



Audit Report on the University of Pretoria

Report of the HEQC to the University of Pretoria

August 2008

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Acronyms

AP	Audit Portfolio
BCM	Business, Commerce and Management
CE at UP	Continuing Education at University of Pretoria
CESM	Category of Educational Subject Matter
CHE	Council on Higher Education
CSC	Client Services Centre
DEI	Department for Education Innovation
EDU	Education
ETQA	Education and Training Quality Assurer
GIBS	Gordon Institute of Business Science
HEQC	Higher Education Quality Committee
HRD	Human Resources Department
HSS	Humanities and Social Sciences
ICT	Information and Communication Technology
IF	Institutional Forum
IP	Institutional Profile
IT	Information Technology
ITS	Information Technology Services
NPHE	National Plan for Higher Education
NRF	National Research Foundation
QA	Quality Assurance
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SET	Science, Engineering and Technology
SRC	Students' Representative Council
THRIP	Technology and Human Resources for Industry
UP	University of Pretoria
UPFY	University of Pretoria Foundation Year

Overview of the Audit

Introduction

The Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) has statutory responsibility to conduct institutional audits as indicated in the Higher Education Act of 1997. This responsibility of the HEQC is also recognised by the South African Qualifications Authority (SAQA) in the accreditation of the CHE as the Education and Training Quality Assurer (ETQA) for the higher education band.

The Audit of University of Pretoria, (hereinafter referred to as UP) was conducted by the HEQC in terms of its mandate. This document reports on the audit process and findings based on the Audit Portfolio and documentary appendices provided by the University of Pretoria, supplementary documentation requested from the institution, and interviews and observations made during the audit visit that took place between 20 and 25 May 2007.

This report¹ contains an overview of the audit visit, the findings of the Panel in relation to the audit criteria set by the HEQC, and a list of the commendations and recommendations made by the HEQC.

The Audit Process

In November 2005 the Executive Director of the HEQC secured the consent of the Vice-Chancellor and Principal and the senior academic management team at the University of Pretoria that the University would participate in an institutional audit between 20 and 25 May 2007.

The University of Pretoria conducted its institutional self-evaluation in the agreed time and produced an Audit Portfolio for review by the Audit Panel. The University appointed its Quality Unit to facilitate the preparation of the audit. An Audit Steering Committee was formed, which consisted of the Vice-Chancellor and members of the Executive. Six self-evaluation teams were established with responsibility for different areas of the audit. The composition of these teams included a member of the Executive, a Dean, a student representative, one or more Directors of Support Services, senior academics, a member of the Quality Unit, a report writer, and a secretary.

¹ The report includes four appendices: Appendix A lists the objectives of HEQC audits; Appendix B provides the names of the members of the Audit Panel, Appendix C lists the documents submitted by the University of Pretoria and Appendix D contains the audit visit schedule.

The Quality Unit ensured that internal and external stakeholders were kept informed of the audit process through various forms of communication, such as the UP web, posters, and TuksFM. Senate and Council contributed to several drafts of the self-evaluation before subsequently approving the Audit Portfolio.

The Audit Portfolio which included a self-evaluation report, appendices and supporting documentation, CDs and an electronic version were submitted to the HEQC in March 2007.

The HEQC constituted an Audit Panel consisting of senior academics and academic administrators from the higher education community, all of whom had taken part in auditor preparation workshops run by the HEQC. An Audit Portfolio meeting was convened in Pretoria on 11 and 12 April 2007 at which the Audit Panel considered the Audit Portfolio in preparation for the audit visit. During this meeting, the Audit Panel identified additional documents to be requested from the University of Pretoria prior to the audit visit.

A senior member of the HEQC staff undertook a preparatory visit to the University of Pretoria in April 2007. During that visit, the format and programme for the visit, and other details of the audit were discussed and generally agreed to by the senior management of the University of Pretoria.

Members of the Audit Panel, Dr van Jaarsveld (Chairperson), Dr Makhetha, as well as Dr Hay and Ms Wort of the HEQC carried out three site visits during May in the weeks prior to the audit. These were to: (i) the Mamelodi Campus, (ii) the Sandton Campus in Illovo which houses the Gordon Institute of Business Science, and (iii) the Onderstepoort Campus, which houses the Faculty of Veterinary Science.

The audit visit took place from 20 to 25 May 2007. The Audit Panel undertook a tour of the UP Hatfield campus on 20 May and conducted interviews with senior management and committee members on 21 and 22 May. On 23 and 24 May, the Audit Panel split into three groups and interviewed a wide range of University of Pretoria's staff members and students. Interviews were completed on 23 May, and verbal feedback was given to the Vice-Chancellor and the executive team.

Open sessions were also available for any staff or student member of the institution and community to meet the Audit Panel and make a submission. Two members from the community made use of the opportunity to address the Panel.

In all, the Audit Panel interviewed more than 420 people in 51 interview sessions during the audit visit, including

- Council members;
- The Vice-Chancellor and members of his executive team;
- Academic and academic support staff;
- Administrative staff;
- Full-time and part-time undergraduate and postgraduate students;
- Civic and community representatives;
- Alumni.

This report reflects the audit process and findings based on the Audit Portfolio provided by the University of Pretoria, supplementary documentation requested from the institution, and interviews and observations made during the audit visit. Every effort has been made to understand the quality arrangements at the institution at the time of the audit visit and to base the Panel's conclusions on the documentation submitted, the interviews held and the observations made.

It is expected that the University of Pretoria will use these findings to strengthen its internal quality management systems and thereby facilitate the improvement of the quality of its core academic activities. Decisions about the manner in which this is done, and the priority accorded to the various recommendations, is the prerogative of the University of Pretoria. It is expected that five months after the publication of the Audit Report that the University will submit to the HEQC an improvement plan based on the HEQC Audit Report.

The HEQC would like to thank the University of Pretoria for the co-operative manner in which it has participated in the audit process. The HEQC also wishes to express appreciation for the openness and confidence shown by the Vice-Chancellor and management in allowing the Audit Panel to conduct its work. Efficient preparation by the University of Pretoria resulted in a trouble-free audit that allowed the auditors to focus their attention on the main purposes of the audit. The hospitality and assistance of the University of Pretoria's personnel was appreciated. Professor Niek Grové, Ms Christa North and their team are thanked in particular for the preparation of the documentation, as well as for their co-operation and helpfulness throughout the process.

Summary of Audit Findings

This section summarises the main conclusions stemming from the audit.

The commendations of the HEQC signal areas of strength, excellence or innovation which may require ongoing institutional support. The recommendations of the HEQC signal issues that may require new or strengthened attention with regard to quality provision. The HEQC notes that the University of Pretoria has itself identified many of these issues for attention. These and a number of other issues will need to be incorporated into the overall quality assurance planning and practice at the University of Pretoria, with appropriate allocation of responsibility for implementation and monitoring.

A list of commendations and recommendations follows. These are not presented in order of priority. They are clustered below to provide a quick overview for the reader. The body of the report also draws attention to other issues for attention and consideration by the University of Pretoria.

Commendations

1. The HEQC commends the University of Pretoria on the decisive manner with which it approached racial integration in the residences and on the commitment of the senior staff involved in the management of the residences to make this system a successful one.
2. The HEQC commends the University of Pretoria for its well-developed management information system and the use of data to identify, develop and implement institutional strategy.
3. The HEQC commends the University of Pretoria for the extent and effectiveness of the work of the Quality Unit.
4. The HEQC commends the University of Pretoria on the work done by the Department of Education Innovation.
5. The HEQC commends the University of Pretoria for its innovative approach in establishing and successfully implementing a centralised student services centre.
6. The HEQC commends the University of Pretoria for its efficiently managed and well-resourced Library Services.

7. The HEQC commends the University of Pretoria for its management of a robust administrative system of security that ensures the integrity of the certification process.
8. The HEQC commends the University of Pretoria for the initiative taken to establish CE at UP which has improved the administrative effectiveness, management information systems, marketing efficiency and income generation of short courses at the same time that allows the institution to respond to the broad skills needs of society.
9. The HEQC commends the University of Pretoria for the many support structures that provide assistance to departments for the development of new programmes and for its robust programme approval system.
10. The HEQC commends the University of Pretoria for the electronic resource developed by the Department for Education Innovation to support implementation of the assessment framework, which communicates pedagogical assessment principles and associated assessment policies, while also identifying their implications for assessment practices.
11. The HEQC commends the University of Pretoria for the consistent growth in its research outputs.
12. The HEQC commends the University of Pretoria for its achievements in producing significant numbers of PhD graduates, and in particular black PhD graduates.

Recommendations

1. The HEQC recommends that the University of Pretoria consider conducting an institution-wide debate on the meaning of the terms 'innovation' and 'innovation generation' as they relate to both educational processes and institutional culture. This could assist the University as it develops indicators against which to monitor the institution's success in contributing to the creation of the 'innovation generation' in its three core functions.
2. The HEQC recommends that the University of Pretoria give greater consideration to the internal and external obstacles to the achievement of greater staff equity at the institution and then develop and implement a bolder and more innovative strategy to accelerate change in its staff profile across all Faculties.
3. The HEQC recommends that the University of Pretoria engage in a systematic assessment of the impact of the implementation of the language policy, paying

particular attention to staff loads, student success rates, the consistency with which the policy has been implemented across faculties, and the unforeseen consequences of implementation on institutional culture.

4. The HEQC recommends that the University of Pretoria consider conducting an institutional climate survey as a further step towards the continuing development and implementation of a transformation strategy for the institution which reflects its willingness to contribute to an emerging and inclusive democracy in the country.
5. The HEQC recommends that the University of Pretoria consider re-examining its 10 principles of education in terms of their usefulness and specificity to support the realisation of the University's vision and mission. Of particular importance in this regard would be the examination of the view of teaching and learning informing the 10 principles of education and the extent and effectiveness of their application across the Faculties.
6. The HEQC recommends that the University of Pretoria develop appropriate systems to monitor and approve the performance of the committees and other units, which impact on the core functions.
7. The HEQC recommends that the University of Pretoria investigate the need and possible impact of the creation of an integrative structure or mechanism tasked with responsibility for the monitoring and review of teaching and learning activities across all Faculties.
8. The HEQC recommends that the University of Pretoria assess the use being made of its electronic learning platform with a view to transform the current teaching and learning model. Such assessment should be led by the Department of Education Innovation.
9. The HEQC recommends that the University of Pretoria reconsider the role and location of the Department for Education Innovation in the context of the need to review the conceptualisation, organisation and operationalisation of teaching and learning at the institution.
10. The HEQC recommends that the University of Pretoria reconsider the mechanism that it uses in programme review to ensure that good practice takes place within the core programmes.

11. The HEQC recommends that the University of Pretoria implement the necessary revisions and appropriate mechanisms to simplify its procedures for recruitment and appraisal of its human resources as soon as possible.
12. The HEQC recommends that the University of Pretoria take steps to ensure that its assessment framework is adopted consistently across all departments, Faculties and across income generating units.
13. The HEQC recommends that the University of Pretoria develop a mechanism to ensure that procedures regarding ethical clearance are implemented consistently across the institution.
14. The HEQC recommends that the University of Pretoria give concerted attention to the adequate resourcing and effective functioning of the Research Support and Contracting Office of its Department for Research Support so that these structures can respond to the needs of UP's researchers in a manner that is consistent with the importance of the research function at the University.
15. The HEQC recommends that the University of Pretoria discontinue the practice of supervisors having an examining role in the assessment of theses.
16. The HEQC recommends that the University of Pretoria reconsider its guidelines for postgraduate supervision and develop mechanisms to ensure that these are implemented consistently across Faculties and Departments.
17. The HEQC recommends that the University of Pretoria conduct an institution-wide debate to determine its understanding of community engagement and develop a plan with allocated budget, targets and allocation of responsibilities.

1 Brief Overview of the University of Pretoria

The University of Pretoria (UP) is a large contact residential university situated in the metropolitan area of Tshwane. The University operates across six campuses. Its administrative seat is located in Hatfield in the city of Pretoria, and houses six Faculties. The other five campuses are:

- Groenkloof where the Faculty of Education is located
- Mamelodi, which was incorporated into UP in 2004 as a result of the restructuring of the higher education landscape
- Prinshof, which houses the Faculty of Health Sciences
- Onderstepoort, which houses the Faculty of Veterinary Science
- Sandton, which accommodates the Gordon Institute of Business Science.

In 2006, UP had 49 226 registered students, of whom 38 389 were contact students and 10 837 distance education students. UP in 2005 employed 3 473 permanent professional and non-professional staff.

UP has its origins in the Transvaal University College, which was established in 1908 as a public higher education institution offering arts and science courses. By the end of 1920, the Faculties of Agriculture, Law and Theology, Economics and Political Science, and Veterinary Science had been established. The Faculty of Music was established in 1923. Seven years later, in 1930, the institution was renamed the University of Pretoria. A further four Faculties (Education, Medicine, Dentistry, and Engineering) were created in the following 25 years. Under the apartheid regime the University of Pretoria was a whites-only Afrikaans-medium institution and much of its teaching and research supported the needs of the South African apartheid state. The most important development in the mid-1990s, under the new democratic dispensation, was the rapid change in the demographic profile of the students enrolled at the University. This change was accompanied by the introduction of a new language policy which recognised English as well as Afrikaans as languages of instruction at the institution and therefore facilitated the enrolment of non Afrikaans mother tongue students. By 2005 African students constituted 59,68 percent of its headcount enrolments.

The University is organised in nine Faculties, comprising of 140 departments. The Faculties are:

- Economic and Management Sciences
- Education
- Engineering, Built Environment and Information Technology
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences

- Theology
- Veterinary Science.

There are 85 Centres, Bureaus and Institutes as well as a Business School, the Gordon Institute of Business Science (GIBS).

There are also a number of sites, such as the Hammanskraal Campus and experimental farms. The Faculty of Health Sciences has a presence in a number of hospitals in three provinces.

UP offers 2 034 programmes in both contact and distance mode in Afrikaans and English, with some programmes and modules being offered only in English. The programme and qualifications mix ranges from advanced certificates through bachelors, masters and doctoral degrees. Almost 68 percent of qualifications are offered at the postgraduate level. In terms of research outputs UP has been one of the leading South African universities since 1996.

