



**2009**

# Unisa Annual Quality Report

*“From minimum standards to ODL innovation and excellence”*





# 2009

## Unisa Annual Quality Report

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## LIST OF ABBREVIATIONS

ACDE	African Council on Distance Education
ACE	Advanced Certificate in Education
ACHRAM	Academic Human Resource Allocation Model
AP	Audit Portfolio
ARCSWID	Advocacy Resource Centre for Students with Disabilities
BASICS	Barrier-free Accessibility for Students with disabilities In Careers in Science
BMR	Bureau for Market Research
CAES	College of Agriculture and Environmental Sciences
CEMS	College of Economic and Management Sciences
CHE	Council for Higher Education
CHELSA	Committee of Higher Education Libraries in South Africa
CHET	Centre for Higher Education Transformation
CHS	College of Human Sciences
CHDC	College Higher Degrees Committee
CL-QAIC	College of Law Quality Assurance and Innovation Committee
CMC	College Marketing Committee
CoL	Commonwealth of Learning
CPPC	College Projects Planning Committee
CRCSC	College Research and Community Service Committee
CSET	College of Science, Engineering and Technology
CSLPC	College Short Learning Programs Committee
CTLSC	College Tuition & Learner Support Committee
DCLD	Directorate for Curriculum and Learning Development
DFA	Department of Financial Accounting
DSPQA	Department of Strategy, Planning and Quality Assurance
DST/NRF	Department of Science and Technology/ National Research Foundation
DOAP	Directorate: Quality Assurance and Promotion
EAC	Education Advisory Committee
HE	Higher Education
HEQC	Higher Education Quality Committee
HET	Higher Education and Training
ICT	Information and Communication Technology
IOP	Institutional Operational Plan
IPF	Integrated Planning Framework
ISO	International Standards Organisation
IRPD	International Relations and Partnerships Directorate
LET	Library Executive Team
LQC	Library Quality Committee
IQMAF	Integrated Quality Management and Assurance Framework
LibQUAL+®	Library Quality and Research Platform
LIS	Library and Information Services

LSSAQAF	Learner Support Student Affairs Quality Assurance Forum
MIS	Management Information System
NADEOSA	National Association of Open and Distance Learning Organisations of South Africa
OASIS	Online Access System Information Service
ODL	Open Distance Learning
PAAQAC	Professional, Academic and Administrative Quality Assurance Committee
PGCE	Postgraduate Certificate in Education
PLATO	SA Council of Professional and Technical Surveyors
PQM	Programme Qualification Mix
QA	Quality Assurance
QASC	College Assurance Sub-Committee
QAT	Library Quality Assurance Team
QMAS	Quality Management and Assurance Systems
QMS	Quality Management System
SADC	Southern African Development Community
RPL	Recognition of Prior Learning
SAICA	South African Institute of Chartered Accountants
SAQA	South African Qualification Authority
SARCHI	South African Research Chair in Innovation
SAVC	South African Veterinary Council
SMPPD	Study Materials, Print, Production and Delivery
SRAM	Strategic Resource Allocation Model
STLSC	Senate Tuition and Learner Support Committee
TQM	Total Quality Management
UNISA	University of South Africa
UNGC	United Nations Global Compact
UQES	Unisa Quality Evaluation System
VUSSC	Virtual Universities of the Small States of the Commonwealth

# Preface



## **Prof Narend Bajjnath – Vice Principal Strategy, Planning and Partnerships and Chairperson: Unisa's Professional, Academic and Administrative Quality Assurance Committee (PAAQAC)**

Although the annual reporting period is for the 2009 year, it is clear that the transformative shifts and substantive developments in the institutional quality arrangements had actually started becoming apparent since the Commonwealth of Learning (CoL) Trial Audit in 2007. The subsequent refinements in our quality assurance structures, methods, instruments and plan were felt in the 2008 HEQC Audit and beyond. Further initiatives flowing from the HEQC audit itself have culminated in the consolidation and focusing of activities now being reported upon.

The College case studies portray a descriptive account of both the convergences and divergences in practices, priorities and approaches as Colleges grappled with implementing their quality management systems. The PAAQAC-initiated terms of reference have been applied in meaningful ways at the College and departmental levels. It is quite evident that the platform created for sharing and reflection is enriching the quality discourse and action at these levels. The conscious facilitation of engagement and participation will certainly contribute to deepening QA knowledge and understanding, and this initiative is welcomed.

The practice of assigning responsibility for QA to a senior professor and availing dedicated QA specialists to support College committees and champion departmental involvement is another encouraging development. Concerted efforts will have to be made in the planning period ahead to ensure that all five Colleges operate optimally and have solid structures and processes to address all quality matters coherently. The newly constituted Learner Support and Student Affairs Quality Assurance Forum serves as an important vehicle for the implementation of Quality Assurance at regional levels, and in so doing offers a critical mirror to assess multiple dimensions of the student experience, especially in ODL delivery efficiencies. Ensuring that similar structures to the Print Production and Library are established across all professional and service departments will receive due attention. The need to cohere and further advance the effectiveness and impact of the quality infrastructure has been identified by the Draft HEQC Audit Report in an independent recommendation.

The Department of Strategy, Planning and Quality Assurance (DSPOA) has been highly productive, as the dynamic engine for all quality related matters. The small but highly expert and active cadre of staff in the Directorate: Quality Assurance and Promotion continue to make significant impacts on the system. I

would like to thank the team: Ms Rachel Prinsloo, Prof Louie Swanepoel, Dr Eleanore Johannes and Dr Japie Heydenrych for their dedicated efforts and prolific activity. I also take the opportunity to acknowledge the oversight and steerage provided by the Executive Director of DSPOA: Ms Liana Griesel.

The considered move towards integrating planning and quality, and the continuous alignment of resource allocation models, are calculated to ensure sustainable and cutting edge innovation. The emerging trend of increased scholarly and developmental outputs will be monitored with interest and encouragement.

The two audits, supported by a range of quality interventions and growing innovations at College and other levels have succeeded in drilling down the strategic and policy intentions of quality ODL provisioning within Unisa. This has been the most notable achievement of this period and serves to partially address one of the HEQC commendations. The Unisa audit is widely regarded in the higher education and ODL sectors as having been an unparalleled success. The significant national capacity building impact is only surpassed by the spin-off contributions made to enable the CoL to develop its Review and Improvement Model – the COL RIM. Further trials of the COL RIM are being planned for Sri Lanka, Calabar and the Dominican Republic later in 2010 and the wider impact is sure to be felt across the commonwealth. Unisa is poised to give effect to its vision of contributing its considerable quality knowledge and resources to poor and developing countries through strategic partnerships of the nature cultivated with CoL.

In conclusion, the sterling contributions and passionate involvement of a number of stakeholders, the quality assurance committees and leaders at the College and Departmental level, are acknowledged with sincere appreciation. We are mindful also of the contributions of colleagues who have since left the services of Unisa and wish them well in their future roles at other higher education institutions.

**Prof N Bajjnath**  
VICE-PRINCIPAL: STRATEGY, PLANNING & PARTNERSHIPS

# 1

## INTRODUCTION

by Executive Director: Ms L Griesl

Unisa has demonstrated that significant progress has been made along a number of fronts, especially with regard to consolidating insights and lessons from the Commonwealth of Learning Trial Quality Audit and the subsequent HEQC Audit. These lessons are reinforced by an array of national and internal programme/module reviews as well as a number of programme audits conducted by professional bodies.

The period under discussion is best described as a time of harnessing the necessary reflective sources of evidence across the entire institution. These activities served to lay the inspiring founding principles for the establishment of a sound and globally competitive platform to build a lasting quality regime for the University. The foundation is fortified by resourceful committee structures and mechanisms. In addition to the governance arrangements is the ongoing challenge to establish and develop a compelling cross-functional knowledge base of quality assurance and management.

The range of initiatives undertaken by the University and the planned activities for the next planning cycle is testimony to Unisa's commitment to further deepening its quality arrangements. The report aims to provide an updated account of the activities that the University underwent to further its quality arrangements measured through the extent to which milestones have been achieved.

The account from the Department Strategy, Planning and Quality Assurance, as the custodian for a range of academic and institutional quality matters, indicates a highly productive and innovative year. The need for ensuring a relevant, well conceptualised and responsive curriculum has been addressed through iterative planning and consultative cycles. The introduction of a technology based quality evaluation system that will act as a catalyst to measure the quality of the approved curricula in a systematic manner, from design, the development of learning materials, and delivery, has been designed. The effectiveness of this system relies on an integrated quality management system based on a agreed sets of standards and criteria, that give full expression to the ODL character of the institution. These new endeavours are designed to be implemented in close collaboration with all stakeholders to ensure institutional relevance and sustainability.

In conclusion, this report not only shares the road travelled in establishing a culture of excellence and responsiveness towards continuous improvement, but also pays tribute to all the role players who have contributed to this endeavour. Together we all have a shared responsibility to address improving student success, quality and excellence as part of Unisa's agenda for transformation.

