

College Working Groups Terms of Reference

The Terms of Reference for the College Working Groups regarding contributions to the institutional SER and POE are as follows:

1. Set the college context for the IA, by providing information on its vision, mission and goals, the design of its quality management and quality assurance systems and related components;
2. Describe and reflect on the coherence, effectiveness and efficiency in the core academic functions, together with the contribution made by the quality management systems and processes, in enabling the likelihood of student success and improved learning, teaching and research, as well as the institution's integrated community engagement;
3. Convene regular meetings as a College and as sub-groups of the College, generate minutes from plenary and subgroup meetings and submit to;
4. As and when relevant, in terms of any or all of the sixteen standards, disaggregate College Working Group members into smaller groups like (1) learning and teaching, (2) research, (3) integrated community engagement centred groups;
5. Include in sub-groups for (1) learning and teaching, (2) research, (3) integrated community engagement University, College and School level professional services staff members who work with the relevant core academic function;
6. Obtain from schools within the College and hand-over to the relevant report writer, contextualised documentary evidence of module-, programme-, discipline-, and school-level information regarding execution of quality management systems as required to respond to the relevant IA focus areas, standards and guidelines; which will be cross-referenced to the POE;
7. Acquire from schools within the College and hand-over to the relevant report writer, contextualised documentary evidence of quality management systems related to research activities; which will be cross-referenced to the POE;
8. Collect from schools within the College and hand-over to the relevant report writer, contextualised documentary evidence of quality management systems related to community engagement; which will be cross-referenced in the POE;
9. Interact across the four Colleges and nineteen Schools through virtual meetings and other mediums of communication by the various sub-groups per core academic function [(1) learning and teaching, (2) research, (3) integrated community engagement] to collectively address relevant standards, in collaboration with appointed report writers and engagement instruments;
10. Interrogate and deliberate through reflexive praxis IA engagement instruments prepared by report writers, providing documentary evidence to be cross-referenced in the POE;
11. Interrogate and deliberate through reflexive praxis on the University Institutional Profile as it relates to the Colleges and Schools as well as the sub-groups for the core academic functions, providing documentary evidence to be cross-referenced in the POE;
12. Interrogate and deliberate through reflexive praxis on the Focus Area 1 report from the Focus Area 1 Working Group, providing any additional documentary evidence available which is to

be cross-referenced in the POE;

13. Interrogate and deliberate through reflexive praxis on Focus Area 2 (Standards 5 to 8 with Guidelines and critical reflexive questions):
 - a. With specific reference to the institutional level engagement instrument prepared by a report writer, provide documentary evidence relative to Standards 5.1 to 5.5, to be cross-referenced in the POE;
 - b. With specific reference to the institutional level engagement instrument prepared by a report writer, contribute documentary evidence (cross-referenced to the POE) related to Standard 5.6 through interactivity between sub-groups for the three core academic functions, across the four colleges and representative of various schools and professional services staff members at College and School level;
 - c. In collaboration with the college level report writer, contribute documentary evidence (cross-referenced to the POE) related to Standards 6 and 7 for compilation of a College-specific report that includes School-based and multi-level professional services related information as relevant;
 - d. With specific reference to the institutional level engagement instrument prepared by a report writer, contribute documentary evidence (cross-referenced to the POE) related to Standard 8 through interactivity between sub-groups for the three core academic functions, across the four colleges and representative of various schools and multi-level professional services;
14. Interrogate and deliberate through reflexive praxis on Focus Area 3 (Standards 9 to 12 with Guidelines and critical reflexive questions):
 - a. With specific reference to the institutional level engagement instrument prepared by a report writer, contribute documentary evidence (cross-referenced to the POE) related to Standards 9 and 10 through interactivity between sub-groups for the three core academic functions, across the four colleges, drawing evidence from the schools and inclusive of multi-level professional services as required;
 - b. In collaboration with the college level report writer, contribute documentary evidence (cross-referenced to the POE) related to Standards 11 and 12 for compilation of a College-specific report;
15. Interrogate and deliberate through reflexive praxis on Focus Area 4 (Standards 13 to 16 with Guidelines and critical reflexive questions):
 - a. With specific reference to the institutional level engagement instrument prepared by a report writer, contribute documentary evidence (cross-referenced to the POE) related to Standards 13 and 16 through interactivity between sub-groups for the three core academic functions, across the four colleges and inclusive of multi-level professional services;
16. Provide documentary evidence in support of the description and self-evaluation of the college's quality management systems and quality assurance systems, which will be cross-referenced in the PoE;
17. Identify areas of strength and areas that require improvement and development.
18. College Committee Officer documents the reiterative process of all College meetings, sub-group meetings, cross-college and cross-school meetings as well as any other interaction as required by the CHE SER to ensure that the IA process is reiterative and manifests reflexive praxis for new ways of being and doing.
19. The College Working Group must be guided by the series of Project Plans.