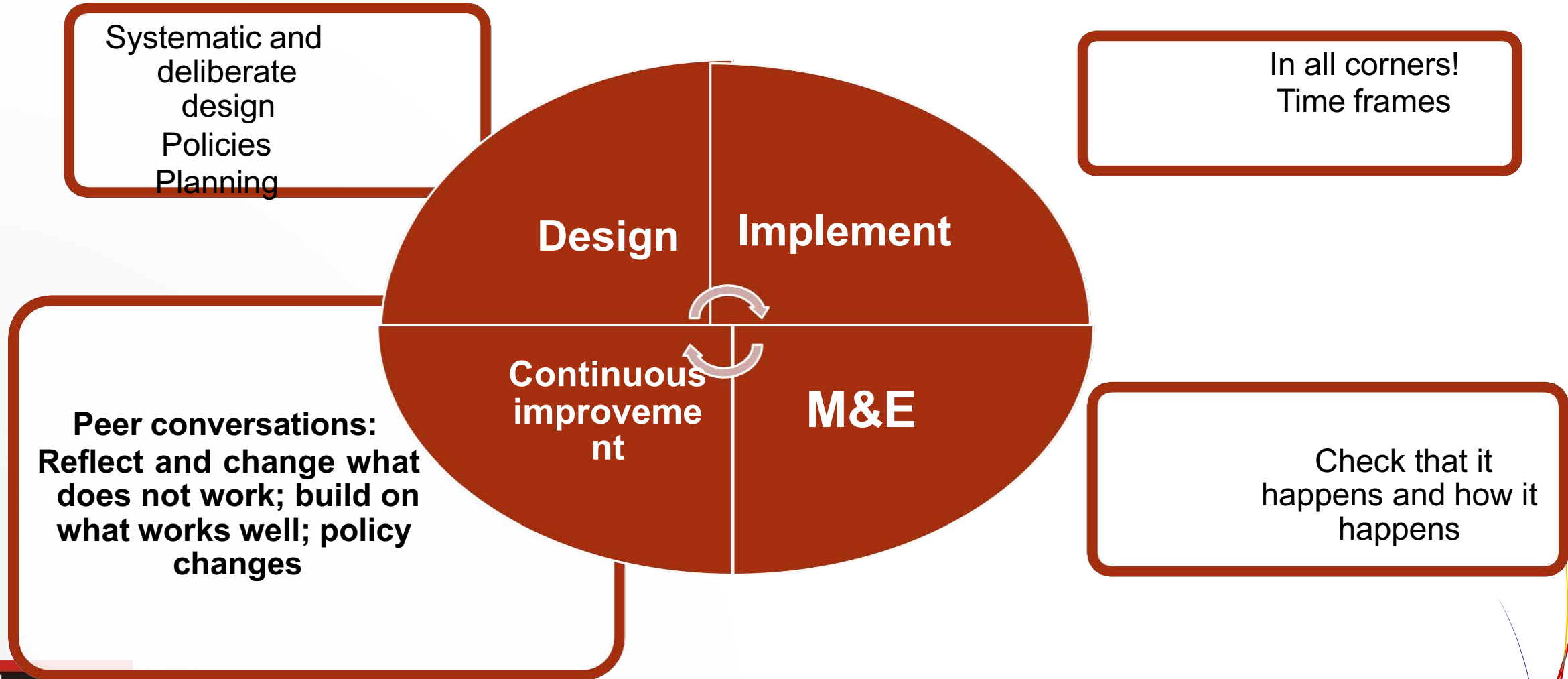
Quality Management in HEIs

Proceeding from the premise that *HEIs are responsible for their own internal quality management systems*, quality management comprises the following:

- a. A *quality assurance system* that includes planning, policies, systems, strategies and resources **used by the institution to satisfy itself** that its quality requirements and standards are being set, met and periodically reviewed;
- b. *quality support*, being the active, actioned support provided by the quality management system **to develop, sustain, and enhance existing levels of quality**; and
- c. *quality monitoring*, being that part of the system that records and reports back to the institution – and by extension, to the HEQC and CHE as the external quality assurer – on the critical aspects identified in the institutional QA policies and systems, and includes matters of sustainability, positive developments and use of resources.