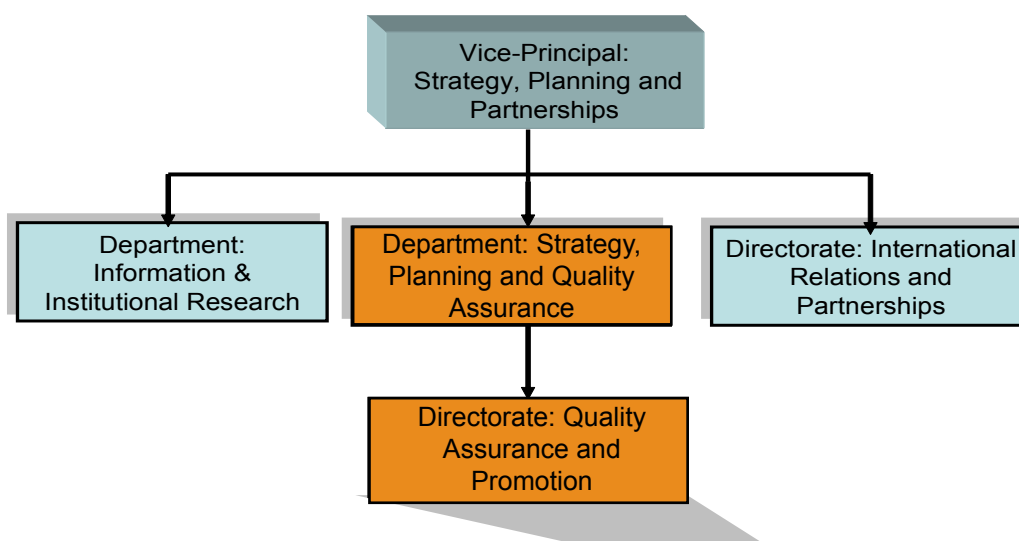
# QUALITY ASSURANCE GOVERNANCE ARRANGEMENTS

The responsibilities for oversight, strategic guidance, policy innovation and cohering all Quality Assurance initiatives at Unisa reside within the portfolio of the Vice-Principal: Strategy, Planning and Partnerships, Professor Narend Baijnath. The graphic depiction of the portfolio below describes the scope of the portfolio as containing the following elements:

- Coordination of institutional strategic planning, planning support, monitoring and evaluation
- Management of information systems and institutional research
- Business intelligence and statutory reporting
- Institutional quality assurance
- International relations and partnerships

The following section shares the integrated institutional quality infrastructure, briefly accounting for their mandates and respective routes of reporting. Streamlined quality assurance governance structures are evolving as a direct consequence of the recommendations emanating from the Commonwealth of Learning (CoL) Trial Audit (July 2007) and the HEQC Audit (August 2008). Singh's (2007) useful notions to "orient higher education regulation more in the direction of social transformation imperatives" aptly describes the strategic intent of the quality project at Unisa.<sup>1</sup> The attention to further consolidating the quality infrastructure in the University ensures integration, effective implementation, continuous monitoring and review and greater systemic impacts.

Diagram 1: Portfolio of Strategy, Planning and Partnerships



<sup>1</sup> Singh, M. (2007) "The Governance of Accreditation" IN GUNI 2007: *Higher Education in the World 2007. Accreditation for Quality Assurance: What is at Stake?* Global University Network for Innovation. Great Britain: Palgrave Macmillan.



## 2.1 The Professional, Academic and Administrative Quality Assurance Committee (PAAQAC)

The PAAQAC was reconstituted as an overarching committee of Management under the leadership of the Vice-Principal: Strategy, Planning and Partnerships, reporting directly to the Principal and Vice-Chancellor and Management Committee. Key functions remain the responsibility for strategic guidance and decision-making, policy formulation and positioning, overseeing and monitoring the implementation of the provisions of the Quality Assurance Policy, and the supporting Integrated Quality Management and Assurance Framework, at institutional level. This structure also acts as the formal conduit for liaison with external quality authorities such as managing the relationships and protocols for institutional audits and professional programme re-accreditation activities.

## 2.2 Updating the Department of Strategy, Planning and Quality Assurance (DSPQA) and locating the Directorate for Quality Assurance and Promotion (DQAP)

The mandate of the dedicated Department of Strategy, Planning and Quality Assurance (DSPQA), within which the Directorate for Quality Assurance and Promotion (DQAP) is located, is now briefly presented, as the coordinating and implementing vehicle for the PAAQAC. An updated account is offered as a result of the expansion and acquisition of the necessary human and infrastructure capital over the past two years. Section 5 offers more details in this regard.

The DSPQA is tasked to deliver on its mandate of facilitating "the inculcation of an integrated quality management and planning regimen throughout the institution". Details on the planning dimensions are contained in the Integrated Planning Framework (IPF) and obtainable on the intranet.

With regard to quality, the Directorate: Quality Assurance and Promotion (DQAP) is responsible for the following seven functions,

- Creating an enabling environment for embedding the institutional quality regime
- Facilitating collaboration and alignment of all quality management functions within the institution;
- Providing technical expertise in support of setting and maintaining existing standards, and

monitoring the effectiveness of institutional quality management arrangements proposing necessary interventions;

- Assures quality and continuous improvements through regular internal reviews, national reviews and institutional audits, contributing to strategic institutional responses for external submission;
- Facilitates the promotion of quality through training workshops and programmes to build the requisite ODL QA capacity within the institution;
- Conducts research and contributes to collaborative scholarly outputs with the aim of strengthening Unisa's ODL leadership position with regard to quality matters
- Maintains strategic direction with regard to Unisa's leadership and engagement with local, regional, continental and international ODL and QA agencies

## 2.3 College Level Quality Committees

Each College concerns itself with the management of quality-related matters with regard to scholarly production, quality teaching and learning, and active community engagement to ensure the effectiveness of student learning, improved institutional performance and the production of quality graduates. Careful alignment and adherence to the institutional level sets of policy and procedures governing teaching and learning, research and postgraduate education and community engagement underpin the work of the college committees.

These committees have dual reporting lines, to the PAAQAC in the first instance, and secondly to the Senate Tuition and Learner Support Committee (STLSC). It is expected that their respective Terms of Reference will be modified accordingly once the revisions to the Quality Assurance Policy and supporting Integrated Quality Management and Assurance Framework (IQMAF) are finalised.

## 2.4 Quality Committees of Professional and Support Units

The preferred ODL quality lens of scrutiny is that of effective teaching and learning from a student-centered perspective. In acknowledgement that there are multiple layers of interaction and inter-dependencies within the ODL environment, the student learning experience is the unit of analysis for testing the effectiveness of support systems. A web enabled quality evaluation system, the Unisa Quality Evaluation System (UQES) is planned to conduct timely

and cost effective annual reviews of a large number of modules from a triangulated stakeholder perspective. The Executive Directors across the research, learner support, and academic planning and the complete range of functional areas account for their quality operations and initiatives to the overarching PAAQAC.

## **2.5 The Learner Support Student Affairs Quality Assurance Forum (LSSAQAF)**

This overarching committee has a key coordinating, implementing, monitoring and evaluation role with regard to the effectiveness of student achievement and consists of critical “internal stakeholders” for the delivery components of the system. The regional infrastructure also provides platforms for facilitating a diverse range of stakeholder engagements and for upholding the principle of regional equity.

Given the ODL identity of the institution, the regional infrastructure has proved to be an incisive mirror of the effectiveness and reach of our operations and services, best suited to examining the extent to which Unisa meets its social justice mandate. Regional quality coordinators and committees report directly to this forum.

## **2.6 Collaboration and Partnership Arrangements**

Reflecting on the pressures from globalisation and increasing internationalization of higher education and cross-border mobility, Unisa is mindful that complex forms of co-operation are necessary to promote quality assurance, mutual recognition of qualifications, staff and student mobility”. The institution is unapologetic that richer and more developed countries and institutions having a continued obligation to support the development of the less privileged, especially on the African continent. As an internationally recognized university, with an extensive geographical footprint, Unisa graduates enjoy professional status and employability in many countries across the world.

The International Relations and Partnerships Directorate (IRPD), is responsible for collaboration and all forms of partnerships. The quality management system ensures strategically aligned and mutually beneficial partnerships, enabling the institution to compete effectively in the global economy and to deliver on its social justice mandate. The DQAP conducts the quality assurance reviews of all forms of collaboration, using the customized quality assurance framework and criteria, designed for this purpose.

## 2009 Achievements of Milestones

This section shares the contributions made from a range of quality stakeholders, reflecting on their performance and achievements for the reporting period.

### 3.1 College Quality Committee Reports

#### 3.1.1 The Quality Assurance Committee of the College of Human Sciences

##### Introduction of QA Committee Members

The Chairperson of the Committee, in permanent capacity, is Prof EO Mashile (Deputy Executive Dean: CHS) who also chairs of the College Projects Planning Committee (CPPC).



##### Chairperson/Deputy Executive Dean

*Prof E O Mashile*

The Vice-Chairperson, a dedicated Quality Assurance Practitioner, serves a 2 year term in this portfolio. The current incumbent is Prof MH Mogashoa. The other members of the Committee serve for only an annual term and represent their respective departments. To facilitate synergies and integration, the following

committees in the College: College Tuition & Learner Support Committee (CTLSC), College Research & Community Service Committee (CRCSC), College Higher Degrees Committee (CHDC), College Short Learning Programs Committee (CSLPC), and College Marketing Committee (CMC) have representation on the CHS QA Com.



##### Deputy Chairperson & Representative: Christian Spirituality Church History & Missiology

*Prof M Mogashoa*

##### Finalising the Terms of Reference

In terms of a decision of the College Executive in 2008, there was no separate QA committee in the college. The QA activities were delegated to the College Planning and Projects Committee (CPPC). Late in 2009, the CPPC reviewed the processes within the College concerning QA and resolved to institute a separate committee, which started to operate in 2010. The terms of reference were then developed and were adapted from those of the College of Economic and Management Sciences – appended for ease of reference.

## **2009 Plans and Strategies**

As reported to the PAAQAC during September 2009, the following Quality Assurance activities were undertaken by the CHS:

The CHS was one of the colleges whose departments prepared self-evaluation reports in preparation for the Commonwealth of Learning, as part of the internal departmental review process. On the basis of the self-evaluation reports, all the Chairs of Departments were interviewed by a panel set up by the Quality Assurance Directorate. After many iterations of feedback to departments, individual departmental improvement plans were generated. Departments were requested by College Management to work on the improvement plans for 2009, which were reviewed by the CPPC at the end of September. The exercise ensured that all matters arising from all audits, CoL and HEQC, are receiving attention within departments. On the basis of the September review, the CPPC will draw up a plan of action for the 2010 academic year. Departments have been informed about this process so that they include it within their Departmental Operational Plans.

The CHS is also planning for possible national programme reviews. In this regard five departments are involved in the project that aims at identifying all activities required for a programme review and identify the levels of preparation that the College and Departments need for such activities. The five programmes involved are Masters in Public Health (PG), BA (Creative Writing) (UG), Bachelor of Musicology (UG), Bachelor of Social Work (UG) and BA (Political leadership and Citizenship). Built into the project is an understanding of quality imperatives in all our operations. At least four workshops have been held with the five departments wherein all quality related issues pertaining to programmes were discussed. The activities that will be necessary for programme managers and their job descriptions have been finalised. The five programmes will undertake a full Internal Programme Review in 2010.

