



## INSTITUTIONAL AUDIT PROGRESS REPORT TO SENATE

### 1.0 INTRODUCTION

The working groups completed their reports in January 2009. The coordinators and team members are thanked for the extensive work undertaken by them.

Work commenced on integrating the information from the working groups as well as other different sources and on designing the structure of the self-evaluation report for CPUT. The research considered the structure of the reports as well as the information contained therein and the types of analysis undertaken by the respective institutions. The character of reports from the Universities of Technology and the traditional Universities, was considered as well as the philosophical issues underpinning quality. This is discussed in more detail in section....

Based on the findings a possible structure and composition of CPUT's report was developed and presented to Steering Committee at the Institutional Audit Breakaway held on the 24<sup>th</sup> and 25<sup>th</sup> April 2009.

### 2.0 INSTITUTIONAL AUDIT BREAKAWAY

The breakaway opened with a replay of the DVD created for the launch of the Institutional Audit. The Vice-Chancellor, Prof Tanga, opened the session by commending the working groups on the hard work undertaken up to this point, culminating in the integrated first draft of the report. This self-evaluation exercise involved extensive work behind the scenes that will assist in clarifying the roles that make up the whole of CPUT. In addition, she emphasized three points, namely,

- For the Self-Evaluation Report (SER) to be representative and meaningful, the self-evaluation process requires all to be involved.
- To ensure CPUT is not self-limiting in terms of potential, scope and growth, benchmarking should be undertaken against all HEIs in South Africa, not just UoTs. It should also include international institutions. An honest and in depth analysis is required of who, and what, we are as well as where we are heading.
- While the discussion should depict the reality and current practices at CPUT, it should also be open, candid and fair in reflecting good points. It should serve in providing a robust foundation from which we may strive to elevate ourselves

The DVC: Academic, Prof Staak, emphasized the change in focus between the Institutional Audit (IA) and the programme reviews. The programme accreditation focus is on attainment of minimum standards at the programme level while the IA focuses on institutional arrangements for quality assurance, quality support, quality development and quality monitoring, as well as the links between fitness of purpose and fitness for purpose.

He spoke to the point of departure for the Institutional Audit being the mission of the institution and the focus of the audit panel on:

- the relationship between quality and fitness of purpose in relation to the mission



- the extent to which the institution's mission and academic activities take national priorities into account and respond to regional and national imperatives, and
- If adequate attention is given to transformational issues such as equity, access, redress, responsiveness and the knowledge society.

The DVC also reflected on the audit methodology and the self evaluation report. He discussed the scope of the audit which is at the institutional level and covers the resources and infrastructure that support the academic project and generally, contribute to a campus environment, including residences. The report will need to be contextualized in terms of the Global Village and the contribution that CPUT makes to the knowledge society. This together with principles, such as value for money, will need to be considered in terms of strategic unit and support services in general, remote sites as well as academic processes such as certification, short courses, assessment and so on.

Robust discussion followed on the structure of the SER as well as the information and shortcomings identified. Input from this breakaway has been formalized into an action plan for all line managers consisting of items requiring systemic action as well as actions required to provide dialogue and evidence for the report itself.

#### **General concerns were raised on:**

- How Council and the Institutional Forum will engage in these activities?
- The structure of the report and on how directly the report should speak to the HEQC criteria?
- How the likely lines of inquiry should be identified?
- Developing a common understanding of terminology, such as, referring to CPUT as an undergraduate offering institution offering qualifications from diploma level through to post-graduate level.
- How to strengthen the inclusion of students in the self-evaluation process
- How CPUT should classify itself in relation to the research criteria

### **3.0 THE STRUCTURE OF THE SELF-EVALUATION REPORT**

Extensive analysis of other institutions' self-evaluation reports was undertaken. This included the HEQC Criteria for Institutional Audits, the HEQC review of Institutional Audits as well as:

- Durban University of Technology
- Tshwane University of Technology
- University of Western Cape
- UNISA
- University of KwaZulu-Natal
- University of Stellenbosch
- University of Cape Town

In general it appeared as though the UoTs tended to follow a criterion based descriptive narrative while the traditional universities followed a process based, discursive treatise set within a rigorous discourse on quality. In these reports, the criteria were often indexed and shown in relation to this discourse.

The analysis of these self-evaluation reports informed thinking and resulted in the development of a type of cause-and-effect model of self-analysis for CPUT (figure 1). Briefly, this model shows the relationship of the sections in CPUT’s self-evaluation report with CPUT’s Institutional Quality Management System (IQMS). The flow of arrows down the model relate to “cause” and those flowing up, ‘effect’.