2. Institutional Mission

This section of the audit report focuses on the University of Pretoria's mission and how, in the context of this mission, the institution positions itself both within the higher education system and within South African society at large.

2.1 University of Pretoria's Mission and Identity

During interviews with executive management the Panel was told that the restructuring of the higher education landscape provided UP with the framework within which to revisit its vision and mission. The new vision, which was adopted in 2002, includes amongst its statements that UP aims to be a leading, internationally competitive innovative university with 'an inclusive and enabling, value-driven organisational culture' (AP: 9).

In the last 15 years UP has demonstrated a remarkable ability to adapt to external change. The rapid change of its student profile and the adoption of a language policy which could support a diverse student body are cases in point. Interviews with Executive Management confirmed that the vision and mission of the University and the 2002-2005 strategic plan were 'designed to address the policy issues in the NPHE' (AP: 9), such as equity and access, and responsiveness to the socio-economic needs of the country.

The institution's own understanding of its new position in the higher education system and in the international scholarly community is reflected in a very comprehensive mission:

To be an internationally recognised South African teaching and research university and a member of the international community of scholarly institutions, that –

- provides excellent education in a wide spectrum of academic disciplines
- promotes scholarship through –
 - the creation, advancement, application, transmission and preservation of knowledge
 - the stimulation of critical and independent thinking
- creates flexible, life-long learning opportunities
- encourages academically rigorous and socially meaningful research, particularly in fields relevant to emerging economies
- enables students to become responsible, well-rounded, creative persons, productive citizens and future leaders by –
 - providing an excellent academic education
 - developing their leadership abilities and potential to be world-class, innovative graduates with competitive skills
 - instilling in them the importance of a sound value framework
 - developing their ability to adapt to the rapidly changing environments of the information era
 - encouraging them to participate and excel in sport, cultural activities and the arts
- is locally relevant through –
 - its promotion of equity, access, equal opportunities, redress, transformation and diversity
 - its contribution to the prosperity, competitiveness and quality of life in South Africa
 - its responsiveness to the educational, cultural, economic, scientific, technological, industrial, health, environmental and social needs of the country
 - its active and constructive involvement in community development and service
 - its sensitivity to the demands of our time and its proactive contribution towards shaping the future
- creates an intellectually stimulating and culturally vibrant, pleasant and safe environment in which its students and staff can flourish
- is committed to effective, efficient, caring and innovative approaches to teaching, research and community engagement, client-centred management and administration and good governance (AP: 10).

The concept of the ‘innovation generation’ is the theme that links the institution’s mission with its two strategic plans, *Inspiring the Innovation Generation 2002-2005* and the *Innovation Generation: Creating the Future 2007-2011*. In the Panel’s view

the concept of the ‘innovation generation’ is forward looking and speaks of the institution’s will to be a leading contributor to skills development and knowledge production both locally and internationally.

The Panel heard from the Vice-Chancellor that ‘innovation’ means to do new things, the notion ‘of growing beyond’. This means that, apart from ensuring outputs in the core functions, there must be broader outcomes such as contributions to national economic and social development. The Panel heard during interviews with senior management that innovation is not merely a slogan. The University has sought to institutionalize it, through, for example, encapsulating the idea of research as innovation. During interviews with management and academics the Panel heard a number of other interpretations of the term ‘innovation’. Some held the view that it had to do with using new technologies, while for others it had to do with fundamental change in the curriculum.

While the Panel understood that most staff and students were aware of the notion of ‘innovation’, it did not find evidence of a consistent understanding of the concept across the University, especially in the light of the fact that it is the theme that underpins the strategic plans of the University. During interviews with Deans, for example, the Panel heard that the term ‘innovation generation’ was understood as meaning that students are problem solvers, equipped with the knowledge and the skills to address current as well as future challenges. The Panel noted that despite these ideas, there is no evidence of a concerted effort to translate the attributes of the innovation generation into specific pedagogical approaches for teaching and learning or sets of indicators which would help the institution to monitor its success in producing an ‘innovation generation’ both at undergraduate and postgraduate level.

The Panel notes, furthermore, that the term ‘innovation generation’ is a values-based concept. It signifies not only the university’s research base and orientation towards the development of a number of cognitive skills and attitudes but also a moral definition of the university’s graduates. Producing ‘world-class people’ implies, according to the institution, the development of a values framework, which would allow students to operate successfully in a diverse world. While the Panel notes that aspects of this moral dimension are addressed in the 2007-2011 Strategic Plan (pp.10-11), the Panel is of the view that it needs to be further developed so that there is both a strong statement of the values which the university embraces and explicitly drawn implications of the characteristics that UP institutional culture should have which makes possible the production of ‘world-class people’.

The mission of the University also stresses UP’s aim to be locally relevant and internationally competitive, two goals which the Panel agreed need not necessarily be in contradiction with each other. However, most interviews with senior management seemed to stress the importance of the international over the local dimension. Even in

referring to the achievements of the language policy, the institution's ability to attract foreign students was flagged more often than the institution's achievements in changing the profile of its local students. It appeared to the Panel that a better balance still needed to be established between local relevance and international competitiveness as they find expression in the core functions of the institution.

The Panel is of the view that it would be important for UP to explore more clearly the meanings of local relevance and global competitiveness, their relationship to the notion of the 'innovation generation' and the implications of these ideas for educational practices and institutional culture. In order to do this, the institution might have to engage more concretely with those aspects of current educational practice and institutional culture that need to change and the appropriate strategies to give effect to these changes.

Recommendation 1

The HEQC recommends that the University of Pretoria consider conducting an institution-wide debate on the meaning of the terms 'innovation' and 'innovation generation' as they relate to both educational processes and institutional culture. This could assist the University as it develops indicators against which to monitor the institution's success in contributing to the creation of the 'innovation generation' in its three core functions.

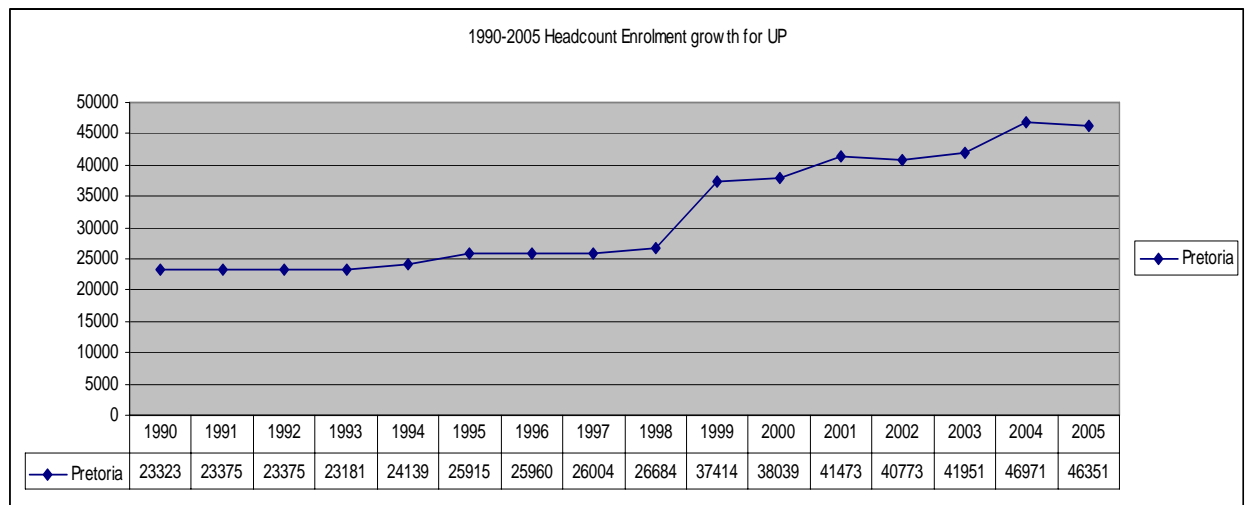
2.2 Transformation at UP: Equity, Redress and Institutional Culture

The Portfolio reflects UP's understanding of transformation as a complex process: 'a multifaceted undertaking, impacting on aspects such as diversity in student and staff demographics...the language policy, the organisational culture, curricula reform, research agendas as well as community engagement' (AP: 17).

In the space of 15 years the UP changed from being an Afrikaans-medium historically white institution to a dual-medium university with a majority of African students. While this change took place in the context of systemic expansion of the South African higher education system, UP aided the transition through a number of policy decisions which opened the University to black students.

Figure 1 shows that between 1998 and 2004 the total headcount of UP grew by 19 667 students, a substantial 73,7 percent, and a total growth of 98,7 percent since 1990. As noted earlier, this growth was accompanied by a substantive change in the diversity of the student profile. Compared with other historically white universities which have not been affected by mergers, UP has the highest number of African students in the overall headcount enrolments (IP: Table 9).

Figure 1: UP Total headcount enrolments 1990 -2005



However, the transformation of the demographic profile of student enrolments at UP, as is also the case at system level, hides a more complex reality, the analysis of which indicates both huge achievements and enormous challenges. Table 1 shows that the largest number of African enrolments is at the undergraduate diploma level but that there are considerable numbers of African students at the postgraduate level. However, it needs to be noted that a large number of black students are enrolled in distance education. In 2000, 7 638 of the 10 837 distance learning students were black and only 57 were white (IP: Table 8). All of these students are enrolled in Education programmes.

Table 1: UP Distribution of Headcount Enrolments by Race and Qualification Type 2005

	African	Coloured	Indian	White	Total
UG Dip/Cert	6 264	76	35	208	6 583
Gen Academic 1st Bachelors	5 638	209	688	8 763	15 298
Prof 1st Bachelors	2 642	151	464	7 898	11 155
PG Dip/Cert	109	4	23	146	283
PG Bachelors	262	0	2	1	265
Honours	2 992	67	189	1 697	4 945
Masters	2 157	137	275	3 144	5 714
Doctoral	530	59	72	885	1 546
Occasional	260	9	24	269	562
Table Total	20 854	712	1 772	23 011	46 351

In terms of the relationship between improved access and student success, 2005 data suggests that success rates among African students across all CESM categories are

considerably lower than that of white students. These data, which are not different from those of similar institutions, speak to the degree of preparedness of students for study at university level but also of the institution's ability to provide an educational experience that facilitates and supports student success in both curricular and extra-curricular aspects.

The Panel heard that in terms of admissions UP focuses on ensuring that excellent black students apply to the institution (AP: 92). While the Panel understands this as a possible approach to improving equity and access at the institution, it does not address the access issue in relation to the admission of students who do not have top academic records but who might succeed with extra support from the institution. The Panel acknowledges that Health Sciences has made progress in this regard. It learned during interviews with Deans that the institution has changed its admission policies in the Health Sciences Faculty to admit African students who do not have sufficient points to compete for places but have enough points to succeed in the programme. Nonetheless, the Panel is aware of the tensions between the expectations that different internal and external constituencies have of the institution and the difficulties of negotiating across contradictory views. The Panel would like to urge UP to take bolder steps in its recruitment strategy. This would show that the institution is committed to combining in an innovative manner its admission policy, its successful approach to residence placements, financial aid and its sophisticated tracking systems to facilitate access to higher education of students who come from poor socio-economic and educational backgrounds. This could be a clear manifestation of UP's contribution to the needs of the new democratic dispensation as well as of its local relevance.

While there has been a fairly successful change of student demographics, the staff profile at UP has not changed at a comparable rate. In 2005 only 16 percent of the instruction, research and professional support staff at UP was black. In the executive, administrative and managerial professional staff category, there was an increase of black staff from nil in 1990 to 28 in 2005 (Table 3).

Table 2: Distribution of UP Permanent staff per personnel category by race 1990 and 2005

		African		Coloured		Indian		White		TOTAL	
		No.	%	No.	%	No.	%	No.	%	No.	%
1990	Instruction/research professionals & Specialist/Support professionals	5	0	0	0	1	0	1504	100	1510	100
	Executive/admin./managerial professionals	0	0	0	0	0	0	105	100	105	100
	Non-professional staff - sub-total	1292	61	2	0	0	0	836	39	2130	100
	TOTAL 1990	1297	35	2	0	1	0	2445	65	3745	100
2005	Instruction/research professionals & Specialist/Support professionals	214	12	38	2	52	3	1540	83	1845	100
	Executive/Administrative/Managerial Professionals	23	10	3	1	2	1	196	88	224	100
	Non-Professional Staff	694	49	31	2	10	1	669	48	1404	100
	TOTAL 2005	931	27	72	2	64	2	2405	69	3473	100

UP has an Employment Equity Plan. It also has a diversity fund that has been made available from its returns on investment as a result of strong financial management practices. This fund allows for appointments to be made without there being an officially approved post. The Panel heard during interviews with members of the Employment Equity Forum of the strategies to attract more black South African academics, particularly those who are currently working overseas. Nevertheless, the University acknowledges the need to do much more towards achieving staff equity. The Panel is well aware of the difficulties faced by most higher education institutions in achieving staff equity and creating a diverse staff profile, especially at senior academic levels. However, the Panel has seen no indication at UP of the existence of an institution-wide strategy focused on the nurturing and development of a new generation of black academics and senior managers at the institution which would support existing individual, departmental or Faculty initiatives in this regard. The Panel suggests that the university give concerted attention to the development of such an institution-wide strategy.

In terms of gender, from 1990 to 2005 the percentage of female staff has grown from 37,5 percent to 51,9 percent (Table 3). In 2005, 47 percent of instruction and research personnel plus specialist support professionals were female, 48 percent of executive and management professional staff members were female, and 59 percent of non-professional staff members were female.

