

Quality Enhancement Project Institutional Workshop

March 2015



OECD Sept 2012

Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding standards. In practice, institutions will have to learn how best to serve the student community. Students have become the focal point of our learning approach in many areas of the world.

(Fostering Quality Teaching in Higher Education:
Policies and Practices)

National Planning Commission 2012

“Higher education is the major driver of the information/knowledge system, linking it with economic development. However, higher education is much more than a simple instrument of economic development. Education is important for good citizenship and enriching and diversifying life...

Massive investments in the higher education system have not produced better outcomes in the level of academic performance or graduation rates. While enrolment and attainment gaps have narrowed across different race groups, the quality of education for the vast majority has remained poor at all levels. The higher education therefore tends to be a low-participation, high-attrition system.”

First cycle– Institutional audits

- Engagement in individual institutions around ensuring quality in 3 core functions of teaching and learning, research and community engagement, as well as administration, management and leadership
- Aimed to bring all HEIs to acceptable level of quality
- All public and 11 private institutions audited
- All but 4 audits are closed

Quality assurance to Quality enhancement

Quality Assurance:

“the means through which an institution ensures and confirms that the conditions are in place for students to achieve the standards set by it or by another awarding body” (UK QAA),

Quality Enhancement:

“has defined enhancement as **taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students.**” (Scottish QAA)



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

Collaboration is key

We need **collective impact** resulting from collective engagement— combining our knowledge, skills, wisdom and experience.

The problem is too big, too complicated, too important for fragmented, individualistic or ad hoc approaches.

Intellectual rigour is essential

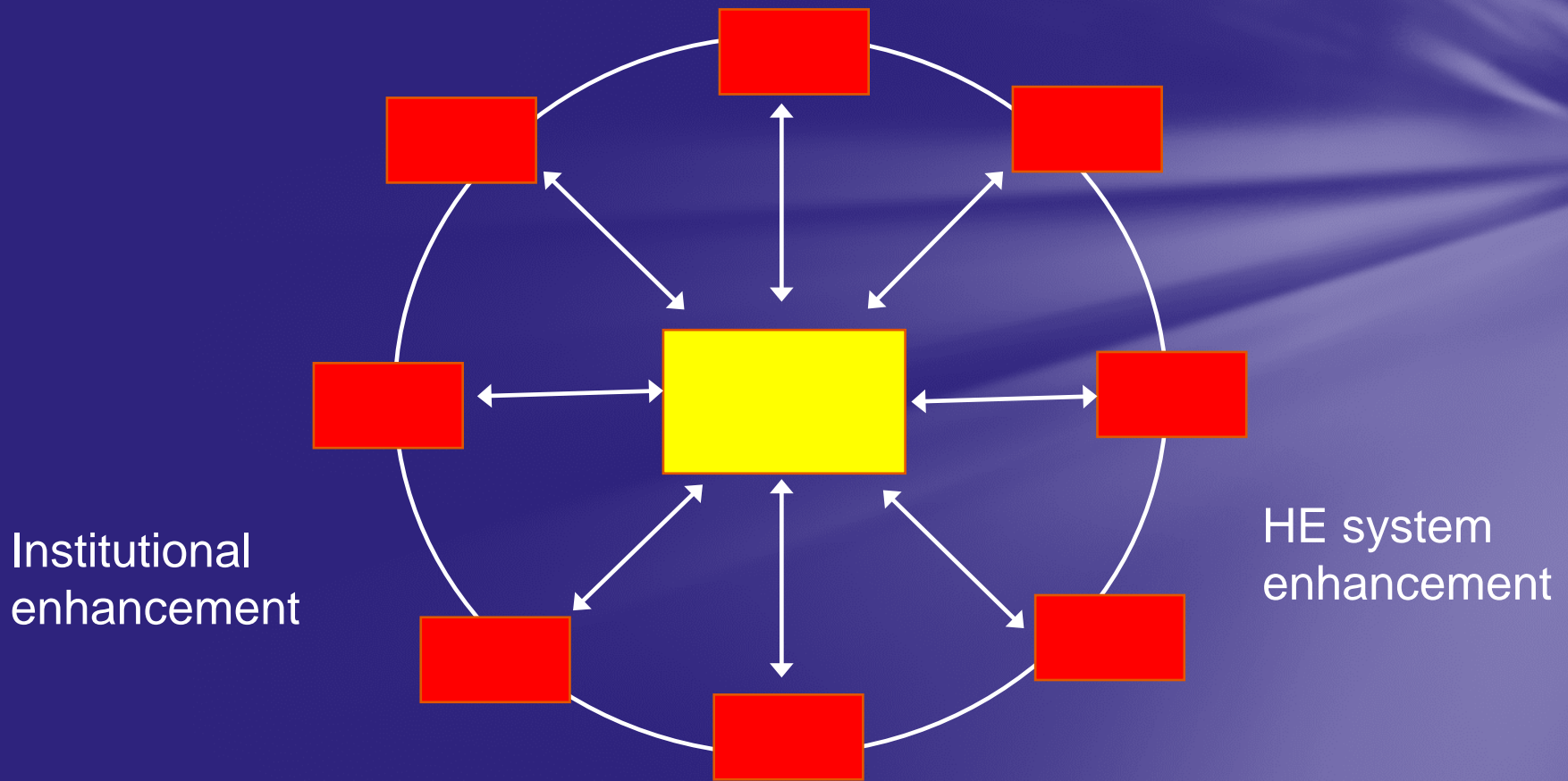
Efforts to promote student success need to be coherent