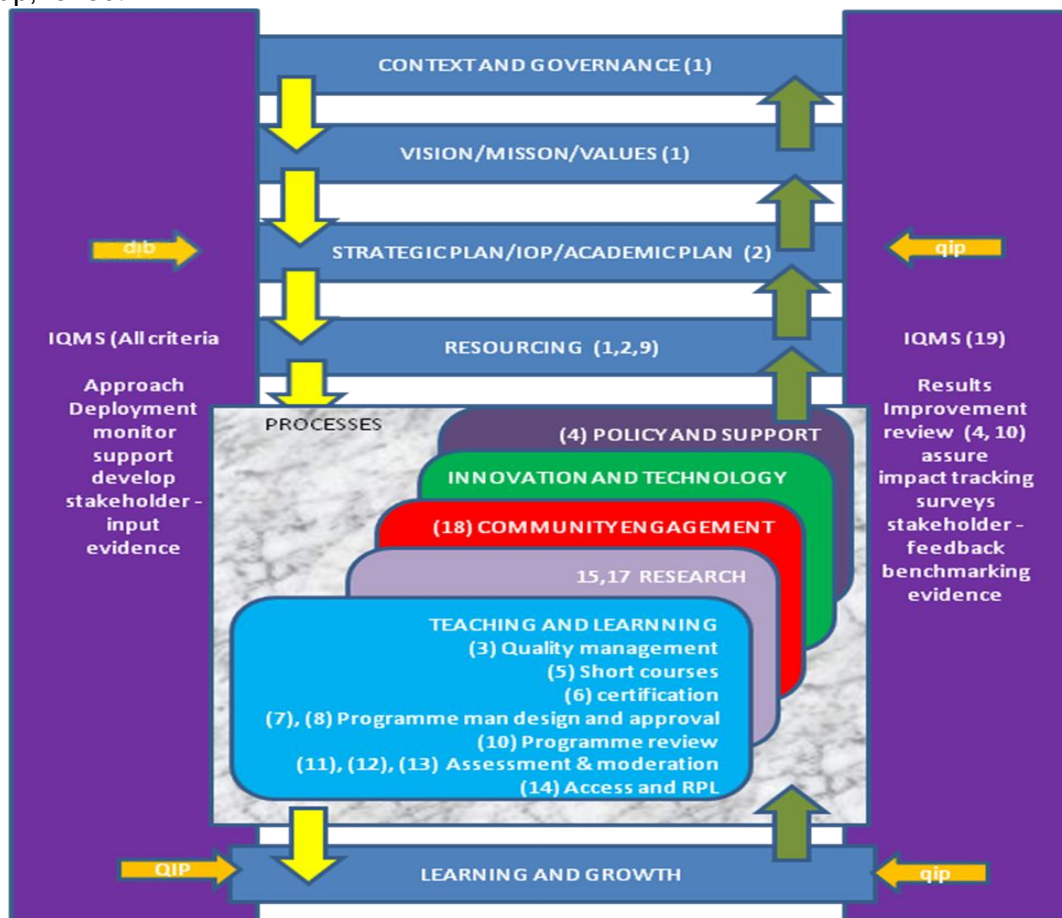


Fig. 1: Cause and effect model used for CPUT’s self analysis. (Coetzee, Airey, 2009)

The model incorporates ADRI by taking cognisance of the way CPUT approaches and plans its activities at the institutional level (yellow arrows), deploys the intentions and plans in the form of the processes outlined (rectangular blocks), reviews the effect and impact of the deployment (green arrows and IQMS) and, undertakes improvement actions through the Institutional Quality Improvement plans (IQIP).

The approach and planning relate to the HEQC’s “Fitness of Purpose” criteria 1 and 2 and represent the intentions of CPUT. The deployment of practice relates to the HEQC’s “Fitness for Purpose” namely, criteria 3, 5,6,7,8,10,11,12,13,14,15,17,and 18. The review and improvement actions undertaken by the IQMS and IQIP are represented by the HEQC review and impact studies, namely criteria 4, 10 and 19

Initially, the report was written up following the HEQC criteria. This resulted in extensive duplication and cross referencing of analysis. It also did not add value to the self reflective practice in terms of CPUT’s IQMS. The approach was then taken to draft the report following processes and systems.



An example comes from the section in CPUT's report on the analysis of teaching and learning. The generalized processes pertaining to the academic project as characterized by the HEQC criteria were identified and are depicted in figure 2:

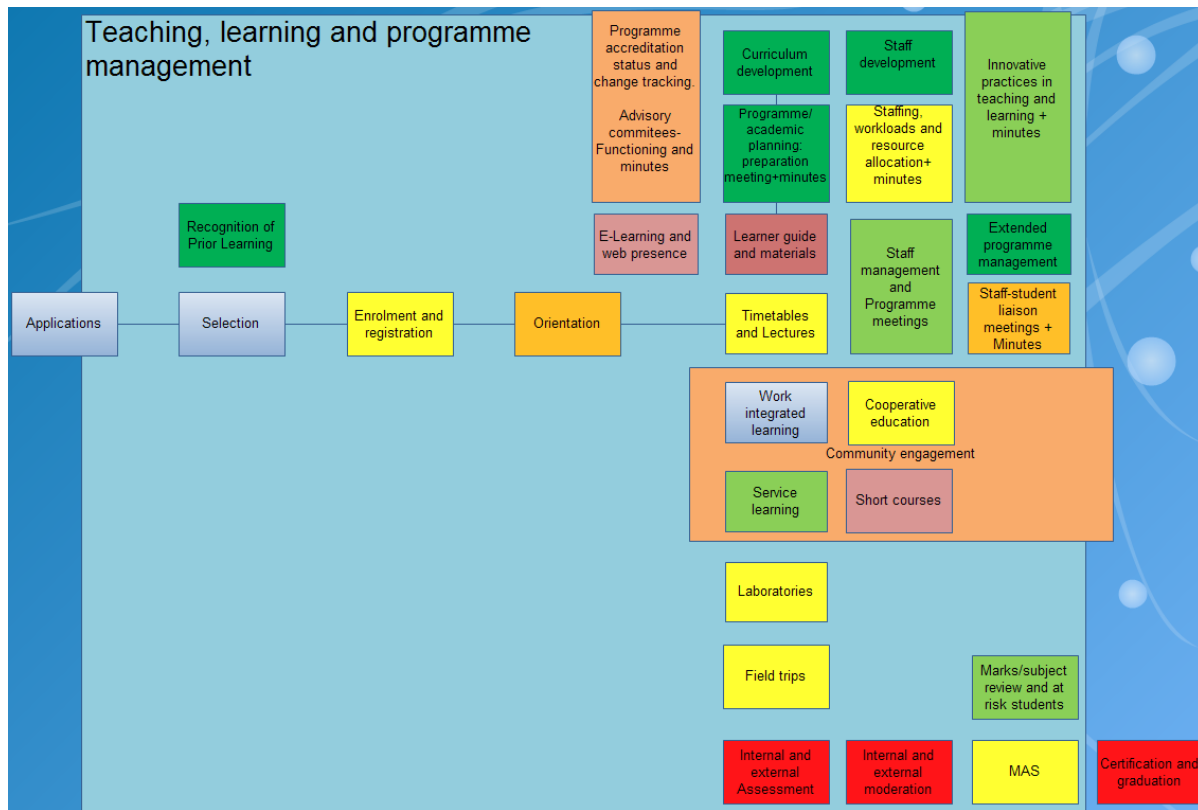


Fig. 2 The process basis for the self-evaluation report. (Coetzee, Airey, 2009)

Within the teaching and learning section, in line with CPUT being student focused, the process is started from the student perspective. It then leads into and incorporates the aspects of programme administration and management at the top of the figure followed by programme delivery and assessment. The colours have significance in providing a dashboard of progress on identified areas of concern within the draft report. Green areas are not of immediate concern, while red areas are.

The self-evaluation draft presented to the participants for discussion was developed by using information from a number of sources. The workgroup information was used extensively and expanded on with information from public sources such as the website, minutes of meetings, indabas, showcase activities, and programme and support unit reviews. Where information was inadequate these additional sources were used to fill gaps and start triangulating evidence. Some of the working group work was narrative and did not aid the flow of the document. None of the reports dealt with a review of each sub criteria. To get to the draft report each of the sub-criteria were dealt with.

The draft presented was a condensed version of a larger document. This was done to allow participants the space to identify their own areas of inclusion and to start thinking about the structure of the report. Editing and formatting were not considerations at this stage.



## 5.0 DISCUSSION AND RESPONSES

- a. Where does the strategic plan and IOP fit into the report?

The assumptions made at this point included:

That people reading will know that the strategic plan and IOP are important. These will be integrated throughout the relevant sections but not described in detail. The documents themselves are part of the evidence that accompanies the report. It is possible that they can be hyperlinked in the final document and in the CD that has to accompany the report but this decision can only come later.

- b. Does the QIP not feed back to vision and mission? This is not clear in the model.

Yes it does. All the arrows for the IQMS and QIP have not been shown, but as the strategic plan is informed by the vision and mission and review practices are shown to feed into this, there will be a basis for review of the vision and mission. It must be remembered that the strategic plan changes more often than the vision and mission do and QIPs have a greater role in driving change at this point.

- c. How is ADRI reflected in this?

The approach relates to the down arrows on what and how we do business. Deployment relates mainly to the process blocks on T&L, research and so on, reflection relates mainly to the up arrows reviewing actions and improvement relates to the QIP.

## 6.0 OVERVIEW, DISCUSSION AND ACTION PLAN

The draft report was presented in sections. An overview of each section was presented, discussion ensued and the gaps identified. Discussion was robust, informative and collegial. There was a feeling that members present were prepared to engage with the draft, and in many instances people came forward to take ownership of sections. This is appreciated.

There was concern expressed by participants on the way forward. This was discussed and, rather than presenting the outcomes at the end of the report, as is traditional, they are being presented now to give support to the action plan which follows.

The way forward:

### **With regards to the Institutional processes that need to be instituted:**

This is to be done by line function and is to be taken through to the relevant committees in quality assuring the different processes and demonstrating engagement with the institutional audit process. Some of the core processes may only be initiated and may not complete by the final draft of the report.

Issues will be identified that line managers are expected to take forward. This will form part of the QIP and demonstrates progress in terms of quality management at CPUT. The progress attained will be reported on in the final draft of the report. It is therefore necessary to inform QMD of progress and the document will be changed accordingly.



With particular reference to the audit report;

- There will be another normal meeting after the additional inputs to this draft have been put together
- There will be further drafts before we reach the final for HEQC
- Written comment will be called for as well
- We will put out a QIP on this
- A meeting, once a term, will take place on the audit report and progress attained.
- We need to factor in information but we also need to review the approach. Statements need to be put into a critique format. The structure of the report needs to be presented again, in more detail, at the next meeting.
- Filter information down to all levels

Reports on progress of the process are given to the ISPC as well as Senate. The audit is a standing agenda item on both.