The Executive Dean of the CHS is particularly concerned about systems within the College that need to be developed to provide good quality products and services to all stakeholders, particularly students. To this end a process called the Ops Room has been set up and manned by a highly regarded ODL practitioner. The Ops Room manager ensures that all the systems of the college with regard to our deliverables are scrutinised and optimised. The activities of the Ops Room are also documented and provide valuable information for all Chairs of Departments and other structures such as the College Tuition and Learner

Support Committee. From the activities of the Ops Room, the College is able to identify weaknesses in our system and to systematically generate strategies to improve our activities.

A constant reflection on all systems in the College, as explained above, has resulted in a number of initiatives driven by our Executive Dean, which will ensure that quality is included in all our operations. New and young academics are being trained and mentored through what we call the Scholars Development programme. The programme is managed by a senior accomplished academic within the College and draws in support from other administrative departments within the institution to ensure the academics are adequately developed. Another accomplished academic within the College is focussing on helping the College to understand, develop, communicate and implement ODL.

Finally, the College is dedicating personnel to address the many inquiries and problems experienced by our students. Our learner support office has however been slowed down by inability to get warm bodies to manage our identified tasks, which we trust HR will soon finalise.

## **Innovation and Achievements**

The issue of championing QA in departments has received attention. We have noted the need for Quality Assurance (QA) Champions in departments who will promote and monitor QA matters. The departmental representatives will serve as these Champions, and in so doing will alleviate the workload of chairs of the various departments, as well as widen the QA knowledge and expertise base.

Inserting QA as a standing item on the agendas of the College Committees had been experimented with during the year. QA is a standing item in the following college committees: College Tuition & Learner Support Committee (CTLSC), College Research & Community Service Committee (CRCSC), College Higher Degrees Committee (CHDC), College Short Learning Programs Committee (CSLPC) and College Marketing Committee (CMC). The benefit of this is that QA issues are promoted and monitored throughout the college. This situates QA as a core of the College's business. Furthermore, since the QA Com is chaired by Prof Mashile: Deputy Executive Dean, who also chairs the College Planning and Projects Committee (CPPC), QA matters receive attention at higher college levels.

The CHS QA Com noted there is a need for our college staff to be well informed and capacitated on QA matters. In response a number of workshops and seminars on QA for staff to build the necessary capacity have been planned, some in conjunction with the DQAP.

The most significant achievement for the year has been the reconstitution of a QA Com for the College. We have successfully planned the reconstitution of an independent QA Com at college level. This will contribute to more effective oversight and management of all processes.

The QA Com managed to give comments to the **Draft Academic and Research Improvement Plan** by the due date required. Noting that there were a number of QA matters raised by the HEQC Report not covered in the draft plan, we highlighted these and recommended their inclusion.

Both the B. ED and the PGCE attained full accreditation status from the HEQC, after a protracted period of producing and refining improvement plans iteratively. The lessons have been cascaded into the college and served to considerably strengthen insights and practices at both college and institutional levels.

With regard to future plans, all QA concerns were imbedded into the College Operational Plan so that all matters relating to teaching, research and community engagement are addressed.

Examples of such QA related activities included the following:

- Developing the capacity of Honours students by including a compulsory research module in all programmes – this process will be concluded in 2011.
- Involvement of CHS modules in all new developments within the university such as power/pilot courses/online teaching.

- Monitoring all aspects of new developments such as semesterisation, tutor system and the like.
- Training of supervisors to ensure that supervision within the college functions at optimum levels
- Increasing the quality and amount of communication within the college

As stated earlier we had identified three particular challenges, one being the need for ensuring more democratic participation of all CHS Departments. There are some departments that are still not yet represented in QA Com and as such are represented by CODs. The challenge is to reduce overloading CODs and to seek broader participation by academics in the activities of the QA Committee.

Secondly, Quality Assurance is as yet not a well known discourse amongst academics except for those who have been directly involved in the HEQC national programme reviews or auditor and programme evaluator training. Most of the academic staff members still need to buy into the ideal of having QA underpinning all our functions within the College and the University. There is still a need to popularize QA activities within departments and Schools and deepen understanding and more effective practices.

Improving strategic leadership and closer engagement with the DSPQA had been identified, as well as the need for more support needed at college level. In our view, the DPQSA needs to constantly communicate and provide direction on QA matters in the light of the strategic direction of the university. The critical QA matters from the DPQSA need to filter down to college level within as short a time as possible. As colleges, we need to all be on par with QA matters so that all colleges are on board and feed into the strategic direction of the university without delay.

The submission is concluded by sharing the details of committee members who served for 2009. The list of members and their respective departments can be found in Appendix 2.

## 3.2 The College of Economic and Management Sciences (CEMS)

The Quality Assurance Committee of the College of Economic and Management Sciences reported on the following endeavours embarked on during the course of 2009. The CEMS Academic Quality Framework document was approved and adopted. Academic departments are expected to maintain QA files to reflect adherence and alignment and to develop the procedures and structures as contained in the framework.

An evaluation of summative assessment investigation was conducted. Academic departments in the CEMS audited the examination papers for selected modules offered to test for level of 'unfamiliarity' between different examination periods. The departments had to evaluate four consecutive examination periods and compile a compliance report. The reports indicate the modules that comply with the benchmark set for the exercise, and those which do not meet these requirements.

The College QA committee received the reports by the end of August, and, from these reports a summary report for the college has been compiled. The intention of the QA Committee is to develop a set of practical guidelines for the preparation of examination papers in an ODL environment. It will be prepared as part of the college research project in summative assessment. In an effort to further quality awareness in the College, the QA committee arranges a 'best practices' presentation at every College Board meeting. During the first College Board meeting of 2009, Ms Annemarie Davis from the Department Business Management gave a presentation on her exemplary and effective use of myUnisa for teaching and learning.

During a gap analysis exercise by the QA committee it was recognised that there is a need to look at formative assessment practices, tutorial letters and benchmarking. These will be further pursued in 2010. The attempt to pursue the initiative of establishing a QA Forum saw invitations being extended to colleagues from the Directorate Student Assessment Administration. A nomination from the Examination Administration and Assignment Administration to join the College QA Committee was unsuccessfully solicited. The QA committee has also resolved to invite members from other support departments, such as registrations, despatch, scheduling and production to future meetings.

The CEMS QA Committee intends to build on the above initiatives during 2010 and further develop appropriate quality assurance structures and systems in a dedicated effort 'to do what is best in the best possible way'.

## 3.3 The College of Agriculture and Environmental Sciences (CAES)



The major effort within this college has been the preparation for the pending programme review by the South African Veterinary Council (SAVC), scheduled for sometime in June 2010, managed by the Executive dean, Dr M. Linington. The generation of profiles and data for the self-evaluation report proved to be a challenge.

The more pertinent problem of renegotiating the terms and scope of the review with the SAVC to ensure ODL alignment and responsiveness surfaced during the preparations. The Directorate: Quality Assurance and Promotion provided technical support and assisted with the compilation of the various chapters and analyses for the portfolio.

## 3.4 College of Science, Engineering and Technology (CSET)

The College's Quality Assurance Committee had the following goals for the 2009 academic year:

1. Revisit the Committee's Term of Reference
2. Develop a Quality Assurance Management System. Attention will be focussed on the following:
  - Tuition Plan
  - Study Guides
  - Prescribed and Recommended Study material
  - Assessment
  - Tutorial Letters
  - Learner Support
3. Organize a College wide workshop as a conduit for the adoption and implementation of the system
4. Perform an annual review of compliance to QA requirements

By September 2009, the review of the Terms of References had been completed. The first draft of the Quality Management and Assurance System had been completed, and a consultative workshop on the document was planned for the third week of October 2009. An additional aim of the workshop was also orient the college in preparation for adopting and implementing the college-wide system. Thereafter annual reviews would be conducted to test adherence and effectiveness of implementation.



### **3.5 College of Law: Quality Assurance and Innovation Committee Report 2009**

The College of Law Quality Assurance and Innovation Committee (CL-QAIC) meets quarterly or whenever required to do so. Professor Rushiella Songca is the chairperson of the committee. The Committee's main objective is to embed quality management systems in teaching, research, community engagement and technological activities within the College of Law.

The committee has in this regard developed a Quality Assurance Management System for formal teaching and learning, research and community engagement in accordance with the requirements and protocols set by the Department of Strategy, Planning and Quality Assurance. The committee has developed Terms of Reference that will guide quality assurance activities within the College.

The chairperson of the CL-QAIC works very closely with the chairs of other Colleges and with the Directorate of Quality Assurance and Promotion (DQAP). The college chairs have undertaken to collaborate on all Quality Assurance initiatives and to align Quality Assurance activities throughout the institution. The chairs meet bi-monthly, and the meetings are facilitated by the DQAP. The committee members of the different Colleges have agreed to develop Quality Assurance Guidelines for external examiners and/or moderators and on supervision.

Flowing from this decision, the College of Law is currently developing guidelines for external examiners/moderators. A task team has been set up to craft the guidelines and report to the committee. Draft guidelines were presented to the committee for its comments. The CL-QAIC was scheduled to meet in August 2009 to finalise all quality assurance activities currently being developed and to implement

the College of Law the quality assurance management system in 2010.

The minutes of all the meetings of the CL-QAIC are distributed with the minutes of the Executive Committee to all members of the College. In addition, copies of the minutes are also sent to the Department of Strategy, Planning and Quality Assurance

In conclusion, I would like to thank all the members of the CL-QAIC for their support, contributions and regular attendance of meetings. I would also like to thank Prof L. Swanepoel and Ms M. Petersen-Waughtal for their invaluable support and contribution to the work of the CL-QAIC.

### **3.6 Observations on Functioning of College Quality Committees**

These case studies provide an interesting account of the divergent forms of institutionalising quality management systems at college levels. It is evident that the mandates have been deepened through dialogue and exchanges and that attempts have been made to address emerging needs. The facilitation of participatory democracy will contribute to deepening QA knowledge and understanding. The need to cohere and further advance these initiatives has been identified by the Draft HEQC Audit Report.

The practice of assigning responsibility for QA to a senior professor and having dedicated QA specialists to support college committees and champion departmental involvement is another emerging phenomenon. These insights and practices have emerged as a result of the preparation for the Commonwealth of Learning (CoL) Trial Audit in 2007 and subsequent HEQC Audit in 2008, as well as from the external programme reaccreditation reviews.

Concerted efforts will be made to ensure that all five colleges operate effectively and have established the necessary structures and mechanisms to attend to all quality matters. The conceptualisation and planning for the consolidation of quality management systems and the accompanying development of independent quality assurance systems is in the pipeline.

