



# APPENDIX A



From: Themba Mosia  
Sent: 04 July 2001 13:54  
To: 'Ann Dalglish'  
Subject: RE: PERMISSION TO ADMINISTER A QUESTIONNAIRE



Draft Questionnaire  
27-06.doc

Dear Gops

I refer to our brief discussion on the above subject this afternoon. I attach hereto a copy of the questionnaire that ought to be completed by AT LEAST 3 persons at your institution with an understading of quality issues and transformation as they pertain to your institution. They should preferably be from the 3 governance structures, namely, Council, Senate and the Institutional Forum. Your will of course agree with me that some of the members of these structures are common denominators, e.g. The DVC Academic could represent senate or your institutional quality expert or a dean, etc. Council could be represented by the VC or yourself as an Exec. Asst to the VC who would have an understanding of the issues raised, and the IF could be represented by other staff members who understand these concepts and how they relate to the development of the institution.

Responses could be sent directly to me on this address or by mail to:

N Themba Mosia  
Deputy Registrar  
Medical Universiy of Southern Africa  
P O Box 197  
MEDUNSA 0204

or Fax 012- 521 5902

Thank you so much for coordinating this for me, and i'll keep in touch

Themba

-----Original Message-----

From: Ann Dalglish [mailto:AnnD@umfolozi.ntech.ac.za]  
Sent: 01 June 2001 12:38  
To: Themba Mosia  
Subject: PERMISSION TO ADMINISTER A QUESTIONNAIRE

Dear Mr Mosia

Your letter dated 24 May 2001 has been referred to me for reply.

You are welcome to administer a questionnaire at Technikon Natal. I would suggest that you speak to myself and to Professor Gawe (who deals with Quality Assurance).

Yours sincerely

Gops Chetty  
Executive Assistant to the Principal  
(direct telephone (031) 204 2662



**From:** Themba Mosia  
**Sent:** 04 July 2001 10:11  
**To:** 'Leon Karstens'

**Subject:** RE: Questionnaires and interviews

Dear Leon

Our telephonic discussion this morning refers.

Please find a copy of the questionnaire that ought to be completed by at least three (3) persons at your institutions who are fairly knowledgeable about issues of quality and institutional governance. Ideally, these persons should come from the 3 structures of governance, namely, Council, Senate and the Institutional Forum. You will understand though that some members of the campus community are common denominators in all the structures, e.g for senate we could ask the Deputy Vice Chancellor for Academic Affairs or any one of the Deans, Institutional Forum could be represented by its chair or any member of the constituencies that has a grasp of the issues mentioned here, and finally Council could be represented by the Vice Chancellor or his designated appointee such as personal assistant, one of the DVCs or a Quality Manager, etc. depending on your structures.

Secondly, the semi structured interview that I would like to conduct with you institution. The interview question is:

In your opinion, what role has the transformed institutional governance structures played towards the promotion and assurance of quality at your institution?

Again, it would be preferable to interview the VC or his designated person that fully understands how these issues interrelate.

Leon, I would appreciate it if I could be at your institution before the 24th July since I am also doing some urgent work for the CHE.

Thank you so much for your help

Themba Mosia

-----Original Message-----

**From:** Leon Karstens [mailto:LKarstens@TechPTA.AC.ZA]  
**Sent:** 20 June 2001 12:43  
**To:** Themba Mosia  
**Cc:** Peter Van Eldik  
**Subject:** Questionnaires and interviews

PERMISSION TO ADMINISTER A QUESTIONNAIRE AND CONDUCT INTERVIEWS AT TECHNIKON PRETORIA

Our telephonic conversation earlier this morning refers.

The Technikon Pretoria has an policy regarding administering of questionnaires and conducting interviews.

The Technikon Pretoria evaluate all questionnaires before it can be administered, the same apply to structured interviews.

Once you finalized your questionnaire you can forwarded it to me as discussed.

We would gladly assist you in providing you with the names of relevant staff inside our institution once your questionnaire have been cleared.

