



# Second Cycle of Quality Assurance: 2012–2017

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SASSE Colloquium

Murisi Auditorium, CHE

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# Outline

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- ☐ Second cycle of quality assurance
  - ☐ Institutional Reviews
  - ☐ Some general observations
  - ☐ Spheres of the student experience
  - ☐ Comments/clarifications/questions
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# Second Cycle of Quality Assurance

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- Continuity with HEQC Founding Document 2001
  - The first Cycle of Quality Assurance 2004-2010
  - Framework for the Second Cycle of Quality Assurance 2012-2017
    - Public good of HE
    - Transformation and social justice imperatives
    - Institutional autonomy and academic freedom values
  - Quality assurance functions
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## Second cycle of quality assurance

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**The main goal of the second cycle  
will be to improve  
the quality of teaching and learning  
at the undergraduate level  
across the higher education system.**

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# Second cycle of quality assurance – 1

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## Objectives:

- ☐ Contribute to an overall improvement in the retention and progression of students in the higher education system
  - ☐ Identify the internal (pertaining to the institution and its functional units) and external (pertaining to the higher education policy environment) constraints to good teaching and learning in the higher education system.
  - ☐ Support access to knowledge by students and student success.
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## Second cycle of quality assurance – 2

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- ☐ Support for pedagogic and curriculum innovation as well as the professionalisation and recognition of academic staff involved in teaching and learning.
  - ☐ Ensure minimum quality standards in programme design and capacity to offer a programme across the higher education system.
  - ☐ Develop conscious and systematic approaches to the conceptualisation and monitoring of student outcomes and characteristics taking into account institutionally diverse missions and focus.
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## Second cycle of quality assurance – 3

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- ☐ Facilitate and promote articulation across and between the different levels of the National Qualifications Framework.
  - ☐ Contribute to research in higher education, including the advice and monitoring responsibilities of the CHE.
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# Quality assurance functions

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## ☐ HEQC

- Accreditation
- National reviews
- Institutional reviews
- Quality promotion and capacity development

Other issues:

- Institutional self-accreditation status for programmes
  - Private higher education and quality assurance
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# Institutional reviews - 1

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- ☐ Chapter 1

- ☐ Profile of the institution
- ☐ Changes to QA system since 1<sup>st</sup> cycle
- ☐ Impact of and update from 1<sup>st</sup> cycle recommendations

- ☐ Chapter 2 – Cohort study

- ☐ Chapter 3 – themes

Evaluative questions (on the basis of the cycle one teaching and learning chapter, engage with the evaluative questions)

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# Institutional reviews - 2

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Themes:

- ☐ Complexity of the educational process
  - ☐ Knowledge of students
  - ☐ Content and process of teaching, learning and assessment
  - ☐ Teaching renewal
  - ☐ Engagement with institutional identity and national priorities
  - ☐ The discourse on efficiency and compliance
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# Institutional reviews - 3

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Add:

- ☐ One theme selected by the institution in negotiation with the CHE (e.g. teaching and research nexus, institutional culture, student learning, benchmarking, managing academic risks, first year experience...)
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# Some general observations linked to teaching and learning and the student experience – 1