### **3.7 Report from The Regions**

The Learner Support and Student Affairs Quality Assurance Forum was established in 2009. The forum

is responsible for a variety of quality-related activities within the Learner Support and Student Affairs portfolio.

### 3.7.1 Introduction of the QA Committee Members

The following members constitute the Learner Support and Student Affairs forum:

Dr KJ Rankapole (Chairperson) ; Dr JC Jacobs; Mr HS Pretorius; Dr S Moodley (ARCSWID); Ms MH Frauendorf ; Mr RK Deppe; Ms IE Chadibe ( ICT; Digital and Satellite delivery); Mr D Langner; Dr T Groenewald (WIL Manager); Dr MB Mokhaba (Ex-officio member); Mr MC Baloyi (Ex-officio member); Prof LM Swanepoel (DQAP: by invitation)

The following is an account of the **innovations and achievements** for the reporting period:

- Establishment of the Learner Support and Student Affairs Quality Assurance Forum;
- Establishment of task teams to address identified projects;
- Process Mapping conducted in the UKZN and Cape Coastal Regions;
- Internalization of the first version of Unisa's Integrated Quality Management Framework; and
- The compilation of the LS portfolio's quality improvement report in line with the institution's quality improvement plan;

The following activities have been planned and will be undertaken by the forum during the 2010 academic year:

- Development of the Quality Management System for Learner Support;
- Finalization of work flows in order to determine standards;
- Facilitation and monitoring of the implementation of the Portfolio's Quality Improvement Plan; and
- The alignment of quality-related activities with those of the Department of Strategy, Planning and Quality Assurance (DSPQA).

In conclusion, the LSSA QAF serves as an important vehicle for the implementation of Quality Assurance within the Learner Support and Student Affairs portfolio. Worth mentioning is the fact that the forum has achieved the set objectives during the year 2009. However, the forum has to ensure that all directorates have proper representation in 2010. The LSSAQAF will also make sure that all quality-related activities are in line with stipulations of the revised Integrated

Quality Management and Assurance Framework (IQMAF) and the provisions of the Quality Assurance Policy.

### 3.8 Print Production Quality Office Report

The QA committee for all managers in Print Production and for Study Materials, Print, Production and Delivery (SMPPD) will be established by the end of May 2010. The terms of reference for Print Production and SMPPD will then be drafted to inform the establishment and functions of the QA Committees.

Recent **innovations and achievements** are that the quality office has recently been established in September 2009, and that four new staff members will be recruited in 2010. The standard operating procedures are 60% completed. Currently the quality department in print production has just started with the quality manual. To date we are satisfied about the adequate controls over spoiled jobs and the quality of exams.

Future plans include instituting the Quality Committees, and the establishment of integrated quality framework for print production is underway. This integrated framework will clearly demonstrate how the responsibility of quality is shared in the unit.

Two challenges have been identified, namely, the recruitment of Quality controllers /assurers for the remaining positions and introducing continuous quality improvement as the mission of Print Production.

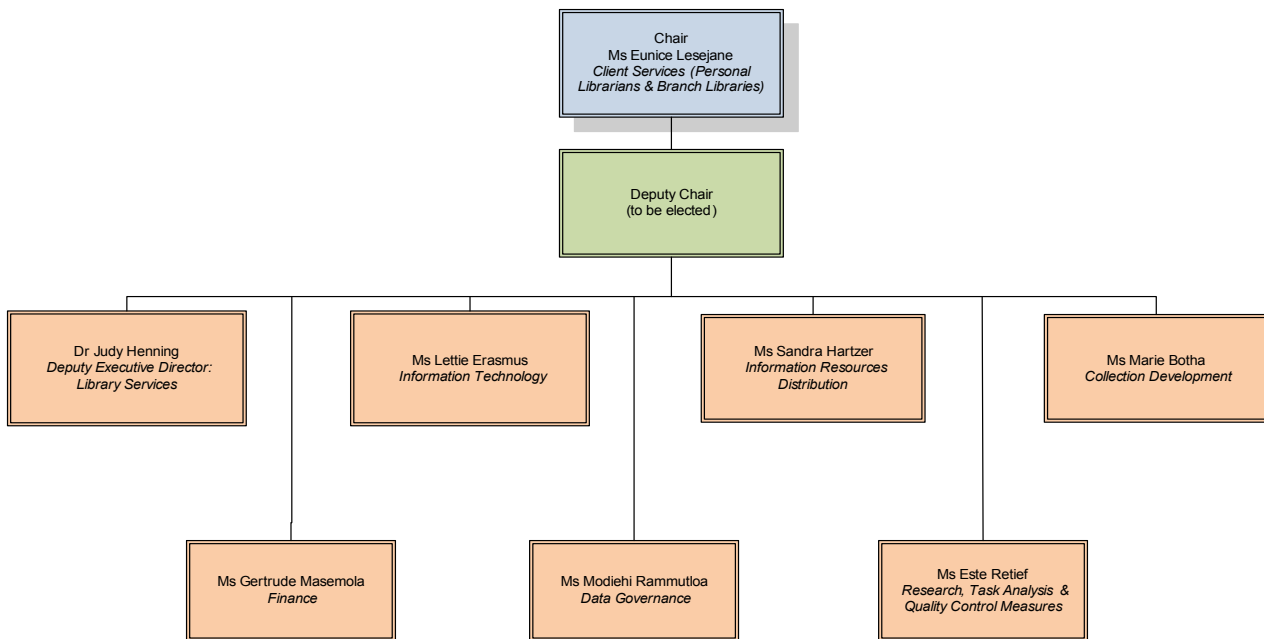
### 3.9 The Library Quality Committee Report

The Library Quality Committee (LQC) is composed of ten members, and includes participation from three main groups with quality assurance/ management / governance responsibilities:

- 1.1 Library Executive Team (LET): responsible for the strategic planning, resourcing, implementation and quality of the Unisa Library services.
- 1.2 Library Quality Team (QAT): responsible for the establishment of process quality control measures, scanning the appropriate LIS trends and innovations.
- 1.3 Library Managers and/or Process Owners: responsible for operational planning, implementation and control.



Graphically, these arrangements can be depicted as follows:



### 3.9.1 2009 Plans and Strategies

#### Training and Development

Training and development outputs of library staff consisted of the following staff members successfully completing the Course in the Basics of Total Quality Management (TQM), Dr Judy Henning, Ms Dudu Nkosi, Ms Marié Botha and Ms Esté Retief.

Ms Eunice Lesejane and Ms Esté Retief also completed the ISO training course. Ms Esté Retief attended the Writing Procedures and Work Instructions course.

#### Task Analysis of Library Business Processes

The merger restructuring processes and instilling a sound business architecture led to the mapping and analysis of tasks to underpin a revitalised structure. Task analysis has two main outcomes in this regard, namely (1) a process flowchart, and (2) process quality control measures. Process flowcharting helps to make work visible, detect bottlenecks and unnecessary steps, and identifies improvement opportunities. Quality control measures usually include a client satisfaction checklist and/or survey to measure effects and improvements. The table below shows progress made with task analysis of the processes.

DIRECTORATE	TEAM	PROGRESS REPORT ON FLOWCHARTS	QUALITY CONTROL MEASURES
Client Services	Archives	Completed	August 2010
	Branch Libraries	In process (2 completed)	
	Client Training	Completed	August 2010
	Personal Librarians	Completed	November 2010
IR Content Management	Collection Development	Completed	November 2010
	Cataloguers	Completed	August 2010
	Reporting	Scheduled for June 2010	
IR Distribution <i>Processes influenced by the implementation of Radio Frequency Identification (RFID) need to be reviewed.</i>	Control Officer	Completed	July 2010
	Delivery	Completed	November 2010
	Inventory Control	Completed	November 2010
	Organisers	Completed	November 2010
	Recovery Officer	Completed	August 2010
	Search Librarians	Completed	August 2010
Library Corporate Services	Finance	Donations process incomplete	July 2010
	Inform Technology Services	2 flowcharts completed	
	Maintenance	Scheduled for Sept 2010	
	Marketing	Scheduled for October 2010	
	Planning & QA	Scheduled for July 2010	
Revisiting and aligning Leadership Processes	All levels (managers, deputy directors, directors)	Scheduled for 2011	

### Data Governance Forum

A Library Data Governance Forum was established with all stakeholders responsible for OASIS (online library catalogue) input and/or changes. This was a major step in ensuring problem areas in OASIS data are rectified and more effectively managed.

### Development of templates

The following project management templates were developed to ensure quality:

- Gap analysis template
- SWOT analysis template
- Project management initial plan template
- Project management communication plan template
- Project management checklist
- Project management change plan template
- Project evaluation template
- Project Proposal Presentation Template.

### Partnerships and Collaboration

On national level the Executive Director of the Unisa Library, Dr Buhle Mbambo-Thata, is a member of the

Committee of Higher Education Libraries in South Africa (CHELSA). The Unisa Library, as other higher education libraries in South Africa, adheres to the quality guidelines set out in *Measures for Quality in South African Higher Education Libraries*, a document prepared by the Quality Assurance Subcommittee of CHELSA.

At international collaboration levels, LibQUAL+® is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The Unisa Library has successfully used LibQUAL+® survey data to identify best practices, analyse deficits, and effectively allocate resources. LibQUAL+® gives the Unisa Library users a chance to tell the Library management where services need improvement so that we can respond to and better manage their expectations.

With regard to future plans the following were reported. The **task analysis of the Library business processes** as detailed in section 3.7.1.2 shares the schedule for completing all business

processes during 2010 and 2011. An online QMS for the Unisa Library will be developed and implemented. Setting of standards and benchmarks on a process level takes place when process quality control measures are put into place. As showed in 3.7.1.2 more than 50% of all current standards and benchmarks of Library processes will be reviewed during 2010.

Two research projects have been identified for 2010. A client library use and needs study will be conducted with Unisa students during 2010 in response to the draft HEQC Audit Report, Recommendation Number 15. The second study of current **Library and Information Services (LIS)** trends touching all functions of the Unisa Library will be conducted to improve quality and effective service provisioning.

It will be a **challenge** to introduce a principle-based QMS system that engages everyone in meeting client and business needs. Another identified challenge is for the LQC members to achieve quality goals for 2010 by articulating attainable milestones, providing a business case for quality, and creating an effective mechanism for process management.