Table 3: Distribution of UP personnel category by gender 1990 and 2005

		FEMALE		MALE		TOTAL	
		No.	%	No.	%	No.	%
1990	Instruction/research professionals & Specialist/Support professionals	503	33,31	1,007	66,69	1,510	100
	Executive/admin./managerial professionals	10	9,52	95	90,48	105	100
	Non-professional staff – sub-total	893	41,92	1 237	58,08	2130	100
	TOTAL 1990	1406	37,54	2 339	62,46	3 745	100
2005	Instruction/research professionals & Specialist/Support professionals	863	46,78	982	53,22	1 845	100
	Executive/Administrative/Managerial Professionals	108	48,21	116	51,79	224	100
	Non-Professional Staff	833	59,33	571	40,67	1 404	100
	TOTAL 2005	1804	51,94	1 669	48,06	3 473	100

With regard to types of employment contracts, Table 4 shows a noticeable drop in the percentage of staff holding permanent appointments, which were reduced from 46,9 percent to 36 percent between 2000 and 2005. Although this seems to be following a general trend towards the ‘casualisation’ of academic staff in higher education, this raises a number of concerns for the Panel about (i) the availability of part-time staff for students in the teaching and learning process, (ii) whether there is significant research productivity by part-time academic staff, and (iii) whether temporary staff can access staff development programmes (see Section 4.6 of this report). The Panel suggests that the institution ensures that the permanent/temporary staffing ratios are supportive of the need to improve student success in a context of increased access.

Table 4: Permanent and temporary academic staff at UP 2000-2005

	2000		2001		2002		2003		2004		2005	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Permanent	1 449	46,9	1 452	45,5	1 321	32	1 524	35	1 578	35	1 575	36
Temporary	1 642	53,1	1 742	54,5	2 747	68	2 879	65	2 955	65	2 835	64
Total	3 091	100	3 194	100	4 068	100	4 403	100	4 533	100	4 410	100

A further challenge facing UP, and most other South African higher education institutions, is that of replacing an ageing academic workforce within an equity framework. Out of 293 permanent professors, 201 are older than 50, and among them 45 are older than 60. This situation is made worse by the fact that 77 of the 174 associate professors are already older than 50 and that there is a significant lack of

black academics in-house who could be potential candidates to fill these positions (IP: 51 Table 37). The Panel urges the institution to develop a strategy to ensure that it has appropriately qualified and experienced senior academics to replace retirees.

Recommendation 2

The HEQC recommends that the University of Pretoria give greater consideration to the internal and external obstacles to the achievement of greater staff equity at the institution and then develop and implement a bolder and more innovative strategy to accelerate change in its staff profile across all Faculties.

There is no doubt that the change in the language policy at UP is largely responsible for the university's ability to expand access and increase the diversity of its student and, to some extent, staff profiles. Despite these changes, the issue of language remains highly problematic and presents an acknowledged risk to the university (number 4 in the 2006 Risk Register). The Panel heard of the 'difficulties experienced by faculties, schools and departments in complying with the language policy'. Some lecturers cannot teach in both languages and this typically leads to an overburdening of staff members who can do so. At the same time, while there is a need to appoint academics who can teach in both languages, there is an employment equity plan which may in effect mean there are not enough people in the designated groups that can teach in Afrikaans. This presents a further challenge to the university both in terms of human and financial resources.

Furthermore, the Panel heard during interviews with a range of staff and students that the implementation of the language policy is not evenly and consistently applied across Faculties and programmes, with some of the academic staff who were interviewed indicating that this impacts negatively on student success rates. The Panel also heard of instances in classroom practice might be undermining the policy and which result in the expression of discriminatory attitudes by staff and students. The Panel urges the institution to initiate an assessment of the language policy and its impacts on academic results as well as the concrete experience of students inside and outside the classroom and their general experience of the university's institutional culture.

Recommendation 3

The HEQC recommends that the University of Pretoria engage in a systematic assessment of the impact of the implementation of the language policy, paying particular attention to staff loads, student success rates, the consistency with which the policy has been implemented across faculties, and the unforeseen consequences of implementation on institutional culture.

During interviews with management, the Panel heard that the university views the changes in its student enrolment as an important step in the achievement of an open institutional culture, an issue whose importance had already been signalled in the Portfolio. (AP: 131).

The Panel heard during interviews with the Vice Chancellor that UP should be a national university that attracts all South Africans and so needs to have a welcoming and inclusive culture. The primary mechanism developed to achieve this was the adoption of English and Afrikaans as the official languages of the university so that the institution would become more accessible to different population groups of South Africa.

The Panel noted in documentation, such as the Minutes of the Language Policy Committee, and heard during interviews with a range of staff of a series of changes that have been undertaken by the institution; such as the use of Afrikaans and English in graduation ceremonies, the proposed use of the inclusion of Sepedi as a third language of communication, the redesign of the institution's emblem, and doing away with exclusive religious prayers, all of which were intended to make the University more inclusive. However, interviews with students and black academic staff suggest that much more needs to be done to change the substance of the institutional culture. In this regard, the Panel acknowledges the successful initiatives undertaken by the institution to integrate the student residences. However, the very fact that the institution has identified transformation as its most important risk in the 2006 Risk Register, suggests that UP is fully aware that the changes already effected need to be deepened and sharpened and that failure to do so represents a serious threat to the institution's aspirations to be locally relevant and its goal of educating the innovation generation.

In terms of the efforts made by the institution in the area of transformation of its institutional culture, the Panel was impressed by the success that the system of residence placements has had in the creation of multiracial residences at the university.

Commendation 1:

The HEQC commends the University of Pretoria on the decisive manner with which it approached racial integration in the residences and on the commitment of the senior staff involved in the management of the residences to make this system a successful one.

Given this commitment and the awareness of the institution about the remaining challenges, the Panel was concerned at not finding any systematic analyses of UP's institutional culture, that is, of the values, practices and behaviours that define the manner in which the curricular and non curricular activities of the institution are

conducted and the kind of interactions which take place in the different social, educational and physical spaces between and among staff, (both academic and non-academic), students, and management. Such analyses might be of use in enabling the University, first, to identify the current features of its institutional culture, its values and behaviours and how these are perceived by different constituencies; second, to engage with those values in an open and critical manner, and finally, based on this engagement, develop a strategy to introduce agreed upon necessary changes.

The Panel was interested to learn from interviews with academic staff, students, and unions that there is a perceived lack of communication from Executive Management concerning its plans and strategies and the progress made in their implementation. This is regarded by these constituencies as a serious issue in the creation of a more enabling institutional culture. In this regard, the Panel suggests that the institution's leadership might want to take up the opportunity to review the role of internal communication in the process of transforming the institutional culture of the university and critically look at the frequency, content and forms of its communication with different internal constituencies.

The Panel is of the view that UP's ability to transform itself and become more forward looking may be hampered by the lack of a more careful and considered engagement with UP's history and traditions, their current manifestations and impact on different spheres of institutional life and culture.

The Panel concurs with Executive Management that the slow pace of transformation constitutes a serious problem for the institution as it could compromise UP's ability to fulfil important aspects of its mission and vision. In the Panel's view, the institution might want to explore more fully the three main implications if the transformation process that the institution embarked upon was not be completed. First, at the strategic level, the willingness of the institution to review its relationship with society and the State would not be given concrete expression in cultural and organisational changes which support the new student profile. Second, at the academic level, the non-fulfilment of the transformation commitment would imply that UP would not be able to give effect to the conceptual link it has made between the excellence of its academic offerings and student and staff diversity. Lack of diversity amongst staff and students necessarily diminishes the range of experiences and perspectives that the university could draw on to attain its goal of innovation. Finally, the institution's position within the higher education system and its capacity to fulfil its responsibility towards the broader South African society might be jeopardised.

The university will celebrate its centenary in 2008. This is an important opportunity for UP to reflect on and discuss its history and values as well as the place that it seeks to occupy in the South African higher education system in the next hundred years and on the appropriate values to sustain such an endeavour.

Recommendation 4

The HEQC recommends that the University of Pretoria consider conducting an institutional climate survey as a further step towards the continuing development and implementation of a transformation strategy for the institution which reflects its willingness to contribute to an emerging and inclusive democracy in the country.

The university has a justified reputation for excellence and high quality in many areas of its work. It also has a stated commitment to, and recognition of, the importance of transformation in relation to many aspects of its institutional culture. The University also has had successes in bringing about important aspects of transformation into its residence system. In view of this, the Panel is of the opinion that UP needs to give more targeted attention to ensuring that the academic richness of the institution extends to new student and staff constituencies within a transformation framework. This includes looking at the impact of certain aspects of the institutional culture on academic performance and exploring the institutional conditions for the creation of a more enabling academic environment for all its staff and students.

3 Institutional Planning, Resource Allocation and Quality Management

This section of the report looks at UP's conceptualisation of academic governance and its operationalisation from two perspectives. First, it analyses the relationship between institutional planning and the organisation of the quality management of the core functions, and the management and monitoring of institution level goals in relation to the three core functions. Second, it looks at the ways in which these arrangements support the realisation of UP's mission and vision.

3.1 Governance, Management, Planning and Resource Allocation

The Statute of 2003 outlines the role of Council as the governing structure of UP. The charters for Council's committees show a small number of four. These are the:

- Standing Committee
- Audit Committee
- Investment Committee
- Human Resources Committee (IP: 4).

The Panel was pleased to learn during interviews with Council members that Council is planning to review its committee structure. In the view of the Panel, this opportunity could be used to consider the creation of a committee to advise Council on student services. This will not only comply with the requirement for this in the Higher Education Act and the UP statute but also to give the committee a specific mandate to look at student services as a means of ensuring these services are sufficiently harnessed to support teaching and learning.

Council is shortly to consider introducing systems for the assessment of its own performance. This includes: the effectiveness of its papers; individual performance of members; the maintenance of a decisions-register; and the development of a mechanism to follow-up on decisions taken. The Panel views Council's intention to review its own, and its members' performance, and the beginning of evaluations of the appropriateness and effectiveness of its committee system as important signals of the governance structure's determination to monitor its own work. The Panel congratulates Council for taking this initiative as this review is likely to assist Council in carrying out its mandate.

With regard to the Student Representative Council (SRC), the Panel noted in documentation and heard in interviews with management that the composition of the SRC had been a reflection of the national political structures, which had led to serious tensions on campus (AP: 31). As a consequence, Council decided to change the Constitution of the SRC to a constituency based system with the SRC comprising elected representatives from 17 constituencies, such as Faculties, residences, etc., so that the SRC could focus on student matters (AP: 32). The new Constitution for

Student Governance was approved by Council in November 2006 (AP: 31). A new SRC was elected in the few weeks prior to the audit visit. The Panel was pleased to learn in a range of interviews with staff and students that there is confidence that the new SRC model will lead to its active involvement in the core functions of the university. The Panel noted with appreciation that an evaluation of the new SRC will be undertaken once all the changes have been fully implemented, so that its impact can be analysed.

The Panel heard during interviews with members of the Institutional Forum (IF) that the performance of their duties has been adversely affected by the change of the Constitution of the SRC since there has been an absence of coherent student representation; up to ten students serve on the IF and these are elected in accordance with SRC procedures (AP: 130). The Panel is of the view that the IF will be able to fulfil its mandate now that a new SRC Constitution has been approved and a new SRC elected.

The Vice Chancellor is responsible for strategic leadership and the management and administration of the university. He is supported by four Vice Principals, the Registrar, an Adviser and three Executive Directors (AP: 32). Together they form the Executive Management team of the university and meet weekly. There is also a senior management team, which comprises Executive Management, Deans and Directors of Support Service Departments, which meets monthly (AP: 33).

The management structure and practices at the institution have until recently been characterised by a segmented hierarchical structure in which different Faculties reported to different Vice Principals without following functional relations, and in which Executive Management had major decision-making powers, particularly over planning and budget allocation. The Panel learned during interviews with Executive Management that the university has adopted, and is implementing, a new management model in which Deans are to be given executive functions and substantial responsibility for planning and budgeting. This constitutes an important sign of Executive Management's attempt at developing relationships based on trust among senior managers at the institution. While the model is too new for its effectiveness to be assessed, the Panel would like to stress the potential that this new model has in helping the institution to change management practices, to develop consistency in the implementation of policies, and to drive change deeper into the institution. The Panel congratulates the institution in a decision which might have long terms beneficial effects for the overall functioning of the three core functions.

The Panel would like, however, to alert the institution to the need to monitor the functioning of the new management model in order to avoid the risk of devolution perpetuating the silo effect that the institution is trying to avoid. In this regard, UP might like to consider the possibility of creating organisational spaces where the

integration of the Faculty- and the institutional-level strategies in relation to the core functions can take place. Examples of such spaces could be a Teaching and Learning Committee at Senate level, and a structured regular meeting of the Deans and Executive Management to engage together in the monitoring of the implementation of the university's strategic plans.

UP has a Budget and Planning Committee, which, as its name suggests, is responsible for the 'planning and associated budgeting processes that result in faculty and support service plans' (AP: 34). The Panel received confirmation during interviews with management that each Faculty develops a plan that includes the academic activities to be undertaken in the next financial year as well as the budget to resource these activities (AP: 35). The Budget and Planning Committee ensures that there are sufficient resources to carry out the academic plans. The Panel noted with appreciation UP's planning process (AP: 34-39) and the university's management information system (MIS) that enables the planning process to take place. A clear area of strength of UP is its ability to plan and monitor the achievement of objectives through performance indicators, which are based on the availability of appropriate and accurate institutional data. The Panel would like to congratulate the institution on the utilisation of institutional data to support the implementation of institution-level goals.

Commendation 2

The HEQC commends University of Pretoria for its well-developed management information system and the use of data to identify, develop and implement institutional strategy.

In 2004 as part of the restructuring of the public higher education landscape, UP incorporated the Mamelodi campus of Vista University. As a result the UP curriculum was phased into Mamelodi in 2005 and the Vista curriculum was phased out. The Panel heard, however, that this did not ameliorate the difficulties in providing equitable provision at Mamelodi; hence a decision was taken 'to phase out by the end of 2011 all new University of Pretoria degree programmes introduced on the Campus at the beginning of 2005' (AP: 3.24).

At a Council meeting in June 2006 a framework was approved for the campus to be developed 'as a site for the delivery of educational and community-related programmes (AP: 236). However, UP is still grappling with the different ways of making Mamelodi campus an integral part of the University. The Panel heard of a number of different views about what the role and focus of the campus could be. These include: the use of the campus for the extended curriculum programme; the campus serving as a base for community engagement through clinics in medicine and law and the training of teachers, in particular in mathematics and sciences. The Panel would like to encourage the institution to ensure that the Mamelodi campus as

organically linked to UP in terms of its educational processes in a way that takes into account the needs and possibilities of the area.

