

RE-ACCREDITATION 2014

GROUP WORK RESOURCE

This resource is a compilation of the discussions between all groups from workshops held on 6 and 13 February 2014.

The preparation of this report requires an evaluation of the programmes offered per mode and per site of delivery. Discuss the following in terms of preparing the report and identify good practice tips and potential challenges:

- What internal and external consultation processes should the institution engage in?
- What methods of data collection and analysis should the institution undertake?
- How should the institution use the results of the evaluation to improve quality?
- What examples and evidence could the institution use to support its submission?

QUESTION 1

Internal Consultation: formalised programme review processes, academic board meetings, student evaluations, student surveys, surveys of admin and faculties, internal programme evaluations and review by committee divided into committees, programmes and study guides, quarterly deans report, wide spread consultation to diagnose, education, examination and advisory board, SRC, staff, students, academics, institutional structures, review committees, feedback from students, industry, employers, alumni, Prof Bodies, support staff, SRC, surveys, staff evaluations of organisation and sites / head office, moderators reports

External consultation: CHE (re-accreditation process), upgrading own function, leaders from industry, alumni, external moderators, advisory board, benchmarking, Advisory committees, programme and subject-matter experts, benchmark with universities and other PHEIs, WIL and labour market, working relationships, market research, identified gaps such as language proficiency, scarce skills, sponsors, parents, prof boards, employer surveys, partnerships, international examining bodies and feedback, DHET stats and resources other ETQAs, website reviews (benchmarking), Hello Peter

QUESTION 2

Data and analysis: gathered from internal external sources, surveys alumni and industry, information from websites and social media, throughput rates and pass rates, existing students, MIS, identify gaps, how do you trust the information – data integrity, updating data, verify, qualitative methods, surveys, evaluations, feedback and process, mentor evaluations, cycle build into QA process, different methodologies, marks, pass marks, review 5 year progression plans, moderators reports, module / unit evaluation by staff, student evaluations, student, alumni and stakeholder surveys, student testing (improvement), intake vs exit rates, throughput, success rates, completion

rates, minutes of meeting – goals and achievements, interviews with employers, internal site visits and peer evaluation to gather information and different perspectives, collate different data and bring to a central point to capture onto excel spreadsheet for analysis, common areas and gaps identified, areas of improvement, what are you asking – construction for meaningful information, what do you do with the information, strong internal grievance procedure – recorded and process for investigation and improvement mechanisms

QUESTION 3

Implementation: Broad involvement – sharing findings, specific gaps – plan of action, information reported to boards and committees, filter information to lecturers, expensive and time consuming, frequency of feedback and reporting, feedback (one-on-one, staff meetings, student feedback), identify responsible people, timeframes, re-assess, Excel sheet and drill down to the problem, review and develop an implementation and improvement plan including who is responsible and timeframes, identify students at risk and how these students will be assisted, evidence of implementation including grievance policies, tutors to assist students who need assistance, recommend all educators etc do assessors and moderators training for broad understanding of HE context and process, check and balances, transparency, make result available to assist other institutions, professionalization of the industry to upgrade the whole profession, develop a corrective action plan and implementation plan, opportunity to make improvements, change in policies, monitor changes and reflect.

QUESTION 4

Examples and evidence: Organisational audit – best practice, unique strengths or departments and programmes, internal review of programme changes, concrete examples of development, minutes of meetings, reports from MIS, surveys, website and social media, photographic evidence, marketing material, concise, example and other possible evidence, audit reports of institutions, minutes of meetings, photographs, graphs and student data, progression etc, annual reports, keep records of students, annual review of all policies, identify learners at risk, media evidence, research journal to improve quality of submissions, teaching and lecturer portfolios, WIL, surveys available, reports on data analysis, feedback and reflection from implementation, communication with staff, staff development, skills development, portfolios

For more information or further assistance, please contact reaccreditation@che.ac.za