### 3.10 The Directorate of Curriculum and Learning Development (DCLD)



Dr Azwy C. Tshivhase

The DCLD is an acknowledged, highly specialized and unique facility within Unisa, having earned commendations from both quality audits. The sterling quality of curriculum design, critical understanding of the assumptions and processes that underpin ODL materials development, and evidence of innovation have been noted by both the international and South African audit panel members.

The DCLD plays a major role in quality management and assurance activities in the university. The DCLD Quality Assurance Committee focuses on promoting the inclusion of quality assurance aspects in curriculum and learning development in the following ways:

- Promoting well-researched and participative curriculum planning
- Facilitating reflective design and development processes, ensuring the inclusion of an ODL Teaching and Learning Strategy, supported by assessment practices aligned to providing adequate student support
- Supporting the development of tutor training manuals for deepening ODL delivery and improving student learning experiences
- Using critical readers to assess the quality of new materials in the design phases
- Conducting student pre-testing and piloting of new courseware
- Evaluating the effectiveness of implemented modules

The committee furthermore engages in continuous research and shares information on good practices for the use of formative evaluation in module development, as well as the summative evaluation of implemented modules.

In conclusion, The DCLD has been commended for its quality and consistent ODL Research and Teaching and Learning outputs. This trend is likely to contribute even more significantly as attempts to obtain formal accreditation status for the ODL Journal, Progressio, are underway. Unisa is indeed privileged to count the DCLD amongst its operational structures.

## REPORT FROM THE DIRECTORATE: QUALITY ASSUARANCE AND PROMOTION (DQAP)

### 4.1 Capacitating the DQAP

The full DSPQA staff complement consists of a cadre of highly qualified staff with specialist technical expertise ranging across educational policy development, ODL practitioner skills, interventions for learners with special needs, research and evaluation skills, as well as specialisms in management, financial planning and governance arrangements.

The year was characterised by the appointment of a number of new staff in planning, quality assurance and promotion as well as the appointment of three researchers to the United Nations Global Compact project. The addition of two quality assurance specialists and the other appointments have already demonstrated substantial impact within the institution with the development of key strategic imperatives such as the guidelines for internal programme/module reviews, the move towards a benchmarking framework and a rigorous effort toward integrated planning and alignment.

The DSPQA is proud of its Employment Equity profile and will continue to promote the further development of a higher skills base and facilitate knowledge creation within the department. The department is ably led by Ms L. Griesl, who assumes responsibility for strategic leadership, the macro-planning framework of the annual operational plan, oversight and performance management. The latter consists of delegating key performance areas to the four members of the team and of coordinating collective and individual outputs.



*Ms L Griesl, Executive Director:  
Strategy, Planning and Quality Assurance.*

The members of the quality team had been assigned the following respective areas for the 2009 reporting period:

Dr E. Johannes is a Quality Specialist charged with finalising the Quality Review Model which involves sequencing the modules for review as part of the Unisa Quality Evaluation System (UQES). She led the process for developing the IRPD quality management system and continues to support the directorate in aligning their processes to the requirements of this system. Her unique contribution to the team lies in her speciality of advocating for persons with disabilities and developing the necessary quality arrangements to support the work in this area.



Prof L Swanepoel, in her capacity as Acting Director of DQAP, was charged with producing the Unisa Audit Manual, a Quality Management System for Teaching and Learning and for consolidating the benchmarking framework and instruments. Finalising the CoL Improvement Plan and reporting on progress also fell to her. The Unisa- HEQC Finnish Project was also managed by her and she has continued to support the various quality committees offering technical expertise and facilitating synergies.



Dr Japie Heydenrych, Quality Assurance Specialist, is charged with the development of the Unisa Quality Evaluation System in conjunction with the BMR; and for convening the ODL task team on Student Support as part of the larger ODL Project Plan. The latter will produce an ODL conceptual model and framework

for tutor management that will ensure adequate and sustainable support to students.



Ms R. C. Prinsloo, Director: Academic Quality Assurance and Re-accreditation, contributed to the finalisation of the Programme Protocols and Guidelines, and undertook the preparatory work, collation and drafting of reports with regard to all HEQC Audit processes. She was also tasked

with revisions to the Quality Assurance Policy and the Integrated Quality Management and Assurance Framework. The consolidation of quality management and assurance systems for Research and Postgraduate Education and the ODL Quality Assurance training and development initiative are two additional areas of her work.



Ms W. Mabaso serves as the departmental secretary, responsible for supporting all administrative functions and operations and reporting on the budget. In addition she provides research support and contributes to the finalisation of directorate outputs across the domains of the four staff.

## 4.2 Managing Quality Improvement Plans

The Quality Improvement Plan is a strategic interventionist tool intended to contribute significantly to transformation and institutional renewal. In this regard, progress reporting incisively conveys the planned improvements, achievements, assigned accountabilities and responsibilities within the Improvement Plan.

Based on the 2007 Commonwealth of Learning Trial Audit feedback report, a quality improvement plan per portfolio was compiled. Portfolio managers formulated improvement strategies, action plans and

timeframes according to each area for attention. This quality improvement plan is a working document and will be updated with the final commendations and recommendations received from the HEQC Audit Report, expected towards the latter half of 2009. The DSPOA will also ensure that the recommendations in the improvement plan are incorporated into the Institutional Operational Plan.

### 4.2.1 National programme reviews and professional council reviews

The 2006–2007 period saw the inception of the HEQC national reviews of the teacher education programmes, which continued until 2009. Unisa achieved the following outcomes: the Advanced Certificate in Education (ACE) was fully accredited, the Postgraduate Certificate in Education (PGCE) and the B Ed were conditionally accredited. The latter two programmes were required to address relatively minor and achievable improvements, and the Unisa Department of Education reported on progress with regard to their improvement plans to the HEQC Board in March 2009. The result was that both the Postgraduate Certificate in Education (PGCE) and the B Ed received full accreditation later in the year.

Unisa is mindful of the insights and deep institutional learning that this robust iterative process with the HEQC has generated. It is worth noting that the ACE curriculum contributed to national developments and that this external engagement and scrutiny served to improve and position this programme. The lessons from the national reviews have been incorporated into the Unisa Quality regime, its systems, processes and evaluation instruments.

An accreditation panel of the Education Advisory Committee (EAC) of SA Council of Professional and Technical Surveyors (PLATO) visited the Department of Electrical and Mining Engineering on 25 and 26 May 2009, for reviewing the National Diploma: Mine Surveying. The report submitted to the Education Advisory Committee granted conditional accreditation status to the National Diploma in Mine Surveying.

An important internal pilot project on high risk module reviews, which led to further ODL quality evaluation innovations, is reported upon in section 4.3.4 of this report as an initiative of the DQAP.

## 4.3 Guidelines for Programme Accreditation, Re-accreditation and Internal Reviews

Programme accreditation and re-accreditation is a form of quality assurance which is usually associated with purposes of accountability and improvement in programme quality. The directorate compiled a protocol document called - *Guidelines for Accreditation and Re-accreditation and Internal Reviews* – aligned to the requirements of the HEQC as well as with the Unisa Integrated Quality Management and Assurance Framework. The manual provides clear guidance on how to approach external and internal reviews within the university, and was formally approved by the Senate Tuition and Learner Support Committee in June 2009.

### 4.3.1 The Internal Review Schedule

Since July 2009, a significant amount of conceptual effort and research has gone into the development of an internal programme and module review schedule, supported by a web enabled quality evaluation system, for the next five years 2010 – 2014. This exercise is a fine example of how the complementary expertise of strategy and planning contributed to an innovative and sustainable approach. The deeper analyses consciously differed from that of the traditional HEQC national reviews and external professional programme reviews. This review process is informed by the *Guidelines for Programme Accreditation and Re-accreditation and Internal Reviews*. The intervention is planned to contribute directly to the development of a quality regime in the institution and in particular to assure quality in the curriculum and learning development process of all disciplines. Seeking to move “*From Minimum Standards to ODL Innovation and Excellence*” is the analytical assumption that has informed the process of sequencing the disciplines/modules for review.

As a starting point enrolment patterns, direct costs and success rates were the key variables underpinning the planning and macro review of the status and sustainable quality of the current curriculum. The disciplines/modules with relative high cost and low success rates will be scheduled to be reviewed first. The agreed timeframe for these formal cyclical reviews is being reconsidered and will probably be extended from the present three-year cycle, given the inefficiencies detected.

### 4.3.2 The Quality Management System for International Partnerships and Relations (IRPD)

Unisa’s geographical footprint is extensive with students across an additional 44 countries, totalling 12 514 students in 2009, the largest enrolment of foreign students in the country. The African dispersion is mainly in SADC with figures as follows:

Zimbabwe (3 410); Namibia (1 747); Botswana (1 709); Swaziland (1 397) and Kenya (965). The global pattern reveals that 2 802 Unisa students in the rest of the world are situated mainly in the United Kingdom (718), the USA (286), the United Arab Emirates (237) and Australia (247).

Partnerships with other African institutions of higher learning through franchise and licensee arrangements involves shared facilities for registration, dispatch of study material, receiving assignments, conducting examinations, and facilitating access to computer services and library services. Other forms of collaboration advance staff exchanges and joint research projects to build ODL capacity and increase research outputs.

A process was facilitated by the DQAP to establish the standards for partnerships and collaborations initiated and managed by the Directorate: International Relations and Partnerships (IRPD) by the DQAP. A quality management system for collaboration and partnerships was subsequently jointly designed. Unique features of the system include refinements to the strategic screening and due diligence approval processes. The accompanying quality assurance framework and criteria are in the process of being finalised.

### 4.3.3. Quality Evaluation Survey for new courses

The Quality Team, with assistance from the Bureau of Marketing Research, started drafting a survey instrument for the quality monitoring and evaluation of all new courses, as a prerequisite for academic quality enhancement and development. This triangulated innovation will generate stakeholder data from students, and the entire team responsible for the design, development and delivery of learning experiences to Unisa students. More reliable student profiling and assessments of the effectiveness of

managing ODL provisioning will contribute significantly to improved teaching and learning, and impact on student performance and achievements.