The Panel heard in interviews with some staff and students of considerable discontent about the proposal that Mamelodi become a campus primarily involved in community engagement. The Panel suggests that the university approaches the future role of the campus in a participative manner that (i) takes into account Mamelodi's potential as an entry point for more disadvantaged black students at UP, and so contribute to broadening access to higher education and serving a wider community, and (ii) the need to integrate Mamelodi and its activities into UP.

3.2 The Quality Management System

As noted in Section 2.1, the importance of quality in the core functions is mentioned in the vision and mission. It is stated in the Portfolio that quality is one of the strategic drivers underpinning the strategic plan of 2002-2005. These drivers are:

- Academic quality
- Quality of people
- Service quality
- Quality of student life
- Quality of governance, management and administration
- Quality of facilities (AP: 14).

The Panel identified at least two meanings of 'quality' being used at the university. One meaning of 'quality' found especially in the discourse of senior management, associates quality and excellence with diversity. This diversity, as discussed in Section 2, is understood on the one hand as local diversity in terms of race, language and culture, and, on the other, international diversity, in the sense of the institution's ability to attract foreign staff and students to the university and to gain international recognition.

The second notion of 'quality' of which the Panel heard during a range of interviews with staff, is associated with the idea of competitiveness, measured either in terms of international rankings or user satisfaction surveys; that is, the evaluation of reputation rather than internal processes within the core functions. In terms of teaching and learning, the notion of 'quality' as reputation presumes that if the outcome of the educational process is satisfactory so too should be the educational process underpinning it. The Panel is of the view that in the South African context, in which higher education institutions are receiving increasing numbers of first generation university students, greater emphasis needs to be placed on the nature of the educational process itself. The Panel would like to encourage the institution to pay attention to this particular understanding of quality more closely by developing a

more explicit focus on the development of appropriate support for students who come from educationally disadvantaged backgrounds.

UP has a Quality Unit, which is tasked with ‘the development, implementation, co-ordination and management of the university’s quality strategy’ (AP: 15). This includes promoting quality in the core functions as well as academic and other support services. Through the work of this Unit, the institution has made important progress in the development of an internal system of quality assurance that is shared across Faculties and departments. This includes, for example, assistance in programme development. The Panel heard during interviews with members of the Unit and academic staff that it uses assessment as a tool for improvement. In a range of interviews with staff the Panel heard positive remarks about the work of the Unit and the support that it provides to the academic enterprise. The Panel congratulates the Quality Unit for its work in the institution and its success in involving academics across all Faculties.

Commendation 3

The HEQC commends the University of Pretoria for the extent and effectiveness of the work of the Quality Unit.

3.3 Benchmarking and Surveys

UP benchmarks itself in a number of ways. First, it benchmarks its research activities using DoE figures and international benchmarking systems. UP has achieved a place in the Shanghai *Top 500 World Universities*. Second, individual researchers are rated through the National Research Foundation (NRF) system. Third, UP uses a variety of national benchmarks provided by the Department of Education, such as success and throughput rates, and publication outputs. Many of UP’s qualifications for professional fields are subject to professional accreditation. The institution also participates in comparative rankings, such as local and international rankings of the MBA programme. The Panel acknowledges the variety of benchmarking activities that the institution undertakes.

UP also conducts a number of user surveys and impact studies as a means to measure its performance in the core functions. The Panel found evidence that the outcomes of surveys generally are acted upon so that the quality of service provided to students and staff is improved. Some examples of surveys are: Library (LibQual), Information and Communication Technology Services, and Student Evaluations. In the survey of study guides (AP: 71), however, it was not clear how the results of this survey fed into the improvement of the quality of the guides and how the institution monitored that improvements did indeed happen. The Panel encourages the institution to ensure that all survey instruments are used to make improvements and that there is a monitoring

process in place with the allocation of responsibility so that the quality of the core functions as well as support services are enhanced.

4 General Arrangements for Teaching and Learning Quality

This section of the report looks first at the University of Pretoria's conceptualisation of teaching and learning as articulated in its Strategic Plan and teaching and learning policies and guidelines. Secondly, it looks into the organisation of teaching and learning, and how these arrangements give effect to these documents. Thirdly, it deals with the structures that support teaching and learning at the institution as well as with the institutional arrangements to ensure the quality of teaching and learning activities, including staff development.

4.1 University of Pretoria's Conceptualisation of Teaching and Learning

UP's conceptualisation of teaching and learning includes 'promoting teaching excellence within a flexible learning paradigm, underpinned by a resource-rich environment' (AP: 47). UP has a document entitled *Guidelines for Teaching and Learning*, which consists of the institution's 10 education principles (AP: 48). These can be summarised as:

- Relating teaching to learning
- Extending knowledge
- Nurturing complexity and critical thinking
- Building connections between knowledge
- Inviting engagement
- Transforming views and inspiring change
- Encouraging reflective thinking
- Providing appropriate learning support
- Respecting diversity
- Creating empowering learning environments (AP: 48-49).

Other documents which underpin teaching and learning at UP include:

- the assessment framework document, which contains 12 principles and practices of assessment (AP: 141)
- guidelines for programme accreditation and review (AP: 103)
- Access Policy (AP: 58)
- Policy on Recognition of Prior Learning (AP: 48)
- Tutor Policy (AP: 74).

The first point noted by the Panel was the extensive use of the terms 'principles' and 'guidelines' in the major documents guiding the management of quality in teaching and learning. Although points of policy are sometimes embedded in these documents, the Panel is of the view that the lack of the use of the word 'policy' in areas such as

teaching and assessment where they pertain directly to the professional practice of academic staff as educators, point to the 'light touch' in managing the quality of teaching and learning. This was borne out during interviews with academics.

Second, perusal by the Panel of the 10 education principles revealed a lack of coherence between managing teaching and learning and the achievement of strategic goals. The 10 education principles are extremely generic and, as indicated during interviews with academics, open to a highly variable understanding and use among staff. The appropriateness of these principles to support the goals of the institution in particular in terms of how (i) could contribute to the development of the 'innovation generation', or (ii) are locally relevant, was an area of concern for the Panel.

Of particular concern is the weak connection between the mission and vision of the institution and its practice and understanding of teaching and learning. The Panel is of the view that the failure to look at (i) the coherence of the principles and (ii) their appropriateness to institutional goals is a missed opportunity in terms of assuring the quality of teaching and learning at UP. The university might like to consider re-examining the 10 principles of education in the context of the institutional vision and mission. This would allow consideration of the views of teaching and learning which go beyond the individual and the psychological and encompass what might be termed 'social' views of learning. In this regard, the Panel noted, for example, that the document entitled *Education Induction Programme* showed considerable reliance on individualised accounts of learning, which assumes that the acts of teaching and learning are a-social, a-cultural and a-political. Alternatives exist which understand 'good' learning as a socially constructed activity and which explore the implications of this construct for learners who do not come from 'mainstream' middle class backgrounds. The Panel suggests that the university might like to consider the relevance of such accounts in the light of its changed student body, its ongoing concern about transformation and the need to keep on widening access and increasing diversity as it reconsiders the principles of education.

Recommendation 5

The HEQC recommends that the University of Pretoria consider re-examining its 10 principles of education in terms of their usefulness and specificity to support the realisation of the University's vision and mission. Of particular importance in this regard would be the examination of the view of teaching and learning informing the 10 principles of education and the extent and effectiveness of their application across the Faculties.

The next sub-section will focus on the ways in which the organisation of teaching and learning at the University of Pretoria gives effect to the conception of the teaching and learning core function as outlined above.

4.2 The Organisation of Teaching and Learning

Senate has responsibility for the quality and integrity of the university's academic activities in the core functions (AP: 30). The activities of Senate are managed through a system of committees. These include:

- Executive of Senate
- Faculty Boards
- Academic Planning Committee
- Timetable Committee
- Student Disciplinary Committee
- Appeals Committee
- Research Committee
- Admission, Evaluation and Academic Support Committee
- Language Policy Committee (AP: 49).

The Panel heard during interviews with Deans, heads of departments and academics that while these committees are fully operational there is a lack of monitoring of the activities of the committees. This raised two issues. First, the Panel heard during interviews with staff of the uneven, incomplete and inconsistent implementation of policies, and of which it found numerous examples in each core function. The second issue concerns the lack of consistent mechanisms to ensure that the measurement of performance indicators serve effectively to enhance quality. The Panel is of the view that the institution's well-developed capacity to measure its performance is not always exploited to expose problems, and to inform the development of interventions designed to improve the quality of provision, particularly in the core functions of teaching and learning, and research.

Recommendation 6

The HEQC recommends that the University of Pretoria develop appropriate systems to monitor and improve the performance of its committees and other units which impact on the core functions.

The Panel heard during interviews with management that there are not any mechanisms that will ensure that there is sufficient integration of the policies and the conceptualisation of the relationship between high-level institutional objectives and the three core functions at the operational level. The Panel suggests that the institution develop mechanisms to ensure that there is minimal disjuncture between policy and practice at Faculty and departmental level.

Deans, together with heads of departments, provide academic leadership (AP: 31). In relation to the operationalisation of this function, however, the Panel found that Deans have not chosen to exercise strong influence in the area of teaching and learning, both

strategically and practically. The Panel learned during interviews with Deans that the management, implementation and monitoring guidelines, policies and regulations typically rest with Heads of Departments. While Deans were of the view that there was a need to manage actively teaching and learning, practically this takes place with 'questions and remarks'; for example, although Deans have the final responsibility for teaching and learning, they typically do not involve themselves at 'micro' (i.e. departmental) levels. If a problem arises, the heads of departments are 'supposed to follow up and only involve Deans if they need his/her involvement'. The Panel suggests that monitoring of the teaching and learning activities should be implemented and that this should reside in the Dean's portfolio.

In this regard the recent appointment of the Vice Principal: Undergraduate Programmes has the potential to break the current isolation and inconsistencies found in teaching and learning practices across Faculties. This will drive the operationalisation of the institution's mission with regard to teaching and learning. The Panel congratulates the institution of this decision and encourages it to regard this appointment as an ideal juncture for the university to launch an encompassing review of teaching and learning at the university, which needs to take into account a strategic view of where the institution wants to be in a decade in terms of its differentiated role within the higher education system and its position in society. This will also require a review of planning and budgeting in this area.

While there were clear gaps in terms of the strategic management of quality at programme-level, programme administration appears to be sound. During interviews with Deans and representatives from Faculty Boards, the Panel heard of the oversight functions of Faculty Boards which 'act as pre-runner of the Senate engagement with programmes'. Many instances were found where clear lines of accountability from programme committees at departmental levels, to Faculty Boards and then to Senate, have assisted in finding resolutions to problems. The Panel also learned of the role of external bodies in ensuring quality at programme levels.

While several Deans reported the existence of a Teaching and Learning Committee at Faculty level, there is not a Senate Committee on Teaching and Learning to monitor the quality of teaching and learning across the institution and could support the role of the Vice-Principal Undergraduate Studies in her strategic planning for this core function as well as ensuring the integrity of the learning programmes. The Panel concurs with the institution that Senate and its various committees need to reconcile the policies and practices of the different Faculties and bring them in line with institutional guidelines and principles as part of a quality improvement plan (AP: 138). A Senate Committee on Teaching and Learning would be a good way to achieve this coherence and would serve as a means of driving best practice.

Recommendation 7

The HEQC recommends that the University of Pretoria investigate the need and possible impact of the creation of an integrative structure or mechanism, tasked with responsibility for the monitoring and review of teaching and learning activities across all Faculties.

During interviews with representatives of Faculty Boards, the Panel found that the use of teaching to achieve strategic goals is not widely understood by academic staff. The involvement of Faculty Boards in teaching and learning issues seems to be limited to an oversight role in programme reviews and to the approval of new programmes. Interviewees spoke of working with 'rigid checklists' and of ensuring that 'things function the way they should' but no mention was made of strategically managing teaching to achieve institution level goals.

In a range of interviews with academics the Panel heard of the perceived lesser status accorded to teaching and learning compared to research and of the effect that, according to staff, this has on the morale of committed academics at the institution. While there are some incentives to achieve excellence in teaching, this is not consistent across all Faculties. In this regard, the Panel notes with appreciation the annual Chancellor's awards and the Education Innovation awards to academics in recognition of their contribution to teaching and learning.

The Panel is of the view that more systemic measures need to be taken to improve the status of teaching and learning at the university. The institution may want to consider the possibility of designing differentiated career or development paths for their academic staff which better recognise their individual strengths and for incorporating teaching performance systematically into the performance management system of the institution.

The Portfolio makes much of the use of electronic resources in teaching and learning (AP: 55). UP has made significant financial investment in electronic learning platforms and support in terms of laboratories, computers and software. However, the Panel found during interviews with staff that little is done to promote, monitor and assure teaching and learning in the use of these media. While the use of an electronic learning platform, such as clickUP, has the potential to contribute to the development of an 'Innovation Generation', in interviews with members of the Department for Education Innovation (DEI), the Panel heard that this was not really taking place. The Panel learned during interviews with Deans and heads of departments that approximately 60% of current usage of clickUP was at the most basic level. The Panel is aware that one of the problems with the introduction of e-learning platforms is that they can become little more than a repository for materials which formerly existed in hard copy. When this is the case, the learning platform is not being used to transform teaching and learning but merely to supplement the current model. DEI staff members

are aware of the less than optimal usage of clickUP and indicated that one of their goals is the enhancement of its appropriate use. The Panel suggests that (i) the institution conceptualises how this provision could be used to produce an innovation generation; (ii) develop strategies to ensure the optimal use of this electronic learning device and ensure that upon implementation these are monitored and evaluated; and (iii) the institution ensures that it capitalise on its considerable resources in this regard.

Recommendation 8

The HEQC recommends that the University of Pretoria assess the use being made of its electronic learning platform with a view to transform the current teaching and learning model. Such assessment should be led by the Department of Education Innovation.

4.3 Management of Quality in Academic Support Services

At the University of Pretoria, there are a number of academic support services for students and academic staff. These include:

- Client Services Centre
- Library
- Department of Education Innovation (AP: 73).