The quality circle in IQM





Principles of a CHE Institutional Audit

1. The primary responsibility for **internal quality assurance rests with individual HEIs**. Each institution is responsible for the establishment, implementation, maintenance, improvement and enhancement of its own quality management and assurance systems.
2. The **uniqueness of each institution's size, shape, location, context and mission is recognised**.
3. The value of institutional audits rests on the compilation of credible, contextually relevant and reliable information that is required for internal quality-related planning and **self-evaluation, peer review** and public reporting (for example, by publishing executive summaries).
4. **Student experience, student engagement and participation and the student voice** are central to an evaluation of an institution's quality management system.
5. The institutional audit is a **peer-driven and evidence-based** process to ensure that the HEQC and its audit panel reports are transparent, informed and consistent.
6. Institutional audits are **developmental and intent on supporting continuous quality improvement and enhancement**.
7. Institutional audits are required to balance their **developmental character with the regulatory requirement** that the CHE and **the HEQC act on poor provisioning where institutions have no clear commitments, processes, practices or plans to improve**.
8. Institutional audits are a key component of the HEQC's broad-based quality assurance mandate.



Guiding questions (*Manual, 2021: 35*)

- a. What are the goals the institution / department / programme / module / we / I intend(s) to achieve?
- b. How are we working to achieve these goals?
- c. What plans, procedures and resources are in place to achieve these goals?
- d. How do we know when those goals have been achieved (WWS)?
- e. What do the students say about this?**
- f. What do we do when we are not achieving what we set out to achieve? (Patchy implementation; pockets of shining excellence vs dim corners)
- g. How has the reflection for this audit already helped us to identify areas in need of improvement?



Focus Area 1: Governance, strategic planning, management and leadership

The four standards in Focus Area 1 concentrate on the role that an institution's governance, strategic planning (as contained in its vision, mission and strategic goals), management and academic leadership play in its quality management in **order to enhance the likelihood of student success and to improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement.**

WWS!



Focus Area 2: Design and implementation of the IQMS

The four standards in Focus Area 2 concentrate on how the *design and implementation of an integrated quality management system* in the institution **enhances the likelihood of student success and improves the quality of learning, teaching and** research engagement, as well as accommodating the results of constructive, integrated community engagement **within the context of the institution's mission (WWS)!**



Focus Area 3: Coherence and integration of the IQMS

The four standards in Focus Area 3 concentrate on the coherence and integration of the various components comprising the institutional quality management system and on how these work in concert to support the likelihood of student success and improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive integrated community engagement in accordance with the institution's mission (WWS)!



Focus Area 4:

The four standards in Focus Area 4 concentrate on how effectively the institutional quality management system enhances the likelihood of student success, improves learning and teaching and supports the scholarship of learning and teaching.

These standards drill down in greater detail than in Focus Area 2 for teaching, learning and student success.



Standard 1: Vision, mission and strategic goals ***SETTING FOR DIFFERENTIATION***

- Clearly stated, well formulated (WWS)
- Shared understanding and engagement with stakeholders
- Approved by Council
- Translated into an appropriate and aligned business model and value proposition
- Risk (academic and quality)
- Niche areas and context



Standard 2: VMGs aligned to context (external)

- Alignment to local, regional, national, continental, and international imperatives
- Policy documents used for formulation
 - *e.g. transformation, creating a skilled labour force, developing scarce skills areas and a critical citizenry, and contributing to the fulfilment of national goals as informed by the NDP and related national planning*
 - *e.g. Africa Vision 2063 or the Sustainable Development Goals*
- Recent versions and relevance of policy documents
- Informed by institutional data and research
- Regular reviewing



Standard 3: Alignment of VMGs with ... (internal)

- **Alignment of VMGs with governance and management, core academic activities, sites and modes and provision and IQMS**
- Measurable objectives timeframes and allocated resources
- Aligned into planning documents that infuse the institution and are managed for performance
- Planning documents are reviewed regularly
- **Roles and responsibilities for strategic direction, oversight, implementation and monitoring**



Standard 4: Roles and responsibilities of governance, management and academic leadership

- Governance structure and Delegation of Authority (DoA)
- Roles, responsibilities, structure and membership
- Recruitment and selection and terms of office
- Members empowered and enabled to be effective
- Effective reporting mechanisms
- Meeting expectations, proceedings and protocols (ToR)



Standard 5:

An IQA system is in place: continuous reflexive process

► Requirements:

- (i) governance arrangements
- (ii) policies
- (iii) processes, procedures and plans
- (iv) instructional products
- (v) measurement of impact
- (vi) data management and utilisation



Standard 6: Resources to support the academic project

- HR (academic staff qualifications, staff well-being and CPD)
- Funding
- ICT (access and devices for staff and students)
- Library
- Laboratories
- **WIL**
- **Articulation and CAT**
- Residences (if applicable); **student safety and well-being**
- Academic spaces



Standard 7: Data management to support decision making

- ▶ Electronic, protected and legally compliant data-management and retrieval system
- ▶ Variety of different types and sources of data are used by the institution, e.g. quantitative and qualitative data, input and output data
- ▶ Capacity to interpret the data and to act on the results
- ▶ Evidence- and data-led approach is used to improve teaching, student success, the student experience, differential success rates, etc.