Research is needed to provide a sound theoretical and evidence base.

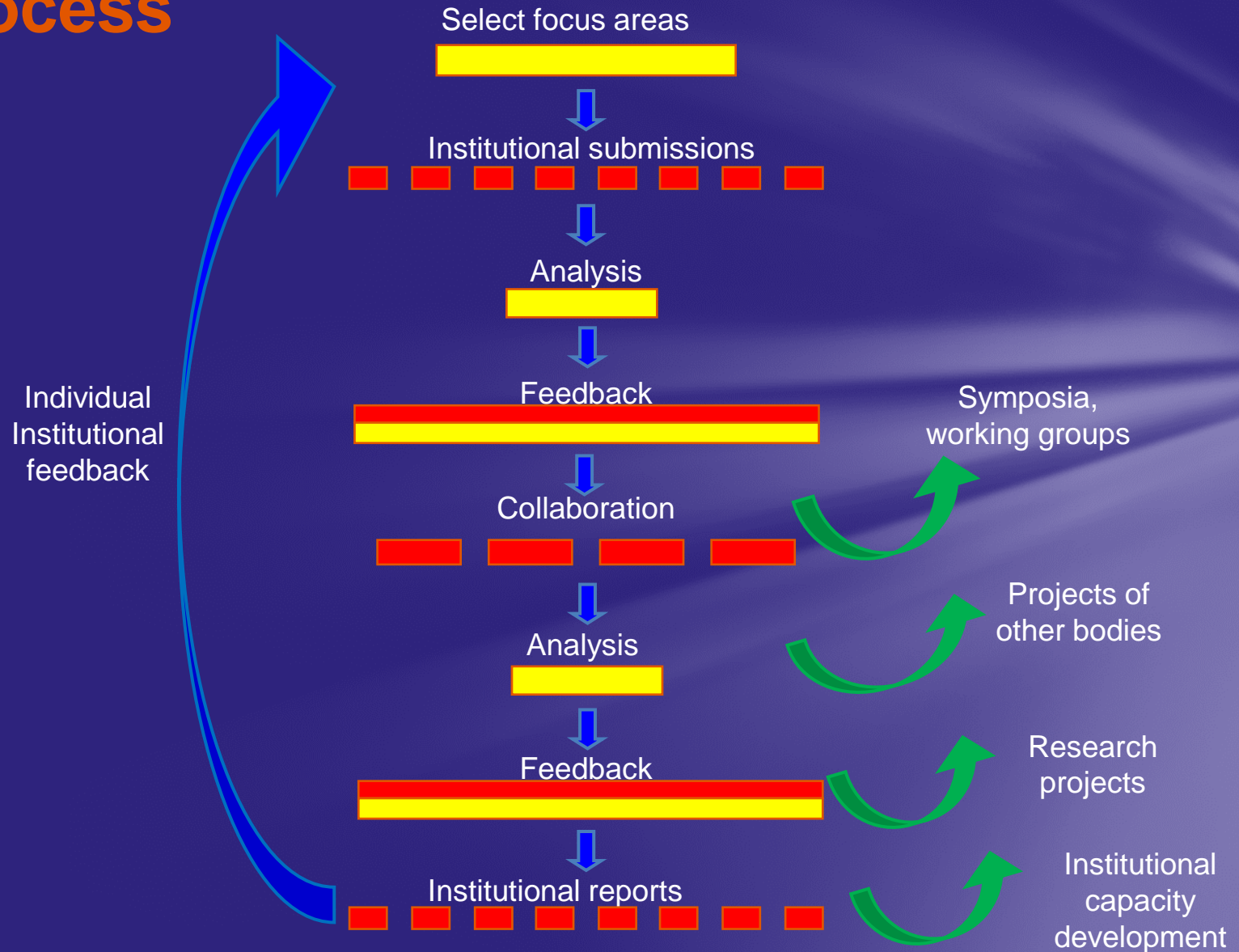
Approach

- Institutions engaged simultaneously
- Four focus areas identified to start with for first two years
- Both individual institutions and collaborative groups of institutions will be involved
- Inductive and iterative (two phases)