## 7.0 ACTION PLAN

Please will all re-writing be forwarded before 22 May, 2009. Please forward all information and references documents before 11 May, 2009. Thank you. Line Managers are to determine the time requirements for the longer term process changes that are required and communicate these to QMD before 15<sup>th</sup> May for inclusion in the QIP.

PAGE	DISCUSSION AND IDENTIFICATION OF GAPS	ACTION
	IDENTITY  Faculty configuration document to be supplied	Anthony
	Education & “social sciences” – terminology	D&L
	Do we have principles of how we see ourselves as a UoT? To be developed	Terry
	Decisions and information available are changing rapidly, please let us have the latest up to date information and keep us informed of changes.	All
	Identity should be linked to the vision and mission and the PQM more	D&L
	Indicate longer history i.e. from when historical institutions formed	D&L
	UoT is part of SATN initiatives. This is a gap	D&L
	Report deals with perception and relationships with identity. It does not talk to what we see. There should be a greater emphasis on the work related activities.	D&L
	Plans need to be in place to make the V&M concrete. There are some plans in place but these need to be translated. Discussion is required on how we see	Anthony Rob

	ourselves. This needs to still take place.	D&L
	Identity should not be main focus the V&M should be. There will not be one fixed identity there will be multiple views and it is suggested that more is included on the V&M	D&L
13	<p><b>STRUCTURE AND GOVERNANCE CAMPUSES AND SITES OF DELIVERY</b></p> <p>Information on the functioning of council</p> <p>DoE commented on how the committees of council reflect good governance. We should include this and mention what the committees of council are. Evidence is to be supplied on the council and the statute.</p> <p>Also complemented on including committees in statute.</p>	Alwyn
	Discussion on why we followed the model of decentralized support can be obtained from Garry's report and Prof Tanga	Prof Tanga
	The exercises to cascade the V&M with the mode of governance are available as are the interim council documents that show the various models considered.	Prof Tanga
12	<p>Information on the seat of the institution being Bellville</p> <p>Statue about to be approved. Evidence to be supplied</p> <p>SAF – not a senate committee. EM through the delegation of authority can set up committees to oversee the delivery of key operations. i.e. ISP committee &amp; transformation forum. The entire committee structure to be supplied</p>	Alwyn
13	<p>Comments on Senate are not a true reflection.</p> <p>The debate on this is reflected below:</p> <p>For the past year attendance has been stable. W.r.t the debating function it should go into the role of sub committees and discussion occurs at this point. Senate still refers issues back to sub committees. Senate and the sub committees are functional. The sub committees have expanded accountability.</p> <p>There is an evolving understanding and engagement of the notion of a senate. There has been a marked improvement and a shift in effectiveness. Task teams are created to look at specific topics and report back to Senate. This is a strength. The position has moved form 2006. Check this against evidence of meetings.</p> <p>We have an under developed role of senate – we have only had a university senate</p>	Alwyn

	<p>since the standard institutional statue was introduced. Neither historical institution had a constituted university senate.</p> <p>This is core business and therefore must be captured correctly. Each committee has specific terms of reference. Linking of effectiveness of senate to a venue is not acceptable. Intellectual debate can happen in whatever venue.</p> <p>Have we ever measured the effectiveness of senate? We need to do an evaluation. An analysis on the workings of senate and the sub-committees needs to be done and more evidence needs to be gathered.</p>	
14	<p><b>INSTITUTIONAL FORUM</b></p> <p>We need to show the functioning of the IF and how the agenda links to the council agenda. Reference on IF from the statue is required</p> <p>Historical growth to be included i.e. Pentek had IF not transformational forum. Cape also had IF.</p> <p>What is the effectiveness of IF at CPUT? How would you measure effectiveness of IF? We need to do an evaluation.</p>	Alwyn
	<p><b>COUNCIL</b></p> <p>Council has developed an instrument for assessing the working of Council. A review has recently been undertaken. Obtain a copy of the Council review report</p>	Alwyn
14	<p><b>SRC</b></p> <p>SRC portfolio needs to be checked  SRC constitution adopted 2008. It needs to be supplied  Representivity is a problem – check all student data and analyse this. Results to be sent to QMD  SSC not a committee of senate  Web site needs to be checked</p>	Cora
18	<p><b>JUTT</b></p> <p>The involvement of JUTT in the development of CPUT needs to be expanded on.</p> <p>See if we can include it into the transformation or take as a subsection of governance ( include as part of 1.3. 7)</p>	Alwyn
20		Chris