Standard 8: Systems, processes and data to support the IQMS

- Appropriate and protected, access to sufficient, reliable and current electronic evidence (data, information and institutional knowledge) that allows them to make informed decisions
- **Regular, substantive and documented engagements**
- **Systems and processes for quality management during times of disruption are continuously and effectively monitored (cf. Guideline 13.4)**



Standard 9: Structured relationship between the components of the IQMS

- Alignment between the IQMS and staff performance management
- Support for IQMS
- Integration vs contradictions



Standard 10: Governance and management oversight of IQMS

- Regular accountability, at all levels (right up to Management, Senate and Council... **academic structures and spaces for reflection**)
- Clear lines of authority
- Good practice is celebrated
- Non-compliance is dealt with in all corners



Standard 11: Planning and processes to allocate resources to the IQMS

- Annual budgeting allocations for IQMS
- Workload allocation
- Academic workload and staff : student ratios

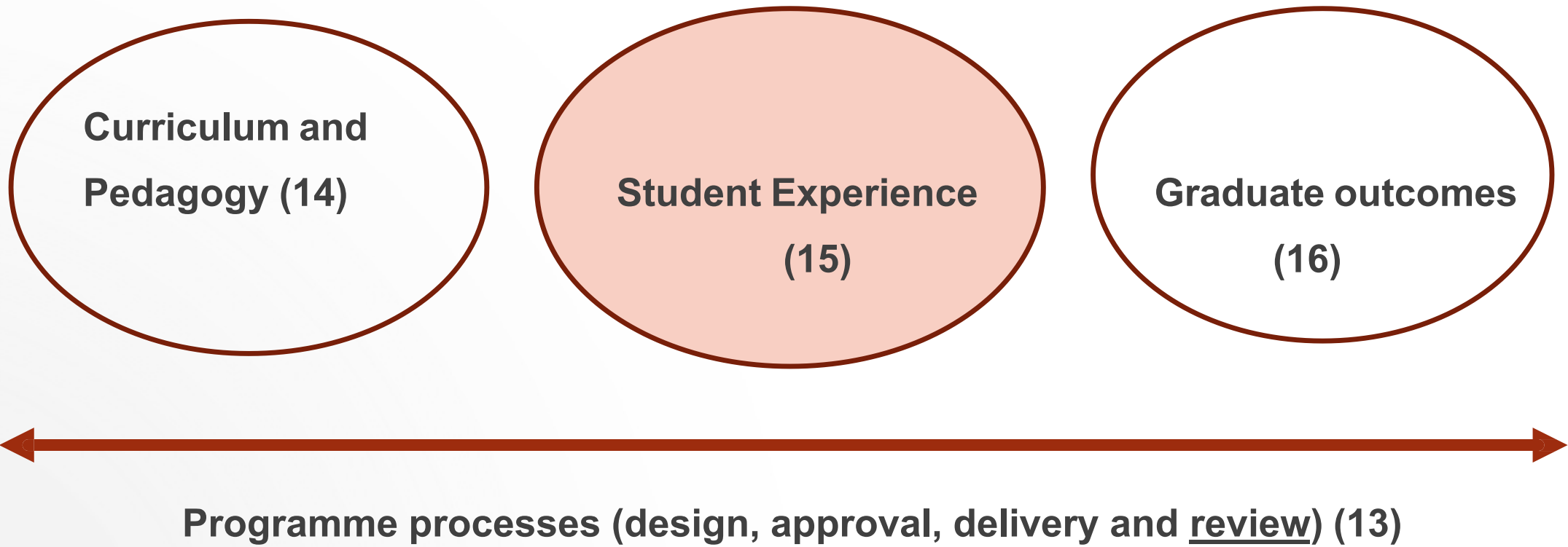


Standard 12: IQA system achieves its purpose efficiently and effectively

- Performance management system
- Stakeholder engagements on the IQA (staff and students)