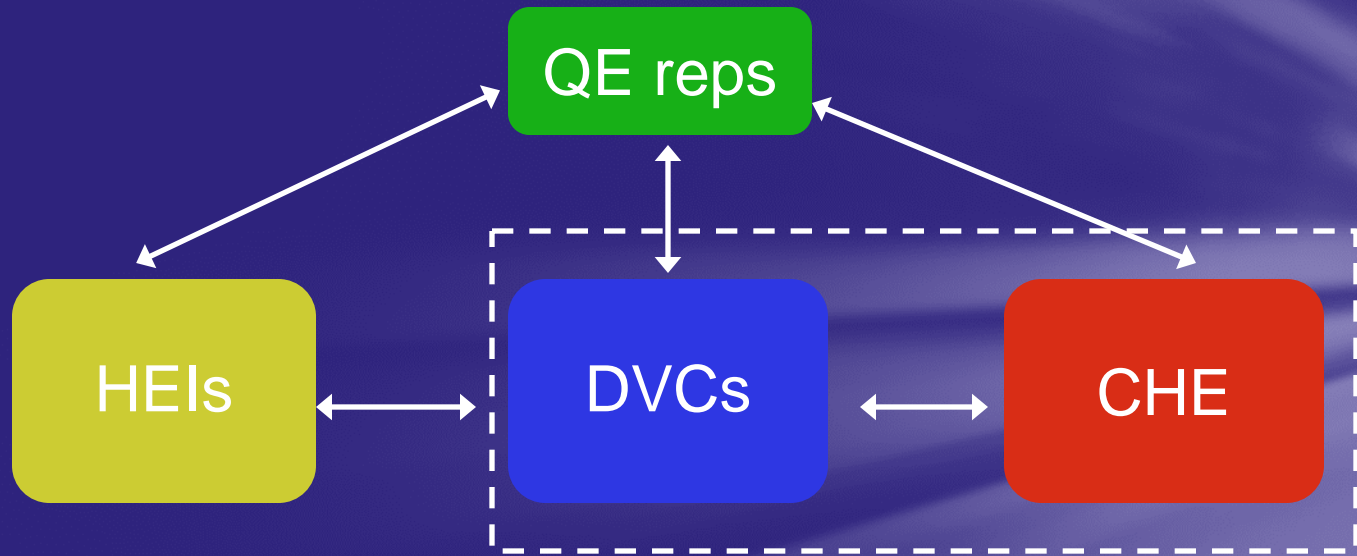
Both institutionally-based and nationally coordinated activities



Process



Role players



PROF
BODIES

SAAIR

HESA

HELTASA

Collective engagement

Analysis
of institutional
submissions

DVC
Forum

Published
reports

QEP
meetings

Research

Working
groups

Symposia,
workshops
and
conferences

Monitoring and accountability

The Institutional Audits Committee monitors the QEP and is accountable to the HEQC

A working group has been formed to develop indicators for the QEP, with support from SAAIR

Focus areas for Phase 1

1. Enhancing academic as teachers

Including professional development, reward and recognition, workload, conditions of service and performance appraisal.

2. Enhancing student support and development

Including career and curriculum advising, life and academic skills development, counselling, student performance monitoring and referral.

3. Enhancing the learning environment

Including teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities.

4. Enhancing course and programme enrolment management

Including admissions, selection, placement, readmission refusal, pass rates in gateway courses, throughput rates, management information systems.

Institutional QE Committee

QE Forum

DVCs meetings

PHASE 1 and PHASE 2

1. Select focus areas
2. Institutional submissions
3. Analysis
4. Collaborative group meetings
5. Analysis
6. Institutional reports
7. Analysis
8. Institutional feedback

Spin-off activities

Phase 1 main activities (2014-2016)

2014

QEP launch (27 Feb)
QEP student workshop
Institutional QE committee identified
Institutional submissions
Analysis
QEP meeting, DVCs meeting (public)
Focus area workshop, WG meetings (private)

2015

Collaborative group workshops
Analysis
QEP meetings, DVC meeting (public)
Institutional reports
Focus area workshops, WG meetings (private)
Select new focus areas

2016

Feedback to each institution (public)
Institutional submissions
Analysis
QEP meetings, DVCs meeting (public)
WG meetings (private)

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.

“Student success does not arise by chance. Nor does substantial improvement in institutional rates of student retention and graduation. It is the result of intentional, structured and proactive actions and policies directed towards the success of all students.”

(Vincent Tinto 2012)