You can contact me at any time for more information or assistance .

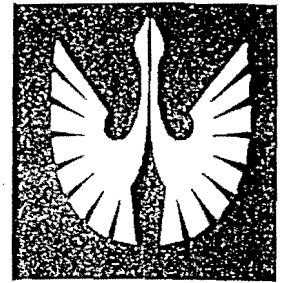
Leon Karstens  
Head : R&D: Promotion and Support  
Technikon Pretoria  
A University of Technology  
Tel: (+27)(12) 318-5155

Office of the Deputy Registrar &  
Head of International Relations



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

MEDICAL UNIVERSITY  
OF SOUTHERN AFRICA



**MEDUNSA**

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E-mail : mosia@medunsa.ac.za

27 July 2001

Prof D A Maughan Brown  
Senior Deputy Vice Chancellor  
University of Natal  
Private Bag X01  
SCOTTSVILLE, PIETERMARITZBURG  
3209

Dear Prof Maughan Brown

#### PERMISSION TO CONDUCT RESEARCH

I refer to your positive response to my request and several telephone discussions with your secretary Ms Moira Bolton regarding the above subject.

Please find included herewith 3 copies of the questionnaires for completion by persons who are knowledgeable on quality and institutional governance issues. Ideally, they should be drawn from the governing Council, Senate and the Institutional Forum (IF), i.e. VC, DVCs, Deans, QA Managers, other executive managers, and possibly a member of the IF who understands the strategic focus of the institution as it relates to the transformation and quality outcomes of the process. This is for purposes of multiple observations.

I hope to arrange an interview shortly with your office during August 2001.

Thank you for your cooperation, and I am looking forward to drawing from your vast experience in this field.

Sincerely

**N THEMBA MOSIA**  
**DEPUTY REGISTRAR**

#### MISSION STATEMENT OF MEDUNSA

*"We empower the educationally disadvantaged community of Southern Africa by providing excellent community-oriented tertiary education, training and research in the health and related sciences and we promote services at all levels of health care in our community"*



# APPENDIX B



# **The Research Project on how the transformed structures of governance are impacting on the institutional Quality Assurance mechanisms**



**June 2001**

**N Themba Mosia  
(in partial fulfilment of a PhD)**

**PLEASE READ CAREFULLY PRIOR TO THE COMPLETION OF THIS QUESTIONNAIRE**

### **Background Perspectives**

The transformation of higher education in South Africa places issues of quality and quality assurance at the centre of competing priorities. Intense debates since the days of the NCHE, the White Paper 3 on Education, the Higher Education Act 101, of 1997 and its subsequent Amendments, and finally, the establishment of the CHE, succeeded by the launch of the HEQC recently are a clear demonstration that the various education role players are serious about the overhaul of the entire system of higher education. Apart from the legislative imperatives, institutions of higher learning have the responsibility through their governing structures to demonstrate efficient and effective systems of management as well as a developmental (improvement) approach to the core business of teaching and learning, research and community service.

This research project hopes to draw on the international best practices as well as the positive efforts by institutions of higher learning in the establishment, assurance, preservation and improvement of quality throughout the system [and its structures].

### **PURPOSE OF THE QUESTIONNAIRE**

- 1) to collect and interpret the perspectives of a selected group of respondents from universities and technikons in South Africa with special knowledge of the transformation of governance structures and how it impacts on institutional quality management.
- 2) to gather information on institutional approaches to quality in order to make an original contribution to the on-going discourse on QA in higher education.
- 3) to stimulate and promote critical thinking and debate on issues of accountability and improvement in the area of QA.
- 4) to build capacity within the governing structures by way of raising their level of awareness and fiduciary responsibilities in tandem with the continuous improvement of quality in the academic functions of institutions.

