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# NMMU Quality Structures

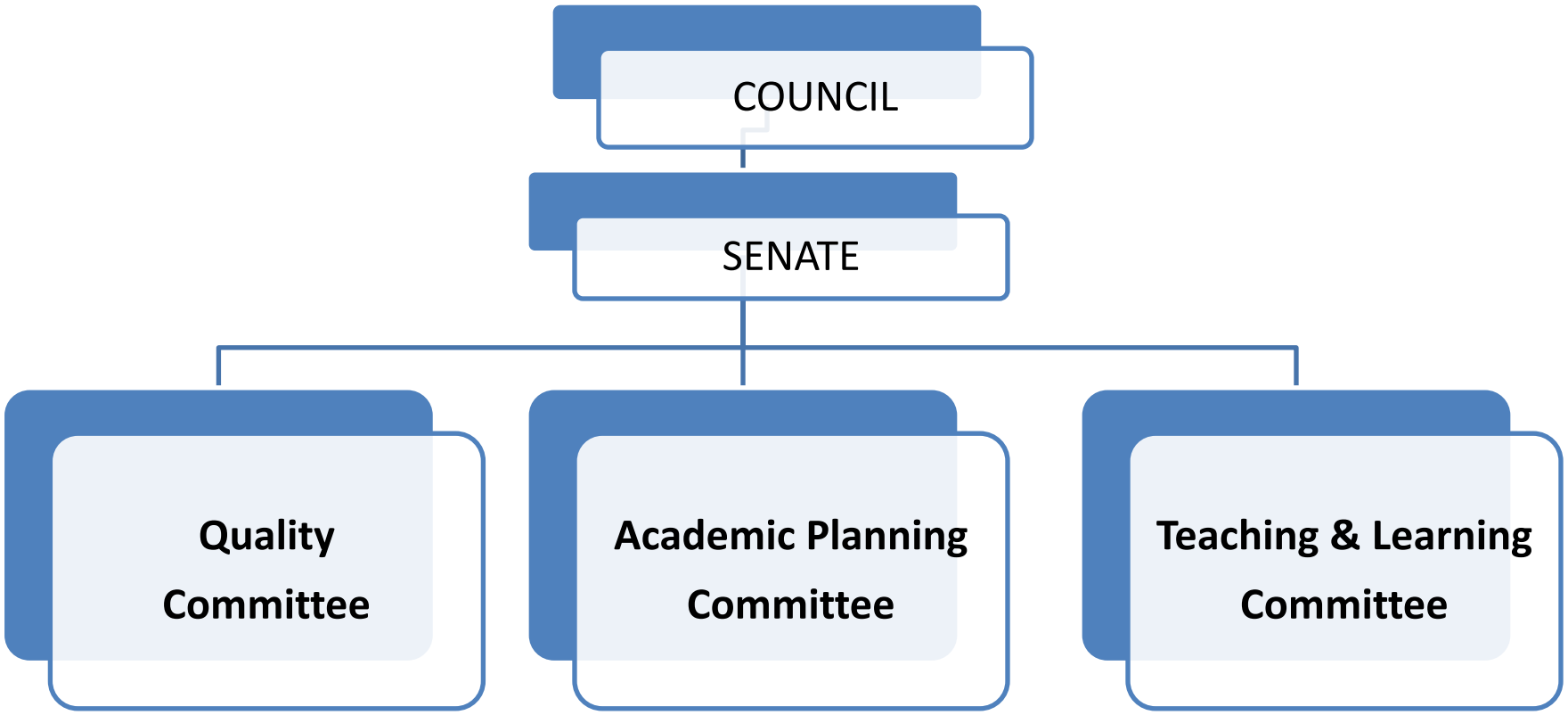
**Mr Piet Roodt - Director: Quality Advancement**
**Dr Florence Southway-Ajulu: - Director: Academic Planning**

**CHE - Quality Assurance Workshop**
February 2015

# Office for Institutional Planning

- Academic Planning
- Institutional Research
- MIS
- Quality Advancement
- Strategic Planning
- Transformation, Monitoring & Evaluation
- (strong links to Risk Management, Academic Development, Academic Administration)

# Office for Institutional Planning



# QUALITY ENHANCEMENT

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- Institutional Research
- Student feedback
- Surveys
- Academic Planning as a quality enhancement activity
    - Curriculum development - part of programme development

- Reviews
    - Academic
    - Support Services
- University data
- Advancing quality – deliberately making staff aware of their role in quality – whose responsibility?

# Academic Planning Unit

- Academic Planning – programme development, approval and accreditation.  Planning as a step in a quality cycle
  - Planned deliberate process - curriculum development, support for students, delivery and how to improve it etc
  - Drawing in curriculum development experts
  - Assist with the planning around programme, i.e set ground rules.
  - These are encapsulated in the Criteria for programme accreditation.
- Closing ~~a~~ the quality loop – through feedback, going back to policies, therefore link to QA.