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- Teaching and learning as the poor cousin?
  - Attention to “academic, attitudinal and social preparation” (Paul Ramsden, 2008)
  - Academic and “pedagogic literacy”
  - Universities should not just react to student expectations, but influence and shape them
  - Attention to the student experience, eg integrated academic and pastoral support
  - Valuing teaching : institutional and national awards systems for excellence in teaching that provide recognition and financial reward as part response to the student experience
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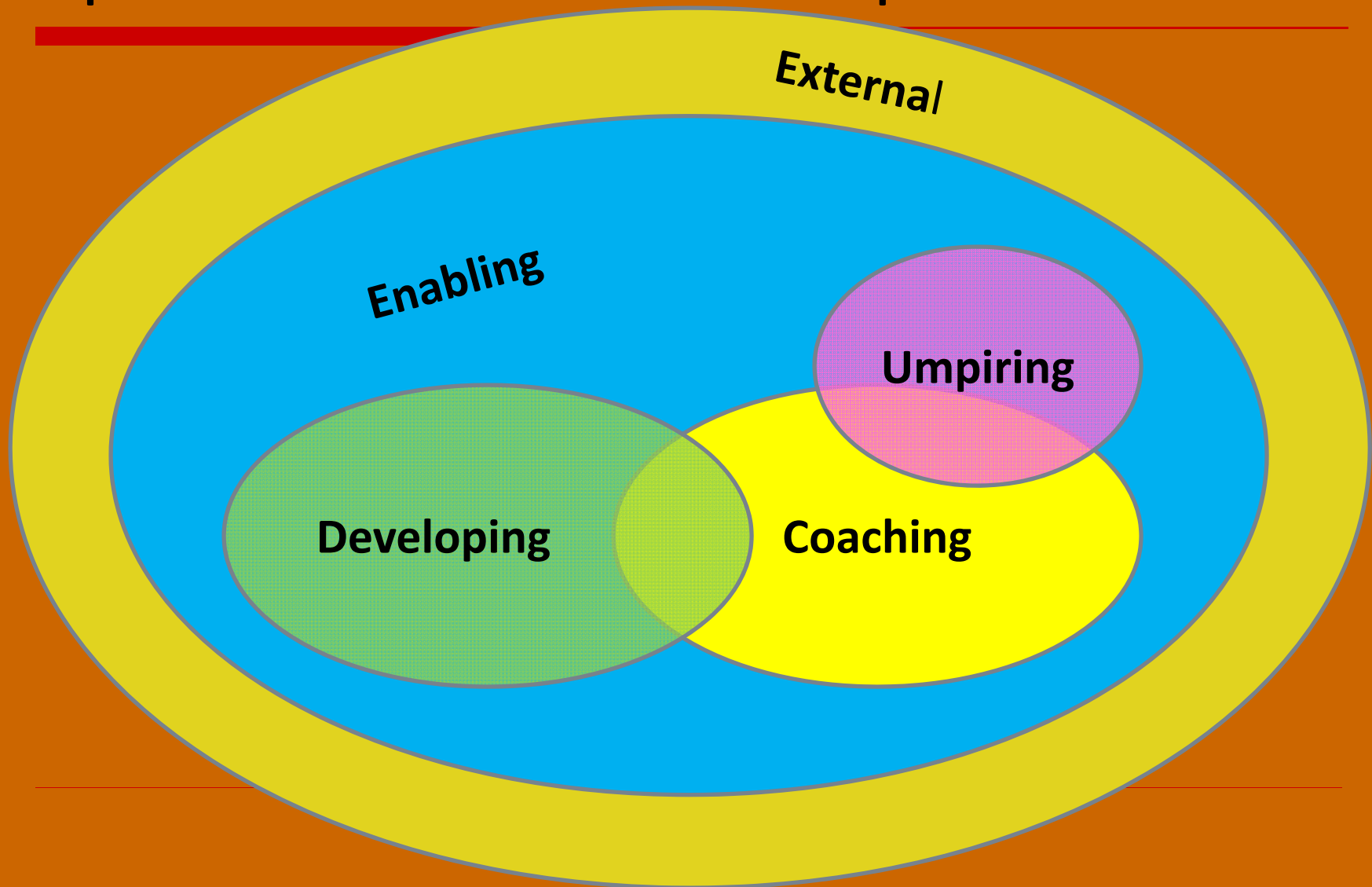
## Some general observations linked to teaching and learning and the student experience – 2

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- The role of the institutional culture in enhancing the student experience
  - What happened to the “pedagogical relationship”?
  - What about the postgraduate student experience and information to prospective students?
  - How is engaged partnership and shared responsibility managed, rather than a service model? (Students not knowing much before enrolling.)
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# Spheres of the student experience

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# Comments/clarifications/questions

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