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In order to assist in the fulfillment of these purposes please reflect on the following critical items:

- Principles of the White Paper 3 on Education: A Programme for the Transformation of Higher Education (1997) as it pertains to issues of quality promotion, assurance and management.
- Stipulations of the Higher Education Act 101 of 1997 as it is pertaining to governing Councils, academic Senates and the Institutional Forums.
- International Perspectives on Quality, especially in the UK, USA, Australia and New Zealand
- The 5 Notions of Quality as Lee Harvey & Green see them.
- The systems approach to quality in South Africa.
- The institutional approaches in line with the emerging trends in the reconfiguration of higher education in SA.

Please reflect on the extent to which each item is applicable to your institution, and the degree of importance your institution attaches to each item.

Your **institutional (official)** position on the questions/statements put is what is required, **not** your expert opinion.

Please complete the questionnaire anonymously and all data will be treated confidentially. After processing the questionnaire, the results will be followed up as far as possible with individual and/or focus group interviews.

No names of persons or institutions will be mentioned in the final synthesis report.

## INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

The questionnaire consists of different types of items.

### SECTION A

- Some items require a "**OPTIONAL**" responses and you simply tick the appropriate box.
- Some items give you a brief background information, and you are then required to respond to an open-ended question in the space provided.

### SECTION B

Here you are firstly required to measure the **extent** of the application and then secondly to measure the degree of **importance**. In completing these items, please read the question and then denote firstly the extent to which it is applicable to your institution (according to the scale: "1 = not at all; 2 = partly; 3 = mostly; 4 = fully") and secondly the degree of importance which, in your opinion, your institution attaches to the item concerned (according to the scale: "1 = not at all important; 2 = somewhat important; 3 = very important; 4 = extremely important"). Once again you simply tick the appropriate boxes.

### SECTION C

In this section you are required to make a choice of whether you consider the variables to inhibit or promote good governance at your institution and then you indicate to what extent this occurs. You need to make ticks in the appropriate boxes.

If you need to provide additional information please make an indication in the relevant section and add more/further information sheets.

Your co-operation is highly appreciated in completing this questionnaire.





For Office Use

SECTION A:

LEGISLATIVE IMPERATIVES (TRANSFORMATION) AND  
INSTITUTIONAL GOVERNANCE

1. Legal Framework:

Please consider the following stipulation of the Higher Education Act 101 of 1997:72(4) and then answer questions 1(a), 1(b), 1(c), 1(d) and 1(e).

Councils, senates and forums of technikons and universities which existed at the commencement of this Act continue to exist and perform the functions which they performed prior to such commencement, but must comply with the provisions of this Act within 18 months after the commencement of this Act.

1(a) Had your institution complied with this provision by June 19, 1999?

Yes  No

V1 

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 1-4

1(b) If "yes" please share the elements of good practice that facilitated the process within the stipulated 18 months, e.g. stable environment.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V2  5

V3 

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 6-7  
V4 

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 8-9  
V5 

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 10-11  
V6 

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 12-13

1(c) If "no" please provide us with the reasons that delayed the process, e.g. prolonged stakeholder discussions.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V7 

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 14-15  
V8 

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 16-17  
V9 

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 18-19  
V10 

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 20-21

1(d) Prior to the promulgation of the Act was there tension (power relations) between the governing Council and the [Broad] Transformation Forum on your campus

Yes  No

V11  22



1(e) If "no" please state why?

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V12			23-24
V13			25-26
V14			27-28
V15			29-30

**2. Institutional Governance.**

2(a) The Institutional Statute was gazetted prior to December of 1999

Yes  No

V16  31

2(b) If your response is "No" please state the reason for the delay.

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V17			32-33
V18			34-35
V19			36-37
V20			38-39

2(c) The Private Act of the institution has been duly amended to be in line with the institutional statute.

Yes  No

V21  40

2(d) If your response is "No" to 2(c) above please state the reason why not.

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V22			41-42
V23			43-44
V24			45-46
V25			47-48

2(e) Please read the following statement carefully and answer "Yes" or "No".

Institutions of higher learning are encountering difficulties and frustrations with the novel experience of sharing responsibility for institutional governance because some of the stakeholders lack high level skills, appropriate experience and resources, and become overwhelmed by the enormity of the responsibilities which accompany their new roles.