# QUALITY ADVANCEMENT UNIT FOCUS

- Reviews – Improvement Plans
  - Academic
  - Support Services
  - Support for Professional Body reviews
- HEQC Criteria
- Programme viability criteria
- Problem resolution for students

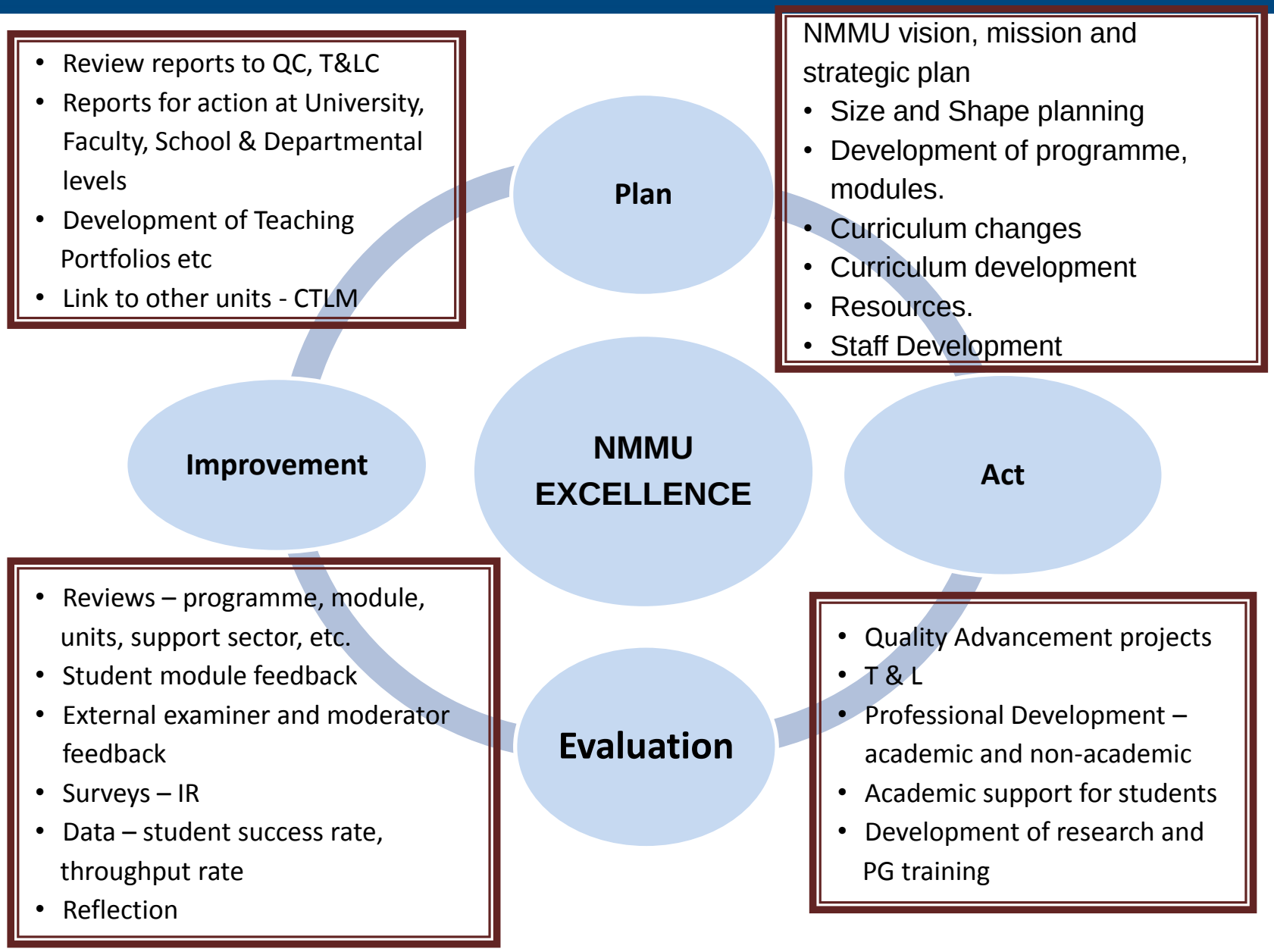
# Benefits - **QA Structure**

- Being in one unit (OIP) ensures closer collaboration and therefore a better constructive alignment – planned and deliberate.
- Activities tend to be more coherent and holistic.
- Each of the areas is led by experts
- Committees are shared – QC, APC and TLC

# Challenge is that …

- Staff do not always understand quality criteria or the link to programmes or planning of academic activities.
- Staff tend to place activities in silos and not linking them in a coherent.
- Staff tend to view some activities as purely administrative – developing new programmes or revising old programmes.
- Wider staff body do not necessarily own the quality agenda.

# NMMU QUALITY ENHANCEMENT



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"OK, now that we all agree, let's all go back to our desks and discuss why this won't work."

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# END