4.3.1 Academic Development

The Department of Education Innovation (DEI) is an academic support department, which provides extensive integrated educational support and development to the academic staff and, on occasion, to students (AP: 82). During interviews with Deans the Panel heard of this department's usefulness. For example, DEI's expertise was used in the continuous support to the University of Pretoria Foundation Year (UPFY) programme over a period of 2 years (AP: 159). This included support from layout, structuring of the course, writing instructions as well as preparation of slides. However, there is more to DEI than providing technical support. There is considerable teaching and learning expertise which could be used to support this core function. As UP further develops its teaching so that it meets its mission and goals, DEI has the potential and capacity to support the institution in this endeavour. However, the Panel learned during interviews with DEI staff that its potential role in improving the quality of teaching and learning at the institution is constrained by the voluntaristic and *ad hoc* nature of its interventions as well as by the fact that the department's intervention has to be requested by staff in order for them to be able to use expert knowledge to help improve teaching and learning. The Panel is of the view that the location of the DEI as a voluntary resource within the institution does not point to the strategic use of expertise in managing teaching and learning so that goals are achieved at Faculty level. Furthermore, drawing the DEI into the management of teaching and learning would allow its members' intellectual and experiential resources to be

harnessed more strategically to guide the institution along the path it has chosen for itself.

Recommendation 9

The HEQC recommends that the University of Pretoria reconsider the role and location of the Department for Education Innovation in the context of the need to review the conceptualisation, organisation and operationalisation of teaching and learning at the institution.

As a result of interviews with staff and members of the DEI, the Panel is of the view that the department works very well, and is highly resourceful, but needs to be strategically positioned to heighten support to academic staff. The Panel would like to congratulate the Department of Education Innovation for the interesting work which it does in terms of research on teaching and learning and the nature of the services it provides.

Commendation 4

The HEQC commends the University of Pretoria on the work done by the Department of Education Innovation.

4.3.2 Academic Support Services

The Client Services Centre (CSC) was established in 2002 to provide consolidated administrative services for students, parents, alumni, staff, external bursary donors and employers in one location (AP: 83). It is the 'front line' or 'face of the institution' from which critical information is distributed. Services to students include providing information on applications, residence placements, study finance, course consultation and the issuing of student cards (AP: 84). The Call Centre staff members refer to themselves as 'the eyes and the ears' of the institution. The Panel noted with appreciation the CSC cycle of surveys of users and its use of the survey results to maintain and improve quality. The Panel heard during a range of interviews with staff and students that this student-centred innovation is highly appreciated and functions effectively. The Panel found CSC to be a clear example of a 'student-centred' innovation and is an example of good practice. The university has succeeded in bringing together the services that in many institutions are disparate and dispersed; it has used central space (the space under a building through which a public road once ran) imaginatively. The CSC has a model charter and has succeeded in operationalising a 'One-stop-shop'.

Commendation 5

The HEQC commends the University of Pretoria for its innovative approach in establishing and successfully implementing a centralised student services centre.

During interviews with students and staff, the Panel heard some concerns about the name of the CSC and the connotations that the term 'client' has with regard to the students. The Panel would like to suggest that in reviewing its institutional culture the university may wish to think more carefully about the educational conceptualisation which underpins the identification of students as clients and the extent to which this is consistent with the University's own understanding of its educational goals.

4.3.3 Library

The Department of Library Services is responsible for providing library and library-related services (AP: 76). The Department services and facilitates the information needs related to learning, teaching and research. In 2006, UP had a printed book collection of 1 764 691, online journals of 31 497 and 176 electronic databases. In all the libraries, the book collection is extensive. The libraries, in particular the reserved study collections, are well-used (AP: 78).

The Panel found from interviews with library staff and a review of documentation that governance structures are in place and operate effectively. There is proper representation in the Faculties; Information Specialists are integrated into each Faculty to provide support; and Faculty Libraries are resourced in line with the teaching, learning and research needs of each Faculty. The Panel is particularly impressed by the Law Library. The atmosphere is welcoming and supportive to the users. During interviews with library staff members the Panel received confirmation that Heads of Faculty Libraries work closely with the Deans and Faculty Boards.

The libraries house 386 computer workstations for students and clients, and in the region of 160 for staff (AP: 7). There are also group discussion facilities. The Panel was pleased to note that there is ample space for study purposes, which is open 24 hours per day during the examination period. This is supportive of the student-centred approach upon which the university is focusing, as well as the endeavour to improve upon throughput rates.

The Library has systematically reviewed its services (e.g. the LibQual survey) and acted on these reviews. It engages in benchmarking of its services and of UP expenditure on library services. The Panel heard during interviews with postgraduate students and academics that support for their research needs is excellent. However, due to the large number of postgraduate students and their unique needs and interests, there is a need to improve capacity in terms of staff and infrastructure. The Library staff also recognise, in part as a result of the LibQual survey, and in part of their recognition of its place in relation to the new university strategic plan of the need to give greater attendance to the requirements of postgraduate students (Library Services Strategic Plan). The Panel encourages Library Services to continue with the implementation of its plan so that the university goals for postgraduate study can be

realised. The above notwithstanding, the Panel was impressed by the library facilities and collections and congratulates the university on its facilities and support provided to staff and students.

Commendation 6

The HEQC commends the University of Pretoria for its efficiently managed and well-resourced Library Services.

4.3.4 Information and Communication Technology

The Department of Information Technology Services (ITS) is responsible for information and communication technology (ICT) infrastructure at the university (AP: 85). Its focus is on the 'strategic application, operation and promotion of ICT Services' (AP: 85). In this regard, the Panel heard during interviews with staff the progress made in renewing campus networks, and in defining the IT renewal strategy for corporate services; i.e. the services to support finance, human resources and student administration. The Panel concurs with the views expressed in interviews by members of ITS that providing quality services as it rolls out the IT renewal programme while maintaining the legacy systems until they are replaced is challenging and that further university support may be required.

There is also a Student Computing Division within ITS, which provides support for teaching and learning (AP: 85). This takes many forms. One such form is WebCT (clickUP) support, which as already discussed, is seen as a key teaching and learning strategy. Whilst acknowledging that this is a fairly new initiative at UP, the Panel is of the view that the limited extent to which the higher levels of its functionality are used to support teaching and learning needs to be reviewed if the value of this investment in the teaching strategy is to be realised.

The Panel found the centralised laboratories on the Hatfield campus to be an impressive and important resource, which are open six days a week, from 06:30 to 22:00. With regard to research, the Panel concurs with the goals in the IT Strategic Plan that support for the university's research activities need to be aligned to the university's research vision.

4.3 Management of Certification

UP has a policy and procedures on certification, which are contained in the university's regulations (AP: 93). The regulations provide for the awarding of different types of certificates. These include: formal programmes; Vice-Chancellor's awards to undergraduate students who are achievers in the different Faculties; and the awarding of Honorary Doctorates (AP: 93-94). There a number of security measures in place to ensure the integrity of the certification process for each of these types of certificates. These include:

- the safe-keeping of blank certificates and the embossing apparatus
- an audit being carried out after each graduation ceremony on numbers of certificate awarded
- maintaining a degree register
- special security features in the watermark
- paper used for certification not available to the public
- use of a specific copy-protected font
- use of a unique student number on the certificate (AP: 94).

The Panel confirmed during interviews with the Registrar and his staff that the security features are in use and well-regulated. UP has a rigorous security system in place to protect the integrity of the certification process.

Commendation 7

The HEQC commends the University of Pretoria for its management of a robust system of administrative security that ensures the integrity of the certification process.

4.4 Management of the Quality of Short Courses

Continuing Education at University of Pretoria (Pty) Ltd (CE at UP) is a private company wholly owned by the university (AP: 92). It offers a range of short courses, which are determined by industry and business needs. The Panel heard during interviews with members of CE at UP that these courses have the potential to provide valuable skills to the community and the region while also enriching teaching and research activities within the university. However, the Panel noted the difference in the approval procedures for such courses and is concerned that these may compromise the mechanisms established by the university to assure the quality of its teaching offerings. While the need to be responsive to client requests and the need to secure swift approval of short courses is appreciated, it is essential that the quality of these offerings be assured by the university's established protocols. The Panel suggests that the university review its procedures in order to enhance its quality assurance mechanisms in this regard.

Commendation 8

The HEQC commends the University of Pretoria for the initiative taken to establish CE at UP which has improved the administrative effectiveness, management information systems, marketing efficiency and income generation of short courses at the same time that allows the institution to respond to the broad skills needs of society.

4.5 Programme Development and Review

Programme design at UP is based on eight guidelines, which are approved by Senate

(AP: 103). While the Portfolio notes the strategic priorities of the two institutional strategic plans, there is no indication of the way these priorities are operationalised in programme design (AP: 104). As in the principles underpinning teaching and learning, the Panel found that these eight guidelines are general in nature and do not take into account the African location of the institution and its strategic goals, such as the development of an innovation generation. This could be because, as already discussed, the meaning of the term 'innovation generation' has not been sufficiently interrogated and explored within the institution as a whole. During interviews with academics the Panel found that there is no awareness of a clear strategy to ensure that arrangements for programme development are guided by institutional strategy. The Panel suggests that the institution consider revisiting its approach to programme development to ensure alignment with institutional strategy.

The Panel noted with appreciation the number of support structures that exist to assist departments in the development and design of new programmes. These are:

- The Unit for Academic Planning in the Office of the Registrar
- The Bureau for Institutional Research and Planning
- The Department for Education Innovation
- The Department of Library Services
- The Department of Research Support
- The Quality Unit
- The Department of Audit and Advisory Services
- The Department of Academic Administration (AP: 112-113).

The Panel found that there are strong organisational arrangements for the introduction of new programmes (AP: 112-114). There are a number of structures through which proposals for the approval of new programmes must serve. These include:

- Programme or Curriculum Committees
- Faculty Board
- Senate Executive
- Academic Planning Committee of Senate
- Senate
- Council (AP: 112).

Commendation 9

The HEQC commends the University of Pretoria for the many support structures that provide assistance to departments for the development of new programmes and for its robust programme approval system.

The Panel was pleased to receive confirmation in a range of interviews with management and staff that the processes for the introduction of new programmes are well-established and that new programmes are considered at several levels before they are approved. However, the Panel was concerned that feedback in the programme

development process may be rather late in the process for it to make optimal impact.

The Panel learned from a range of interviews with academics that the institution generally relies heavily on e-learning strategies across all programmes. As e-learning may be more suited to some programmes than others, the Panel was concerned that the differentiated use of learning strategies be considered in programme development, in particular in terms of achieving the purpose statement of the programme. The Panel encourages the institution to give careful consideration to the type of learning strategies used for a particular programme.

In terms of programme review, UP has a policy on Academic Review, which was developed and approved in 2005 (AP: 122). Clear systems are in place to evaluate programmes on a regular basis. During interviews with a range of academics the Panel heard that programme review processes are well-established and, importantly, accepted at all levels. The Panel did not find, however, an understanding of review as a process of reflecting upon what the institution does, the relevance and responsiveness of programmes, referring to data (such as success and throughput rates) in order to identify areas of weakness so that changes can be made where necessary. The Panel suggests that the institution consistently employ the Academic Review process as a tool for the enhancement of future programme quality, rather than simply as a means of assessing current programme quality.

The Panel heard during interviews with academics that information regarding the student feedback survey instrument pertains to module content and lecturer evaluation. However, the Panel did not find evidence that student perceptions are triangulated with other forms of feedback such as peer review and external examiners' reports. The Panel suggests that mechanisms be developed and implemented to allow those delivering the programme to respond to findings of reviews of their teaching.

The Panel found during interviews with academics that there is a tendency to blur the distinction between the evaluation of teaching at an individual level and the evaluation of programmes. The evaluation of teaching should be aimed at ongoing personal development and should create a 'safe space' for individuals to experiment and learn from that experimentation. The theories that underpin teaching need to be tested. The Panel is of the view that the use of a standardised questionnaire, the results of which go 'upwards' in terms of management, is not conducive to the construction of this safe space. The questions asked in each kind of review should be different. There is a difference between asking about the quality of teaching and the quality of the programme. Questionnaires do not provide the means to do the latter. The Panel was concerned that UP does not seem to differentiate between the types of review. The Panel suggests that the institution develop mechanisms that will ensure the two types of evaluation are used appropriately and consider whether staff development workshops may be useful in this regard.

Recommendation 10

The HEQC recommends that the University of Pretoria reconsider the mechanism that it uses in programme review to ensure that good practice takes place within the core programmes.

4.6 Staffing and Staff Development

It is clear from the Portfolio that the university has spent considerable energy on the review of staffing (AP: 124-135). Several policies govern the appointment of staff in both the academic and academic support sectors. Processes operate according to policy and as noted in Section 3, there is an increasing awareness of the need to manage equity plans actively.

Whilst robust selection and employment processes are essential in dealing with South Africa's complex Labour and Equity Laws, the Panel heard during interviews with management and academics that processes are cumbersome and long delays are the norm. Furthermore, the Panel was told that even low-level posts require approval from the relevant Vice Principal before an offer is made to complete the appointment. The Panel agrees that this has a direct impact on the ability of Faculties to recruit staff timeously and that delays can impact negatively on teaching and learning. The Panel concurs with objective 2.1 of the institution's Strategic Plan 2007-2011 (p.9) that there is a need to simplify human resource procedures. The Panel suggests that the finalisation of a simplified set of policies should be concluded and implemented as soon as possible.

Recommendation 11

The HEQC recommends that the University of Pretoria implement the necessary revisions and appropriate mechanisms to simplify its procedures for recruitment and appraisal of its human resources as soon as possible.

The Panel noted with appreciation the introduction of a performance appraisal and reward system (Strategic Plan: 9, AP: 127). However, the Panel heard during interviews with heads of units that there is considerable difficulty in the operation of the system. Given that it is cumbersome and open to interpretation, the Panel suggests that a review be carried out to streamline the system and to develop mechanisms that would allow its smooth implementation.