	<b>INSTITUTIONAL STRUCTURE</b> Organogram changed W.r.t. RPIT Dean of Students also has changes to structure	Cora Charles
	Remove comma from technology and innovation	D&L
24	<b>CAMPUSES AND SITES OF DELIVERY</b> Talk to management on campuses and sites of delivery.	Anthony
24	Education still at Bellville	
	Ensure consistency in data across all tables i.e. totals of students	D&L
30	Education- teacher professional development means an extra department- Maureen to provide information	Maureen
31	Get updated information on new programmes from Rob	Rob
31	Show source on information provided in tables. This was there until the document was cut down. All evidence source will be reinserted.	D&L
32	1.7 CSIR laboratory has not had a final decision – Science park still at conceptual stage Information to be supplied	Anthony
	Do not use abbreviations	D&L
34	Wilrich- = e-learning building what is it called?	Jay
35	<b>OVERVIEW OF FACULTIES,</b> Faculties to give us an overview of themselves. This is an opportunity to show case themselves. Norman's brag book Ensure the view resonates with the vision and mission Include the faculty profile information and relate to national imperatives	Deans
35	Leading paragraph required into 1.8	D&L
36	1.8.4 check correctness of figures as well as faculty profile coming in two weeks from Dave	Dave D&L
	Look at HEQC reports on faculty review information (education)	D&L
34	Warren Conrad working on consolidation plan up to 2012. Get finalized report from Anthony. To be provided in electronic format to QMD	Anthony
	Institutional profile to be provided asap	Dave
	Short courses are under review by Chris and Alwyn – get information  (NB – QMD has done a listing of the courses on offer for the register of short	Chris Alwyn

	courses. This will be sent to you shortly. There are still extensive gaps and a need to correct information in handbooks. We are also developing the criteria for the academic review of short courses and setting up a schedule. Please talk to us if necessary. We might be able to help.)	
39	need business plan for new areas of student enrolment	Anthony Dave
41	Maritime studies have been refused permission.	D&L
46	“As analysis been slow since the merger” – remove judgment statements. Staff turnover also judgment	D&L
46	Benchmark required i.e. 4-7	Charles
47	Check information at top of page on staff turnover. State designate groups and reasons for using this categorisation	Charles
48	Remove “huge” – insert we hope that...	D&L
49	Table to be completed	D&L
49	Space audit information to be supplied	Dave
	Partnerships with other HEIs– Include in pg 8 1.21 the academic identity is affirmed by relationships with other academics 1.1 the research ratings also go to academic identity- 1.2 also through moderations – who is appointed for other institutions 1.3 conferences attended and publications A register is being compiled by MIS. To be forwarded to QMD	Dave
50	Financial projections – electronic versions required-	Dave
55	Bring in SATN indicators	D&L
55	CPUT’s work in ... and get the trust information from Joyce	Joyce
	Register of partnerships important- to be communicated to Dave as well	Chris
55	2.1.4 This is an important AREA THAT MARKES US OUT as a UoT -  Information should come from Chris Wynberg, Joyce Nduna, etc. We need a document that shows our progression from a Technikon to a UoT to a university	Joyce Chris Wynberg Chris Nhlapo
57/ 58	Graduate Attributes  We need to argue nature of our graduate attributes. They are not an unrealistic expectation from our students and we can show them in the relation of our degrees	Anthony Chris Joyce Cora

	<p>to overseas qualifications.</p> <p>Production of new knowledge – we hope that student are able to study and attain a high level of knowledge in moving from a degree to a doctorate. This has to contribute to new knowledge. We need to look at the whole spectrum.</p> <p>For evidence we need to look at nursing students who are sought throughout the world.</p> <p>Dental technology diploma students deigned jaw replacement for cancer suffers at a fraction of the cost of existing prostheses</p> <p>We should quote incidence and unpack the whole system of innovation</p> <p>Remove the sentence from this section and include a section that looks at graduates and what we aspire to.</p> <p>We have a story to terms of excellence - find people who can contribute – ask Cora and Joyce</p> <p>Additional Comment- Dan and Luclaire</p> <p>Please remember that the section on open ended questions still needs to be discussed. Much of this information will go into that section.</p>	
	Too little work is being done on HEQF from institutional perspective. Follow up activities are required at the operational level.	Anthony
58	<p>Suggestion- Last two paragraphs up to transformation – remove from transformation</p> <p>Alternate view- It does belong here as it talks to responsiveness and the aspect of partnerships</p>	D&L
	<p>How do partnerships promote our growth? The SET paragraph does not speak to partnerships.</p> <p>Change heading to responsiveness rather than partnerships</p>	D&L
	<p>Service level agreements - are required. Who is following through on this?</p> <p>The policy on support units does have criteria on service levels and we have gone part of the way to initiating this in the review process.</p>	Prof Tanga
59	<p>The TRANSCADE acronym was removed at the meeting.</p> <p>Keep consistency in terminology i.e. African. Keep terminology the same</p> <p>References required in doc not in people heads</p> <p>New order – old order refers to Technikon background and we now need to move into a university.</p> <p>More is required on transformation and how we change the thinking of people i.e.</p>	D&L Thami Sam