#### **4.3.4 Piloting High Risk Module Reviews**

The DSPQA was commissioned by the office of the Vice Principal Academic and Research to do an independent academic review of eight identified B Compt Financial Accounting modules. Replicating the HEQC national review methodology, this exercise constituted the first internal review of a professional qualification at Unisa. The eight modules are compulsory modules across a range of eight other programmes, providing crosscutting insights into the quality of curriculum responsiveness with regard to student profiles and the requirements of external professional statutory bodies.

A consolidated report and recommendations was submitted to the Department of Financial Accounting (DFA) during June 2009, and a report presented to the PAAQAC on the agenda of the August 2009 meeting.

A task team comprising members from the DFA, Strategy, Planning and Quality Assurance, as well as the Directorate for Curriculum and Learning Development (DCLD) developed a quality improvement plan for addressing the identified issues of “curriculum responsiveness” to student and professional body needs, the conceptual redesign of the programme, and for giving full effect to sound ODL teaching and learning practices.

An intensive curriculum benchmarking exercise was also conducted to examine the strategic location within a competitor analysis for the B Compt Financial Accounting Programme. Intensive networking and global engagement with key players, preferably led by the professional body, SAICA, emerged as an identified area for “the strategic repositioning” of this professional qualification to ensure global relevance and competitiveness.

#### **4.3.5 Capacity building and training**

The Department of Strategy, Planning and Quality Assurance (DSPQA), in conjunction with the Human Resources Training and Development Directorate of Unisa, arranged the following training interventions:

- Six months short learning programme on the Basics of Total Quality Management

- Development of a quality management system based on ISO 9001:2008

In total 30 staff members attended the workshops on the development of a Quality Management System based on ISO 9001:2008. Attendees had to submit a portfolio to obtain a certificate from the accredited provider. A 100% throughput rate was achieved.

The focus of capacity building and development for the period was on ISO training for the administrative and support sectors to ensure sound understanding for mapping their processes and developing quality management systems. The impact of this intervention is most evident in the Library and its developments.

#### **4.3.6 Networking and Liaison through Conferences and Workshops**

The Executive Director and staff members in the DQAP presented at the following conferences and workshops during 2009:

- Ms L. Griesel presented an input at the Centre for Higher Education Transformation (CHET) workshop on Cross National Higher Education Performance Indicators, Cape Town, 29 -31 March 2009. This vital study will underpin a project aimed at developing an empirical basis for policy making, instead of the ideological bent, in the next round of planning.
- Ms L. Griesel presented an invited keynote address at the COL Workshop, Abuja, Nigeria during 21-23 October 2009, entitled “Experiences and Outcomes of the external CoL Trial Audit ” to discuss the development and implementation of a cost-effective quality assurance model. The COL Review and Improvement Model (COL RIM) for effective institutional quality audits was introduced to educators from 11 African countries, including the Association of African Universities during October 2009. The three-day workshop, organised in collaboration with the National Open University of Nigeria, outlined the features of COL RIM and also included a presentation by the University of Technology, Jamaica, which was the first institution to trial the model.

COL RIM provides higher education institutions with a “do-it-yourself” approach to institutional quality audits. After leading audits of UNISA and the University of Ghana in 2007, COL concluded that the high cost of using external teams would deter many institutions from conducting quality assurance audits. COL developed COL RIM as a more cost-effective approach that focuses on self-assessment and helps institutions

improve internal quality assurance, planning and systematic institutional improvement. Professor O. Jegede, Vice-Chancellor of the National Open University of Nigeria, presented an input on the emerging quality issues impacting on higher education in developing countries. He emphasised the importance of aligning quality assurance and quality management, and indicated that attention should be given to the management of quality so as to sustain the promise of better instruction, better quality of learning, and far better returns on investment in education and training. Unisa plans to continue to playing a role in the development and continuous improvement of the Commonwealth of Learning quality assurance model.

- Participation in an HEQC-HESA Quality Assurance Forum on Teaching and Learning in Boksburg, 16 October 2009, by Dr Japie Heydenrych.
- Workshop presentation by Professor Louie Swanepoel to an HEQC audit preparatory workshop entitled 'Preparing for an HEQC institutional audit' for the institutional audit cycles scheduled for 2009 – 2011 during February 2009, Birchwood Conference Centre, Gauteng.
- Two staff members read papers at the annual NADEOSA Conference held on the Sunnyside Campus from 17 – 18 August 2009. A collaborative paper with SAIDE was entitled: "Quality Assurance at Unisa: towards a framework

to support transformation" by Louie Swanepoel (DSPQA) and Tony Mays (SAIDE). The other, by Rachel Prinsloo, entitled: "Quality and Systemic Imperatives for Transformation in ODL – The Unisa Case Study". The interactive presentation shared Unisa's experiences of having conducted two audits, the Commonwealth of Learning (CoL) Trial Audit in 2007 and the HEQC Audit in 2008 questioning whether ODL quality assurance constitutes a unique case; the effectiveness of the national audit system with regard to identifying the key systemic imperatives that need attention for ensuring sustainable and quality ODL provisioning.

- On the 24<sup>th</sup> of September 2009, Dr Eleanor Johannes, presented a paper at the 2<sup>nd</sup> International Conference 'Education for All' held at the University of Warsaw in Poland. The title of the presentation was: '*Barrier-free Accessibility for Students with disabilities In Careers in Science (BASICS): A quality management system to improve access for science students with disabilities in an open distance learning (ODL) institution in South Africa*'.
- Dr J F Heydenrych published an article in the newly accredited journal, Progressio 31 (1 & 2), entitled "The effect of organisational culture, discourse and occupational identity on engagement in distance delivery"
- The department was invited to facilitate nine different training workshops on Visionary Planning,



The photograph below depicts the African educators who participated in the COL RIM Workshop. Ms L Griesl is seated in red in the front row, and Dr Eleanor Johannes is standing in the first row, fourth from the right in white.



the ACHRAM and ODL quality management as part of the Human Resources Development Capacity Development and Renewal training programme, reaching an audience of more than 120 people.

#### **4.3.7 Partnerships and Collaboration**

The DSPOA continues to provide leadership within NADEOSA and has consistently fielded three executive members for more than a decade. Unisa has also occupied the position of President for at least three times, acting treasurer once and currently holds the position of Vice-President.

The strategic involvement of the Commonwealth of Learning (CoL) in a trial ODL audit experiment has focussed the capacity of the multinational organisation and built quality evaluation expertise and a knowledge

base. The emergence of the CoL Review and Improvement Model (COL RIM) is largely attributed to the 2007 CoL Audit experience, where a panel of international evaluators immersed themselves in the well designed and sophisticated South African quality regime. The tangible benefits for smaller and poorer countries to introduce modified review and improvement initiatives that are more cost effective and sustainable is being planned.

Technical inputs and project proposal design and costing contributions to the African Council on Distance Education (ACDE) were continued throughout 2009, resulting in a successful and supported submission to the South African Minister of Education.

This component is being further developed as part of the next planning cycle.

# 5

## LIFE AFTER THE HEQC AUDIT

Since the institutional audit and sequelae have enduring systemic impacts, an independent section is devoted to reporting on Unisa's innovative management of the process. A briefing and debriefing project was established to plan for and monitor the audit process, with the research assistance of the Bureau of Marketing Research (BMR). The various phases of the project provided useful insights and data, which culminated in a detailed Unisa audit evaluation report to the HEQC towards the end of 2008. The analyses also informed the preparation of the institutional response to the draft audit report.

A key paradigm shift signalled in the Unisa 2008 HEQC Audit Portfolio, was the steering of the emerging organisational architecture and evolving ODL Model of Unisa into a dynamic and responsive "stakeholder-centric business model", a responsive process oriented one, away from a "product-centric one" (pg 30), affording the galvanisation of individual efforts and institutional energies. It is in this light that the process of finalising the Unisa Institutional Response to the Draft HEQC Audit Report was conducted.

The picture below captures the core team who managed the event and daily operations for the HEQC Audit process.



*Back row: Professor Louie Swanepoel (DQAP) embracing Mrs Frances Kent (Corporate Communications and Marketing), Professor Narend Baijnath; Vice-Principal Strategy, Planning and Partnerships, in the centre, and Mr Charles Poole (DQAP).*

*Front row: Mrs Renchia Meyer (Corporate Communications and Marketing), Ms Rachel Prinsloo (DQAP) and Ms Liana Griesl, Executive Director; DSPQA.*

## 5.1 Responding to the HEQC Draft Audit Report

Unisa categorically stated its belief in the value of institutional audits as an external quality intervention to support transformation and improvement within Unisa and in the higher education sector as a whole. The opportunity to engage critically with the Draft HEQC Audit Report was welcomed in the conviction that a structured process would help sharpen and render more accurate the final report on the audit of Unisa. As the dedicated Open and Distance Learning (ODL) institution for the country we invested a considerable amount of effort and resources to test the efficacy of the HEQC Audit model and instruments for their relevance for our context.

With the conclusion of the HEQC Audit in August 2008, the institution immediately responded to the signals sent from the oral feedback session through considering which actions could be incorporated into the planning rhythms of the organisation. The HEQC Audit Panel chairperson, Professor Peter Franks, commented during the oral feedback session that the portfolio was to be congratulated on its strategic and conceptual soundness and encouraged to drive the vision more tangibly throughout the institution, to ensure that “conceptual work to be drilled down into Unisa”.

Unisa was congratulated on having conducted 2 very demanding external audits and commended on having 96 NRF rated scientists. The audit panel also noted the strategic and far-reaching value of having the DST/NRF SARCHI Chair in Development Education located at Unisa and the impact this work will have on the entire national system. The award winning course materials from the Commonwealth of Learning and NADEOSA were noted, as well as the public spaces created for analysis and debates such as the founders’ lecture amongst others.

In compiling the response to the written Draft HEQC Audit Report,<sup>2</sup> Unisa facilitated opportunities for deep engagement with the document by the Quality Directorate, Management Committee, Senate, Colleges and Council. Diverse positions were taken by various stakeholders and the final response culminated in a Management driven distillation. The process, consciously planned as a transformative learning and reflective moment, consisted of the DSPQA being tasked to produce an initial draft response.

Management’s input to the draft report was followed immediately by an August Senate presentation, at the behest of the Principal and Vice Chancellor.

The strategy was concluded by inviting Colleges to prepare written submissions that reflected shared positions, in response to the DSPQA draft institutional positions. Institutional dialogue and debate were then systematically solicited to inform the final response and institutional positions in relation to the key signals and outcomes contained in the HEQC Draft Report.