Yes  No

V26  49



2(f) Does Council understand its role in the manner that is stipulated in the Education White Paper 3: *A Programme for the Transformation of Higher Education (1997)*, e.g. not micro-managing the institution?

Yes  No

V27  50

2(g) Choose the category that best describes your institution (refer to the Glossary for clarification).

Emerging–stable institution	
Uncertain-unstable institution	
Entrepreneurial-expanding institution	
Traditional-elite institution	

V28  51

2(h) Please state briefly why your institution can be classified in the manner that you have selected.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V29  52-53  
V30  54-55  
V31  56-57  
V32  58-59

2(i) The transformed governing Council has brought about an improvement in the running of the institution.

Yes  No

V33  60

2(j) If "yes" please state the reason briefly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V34  61-62  
V35  63-64  
V36  65-66  
V37  67-68

2(k) If "no" please state the reason briefly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V38  69-70  
V39  71-72  
V40  73-74  
V41  75-76



**3. Institutional Approach to Quality**

**3(a)** Does quality underpin the strategic plan of the institution?

Yes  No

V42  77

**3(b)** The mission statement of the institution reflects the principles of quality assurance and quality promotion.

Yes  No

V43  78

**3(c)** State the key concepts that support your choice

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V44 


 79-80  
V45 


 81-82  
V46 


 83-84

**3(d)** Elements of good practice are a recent phenomenon in our institution.

Yes  No

V47  85

**3(e)** The notion of quality as "value for money" is superseded by quality as "fitness for purpose" in my institution.

Yes  No

V48  86

**3(f)** Whether your answer is "Yes or No" in 3(e) above please state the reason why you say so.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V49 


 87-88  
V50 


 89-90  
V51 


 91-92

**3(g)** The institutional focus on quality is on "improvement" of quality in instructional offerings.

Yes  No

V52  93

**3(h)** The institutional governance structures' focus is on "accountability" and efficiency of operational systems as opposed to the improvement of teaching and learning and research.

Yes  No

V53  94



**SECTION B:**

**ACCOUNTABILITY AND IMPROVEMENT DIMENSIONS**

In completing this section, please read the question or statement and then denote firstly the **extent** to which it is applicable to your institution (according to the scale: "1=not at all; 2=partly;3=mostly;4=fully") and secondly the degree of **importance** which, in your opinion, your institution attaches to the item concerned (according to the scale; "1=not at all; 2=some what important; 3=very important; 4=extremely important"). Once again, you simply tick the appropriate boxes.

		EXTENT				IMPORTANCE			
		Not at all	Partly	Mostly	Fully	Not at all	Some what	Very important	Extremely important
<b>4.</b>	<b>QUALITY ASSURANCE PROCESSES</b>								
<b>4(a)</b>	Quality Assurance can take place at various levels of governance in the institution. Please indicate the extent to which Quality Assurance is taking place at the following levels of institutional governance and how important it is considered to be:								
	• Council	1	2	3	4	1	2	3	4
	• Senate	1	2	3	4	1	2	3	4
	• Institutional Forum	1	2	3	4	1	2	3	4
<b>4(b)</b>	Are there any other levels at which QA is undertaken at your institution other than the above? Please indicate the level, extent and importance								
	•	1	2	3	4	1	2	3	4
	•	1	2	3	4	1	2	3	4

V54	<input type="checkbox"/>	<input type="checkbox"/>	95-96
V55	<input type="checkbox"/>	<input type="checkbox"/>	97-98
V56	<input type="checkbox"/>	<input type="checkbox"/>	99-100

V57	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	101-103
V58	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	104-106