	<p>change management. Change is happening through activities such as the Khula project, mentoring, workload. There is actual development that is happening in terms of transformation. It is about hard issues. i.e. we need to answer what it is about the institution that is different from what it is used to be.</p> <p>Bring in the climate survey.</p>	
61	<p>Teaching development grants have not been received for many years What is our benchmark – DoE sees us as having higher pass rate than the norm so the grant has been removed</p> <p>Deans to provide evidence on discretionary funding and strategic projects The weakness in the CPUT process is the lack of scenario analysis to accurately project the utilisation of our funds without threatening them, but still allowing us to grow.</p> <p>We need to do a thorough financial analysis to determine the extent of use available to us and how to use this in a structured way</p> <p>Paragraph 3 needs to be reworded – the budget is not balanced by using investment – Jay to develop this section.</p> <p>There is a financial strategy which makes allowance for ring fencing funds for some strategic purposes. Jay to provide the strategy.</p> <p>Two strategic directions are linked to this – institutional planning and financial management</p> <p>Some strategies and the ways we are thinking about them need to be clarified. We need to build up specific information.</p> <p>Pg 61 – deans cannot refer to discretionary funds – we need to clarify this concept. Deans do get some funding.... Subject to the policies of the institution.</p>	<p>Anthony Deans Vernon Jay D&amp;L</p>
61	<p>change wording – “close analysis might be illuminating” – Get NSFAS funding and reports from finance and VC – get CD and determine criteria. Get evidence of areas granted funds and get accountability and impact All strategic funds including innovation fund are controlled Audited statements are given to DoE without qualifications – this is “unique” to CPUT. There are systems that need to be clarified. Vernon to supply this information</p> <p>The Procurement policy was approved by council. This needs to be supplied to QMD together with:</p>	<p>D&amp;L Vernon Prof Tanga Jay</p>



	<ul style="list-style-type: none"> <li>• The Financial strategy</li> <li>• Gaps in adhering to the implementation of policy.</li> <li>• Approved policies need to be identified and put on MIS. Others need to be developed and sent through the CPUT approval process.</li> <li>• ITS an OPA needs to be addressed in terms of the interface with finance</li> </ul>	
	<p>Important that maintenance must be linked with resourcing.</p> <ul style="list-style-type: none"> <li>• what is being done,</li> <li>• how is it planned and</li> <li>• How is it managed?</li> </ul> <p>We need to remind ourselves about the higher level thinking. Are there high level plans? – Jay to provide proof.</p>	Jay
62	<p>How do the faculties extend QM into the faculties and departments?</p> <p>Education and business have a QM committee and Engineering and have a strategy and plan</p> <p>Faculties are asked to provide an account of their quality management processes NB: (engineering was received on Monday)</p>	Deans
63	<p>Check for duplication of policies Ad honimem policy – not professorships</p> <p>Do we need an academic staff development policy or is it covered elsewhere? - Charles to take forward</p>	D&L  Charles
	NB: The tracking of minor changes to programmes is not going to be put in effect	
	Timetabling in relation to venue allocation could be improved – Dave to look at policy	Dave
	Guidelines on laboratory and OHS need implementation. Guidelines to be supplied to QMD together with some analysis of impact	Jay
67	<b>BENCHMARKING – GENERAL DISCUSSION</b>	Dave D&L



	<p>We should not restrict ourselves to UoT benchmarks but decide on what we want to use if we are relating to the bigger HE environment.</p> <p>SATN has drawn data from other universities as well so their benchmarks are fairly representative. Using HEMIS data we will be able to compare at a CESM level</p> <p>We need to look at the practices of what can be considered benchmarking activities i.e.</p> <ul style="list-style-type: none"> <li>• peer review of research,</li> <li>• SAQA’s requirement on international comparability</li> <li>• Assessment and moderation</li> <li>• Conference discussions</li> <li>• Professional accreditation</li> <li>•</li> </ul> <p>Best practice has been interrogated and benchmarking might not be about best practice</p> <p>Where can we find information about the institution? The international office looked at a comparison with other institutions , but we need to find what data is available.</p> <p>We need to clarify what we mean by benchmarking and look at it from all perspectives in the institution . We need to look at different categories in all the levels of the institution</p> <p>We need a discussion around benchmarking based on the policy that is being drafted</p> <p>Introduce this section with a short discussion on how we understand benchmarking</p> <p>Find document that states no benchmarking Treat minutes with caution</p> <p>The action plan to drive this will come from: Dave to give a high level overview on what is readily available and where can go to.</p> <p>The policy need to be fast tracked</p>	<p>(should Rob not also be included ?)</p> <p>D&amp;L</p>
70	Change diploma to undergraduate	D&L
71	Instead of vocational we use career-focused training because at a national level people are struggling to distinguish between the training of artisans and technical	D&L

	<p>training. We should think of ourselves as operating at a different level and convey this perception.</p> <p>Describe what resources are dedicated to T&amp;L</p> <p>Remove the examples as they don't refer to postgraduate programmes.</p> <p>Include a paragraph/ executive summary on the strategic directions such as</p> <ul style="list-style-type: none"> <li>• RIFTEL and HDHET etc. to show that we are serious about T&amp;L</li> <li>• Promotions require people to demonstrate their teaching</li> <li>• Technology that underpins the academic programme</li> </ul> <p>We should relate back to T&amp;L strategy and implementation of the plan.</p>	
70	Use NSC for sake of consistency	D&L
70	<p>NBT is being reviewed</p> <p>One foundation and ECP report were sent to DoE by James. We need to include this information.</p> <p>SATAP was used for diagnostic purposes so we should include a historical overview of this</p> <p>Check information with James i.e. nursing must be contextualized within CPUT.</p>	Terry (James)
70	Need information on international students and access	Merle
70	Need more description on the process of admissions. Alwyn to provide current process and future process so that progress can be shown	Alwyn
70	We need to do a review on access and choices that students are accepted for and relate this to the future success.	Anthony
70	<p>Need to include model (report model) to show reader through this section. There is a need to show how criteria relate to this.</p> <p>Need paragraph before pg 72 about expectation of HE to ensure access and success – i.e. because we want to respond to the transformation agenda we do provide alternate admissions such as the NBT. Why are we doing this, then provide numbers and give some evaluation on how we are doing.</p> <p>Describe more of the mechanisms that show how we have enabled students</p>	D&L
73	<p><b>REGISTRATION</b></p> <p>Liaise with Alwyn on the updated registration process</p> <p>Nothing that tells us our registration process</p> <p>Put registration harmonization within broader context of institution needing to</p>	Alwyn Anthony