As noted previously, the matter of sufficient staff capacity is a serious challenge for the university. There are two reasons for this: (i) the need to attract and retain staff of quality within an employment equity plan and strategy; and (ii) the uneven distribution of workloads. However, the matter of the distribution of workloads is

more complex in that the university's staff student ratio of 1:16 exceeds the National Working Group Norm of 1:20 (AP: 127). As seen in Section 2, it is clear that the double teaching occasioned by the language policy is dependent on the ratio of language preference amongst students and that this is uneven across the institution. As this operates at the level of the module the 'unevenness' manifests within single subjects. The Panel concurs with the institution that the operationalisation of the language policy across all Faculties and departments needs to be more deeply researched and better understood before any adjustments are made to the staff allocation model.

The Department for Education Innovation (DEI) is contracted by the Division of Learning and Development in the Human Resources Department (HRD) to offer courses in the following areas:

- Curriculum development
- Teaching and learning development
- Induction programmes
- Training of tutors, facilitators
- Assessment training
- Courses on e-learning management systems and WebCT
- Facilitation of e-learning (AP: 65).

The Panel heard confirmation during interviews with members of DEI that the number of staff making use of these opportunities is limited (AP: 66).

HRD offers the induction course for new full-time academic staff. The Panel heard during interviews with staff that this course is compulsory and was pleased to hear positive remarks about it from staff who had participated in the course. However, the Panel noted that part-time staff members do not undergo a formal induction programme and that they do not engage with staff development opportunities generally. As noted in Section 2.2, the Panel is concerned that with the increasing casualisation of academics in the institution, the professional competence of staff as educators may be negatively impacted upon. The Panel strongly suggests the institution consider offering education and training programmes for part-time and temporary staff so that UP becomes more responsive to the needs of underprepared students.

Training in assessment is offered by Education Innovation. The Panel heard during interviews with members that there are strategies to encourage staff to undergo this training. For example, new staff appointments are not confirmed unless an induction programme has been attended. For long serving staff completion of the assessment course constitutes a component of performance appraisal. Another incentive is that most of the courses offered by the DEI articulate with the Postgraduate Certificate in Higher Education, a formal qualification, offered by the university's Faculty of

Education (AP: 65). The Panel heard positive comments from staff who have undertaken this training. The Panel was of the view that the provision of such developmental opportunities to increase assessment skills, together with the introduction of incentives to encourage the uptake of these opportunities, demonstrates an appropriate institutional commitment to enhancing competency in assessment.

The Panel was pleased to learn that the new Policy on the Recruitment, Selection, Appointment and Promotion of Academic Employees requires the introduction of a formal mentoring system for early career academics (AP: 65). The Panel encourages the institution to implement this system and put in place monitoring and review mechanisms.

4.7 Management of Assessment

UP has a clearly articulated assessment framework, expressed as 12 principles of assessment (AP: 142-143). The Panel found the 12 assessment principles to be generally sound. These range from fairly self-evident requirements (such as the principle that assessors should be competent) to pedagogically more sophisticated guidelines (such as the principle that assessment should be integrative). Collectively, the principles embrace an outcomes based approach to learning.

These principles form the core of an electronic resource produced by the Department for Education Innovation in September 2006. The Panel was impressed with the electronic resource, which expands upon the principles of assessment, so that each yields policies and associated suggestions for practice. This resource also directly links these principles and suggested practices to source literature.

Commendation 10

The HEQC commends the University of Pretoria for the electronic resource developed by the Department for Education Innovation to support implementation of the assessment framework, which communicates pedagogical assessment principles and associated assessment policies, while also identifying their implications for assessment practices.

Nevertheless, while the university's assessment framework is well-conceptualised in terms of principles, is well-organised in terms of documentation, and is promoted through training programmes, the Panel found from interviews with academics that the framework's impact on assessment practices has been highly variable across the institution. The implementation strategy appears to have involved delegation of the responsibility to Deans, and as a result the degree to which the assessment framework has influenced assessment procedures differs among Faculties. In many cases the

strategy relies on voluntary uptake with little proactive advocacy by Deans. The Panel heard that in some Faculties, the introduction of the assessment framework has led to a rigorous evaluation and revision of assessment practices across all departments, to ensure that these are made consistent with the 12 principles. However, in other Faculties the Panel encountered limited awareness of the assessment framework, even among members of Faculty committees responsible for programme development and review. The Panel encourages the institution to put in place a monitoring system of the assessment process across all Faculties to ensure consistent implementation of this framework.

In summary, the university has a well-conceptualised assessment framework, and has introduced procedures to assist staff in developing high levels of competency in assessment. The Panel saw many examples of good assessment practices within departments and Faculties. However, the principles embodied within the assessment framework have not yet had consistent impact on assessment system-wide. The Panel is of the view that the institution needs to develop mechanisms which will increase the consistency in which the university's assessment principles find expression in teaching practices within and across departments and Faculties.

Recommendation 12

The HEQC recommends that the University of Pretoria take steps to ensure that its assessment framework is adopted consistently across all departments, Faculties and across income generating units.

The university has introduced a number of modules that make use of e-testing, and operates a highly regulated e-testing facility (AP: 146). There is a cap on the proportion of studies that can be assessed in this manner. The development of e-testing is handled with care, and the e-tests afford opportunities for student feedback on individual questions. The Panel was told during interviews with academics that this feedback is used to enhance the quality of tests across successive years, as is consistent with good practice. The Panel also heard that e-testing provides students with feedback designed to contribute to learning. In particular, the Panel heard during interviews with a range of academic staff of the extensive use of electronically aided testing systems, some of which rely on multiple choice. The Panel was impressed by the rigour of the administration and security around this type of assessment. While e-testing is valued in the context of some modules, the institution needs to proceed cautiously as this form of testing can be misused. The Panel suggests that the institution develop mechanisms to ensure the reliability and validity of e-testing in programmes.

Provisions for the assessment of distant learners are generally appropriate. Such assessment is carried out in a variety of ways, which range from the traditional submission of written work, to web-based approaches and the use of off-campus

assessment (AP: 145-146). The Panel was concerned to note that the 12 assessment principles are not followed consistently, particularly in different teaching modes and regardless of whether students receive tuition on campus or through the distance mode of delivery. The Panel suggests that the university develop and implement mechanisms to ensure that the assessment principles are consistently followed.

The university has a clear and stringent policy concerning the internal and external moderation of examinations (AP: 147). This is embodied within General Regulation G13. The policy represents an appropriate provision for enabling reliability checks on marking, and to provide developmental feedback to staff concerning their assessment standards. This regulation stipulates that examination of every module must be conducted by at least one assessor not involved in the teaching of the material, in addition to the lecturer. For most modules the moderator may be internal or external to the university, but departments are encouraged to use external moderators, and external moderation is a requirement within all final year undergraduate courses and at postgraduate level. During interviews with staff the Panel heard that compliance with this regulation is generally good, though not complete. The Panel found that there is uneven use of external moderation across departments. The Panel was informed that the tight timeline of the examination process in some cases can make it difficult to obtain external moderator input in time for this to be taken into account during student assessment. The Panel suggests that the university ensure that the temporal constraints imposed upon the assessment process accommodate sufficient time to secure external moderator input early enough for this to contribute to the assessment process.

The appointment of external moderators is handled with care, according to criteria that ensure the necessary level of assessor independence, and following appropriate scrutiny of credentials. During interviews with external moderators the Panel heard of an uneven knowledge of the 12 principles of assessment. However, the Panel was told by moderators that they were given ample preparatory information and accompanying documentation to permit them to carry out their assessment responsibilities in a well-informed manner. Such documentation includes curriculum information, the assessment objectives communicated to students and the standards of achievement required. The moderators were of the view that this information is sufficiently complete for them to determine that the examination covers the curriculum adequately.

During interviews with external moderators, the Panel heard that they contributed both to the oral examination and written examination of students. In the former case, the Panel heard that the final mark is usually agreed upon through discussion between the external moderator and internal assessors. With regard to written examinations, the external moderators reported that they generally submit their marks and are not further involved in the resolution of discrepancies. The Panel found during interviews

with academic staff that small discrepancies are handled by averaging, while larger discrepancies usually are resolved through the use of an additional assessor. The Panel heard during interviews with moderators that they consider the working relationship between themselves, the lecturer in charge of the module, and/or the Head of Department operates in a manner that enables them to make an effective input to the assessment process. Nevertheless, the Panel suggests that the institution considers providing moderators with an induction document, which contains *inter alia* the 12 principles of assessment.

UP has clearly specified procedures for appeals against assessment (AP: 150). The Panel heard during interviews with students that assessment requirements were generally communicated clearly, and most students expressed the view that the assessment of their work was handled fairly. However, the Panel also encountered some exceptions to the assessment principles (AP: 143), which undermine good practice with some students reporting delays of up to three months in the return of their assessments, which meant that they had to write examinations before they had received relevant feedback from assignments. The Panel encourages the university to ensure that good practice in assessment is applied consistently across all Faculties.

UP has a number of procedures in place for ensuring the security of learner records (AP: 92). These include: the checking of final marks by supervisors in Faculty Administration Offices; the use of official seals, colour coded paper, unique sequencing numbers in academic records and transcripts (AP: 93). The Panel found during interviews with staff that the procedures to ensure the integrity of learner records are followed robustly across the university.

UP has a policy on the Recognition of Prior Learning (RPL), which was adopted in 2002 (AP: 152). The Panel noted that RPL is not used for undergraduate admissions as ‘the number of applicants for normal entry into undergraduate programmes annually exceeds the capacity of the university’ (AP: 152). However, RPL is used in relation to postgraduate admissions. The Panel heard during interviews with staff that RPL has not been considered in the context of widening admission and transforming the composition of the student body. This is a significant omission given the location of the university in an urban area where significant numbers of adults previously denied access to higher education, but who nonetheless had prior learning, would be found. The Panel suggest that the university reconsider the use of RPL so that adult learners may have access to undergraduate study.

5. Management of Research Quality

This section of the report first looks at the University of Pretoria’s conceptualisation of the research function and its relationship with the broader strategic goals of the institution. Secondly, it examines the organisation of the management of research and

the notions of research development and support to which they give effect. Thirdly, it looks into the nature and scope of University of Pretoria's research production (journal publications) and the strategic implications that these have for the institution. Finally, the report turns to the organisation and support of postgraduate education.

5.1 University of Pretoria's Conceptualisation of Research

UP strives to be an internationally recognised teaching and research university (AP: 10). It also 'aims to be a research partner of choice for companies in the Technology and Human Resources for Industry Programmes (THRIP) (A: 83). More broadly, UP aims to continue increasing quality research productivity at the university, and to produce both locally relevant and internationally competitive graduate students. To achieve this, UP will:

- focus on specific research areas
- develop and reward outstanding researchers
- ensure alignment of its resources and strategy
- recognize the important role 'that the utilisation of research results play in the research process' (AP: 183).

The Panel heard during interviews with management of a number of mechanisms that UP is putting in place to realise such aspirations. These include: (i) the appointment of a dedicated research portfolio at Vice Principal level; (ii) a system of rewards and incentives for research performance; (iii) structures for research reporting linked to performance appraisal; (iv) structures for research support and incentives within postgraduate education (see section 5.4).

Regarding (i), the appointment of a dedicated Vice Principal responsible for the research portfolio is significant (AP: 184). The Panel is of the view that this appointment is the first step in the restructuring of the place of research in the governance structures, and demonstrates the institution's commitment to growing its research profile.

In terms of (ii), incentives for successful research performance, during interviews with researchers the Panel found that the initiatives are implemented unevenly within and across Faculties. For example, the Panel heard that the redistribution of income from publications to researchers is dependent upon the strategic positioning of research within a particular Faculty and so is not uniform across Faculties. This, combined with the perennial tensions between rewarding research outputs financially and the development of a vibrant research culture, might have an impact for the practice of research in South Africa. The Panel would like to encourage the institution to think through the long-term implications of current system to reward research outcomes at institution.

Regarding (iii) the linking of research output with performance appraisal, as noted in Section 4.7, the evidence gathered by the Panel suggests that this system is cumbersome and not yet fully implemented. The Panel urges the institution to revisit its strategies to ensure that problems identified and inconsistencies in implementation are addressed. The above notwithstanding, the Panel is of the view that UP is to be congratulated on the general direction of their initiatives, which are undoubtedly addressing some of the structural features behind the erosion or absence of a strong and widespread research culture at UP.

5.2 Management of Research

Research Administration at UP is undergoing significant changes as noted above by the appointment of a dedicated Vice Principal responsible for the research portfolio. Responsibility for research at UP is shared between several interacting and overlapping committees, which have distinct levels of responsibility at Senate, Faculty and Department levels (AP: 170-173). These include:

- the Senate Executive, which among its functions evaluates proposals and submissions on research
- the Senate Committee for Research, which develops the research policy of the University. Its sub-committees support and monitor research activities (AP: 182-184).

Each Faculty has a Research Committee, a Committee for Research Ethics and Integrity and a Committee for Postgraduate Education (AP: 184). The Panel heard confirmation during interviews with management of the well-functioning committee system. For example, it found that Research Reports serving at Faculty Research Committees are also tabled at Faculty Boards, before proceeding to the Senate Committee for approval.

The Panel received confirmation during interviews with researchers that the Committee for Research Ethics and Integrity is operational and that procedures are in place in order to undertake research with ethical clearance. However, the Panel found that the processes are not followed consistently across all departments and Faculties. The Panel is of the view that the institution needs to ensure that the different Committees dealing with research ethics are functioning consistently across the University.

Recommendation 13

The HEQC recommends that the University of Pretoria develop a mechanism to ensure that procedures regarding ethical clearance are implemented consistently across the institution.

UP has a Department for Research Support, which consists of two sections (AP 190). These are: the Research Support Office and the Contracting Office. The former is responsible for:

- providing information about grants
- the disbursement of grants awarded
- the development of strategies for enhancing the research environment at the university
- administering the Department of Education's (DoE) research publication claims process
- presenting regular workshops and information sessions
- administration of applications for the National Research Foundation's (NRF) Evaluations
- maintenance of the Research Information Management System
- compilation of the Annual Research Report (AP: 190).