Subsequently, a workshop with the Colleges was arranged to allow critical debate of the contested areas to deepen understanding and reach consensus. The office of the Vice-Principal: Academic and Research commented on this penultimate version before it was tabled at management for scrutiny on 20<sup>th</sup> October 2009. The Principal, Professor N B Pityana and Vice-Principal: Strategy, Planning and Partnerships, Professor N. Bajjnath, were responsible for collating the final Unisa submission to the HEQC Board.

In summary, Unisa found that the HEQC Draft Audit Report responded closely to the structure of the audit portfolio (AP) and provided a very useful framework for a systematic engagement with quality improvement challenges at Unisa. It also demonstrates sound insights and understanding by the panel of the complex realities and challenges which confront the Institution.

Although the Draft report did not directly refer to our strategic and thematic approach, **“Transforming academic and institutional identity for excellence in an ODL university”**, the findings were consonant with this thematic approach. The four regional site visits provided useful insights and a multi-layered perspective to the audit analyses correlating in significant measure with the Commonwealth of Learning Trial Audit findings, and confirming most of what the institution was already mindful of as quality improvement imperatives. The overall impression was that the Draft Report validated our self-evaluation exercise for the stipulated period, and serves to again highlight the critical elements to ensure the consolidation and effectiveness of our quality management arrangements, and the robust quality assurance thereof, within an ODL context.

The framing of the analyses and resultant recommendations in certain instances was found to be rather cryptic, and gave the impression at other times that conclusions and findings were not interrogated neither were the sources of evidence sufficiently consulted to triangulate outcomes. Disproportionate credence was given in some instances to the views of one stakeholder grouping above another, resulting in an imbalance and inconsistency in the much anticipated findings.

<sup>2</sup> Unisa Institutional Response to the Draft HEQC Audit Report, dated 6 November 2009

Unisa expressed its appreciation to the audit panel for having gone the extra mile in assiduously referring to and utilising the CoL Audit Report in their review. The strategic intent of ensuring a truly ODL perspective and subsequent analyses was indeed achieved.

The team above were thanked by the HEQC Audit Panel, for their ability to stay cheerful and focussed during a long and arduous week, after more than 2 years' of preparation. Mr Charles Poole resigned to take up an appointment at the University of Kwa-Zulu Natal, and we wish to acknowledge his collegiality, sterling and unselfish contributions as a key member of the team at the time.



# 6

## CONCLUSION

Although this is the annual report for the 2009 period, it is clear that the substantive developments and transformative shifts have actually started accruing since the CoL Trial Audit in 2007. The challenge of representing the institution in the self-evaluation portfolio, advancing along a number of developmental trajectories aligned to the 2015 Strategic Plan: An Agenda for Transformation, was more than competently handled by Professor Wendy Kilfoil, who subsequently resigned from Unisa to take up a position at the University of Pretoria. Her relentless efforts and collegiality are acknowledged and fondly remembered by the team too.

The picture below portrays the participants in the Muckleneuk HEQC Briefing Session, July 2008. Professor Wendy Kilfoil is on the left, then Ms Liana Griesl, Mr Gerard Grobler (Corporate Communications and Marketing), Professor Louie Swanepoel and Ms Rachel Prinsloo on the extreme right.



Through the audits, supported by a range of quality interventions and growing innovations at college and other levels, deepening and drilling down the strategic and conceptual assumptions that underpin quality and

sustainable ODL provisioning within Unisa has been the most notable achievement of this period.

The Unisa audit is widely regarded in the higher education sector as having been an unparalleled success. The significant capacity building impacts with regard to sharing experiences and making available the Audit Training DVD to institutions yet to undergo audits, is only surpassed by the contributions to enabling CoL to develop its Review and Improvement Model.

The Abuja Workshop in Nigeria, benefited from the keynote input by the Executive Director, as reported. Further trials of the COL RIM are being planned for Sri Lanka, Calabar and the Dominican Republic later in 2010. These small states of the Commonwealth are particularly vulnerable given their weak economies and lack of higher education expertise and infrastructure. To give an indication of the magnitude of the quality capacity building impacts, Sir John Daniel's reports<sup>3</sup> are instructive in this regard. He attended a Virtual Universities of the Small States of the Commonwealth (VUSSC) meeting in Singapore on the Transnational Qualification Framework, one of the largest VUSSC events to date, with 37 senior officials from 27 countries. A later Seychelles visit for a fisheries course development workshop had participants from 12 Caribbean countries.

Unisa is poised to not only make an invaluable contribution nationally and regionally, but will continue giving effect to its vision of contributing its considerable quality knowledge and resources to poor and developing countries through strategic partnerships.

<sup>3</sup> *Open and Distance Learning in a Changing World. 2007-2008. Selected speeches of Sir John Daniel and Colleagues of the Commonwealth of Learning.*

# ACKNOWLEDGEMENTS

The 2009 Quality Assurance Annual Report is the culmination of the collective and dedicated efforts of a number of stakeholders and contributors in an attempt to portray and represent the wider Unisa institutional reality. Special acknowledgement goes to the following individuals in their respective capacities:

## Overall Strategic Leadership

- Prof N Baijnath ; Chairperson of PAAQAC

## Team Members

- Ms L Griesel : Executive Director, DSPQA
- Ms R C Prinsloo: Director: Academic QA and Re-accreditation
- Prof L Swanepoel: Acting Director for DQAP
- Dr E Johannes: Quality Specialist
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# Appendix 1:

## College of Human Sciences

### BACKGROUND

College quality assurance procedures are subjected to Unisa's policies and procedures and the integrated quality management framework.

The College Assurance Sub-Committee (QAC) has to ensure the effective co-ordination, implementation, monitoring and evaluation of the Integrated Quality Management Framework within the College. These are generic guidelines and every College may add to the functions of the Committee as well as the composition of the Committee.

The Executive Dean of each College is accountable to management for the quality assurance within the College. Each College Quality Assurance Committee is the custodian concerned with all quality-related matters with respect to educational provision in the departments of the College. The functions include quality co-ordination, implementation, monitoring, evaluation as well as quality promotion and an advisory function.

### NAME

This committee will be known as the *Quality Assurance Sub-Committee (College of Human Sciences) - QASC (CHS)*.

### STATUS

The QASC (CHS) is a working committee of the College Planning and Projects Committee.

### PURPOSE

The primary purpose of the QASC (CHS) is to coordinate and oversee the effective implementation,

monitoring and evaluation of the CHS Integrated Quality Assurance Framework for formal teaching and learning, research and community engagement in accordance with institutional, national and international benchmarks. The secondary purpose is to promote quality and act in an advisory capacity regarding all quality assurance matters within the College.

### ROLE

The role of the QASC (CHS) is to handle all matters relating to the internal quality management of teaching and learning, research and community engagement within the College of Human Sciences. This committee will submit reports to the CPPC. The latter will submit, on behalf of and after consultation with the Executive Dean, reports to other College and University committees.

### Functions

Observing its critical function to assure and control quality in all matters relating to teaching and learning, research and community engagement within the College of Human Sciences, the committee shall perform the following:

#### 5.1.1 Interpret

- Interpret national, HEQC and Unisa policy, procedures, legislation, statutory requirements and standards regarding quality assurance, as set by relevant authorities.
- Critically interpret institutional and external policies and procedures related to teaching and learning (including staff development; student access, development and support; programme design, development, implementation and review; student assessment; throughput and completion

rates; experiential learning and RPL), research and community engagement, as well as those of SAQA and the HEQC, and disseminate these interpretations to academic divisions and staff within the College for reflection, critique and implementation.

### **5.1.2 Plan**

- Plan the implementation, coordination, monitoring and evaluation of the College Integrated Quality Management Framework within the College in accordance with the requirements set by the Professional Academic and Administrative Quality Assurance Committee and the protocols of the Directorate: Quality Assurance and Promotion.
- Plan the implementation, co-ordination, monitoring and evaluation of programme reviews, modules reviews and departmental audits in the College.
- Identify, in collaboration with the Directorate: Quality Assurance and Promotion, the needs for capacity development in quality and plan the development of these.

### **5.1.3 Organise**

- Organise through the chairperson of this committee the relevant resources required for the effective implementation, coordination, monitoring and evaluation of the College Integrated Quality Management Framework.
- Facilitate the internal quality audits of the College and co-ordinate all arrangements for external subject-related and professional and national programme audits within the College.
- Facilitate the effective implementation of the College Integrated Quality Management Framework within the College.

### **5.1.4 Lead/Guide**

- Promote quality to facilitate a culture of continuous quality improvement.
- Advise the College Executive Dean through the chairperson of this committee on the effective implementation, coordination, monitoring and evaluation of the College Integrated Quality Management Framework.
- Advise the College Executive Dean through the chairperson of this committee on the effective implementation, co-ordination, monitoring and evaluation of programme reviews, modules reviews and departmental reviews in the College.
- In consultation with the Directorate: Quality Assurance and Promotion advise the College Board

through the chairperson of this committee on priority areas for evaluation and quality assurance of academic programmes and associated student support programmes and make recommendations to the academic departments, units regarding the areas of teaching and learning, research and community engagement that are scheduled for the next annual cycle of quality audits.

### **5.1.5 Monitor**

- Monitor all College internal quality audits and the arrangements for external subject-related and professional and national programme audits within the College.
- Monitor the overall progress of quality audits and quality improvement within the College and ensure that the College's arrangements for assuring the quality for teaching and learning, research and community engagement are well-positioned for planned internal self-evaluations, institutional evaluations, external peer evaluations and the HEQC audits.
- Monitor all actions taken by College and School management committees in addressing issues raised in external examiners' reports, or from any other source.
- Receive, interpret and discuss reports emanating from external or internal School and departmental audits.
- Monitor the implementation of quality improvement plans culminating from quality audits within the College and the dissemination of good practice among departments and schools within the College.

### **Responsibilities**

- Monitor compliance with Unisa and College policies and procedures within the College.
- Disseminate critical information and decisions of the QASC (CHS) to all relevant stakeholders, executives and heads through the Executive Dean of the College by means of correspondence signed by the chairperson of this committee.
- Receive and assess applications for special funding for innovation and creativity in programme development and learning and teaching activities, or any other areas needing quality improvement in the College.
- Review and evaluate the establishment, implementation and management of policies, systems, structures, resources and activities to support and enhance the quality of teaching and learning, research and community engagement within the College.