	<p>harmonise</p> <p>Registration should come after RPL</p> <p>Online registration still in planning but not in time for 2010 Debriefing sessions generated by concerns from faculties. Administrative debriefing to be accessed from Alwyn.</p> <p>Late bursaries do not influence the registration. International students also incorrect.</p> <p>What is the universities approach to access in passing on of students to other programmes etc? Registration needs to be conceptualized in what we see as impact on T&amp;L and impact on access and success.</p> <p>We have a mechanism that allows for QM i.e. debriefing. We need to show improvement over time.</p>	
74	<p><b>STYLE OF REPORT</b></p> <p>About style: where a problem is found follow up with what has been done about it.</p> <p>There is a need to harmonise needs to have a preceding paragraph that says what we are doing then need to harmonise, then what doing well and what gaps are.</p> <p>What does status quo relate to – decentralized etc.</p> <p>Put all processes within the context of the broader institutional need for merger and harmonization.</p> <p>For a merged university in the WC we have not had a hiccup post merger. Put in context from where we come from.</p> <p>There need to be introductory paragraphs followed by examples identified from minutes.</p> <p>The manner in which report should flow – identify weaknesses and challenges as a paragraph in each section. “There are shifts and improvement”. Emphasise improvements as well</p> <p>Consider a separate chapter on review.</p> <p><b>Additional comment :D&amp;L</b> <b>The context of where we came from is in the first section. We can look at redefining concepts in this section and then relating them through to the T&amp;L section.</b></p>	D&L





	Internal auditors report needs to be accessed – recommends controls on fees payment – get from Vernon. This is a demonstration of a QM issues. Provide to QMD	Vernon
	Student survey in 2006. Should be updated and progress shown	D&L
75	<p>Lead in paragraph – make reference to resources and infrastructure i.e. personnel and RPL office servicing the faculties (NB: this is required throughout the report but particularly for T&amp;L to show our commitment)</p> <p>Office also ensures consistency and quality as moves between faculties RPL office monitors but does not have the authority to get faculties to use more developmental approach</p> <p>Develop this on the institutional statement. Distinguish between what the institution will say and what the individual will say.</p> <p>What is the approach to RPL – The policy allows for a developmental approach but in terms of the credit model we are doing well</p> <p>The strategic vacuum refers to how we conceptualise the model.</p> <p>Benchmarking can be demoralizing. UCT takes the cream of the crop and uses this to claim they are broadening their access. We work at a different historical level. Technikons have always been the route of broadening access. The context must be factored in here.</p> <p>Don't make strong statements</p> <p>We have various opportunities of evaluating RPL and this variety is available to all faculties.</p> <p><b>NB: The expanded criteria will be released shortly</b></p>	D&L Terry (Frederic ka)
76	Remove 38%. This might not be a case of concern. Need to get figures for how many were tabled at senate.	Alwyn Anthony D&L
77	RPL database- There is a mini project to write software for ITS which we hope will be concluded in 2009	Dave
78	<p>Non degree purposes- this developed into extensive discussion on the legality and fairness of payment.</p> <p>Engineering presented their actions especially with respect to postgraduate students</p> <p>The technical issues need to be investigated. The T&amp;L committee is to take this</p>	Maureen

	matter up.	
	<b>ORIENTATION</b> Information required – Sam will coordinate this information Remember to include the library, international office and so on	Cora Sam
70	<b>PROGRAMME MANAGEMENT</b> Monitoring of WIL to be included in list  This section needs to be informed by the management cycle and rearranged according to this	D&L Anthony
	<b>AT RISK STUDENTS</b>  The new processes (subject review) now have a more rigorous process and require budgeting etc. Report should reflect this.	D&L
80	3.4.1 insert CPUT strategic objectives into this section	D&L
81	Insert more on model of curriculum officer and strategic alignment	
83	ECP –not under criterion 8  Table needs some explanation – get from Fundani Table should include foundation programmes and track progress – James	D&L Terry (James)
85	<b>ACADEMIC STAFF DEVELOPMENT</b>  Stats on Khula project– get from HR Further stats on <b>academic</b> staff development What resources have been devoted to this?	Charles
86	<b>COMMUNITY ENGAGEMENT</b>  Bullet 2 – This is a small project  Section to be expanded. Information to be provided by Joyce.  Include energy project with sewing machines, solar power. Get the register of specific activities from Chris  Describe resources devoted to this	Chris Joyce
86	<b>WIL</b> Expand the WIL section  Part of new structure in faculty means that the process and accountability need to	Chris D&L



