COUNCIL ON HIGHER EDUCATION
QUALITY ENHANCEMENT PROJECT (QEP)
Institutional Reports - Phase 2

Due Date: 11 December 2015

Introduction and Background

Following the launch of the Quality Enhancement Project (QEP) initiated by the Council on Higher Education (CHE) in 2014, a University-wide process of information sharing and awareness was rolled out to ensure full participation of staff and students in the 5-year cycle of Institutional Quality Enhancement. A rigorous process of consultation was undertaken at UKZN culminating in an Institutional report (available here) which was submitted to the CHE, focusing on the 4 broad Focus Areas:

1. ENHANCING ACADEMICS AS TEACHERS: Including: professional development, reward and recognition, workload, conditions of service and performance appraisal.
2. ENHANCING STUDENT SUPPORT AND DEVELOPMENT: Including: career and curriculum advising, life and academic skills development, counselling, student performance monitoring and referral.
3. ENHANCING THE LEARNING ENVIRONMENT: Including: teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities.
4. ENHANCING COURSE AND PROGRAMME ENROLMENT MANAGEMENT: Including: admissions, selection, placement, readmission refusal, pass rates in gateway courses, throughput rates, management information systems.

Using institutional submissions as the basis for discussions with the Higher Education leaders and representatives, the CHE hosted a series of consultative meetings to share exemplary practices and those that were less effective. This culminated in a synthesis report soon to be disseminated by the CHE.

PHASE 2 of the QEP

Phase 2 of the QEP process taking place in 2015, is aimed at demonstrating institutions' efforts to bring about enhancements in each of the four Focus Areas since the beginning of Phase 1. This phase requires institutions to reflect on the journey towards enhancement and assess the extent to which the efforts have resulted in improvements.

For each of the Focus Areas, we are required to engage in the following:
1. Indicate what changes at institutional level (a) have been made, (b) are in progress, and/or (c) are in the planning stages for each focus area?
2. Provide one or more (but not more than 5) exemplars to illustrate specific aspects of the changes that are successful. Provide evidence for claims of success. Where an activity is in the planning stages, indicate what evidence will be collected.

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3. Provide one or more (but not more than 5) exemplars of changes that have not been successful and suggest reasons.
4. Identify one or more promising practices related to each focus area. Describe the practice and provide evidence for success. Suggest what the key features might be.
5. Identify the main challenges the University still faces in relation to each focus area.

Finally, we are required to reflect critically on the effect of the University's participation in the QEP over the past two years. In particular, how the University's involvement in the QEP promoted or strengthened collaboration with other universities on specific issues and the University's main triumphs, improvements, changes and challenges related to the four QEP focus areas

Processes and Procedures in Phase 2
The key difference between Phase 1 and Phase 2 of the QEP process is that while Phase 1 required the University to reflect on its practices and identify key sources of evidence for a baseline report, Phase 2 requires us to demonstrate progress made, provide the evidence available, to demonstrate successful and less unsuccessful initiatives. The focus is therefore firmly on evaluative, empirical analysis, beyond superficial/unsubstantiated claims, which may be verified during the proposed site visits by CHE evaluation teams.

An expanded Teaching & Learning Strategy Group (TLSG) comprising the College Deans of Teaching & Learning and Directors in various portfolios will coordinate the process of assembling the evidence under the leadership of the DVC: Teaching and Learning. With assistance from the Student Representative Council, Academic Leaders and other staff, they will collect relevant documentation to populate the reporting template available here.

Timelines for Consultative Process
(to meet the submission deadline of 11 December 2015 to CHE)

University Structure Consulted	Due date	
Schools, Professional Services, Students, etc.	July to September	For consultation
College Academic Affairs Boards	October 2015	For support and recommendation to Senate
Senate	18 November	For approval
Council	7 December	For noting

Issued by the Deputy Vice-Chancellor: Teaching & Learning, Professor Renuka Vithal
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