During interviews with researchers the Panel learned that the mechanisms of support available to researchers, whether junior or senior, in terms of assistance with the preparation of funding proposals, the production of information about funding opportunities and other aspects of the management of research, are not always available. The Panel heard from a range of interviewees that the Research Support Office is operating under capacity and although not all problems in the functioning of this Office are related to lack of staff, increasing the Research Office capacity would go a long way in improving the services offered to senior and junior researchers. Given the size and intensity of the research enterprise at the institution, the Panel urges the institution to reconsider the resourcing of this Office so that it can better support the research enterprise at the university.

The responsibilities of the Contracting Office are:

- negotiating funding agreements on behalf of the university
- archiving such agreements
- liaising with the Finance Department regarding third stream income
- ensuring that the Intellectual Property Policy and Contracting Policy are implemented
- supporting staff and units with funding applications (AP: 194).

The Contracting Office appears to be functional in terms of its mandate. However, the Panel heard during interviews with staff that the finalisation and management of research contracts is often done on an *ad hoc* basis without due consideration being given to institutional procedures. The Panel urges the university to ensure that governance and procedures for the management of contract research are clearly articulated and that there is a monitoring and review system in place.

Recommendation 14

The HEQC recommends that the University of Pretoria give concerted attention to the adequate resourcing and effective functioning of the Research Support and Contracting Office of its Department for Research Support so that these structures can respond to the needs of UP's researchers in a manner that is consistent with the importance of the research function at the University.

5.3 Research Outputs

There are significant quality achievements at UP. The Panel was pleased to note that the number of research outputs has risen significantly in the past decade, and total output is strong. The institution produces the largest number of accredited journal publications in the country since 1997. The number of units increased from 769,4 in 1999 to 1 100,78 in 2005, which is equivalent to 0,65 per FTE academic staff member (AP: 204). In 2006, UP had 183 NRF rated scientists, 4 of whom were 'A' rated and 53 'B' rated (AP: 203). With regard to patents the university registered 34 new disclosures in 2005. Eleven technologies to industry were also licensed (AP: 205).

Commendation 11

The HEQC commends the University of Pretoria for the consistent growth in its research outputs.

The university has a number of research centres. These include:

- The Centre for Human Rights
- The Forestry and Agricultural Biotechnology Unit
- The Mammal Research Unit
- The Maternal and Infant Health Care Research Unit (AP: 185).

The Panel noted with appreciation that UP has achieved an international reputation in some areas of specialisation, such as biotechnology.

In the last decade, the university has increased the number of research outputs, developed specialised research areas, strengthened its capacity in the area of commercialisation, and awarded large numbers of Master's and Doctoral degrees. This augurs well for the realisation of the institution's ambition of being an internationally recognised research university.

Nevertheless, during interviews with researchers the Panel found that more attention needs to be given to addressing questions of research productivity in terms of increasing research time. The Panel found that the widely recognised increase in teaching functions (usually estimated at a tripling of time spent on teaching), and the

failure of UP to respond adequately to this by hiring sufficient numbers of additional staff represents an obstacle for the institution's goal of increasing excellent research productivity.

The Panel heard during interviews with staff that the university's strategy for increasing research productivity is to require that every staff member produce at least one research output a year, which is in line with management's assumption that every staff member has 20 percent of their time available for research, and hence this will increase the institution's research output. The Panel is of the view that the University might want to have a clearer and more realistic understanding of the workload of their academic staff and based on this consider creating differential career paths for those academics who display consistent excellence in research and those who are more interested in teaching. This would allow for the lower teaching loads and increased levels of research support finance to supplement the existing structures of remuneration. Such a move could assist UP in achieving its vision of being world-class in a small number of research areas. This, however, would have to be done in such a way that it does not create disincentives for achieving excellence in teaching and learning among the academic staff.

The Panel heard during interviews with researchers that the institution rewards excellence in research but does not seem to develop the career of young researchers in terms of financial and mentoring support. The Panel encourages UP to strengthen this aspect of its investment in research which would significantly enhance the research culture of the institution.

The Panel also noted that there is a large disparity between externally funded research and 'blue-sky' research funded by the institution. The Panel learned during interviews with management that at present R60 million is spent on supporting university-driven research; compared to R380 million from external sources. Whilst preferences tend to be driven by individual researchers the Panel suggests that management give consideration to the balance between these in terms of its internal budget allocation.

5.4 Postgraduate Education

The Panel was pleased to learn that UP produces both the largest number of PhD graduates and the largest number of black PhD graduates in South Africa. In 2005, 192 students received doctoral degrees, 60 of whom were black (AP: 205).

Commendation 12

The HEQC commends the University of Pretoria for its achievements in producing significant numbers of PhD graduates, and in particular black PhD graduates.

As an institution striving for international research excellence and visibility, UP seeks to produce excellent education at the postgraduate level over a wide range of disciplines, with a particular emphasis on local business and community interests (AP: 167). During interviews with management the Panel heard confirmation that the university aims to provide quality postgraduate programmes so that it can attract and retain the best national and international students to ensure the benefit of diversity in the postgraduate student population (AP: 167).

There are a number of policies and regulations to support this vision of postgraduate education (see, for example, 2004 Senate Regulations on postgraduate supervision). These emphasise the oversight role of departments, postgraduate committees, Faculties and Senate (AP: 178-179). The university acknowledges that excellent support services are crucial to support postgraduate students and researchers. Services provided range from access and funding, such as the Policy for Bursaries (AP: 176-177, 199-202), to research support, which includes the development of research skills (AP: 173-174, 190-199).

The Panel recognises the wide range of postgraduate programmes that UP offers and the support structures in place to support the students and their supervisors. The Client Services Centre at UP that serves all the students, including postgraduate students, as already noted, is well-established. However the orientation of postgraduate students is left mainly to the departments. While the devolvement of the responsibility for postgraduate training to the departments has many advantages including development of leadership within the Departments, the Panel heard of inconsistencies across Faculties. From interviews with postgraduate students, the Panel found two issues that might need the institution's consideration. First, postgraduate students and postdoctoral fellows indicated their dissatisfaction with the lack of clarity in their relationship with supervisors and the lack of specification of the institutional expectations from doctoral students and postdoctoral fellows in terms of work-load and publications. Second, the Panel was told that the university seems to lack both an organisational space in which postgraduate students can interact and share their work

and a structured set of courses to provide such students with the necessary tools of research management required to develop a career as a researcher. The Panel suggests that the institution give concerted attention to the definition of the expectation of research outputs for doctoral students and postdoctoral fellows and considers the ways in which the training of young researchers could include knowledge of research management.

The Panel was concerned about two further areas in postgraduate education. The first is the practice whereby the university supervisors also perform the function of one of the examiners. The Panel urges the institution to discontinue this practice in order to ensure that the quality of assessment of postgraduate theses and dissertations exclude the possibility of bias due to vested interest. Apart from going against best practice the blurring of the role of supervisor and examiner has the potential to lessen the integrity of the examination process.

Recommendation 15

The HEQC recommends that the University of Pretoria discontinue the practice of supervisors having an examining role in the assessment of theses.

Second, the Panel found that the standards and practices of supervision vary greatly between and among Faculties. The Panel heard of instances of very high student: supervisor ratios, which can only undermine the quality of the postgraduate experience and the overall quality of the theses and dissertations produced by university students. The Panel suggests that the university ensures that its minimum requirements for supervision are applied consistently across Faculties.

Recommendation 16

The HEQC recommends that the University of Pretoria reconsider its guidelines for postgraduate supervision and develop mechanisms to ensure that these are implemented consistently across Faculties and Departments.

In terms of the development of a new generation of researchers, the Panel heard during interviews with researchers of the importance and success of some support programmes that focused on developing a new generation of black researchers. The Panel found that the lack of an institution-level framework for the development of research capacity might be conspiring against the sharing and generalisation of institutional successes and good practices in this area. In this regard, the Panel suggests that the university may want to explore the possibility of creating a postgraduate track that plots student development from masters to postdoctoral level as a way of harnessing students' energies and supports the development of a new generation of well-rounded researchers. The Panel encourages the institution to

develop a systematic approach to the development of professional and so-called soft skills for its postgraduate students.

6 Management of the Quality of Community Engagement

This section focuses first on the way in which University of Pretoria conceptualises community engagement, the location of this function in the academic governance of the institution and how this conceptualisation is operationalised across the University, especially in relation to the mission and goals of the University. Second, the section deals with the arrangements for the management of the quality of community engagement, in particular its integration and alignment with the quality management of teaching and learning and research.

6.1 Conceptualisation of Community Engagement

Community engagement is embedded in the vision of the university, which states its commitment ‘to discharging its social responsibility’ (AP: 219). The mission states that the university strives to be locally relevant and three strategic approaches are outlined (AP: 219). A policy on community engagement was developed during the period prior to the audit visit (AP: 223). The Panel heard confirmation during interviews with management that the university strives to integrate teaching, learning and research so that societal issues can be addressed through partnerships with its stakeholder communities (AP: 219).

While there is still no clear conceptualisation of community engagement, the Panel notes that the institution has made some attempts at defining this core function. The Panel is of the view, that the institution may need to consider, first, who are its communities and the type of relationships it wishes to have with them and then establish relationships which are not only informed by what the institution can give to communities but also that these activities are incorporating knowledge produced by the communities. These relationships should serve to sustain the two-way flow of knowledge and expertise between the communities and the institution.

Recommendation 17

The HEQC recommends that the University of Pretoria conduct an institution-wide debate to determine its understanding of community engagement and develop a plan with allocated budget, targets and allocation of responsibilities.

6.2 *Current Structure and Activities*

UP has demonstrated the importance community engagement has for the institution by creating the position of Vice-Principal: Community Engagement. Governance arrangements are such that, at Council level a member represents communities served by the university. The Unit for Research Development is responsible for overseeing community engagement activities (AP: 223). Each Faculty has a coordinator for community engagement, who has an advocacy and support role (AP: 225). There is also a Forum for Community Engagement, which provides information to all stakeholders. The Panel noted that in November 2006, Executive Management decided that a support service department should be established for community engagement (AP: 223) and that the 2007 budget provided for its creation. The Panel encourages the university to continue with its plans to establish this department.

UP has conducted two surveys to determine the scope of its community engagement activities, the first in 2003 and the second in 2006. The latter found that approximately 45% of academic staff members are involved in some form of community engagement activity (AP: 223). The Panel heard during interviews with staff that many projects taking place currently are not co-ordinated in a manner that is closely overseen by the institution. These are generally done on a voluntary basis and do not undergo any assessment of their quality. The Panel encourages the university to ensure that these are co-ordinated and aligned at the institutional level. This would ensure maximum and targeted impact in the community.

Some of the community engagement projects fall under the umbrella of service learning and are credit-bearing. The Panel found during interviews with staff that evaluation of service learning varies across Faculties and is often not in line with the guidelines concerning the assessment of this type of learning. The Panel noted with some concern that the institutional review of community service and service learning at UP, carried out in 2004 merely determined the range and scope of activities and did not address assessment issues. The Panel urges the university to give attention to the development of appropriate guidelines for service learning.

All Faculties engage in some structured community engagement activity (AP: 227-230). Significant structured service learning projects are carried out in a number of Faculties and Departments. These include: Health Sciences, Veterinary Sciences, Engineering, The Built Environment, Education Law, Economic and Management Faculties, and the Departments of Criminology and Psychology. During interviews with academics and external partners the Panel was pleased to hear positive comments about the initiatives of UP with regard to community engagement.

As noted in Section 3.1, UP aims to use the Mamelodi campus as the base for community engagement. The Panel heard during interviews with staff that there are 15 secondary schools in Mamelodi and the intention is to use the science, computer

laboratories, and the library at the Mamelodi campus to benefit the learners at the schools. The Panel heard that no partnership has yet been initiated with the schools. The Panel encourages the institution to continue with its plans to develop partnerships with schools in Mamelodi irrespective of the decision taken with regard to the future of the Mamelodi campus.

Conclusion

In conclusion, the University of Pretoria is a well-managed, well-functioning and well-resourced institution. More than ten years into the new democracy the University is still wrestling with the important challenge of locating its strong academic identity within a range of new social identities developing in contemporary South Africa. The University has many areas of strength and is justifiably proud of the quality of its graduates and the recognition elicited by its research.

The introduction of a language policy that includes teaching in English as well as Afrikaans has helped the institution not only to expand its enrolments but also to change dramatically its student profile. In this sense the University of Pretoria has made remarkable progress. For this progress to be sustained the institution needs to pursue vigorously the process of transformation of its institutional culture, its conceptualisation of, and practices in, the three core functions, and its management style.

The University of Pretoria has the academic strength, the resources and the planning capacity to continue developing a new conception of itself which encompasses its local and international responsibilities and aspirations. The main challenge for the institution now is for its leadership to put these capacities to work in the development and operationalisation of bolder and decisive strategies to deepen the process of transformation.

Appendix A: Objectives of the HEQC Audit System

The general objectives of HEQC audits are to:

- Encourage and support higher education providers to maintain a culture of continuous improvement, by means of institutional quality processes that build on HEQC and institutionally set requirements;
- Validate the self-evaluation reports of institutions on their quality arrangements for teaching and learning, research and community engagement;
- Enable higher education institutions to develop reliable indicators that will assure institutional stakeholders and the HEQC that their policies, systems, strategies and resources for assuring and enhancing quality in teaching and learning, research and community engagement, are effective;
- Provide information and evidence that will enable higher education institutions and the HEQC to identify areas of strength and excellence as well as areas in need of focused attention for planned improvement in the short, medium and long term; and
- Enable the HEQC to obtain baseline information in the targeted areas through the use of a common set of audit criteria for all institutions. Such information will:
 - Help to identify and disseminate good practices in quality arrangements in the higher education sector;
 - Facilitate capacity development and improvement programmes by the HEQC and other role-players;
 - Form part of the rationale for granting self-accreditation status to institutions; and
 - Enable the HEQC to generate a national picture of quality arrangements in higher education, and to monitor system and sector-level quality improvement.