	<p>be changed. The new processes need to be reflected</p> <p>Responsibility lies between 2 DVCs.</p> <p>Indicate resources that we are putting into WIL</p>	
87	<p>Decentralized model is trying to deal with professional registration. We are moving towards this.</p> <p>Reword statement - Not all Coordinators at CPUT meet this requirement</p>	Chris D&L
	<p>Remove statement on B Tech - what system was put in place to ensure this did not happen</p> <p>Stats on placement of students to be included</p>	Anthony Chris Alwyn D&L
89	<p><b>ADVISORY BOARDS</b></p> <p>Include in QIP- monitor situation through dean's forum and cooperative education</p> <p>Develop criteria for advisory boards</p>	Anthony
90	<p><b>SERVICE LEARNING</b></p> <p>Education incorporates service learning.</p> <p>Resources at institutional level should be stated</p> <p>Service learning of programmes should be included in registrar – Joyce to provide Chesp funds were used to establish service learning programmes at CPUT. Thereafter it was institutionalized and resourced. A history of this should be provided</p>	Chris Joyce
90	<p><b>SHORT COURSES</b></p> <p>Emphasis is to support the academic project and third stream income should be seen as supplementary</p> <p>Do not have separate headings for each unit. Treat as one under short courses.</p> <p>Inputs on technicalities from Mike</p> <p>Where do we include TABASA – include in community engagement</p> <p>Description of resources dedicated to this required</p>	Mike D&L
94	<p><b>E-LEARNING -</b></p>	Sakkie



	<p>Should be under programme management. Change numbering.</p> <p>Are we using DOE definition which includes all technology? This is to be expanded on by Sakkie</p> <p>strategic unit report review to be included</p> <p>Statistics on progress to be supplied by Sakkie. 2008 – we were at 60%</p> <p>Check contradictions in document</p>	D&L
94	<p><b>ASSESSMENT</b></p> <p>All areas to be discussed with Registrar.</p> <p>Processes in this area need extensive description.</p> <p>By the time we get to the final report we hope these statements will be in place.</p> <p>Change typescript to italics to differentiate between comments and process.</p> <p>A working group needs to be put together on this – Anthony to deal with this</p> <p>MAS needs description</p>	Alwyn Anthony D&L
102	<p><b>MODERATION</b></p> <p>How does the university validate assessment – the sennex minutes show that a long time is spent on evaluating and this should be included.</p> <p><b>NB: D&amp;L additional comment</b> Moderation will need to be considered in line with assessment and the expanded criteria. The comments in the assessment section also refer to moderation</p>	Alwyn Anthony D&L
103	<p>Describe in more detail the processes that lead to explicitness, fairness etc in relation to assessment</p>	D&L
104	<p><b>CERTIFICATION</b></p> <p>We recommend this be dealt with by the working group together with assessment and moderation</p>	Alwyn Anthony D&L
106	<p>Rifile etc. Need to provide section on resources</p> <p>NB: decide which is the main section the information is in</p>	Anthony Terry



108	<b>PROGRAMME REVIEW</b>  Programme review to include stats from QMD	D&L
110	<b>RESEARCH</b>  History of niche area and research development at CPUT to come before.  Areas approved from 2007-2011 and funding is given accordingly. This needs to be described. Thembeke to provide.  Change academic development  Research policy and postgraduate development policy required. CPUT research development strategy has some information  Research management strategy going to senate soon.  The rigorous approvals process and the quality role of the HDC needs to be highlighted stronger. Examples showing this to be provided.  Chris and Thembeke to develop this section further  Ethics process can also be discussed. There needs to be a clear description of the institutional process as well as the faculties.	Chris Thembeke a D&L
114	Remove turnitin as we have two systems i.e. available systems	D&L
112	Reword MIS paragraph	Dave
115	The succession plan was addressed  DoE reporting been addressed  Successes can be elaborated on- to be provided by Thembeke/Chris  3 <sup>rd</sup> paragraph – supervisors; - supply stats and show how HDC is addressing this? HDC acts as the quality control structure in this area  We need to collect all the research policy statements/ decisions from the different meetings into one document – Chris	Chris Thembeke a
116	One stop shop is up and running – information is required	Chris Stephanie
118	<b>ACADEMIC SUPPORT</b>  Student housing – there was a negative report in the press recently we need to	Cora



	indicate how this was dealt with. Coral to provide.	
121	<b>WRITING CENTRE</b>  Writing centre must include mathematics centre- Information to be provided by Terry. (Is it possible to include stats on usage and (hopefully) success rates of students who have used the services)	Terry D&L
	<b>DISABILITY UNIT</b>  Consider moving disability unit forward  Information on support to be expanded upon	Cora
121	<b>CTS/MIS</b>  CTS Paul to supply information and statistics for this section –  Most of this information falls under MIS and needs correcting.  Consider including “Seecom (?)” initiatives.	Paul Dave
122	The university has developed.... = problematic	D&L
131	Move residence to student support	D&L
132	Remove thesis policy and sexual harassment	D&L
135	<b>HIV UNIT</b>  HIV insert Unit  These should all be sub headings under student services – revise number First sentence in wrong place	Cora Sam
	There is outstanding information on student affairs from Sam	Sam
	Transformation and diversity title needs sorting out – Charles	Charles
	Institutional risk document used – expand and use more	D&L