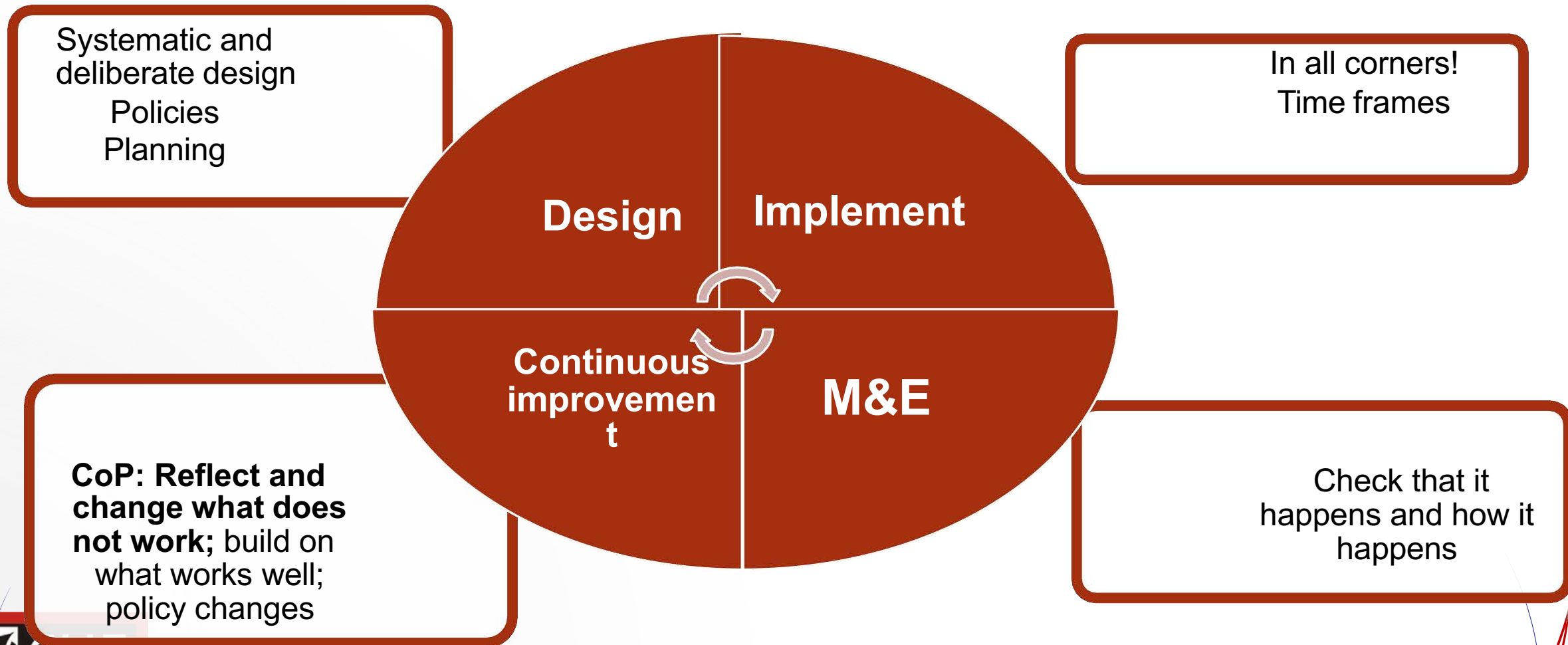



FA4: The student's journey at the centre





The quality circle in Programme Reviews





Standard 13: Programmes INSTITUTIONAL PROCESSES

An effective institutional system for programme design, approval, delivery, management and review is in place.

- Design of a system
- Implementation of the system
- Monitoring of the system: academic management of processes
- **Continuous review and improvement: peer review**

Guideline 13.4: Your response to the pandemic in 2020 and looking into 2021

The only Guidelines that is compulsory!



Standard 14: Curriculum transformation, pedagogical renewal and technology

INPUT

There is evidence-based engagement at various institutional levels, among staff, and among staff and students, with:

- a. curriculum transformation, curriculum reform and renewal;
- b. learning and teaching innovation; and
- c. the role of technology (1) in the curriculum, (2) in the world of work, and (3) in society in general.

- The institutional conversation; hearing the students' voices
- The role of research and the scholarship of learning and teaching (continuous reflection)



Standard 15: Student experience for success

ENACTMENT

The students' exposure to learning and teaching at the institution, across all sites and modes of provision, is experienced as positive and enabling of their success.

- Student feedback... and what happens to it
- Student belonging (support, language and discourse)
- Consultation
- Complaints mechanisms
- Include staff in the student experience (CPD, reflection, staff belonging and wellness)
- ***Design, implement, monitor, continuous improvement***



Standard 16: Graduate outcomes OUTPUT

Institutions engage with and reflect on the employability of their graduates in a changing world.

- How to 'read' the term *employability*
- Reflect and act on findings... continuous improvement
- Alumni



Q&A

Thank you!