

Focus Areas 1 to 4, Standards 1 to 16 (four standards per Focus Area)

Note that the guidelines for each standard explain how to address and evaluate the particular standard to determine whether the status is:

Non-functional, Needs substantial improvement, Functional or Mature

(Please see the 'Institutional Audit as reflexive praxis' Manual)

Focus area 1: Governance, strategic planning, management and leadership support the core academic functions

Standard 1: The institution has a clearly stated vision and mission, and strategic goals which have been approved by appropriate governance structures, subject to comprehensive stakeholder engagement.

Standard 2: The stated vision, mission and strategic goals align with national priorities and context (e.g. transformation, creating a skilled labour force, developing scarce skills areas and a critical citizenry, and contributing to the fulfilment of national goals as informed by the NDP and related national planning), as well as sectoral, regional, continental and global imperatives (e.g. Africa Vision 2063 or the Sustainable Development Goals).

Standard 3: There is demonstrable strategic alignment between the institution's quality management system for core academic activities across all sites and modes of provision and its vision, mission and strategic goals, as well as its governance and management processes.

Standard 4: There is a clear understanding of and demonstrable adherence to the different roles and responsibilities of the governance structures, management and academic leadership.

The draft report for Focus Area 1 on standards 1 to 4 are posted on this website for your comments.

Please share your thoughts!

We want you to see yourself in the SER and PoE.

Each of the 4 standards for Focus Areas 2, 3 and 4 follow, join in to address these standards!

Focus area 2: The design and implementation of the institutional quality management system supports the core academic functions

Standard 5: A quality assurance system is in place, comprising at a minimum, of:

- (i) governance arrangements
- (ii) policies
- (iii) processes, procedures and plans
- (iv) instructional products
- (v) measurement of impact
- (vi) data management and utilisation; as these give effect to the delivery of the HEI's core function of T&L.

Here we would like you to focus on Guideline 5.6 according to clusters that represent the core academic functions.

T&L Cluster focuses on Guideline 5.6 and letters **a to l** in the IARP manual or on the template provided to the T&L cluster.

Research Cluster focuses on Guideline 5.6, letters a to d under the research heading in the IARP manual or on the template provided to the Research Cluster.

Community Engagement Cluster focuses on Guideline 5.6, letters **a to e** under the CE heading in the IARP manual or on the template provided to the T&L cluster.

All Clusters focus on Guideline 5.6 under the heading for quality assurance, letters **a to b** in the IARP manual.

Standard 6: Human, infrastructural, knowledge management and financial resources support the delivery of the institution's core academic functions across all sites of provision, in alignment with the concomitant quality management system, in accordance with the institution's mission.

Standard 7: Credible and reliable data (for example, on throughput and completion rates) are systematically captured, employed and analysed as an integral part of the institutional quality management system so as to inform consistent and sustainable decision-making.

Standard 8: Systems and processes monitor the institution's capacity for quality management, based on the evidence gathered.

Focus area 3: The coherence and integration of the institutional quality management system supports the core academic functions

Standard 9: An evidence-based coherent, reasonable, functional and meaningfully structured relationship exists between all components of the institutional quality management system.

Standard 10: Evidence-based regular and dedicated governance and management oversight of the quality assurance system exists.

Standard 11: Planning and processes exist for the reasonable and functional allocation of resources to all components of the institutional quality management system.

Standard 12: The quality assurance system achieves its purpose efficiently and effectively.

Focus area 4: Curriculum development, learning and teaching support the likelihood of student success

Standard 13: An effective institutional system for programme design, approval, delivery, management and review is in place.

Standard 14: There is evidence-based engagement at various institutional levels, among staff, and among staff and students, with:

- a. curriculum transformation, curriculum reform and renewal;
- b. learning and teaching innovation; and
- c. the role of technology (1) in the curriculum, (2) in the world of work, and (3) in society in general.

Standard 15: The students' exposure to learning and teaching at the institution, across all sites and modes of provision, is experienced as positive and enabling of their success.

Standard 16: Institutions engage with and reflect on the employability of their graduates in a changing world.

We are collecting narratives and evidence in accordance with the templates provided so that the report writers can prepare the SER and PoE.

Send your narrative or comments to Professor Ruffin (ruffin@ukzn.ac.za) and/or Professor Mccracken (mccrackend@ukzn.ac.za).