(From the HEQC Framework for Institutional Audits, June 2004)

Appendix B: The Audit Panel

Prof Albert van Jaarsveld, Vice- President, National Research Foundation, (Chairperson)

Prof Chrissie Boughey, Director of Academic Development Centre, Rhodes University

Prof John Higgins, Professor in English Language and Literature, University of Cape Town

Prof Letitia Moja, Dean: Health Sciences, University of Free State

Prof Peter Zacharias, DVC and Head of College (Agriculture, Engineering and Science),
University of KwaZulu-Natal

Mr Hugh Amooore, Registrar, University of Cape Town

Prof Arnold Schoonwinkel, Dean: Engineering, Stellenbosch University

Dr Kelebogile Makhetha, Deputy Dean: Student Services, University of Free State

Prof Colin MacLeod, (International Auditor), Professor of Psychology, University of Western
Australia

The following HEQC staff supported the Audit Panel:

Dr Mark Hay, Director: Institutional Audits, HEQC (Audit Officer)

Dr Lis Lange, Executive Director, HEQC

Ms Belinda Wort, Institutional Audits, HEQC (Project Administrator)

Prof Dolina Dowling, Independent Consultant

Ms Thandile Makubalo, Manager, Institutional Audits, HEQC (Observer)

Appendix C: List of Documents Submitted by the University of Pretoria

- The University of Pretoria Self –evaluation report
- CD with electronic version of the Self-evaluation report and support documentation
- A selection of policy and other documents included in the audit portfolio
- A selection of CD's :
 - Reflecting the times university of Pretoria 100 years
 - Student CD
 - Education innovation awards
 - Assessment framework
 - Research 2005
 - University of Pretoria postgraduate CD March 2007 (draft)
 - Course catalogue 2007
 - HPC University of Pretoria

Additional documentation requested by the Audit Panel and received before the site visit:

- Analysis document of the successes and shortcomings of the previous strategic plan
- UP's definition of "community" in community engagement activities
- A range of study guides – revised and previous versions. Both Afrikaans and English, as prescribed by the Language Policy
- *Quality Manual*
- 2005 & 2006 Risk Register
- *Framework for Transformation* document (Risk Register)
- Table of the breakdown of race, gender and nationality of staff members – management, academic and support staff.
- UPFY review report
- The roles and responsibilities of the different sub-committees of Senate

Further supporting documentation to be available on site

- Examples of reports from professional bodies
- A range across faculties of examples of study guides, old and new

Appendix D: The Audit Visit Schedule

COUNCIL ON HIGHER EDUCATION HIGHER EDUCATION QUALITY COMMITTEE

UNIVERSITY PRETORIA Audit Visit Schedule 21 – 25 May 2007 Final

Day 0 – Sunday 20 May

10:00 – 10:30	Panel arrives at the institution
10:30 – 11:00	Brief welcome and presentation from the Vice-Chancellor & Principal and team
11:00 – 13:00	Agenda: Revisiting purposes and conduct of audit, including the role of chair, sub- chairs and auditors Updates and other analyses since the portfolio meeting Rationale and logic of site visit schedule Allocation of reading tasks for the review of on site documents Preparing the questions for the first two days
13:00 – 14:00	Lunch
14:00 – 16:30	Preparing the questions for the first two days
16:30 – 17:30	Campus tour (Hatfield campus) – include computer labs
17:30 – 18:00	Finalise questions for the first two days
18:00 – 19:00	Reading and review of on site (supporting) documents
19:00 – 20:00	Dinner (at the institution)
20:00 -	Auditors return to hotel to continue their preparations

DAY ONE (Monday 21 May) FULL PANEL		
SESSION 1 08:00 – 09:00	The Panel to interview the Vice-Chancellor & Principal	
09:00 – 09:15	Panel review	
SESSION 2 09:15 – 10:30	The Panel to interview the Vice Principals, Advisor to the VC, Registrar and Executive Directors	
10:30 – 10:45	Panel review	
SESSION 3 10:45 – 11:45	The Panel to interview the Deans of Faculties	
11:45 – 12:00	Panel review	
SESSION 4 12:00 – 12:45	The Panel to interview members of Council	
12:45 – 13:15	Panel review and lunch	
SESSION 5 13:15 – 14:15	The Panel to interview members of the Senate Executive	
14:15 – 14:25	Panel review	
SESSION 6 14:25 – 15:00	The Panel to interview the Vice Principal responsible for Community Engagement	
15:00 – 15:15	Panel review	
SESSION 7 15:15 – 16:00	The Panel to interview members of the Executive of the SRC	
16:00 – 16:15	Panel Review	
SESSION 8 16:15 – 17:00	The Panel to interview members of the staff unions	
17:00 – 17:15	Panel Review	
17:15 – 17:30	Chairperson and senior HEQC staff to have a brief meeting with the Vice-Chancellor and/or his delegate(s).	
17:30 – 19:30	Panel review of day 1: reflections, conclusions and issues for follow-up. Overview of the macro issues. Consider possible persons for a recall session. Preparation for days 2 – review of sessions and questions Preparation for days 3 and 4	
19:30 – 20:30	Dinner	
	Panel members continue to update their notes and prepare written comments.	

DAY TWO (Tuesday, 22 May) FULL PANEL		
SESSION 9 08:00 – 08:45	The Panel to interview members of the Budget and Planning Committee	
08:45 – 09:00	Panel review	
SESSION 10 09:00 – 09:45	The Panel to interview the members of Council's Human Resources Committee and other relevant persons	
09:45 – 10:00	Panel review	
SESSION 11 10:00 – 10:45	The Panel to interview members of the Employment Equity Forum	
10:45 – 11:00	Panel review	
SESSION 12 11:00 – 11:45	The Panel to interview members involved in student recruitment; admissions and loans/bursaries	

SESSION 12 11:00 – 11:45	The Panel to interview members involved in student recruitment; admissions and loans/bursaries	
11:45 – 12:00	Panel review	
SESSION 13 12:00 – 12:45	The Panel to interview members of the Institutional Forum	
12:45 – 13:15	Panel review and lunch	
SESSION 14 13:15 – 14:00	The Panel to interview those directly responsible for Quality Management	
14:00 – 14:15	Panel review	
SESSION 15 14:15 – 15:15	The Panel to interview representatives of the Province and City, Community and business partners, employers, research partners (Innovation Hub, etc.), alumni, Convocation	
15:15 – 15:30	Panel review	
SESSION 16 15:30 – 16:30	The Panel to interview academic and support staff	
16:30 – 17:15	Panel feedback on group sessions and review	
17:15 – 17:30	Chairperson and senior HEQC staff to have a brief meeting with the Vice-Chancellor and/or his delegate(s).	
17:30 – 18:45	Panel review of day 2: reflections, conclusions and issues for follow-up. Overview of the macro issues. Consider possible persons for a recall session.	
18:45 – 20:00	Sub-group preparation for interviews of days 3 and 4	
20:00 – 21:00	Dinner	
	Panel members continue to update their notes and prepare comments.	

DAY THREE (Wednesday, 23 May)		
GROUP ONE (TEACHING AND LEARNING)		
Panel Members:		
Venue:		
SESSION 17 08:00 – 08:45	The Panel to interview the Vice Principal for Undergraduate Programmes	
08:45 – 09:00	Panel review	
SESSION 18 09:00 – 9:45	The Panel to interview the Deans	
9:45 – 10:00	Panel review	
SESSION 19 10:00 – 10:45	The Panel to interview representatives of Faculty Boards	
10:45 – 11:00	Panel review	
SESSION 20 11:00 – 11:45	The Panel to interview representatives of Faculty Programme Committees	
11:45 – 12:30	Panel review and lunch	
SESSION 21 12:30 – 13:30	The Panel to interview Heads of Schools and Heads of Departments	
13:30 – 13:40	Panel review	
SESSION 22 13:40 – 14:30	The Panel to interview undergraduate students	
14:30 – 14:45	Panel review	
SESSION 23 14:45 – 15:40	The Panel to interview the Department of Education Innovation	
15:40 – 16:00	Panel review	
SESSION 24 16:00 – 16:45	The Panel to interview members of the Department of Library Services	
16:45 – 17:15	Panel feedback from group sessions and review	
17:15 – 17:30	Chairperson and senior HEQC staff to have a brief meeting with the Vice-Chancellor and/or his delegate(s), if necessary.	
17:30 – 18:30	Sub-Panel review of day 3: reflections, conclusions and issues for follow-up. Consider possible persons for a recall session.	
18:30 – 19:15	Full Panel review	
19:15 – 20:15	Sub-group preparation for interviews of day 4	
20:15 – 21:00	Dinner	
	Panel members continue to update their notes and prepare comments.	

DAY THREE (Wednesday, 23 May)		
GROUP TWO (RESEARCH)		
Panel Members:		
Venue:		
SESSION 25 08:00– 09:00	The Panel to interview the Vice-Principal responsible for Research	
09:00 – 09:15	Panel Review	
SESSION 26 09:15 - 10:00	The Panel to interview members of the Senate Committee on Research	
10:00 – 10:15	Panel Review	
SESSION 27 10:15 – 11:00	The Panel to interview members of the Senate sub-Committee for Research Ethics and Integrity	
11:00 – 11:15	Panel Review	
SESSION 28 11:15 – 12:00	The Panel to interview members of the Faculty Research Committees and the Faculty Committee for Research Ethics and Integrity Committees	
12:00 – 12:45	Panel Review and Lunch	
SESSION 29 12:45 – 13:30	Panel to interview postgraduate students	
13:30 – 13:45	Panel review	
SESSION 30 13:45 – 14:30	The Panel to interview members of the Research Structures (SERA)	
14:30 – 14:45	Panel review	
SESSION 31 14:45 – 15:30	Panel to interview research leaders and research support personnel	
15:30 – 15:45	Panel review	
SESSION 32 15:45 – 16:30	Panel to interview groups of researchers	
16:30 – 17:15	Panel feedback from group sessions and review	
17:15 – 17:30	Chairperson and senior HEQC staff to have a brief meeting with the Vice-Chancellor and/or his delegate(s), if necessary.	
17:30 – 18:30	Sub-Panel review of day 2: reflections, conclusions and issues for follow-up. Consider possible persons for a recall session.	
18:30 – 19:15	Full Panel review	
19:15 – 20:15	Sub-group preparation for interviews of day 4	
20:15 – 21:00	Dinner	

DAY FOUR (Thursday, 24 May)		
GROUP ONE (TEACHING AND LEARNING - Continued)		
Panel Members:		
Venue:		
SESSION 33 08:00 – 08:45	The Panel to interview members involved in programme management, review and design structures	
08:45 – 09:00	Panel review	
SESSION 34 09:00 - 09:45	The Panel to interview members involved in examination and assessment structures (incl. Postgraduate assessment and RPL)	
09:45 – 10:00	Panel review	
SESSION 35 10:00 – 10:45	The Panel to interview members of CE at UP and some faculty representatives on the management of short courses	
10:45 – 11:00	Panel review	
SESSION 36 11:00 – 11:45	The Panel to interview external examiners and moderators	
11:45 – 12:00	Panel review	
SESSION 37 12:00 – 12.45	The Panel to interview members of the Education Innovation Working Group	
12:45 – 13:30	Panel review and sub-group discussion on teaching and learning	
13:30 – 14:00	Lunch	Full Panel

DAY FOUR (Thursday, 24 May)		
GROUP TWO (RESEARCH – Continued)		
Panel Members:		
Venue:		
SESSION 38 08:00 – 08:45	The Panel to interview members of the Department of Research Support	
08:45 – 09:00	Panel review	
SESSION 39 09:00 - 09:45	The Panel to interview members of the faculty Postgraduate Committees	
09:45 – 10:00	Panel review	
SESSION 40 10:00 – 10:45	The Panel to interview members involved in Examination and regulatory structures for postgraduate education	
10:45 – 11:00	Panel review	
SESSION 41 11:00 – 11.45	The Panel to interview postgraduate supervisors	
11:45 – 12:00	Panel review	
SESSION 42 12:00 – 12:45	The Panel to interview Heads of Departments with a focus on research	
12:45 – 13:30	Panel review and sub-group discussion on research	
13:30 – 14:00	Return to main venue and lunch	

DAY FOUR (Thursday, 24 May)		
GROUP THREE (INFRASTRUCTURE AND SUPPORT)		
Panel Members:		
Venue:		
SESSION 43 08:00 – 08:45	The Panel to visit the main library,	
SESSION 44 08:45 – 09:30	The Panel to visit the Client Services Centre	
09:30 – 9.45	Panel review	
SESSION 45 09:45 – 10:30	The Panel to check the certification arrangements	
SESSION 46 10:30 – 11:15	The Panel to interview senior IT Services staff	
11:45 – 12:00	Panel review	
SESSION 47 12:00 – 12:45	The Panel to interview Dean of Students and senior members of the student support services	
SESSION 48 12:45 – 13:30	The Panel to interview members of the Department of Residence Affairs	
13:30 – 14:00	Panel review and sub-group discussion on infrastructure and support. Return to main venue and lunch	

DAY FOUR (Thursday, 24 May) – Afternoon		
FULL PANEL		
14:00 – 15:30	Panel review	
SESSION 49 15:30 – 17:00	Recall session, if necessary Panel review (Possible recall of VC from 16:00 to 17:00 – to be confirmed by the Panel during the site visit)	The Panel may ask to clarify issues with the head of institution, deans, etc.
17:00 – 17:15	Chairperson and senior HEQC staff to have a brief meeting with the Vice-Chancellor and/or his delegate(s), if necessary.	
17:15 – 18:30	Panel review and consolidation of findings – prepare spoken feedback	
18:45 – 19:00	Panel review	
19:00 – 20:00	Panel members to prepare their written notes	
20:30 – 21:30	Dinner	
	Panel members continue to prepare their written notes	

DAY FIVE (Friday, 25 May) FULL PANEL		
SESSION 50 08:00 – 09:00	Open session	Any member of the institution (including former students and partners) may approach the Panel to address them on quality issues. Organised through the contact person of the University.
SESSION 51 09:00 – 10:00	Recall session	The Panel may ask to clarify issues with staff of the University.
10:00 – 12:30	Panel review	Finalisation of the spoken feedback.
SESSION 52 12.30 – 13:00	Spoken feedback to the head of the institution	With the Vice-Chancellor and whomever he wishes to have present. The feedback is read by the chairperson of the Panel. There is no discussion of the feedback. The Vice-Chancellor concludes the audit site visit with a few comments.
13:00	Panel Departs	The Panel greets the Vice-Chancellor and senior staff who are present and departs.