- Ensure that consultation and information dissemination processes are in place within the Schools and departments with respect to quality-related policies, processes and activities.
- Facilitate self-evaluations on the status and effectiveness of the College's Integrated Quality Management Framework in preparation for institutional audits, external peer reviews and HEQC audits.
- Review documentation prepared for external professional bodies.
- Ensure that stakeholder and/or expert surveys on the quality of provision are conducted according to a well resourced annual plan.
- Identify good practice in relation to the maintenance of academic standards and make appropriate recommendations to the Professional Academic and Administrative Quality Assurance Committee.
- Oversee and monitor the award systems within the College and the University.
- Submit progress reports for submission to the Directorate: Quality Assurance and Promotion and the Professional Academic and Administrative Quality Assurance Committee.
- Submit to the relevant College Committees improvement plans and progress reports on quality-related initiatives for approval and notification. These reports will after approval be tabled at the Professional, Academic and Administrative Quality Assurance Committee.
- Submit to the College Board recommendations and progress reports on the implementation of the quality improvement plans for the coming year.
- Advise the College Academic Board on quality assurance policies and procedures for teaching and learning, research and community engagement.
- Compile a self-evaluation report with supporting documentation and a quality improvement plan that addresses the issues specified in the audit and/or self-evaluation reports.
- Advise the College regarding the storing and reporting of documentation evidence in preparation for QA self-evaluations and audits.

## COMPOSITION

The QASC (CHS) comprises the following:

- Chairperson of the College Planning and Projects Committee: Serving as the chairperson
- Dedicated Quality Assurance Practitioner,

according to section 7 below: Serving as deputy chairperson

- One annually nominated and/or elected representative from each College Committee
- One (1) annually nominated and/or elected representative per department. This may be the same person appointed in 6(c) above.
- Additional members may be co-opted for special projects/tasks

## DEDICATED QUALITY ASSURANCE PRACTITIONER

The dedicated quality assurance practitioner is seconded from an academic department by the Executive Dean. The practitioner will serve as a quality expert in the College and his/her term of service will be two years, renewable. The incumbent will make a lateral movement and will be subject to performance appraisal regimes present in the institution.

## TERMS OF OFFICE

- All portfolio-related seats of the Committee shall represent permanent membership of the Committee, and all nominated representatives shall serve as members of the Committee during their term of office.
- The term of office of all nominated or elected members will be determined by the nominating or electing entity.

## QUORUM AND VOTING POWER

The quorum and voting power shall be constituted on the basis of the following principles:

- At least 50% of the members will be present as stipulated in the Committee composition provision.
- All members will have equal voting powers. A simple majority vote system will be used.
- A quorum consists of 50% of the members entitled to vote, plus one.

## TERMINATION OF MEMBERSHIP

Any member absent for three consecutive committee meetings will automatically be excluded, and the line manager of said member will be notified. The nominating or electing body will be required to nominate or elect a replacement. Any nominated or

elected member has the voluntary right to resign from the committee before the termination of his/her term of office.

## **MEETINGS AND NOTIFICATION**

Monthly scheduled meetings will be held per academic year. Additional meetings may be scheduled as and when required. Agendas and supporting documentation will be circulated at least one week before a scheduled meeting. The chairperson convenes these meetings.

# Appendix 2

## List of 2009 Committee Members

<b>DEPARTMENT</b>	<b>REPRESENTATIVE</b>
Chairperson/Deputy Executive Dean	Prof Mashile EO
Deputy Chairperson & Representative: Christian Spirituality Church History & Missiology	Prof M Mogashoa
Representative: CTLSC	Prof EO Mashile
Representative: College Research & Community Service Comm.	Prof J Mafela
Representative: CSLPC	Prof EO Mashile
Representative: College Higher Degrees Committee	Dr LDM Lebeloane
Representative: College Marketing Committee	Dr Mojapelo-Batka
ABET	Prof K Quan-Baffour
African Languages	Prof Bosch
Afrikaans & Theory of Literature	Dr E Lombard
Anthropology and Archaeology	1 Jan - 31 Jul: Prof S Herselman 1 Aug - 31 Dec: Prof C van Vuuren
Art History, Visual Arts & Musicology	Prof F Potgieter
Classics & World Languages	Dr MEA De Marre
Communication Science	Prof GM Du Plooy
Development Studies	Prof F De Beer
Educational Studies	Dr VG Gasas
English Studies	Prof Z Motsa
Further Teacher Education	Mrs MZ Ramorola
Health Studies	Prof M Bezuidenhout
History	Prof R Viljoen
Information Science	Prof M Majanja
Linguistics	Prof K Moropa
New Testament and Early Christian Studies	Prof P Craffert
Old Testament and Ancient Near Eastern Studies	Prof SW Van Heerden
Philosophy & Systematic Theology	Prof E Van Niekerk
Political Sciences	Prof D Kotze
Practical Theology	Dr M Naidoo
Psychology	Prof M Matoane
Religious Studies and Arabic	Prof H Steyn
Sociology	Prof R Ferreira
Social Work	Ms A van Dyk
Teacher Education	Prof FJ Pretorius

# Appendix 3:

## Terms of Reference for the Library Quality Committee

The ToR's has been developed as a draft document during 2009 and will be reviewed when all applicable LQC posts have been populated in 2010.

### 2.1 Authority

- The Library Quality Committee (LQC) is constituted as a non-executive standing committee of the Unisa Library. Its constitution and terms of reference are set out below and can only be amended with the approval of the Library Executive Team.
- The LQC is authorised by the Library Executive Team (LET) to investigate and monitor any activity within its terms of reference. It is authorised to seek any information it requires from any Library employee and all Library employees are directed to cooperate with any request made by LQC.
- 2.1.3 The LQC is authorised by LET to secure the attendance of individuals from outside the Department of Library Services with relevant experience and expertise if it considers this necessary.

### 2.2 Purpose

- The LQC is responsible to advise LET on the quality assurance policy, guidelines, plans and programmes of the University with regard to the operation of systems of validation, approval, ongoing review and quality audit monitoring.
- The LQC will receive and review reports from the University's Quality Committee, including the University's response to external frameworks for quality assurance in Higher Education (HE).

- The LQC is responsible of monitoring, evaluating and proposing changes to the Library quality management processes in accordance with the University's quality assurance practice;
- The LQC will monitor, review and report on the quality of services provided by the Unisa Library. This will consists of:

Ensuring the development and implementation of internal control systems to ensure the Library's services deliver high quality and client-orientated academic support;

To develop an annual quality management system programme in accordance with the University's plans and strategies;

To recommend standards of practice for continuing competency for LET's approval;

To monitor Library performance against internal and external targets/benchmarks;

To approve and monitor all professional accreditation activities,

To monitor all institutional self-evaluation assessment, as well as internal and external audit activities;

To establish effective channels of communication to ensure the dissemination of good practice;

To establish sub-committees and ad-hoc working groups when needed;

To report the Department of Library Services' quality progress and annual innovations and achievements;

- The LQC will provide assurance to LET that the most efficient and effective systems are in place and Library business processes function optimally. LET may request the LQC to review specific issues where it requires additional assurance about the effectiveness of the governance, risk management and internal control systems in place.
- The LQC will also be responsible for reviewing, on behalf of LET, the proposed quality improvement targets set in the annual plan. It will provide assurance to LET that improvement targets are based on achievable action plans to deliver them, and that quality performance issues are followed up and acted on appropriately.
- The LQC will have overall responsibility for independently monitoring, reviewing and reporting to LET on all aspects of governance, risk management and internal control.

## 2.3 Membership

The Committee shall be appointed by LET and be composed of:

- A chairperson appointed by LET
- A deputy chairperson selected by the LQC members
- One member of LET, namely the Library Deputy Executive Director
- Five staff members appointed by LET
- The Planning & Quality Assurance Specialist
- The LQC may co-opt additional members for a period not exceeding a year to provide specialist skills, knowledge and experience.
- A quorum will be constituted by five members.
- The Committee secretary will monitor attendance by members and report this to the Chair of the Committee on a regular basis.
- The LQC may invite other members of LET to attend its meetings as appropriate.
- One person listed as a Committee member will act as the secretary or LET will provide a secretary to the Committee, and appropriate support to the Committee chair and committee members. The tasks of the Committee secretary shall include agreement of the agenda with the chair and Committee attendees, collation of documents, taking of minutes and keeping a record of matters arising and issues to be carried forward and advising the Committee on pertinent areas.

## 2.4 Meetings

- The timing and frequency of meetings will be determined by the LQC.
- The LQC shall meet at least four times per year, with additional meetings as deemed necessary.
- All meetings of the LQC will be convened by the Chair (or Deputy Chair) as appropriate.
- Any corrections/comments to the minutes are noted in the minutes of the next meeting. The minutes are considered final following these corrections and are sent by the Committee Secretary to the Library Webmaster for posting of the Library staff web.

## 2.5 Duties and responsibilities of a member

- Committee members are accountable to LET and the University Quality Assurance Committee.
- There is an expectation that Committee members will make every effort to attend all Committee meetings and devote sufficient time to become familiar with the affairs of the Committee and the wider environment within which it operates.
- Committee members have a duty to declare any conflict of interest which may prevent them from impartiality and fairly carrying out their Committee duties. A conflict of interest may be real, potential or perceived.

## 2.6 Reporting

- The Chair of the LQC will report back to LET after each meeting, on which occasion a summary of the LQC meeting will be made available. The chair shall draw to the attention of LET any issues that require disclosure to the University Quality Assurance Committee or require executive action.
- The LQC will provide an annual report to the University Quality Assurance Committee on the effectiveness of its work and its findings covering areas within its terms of reference.

## 2.7 Confidentiality

- Each Committee member must sign a confidentiality agreement at the time of each appointment indicating their agreement to maintain the confidentiality, security and integrity of all materials during and after their term on the LQC.

## 2.8 Review

- The Terms of Reference should be reviewed by the LQC and approved by LET at least annually.

## 2.9 Performance measures

- The LQC will be effectively meeting its key tasks when it provides relevant and timely advice on quality management issues to LET and

the University Quality Assurance Committee based on research, monitoring, analysis and consultation with all stakeholders in and outside the Department of Library Services.

- The LQC must achieve its agreed annual work plan, and it must stay within its allocated budget.