		EXTENT				IMPORTANCE			
		Not at all	Partly	Mostly	Fully	Not at all	Some what	Very Important	Extremely important
<b>5.</b>	<b>INSTITUTIONAL MISSION &amp; STRATEGY</b>								
<b>5(a)</b>	The reconfiguration of the higher education system necessitates the revision and/or improvement of institutional mission statements. To what extent is the notion of quality as “fitness for purpose” embedded in your mission statement, and how important is it to your institution?								
		1	2	3	4	1	2	3	4
<b>5(b)</b>	To what extent is quality as “value for money” emphasized at your institution, and how important is it considered to be?								
		1	2	3	4	1	2	3	4
<b>5(c)</b>	How extensive is the funding of QA and its mechanisms at your institution, and how important is it considered to be?								
		1	2	3	4	1	2	3	4
<b>5(d)</b>	To what extent are perceptions on academic standards affecting your student intake and how important is this strategic focus to your institution?								
		1	2	3	4	1	2	3	4

V59   107-108

V60   109-110

V61   111-112

V62   113-114



		EXTENT				IMPORTANCE			
		Not at all	Partly	Mostly	Fully	Not at all	Some what	Very Important	Extremely important
<b>6.</b>	<b>EFFICIENCY AND EFFECTIVENESS</b>								
<b>6(a)</b>	The intensifying Stakeholder scrutiny of governance policies and practices, education and training processes and outcomes, all are leading towards the implementation of formal quality assurance arrangements within higher education institutions. Indicate the extent to which this statement is applicable to your institution and what importance is attached to stakeholder input in your institution								
		1	2	3	4	1	2	3	4
<b>6(b)</b>	The shrinking resources from the state and the need to “do more with less” have an impact on the core business of the institution. To what extent are the following key areas affected by this, and how important does your institution consider it to be?								
	• Programme offerings	1	2	3	4	1	2	3	4
	• Information Technology	1	2	3	4	1	2	3	4
	• Facilities (e.g. laboratory space)	1	2	3	4	1	2	3	4
	• Management Information Systems	1	2	3	4	1	2	3	4
<b>6(c)</b>	Would you like to mention any other areas and their extent and importance to your institution								
	•	1	2	3	4	1	2	3	4
	•	1	2	3	4	1	2	3	4
	•	1	2	3	4	1	2	3	4

V63   115-116

V64   117-118  
 V65   119-120  
 V66   121-122  
 V67   123-124

V68    125-127  
 V69    128-130  
 V70    131-133



		EXTENT				IMPORTANCE			
		Not at all	Partly	Mostly	Fully	Not at all	Some what	Very Important	Extremely important
<b>7.</b>	<b>INTERNATIONAL PERSPECTIVES ON QUALITY</b>								
<b>7(a)</b>	The proliferation of international private higher education providers and competition among institutions of higher learning is a threat to quality outcomes. To what extent and how important is this statement to the growth of your institution?								
		1	2	3	4	1	2	3	4
<b>7(b)</b>	Developing principles of good practice and recognition of quality in international education and training is an essential ingredient of your institutional strategic plan.								
		1	2	3	4	1	2	3	4

V71   134-135

V72   136-137

		EXTENT				IMPORTANCE			
		Not at all	Partly	Mostly	Fully	Not at all	Some what	Very Important	Extremely important
<b>8.</b>	<b>TOTAL QUALITY MANAGEMENT</b>								
<b>8(a)</b>	To what extent are the principles of TQM applicable to your institutional governance, and how important is it for higher education in general? (See Glossary for guidance)								
		1	2	3	4	1	2	3	4

V73   138-139





**SECTION C:**

**INSTITUTIONAL DYNAMICS THAT INFLUENCE THE QUALITY PERSPECTIVES**

9. Reflect whether the following variables inhibit or promote the implementation of best practice principles at your institution, and then indicate to what extent this occurs (according to the scale: "1=greatly inhibits; 2=partly inhibits; 3=partly promotes; 4=greatly promotes")

Place X in the appropriate box.

		Extent			
		Greatly inhibits	Partly inhibits	Partly promotes	Greatly promotes
CONTEXTUAL VARIABLES					
9.1	Internal image of the institution.	1	2	3	4
9.2	External image of the institution.	1	2	3	4
9.3	The institution's relations with the DoE.	1	2	3	4
9.4	The Historical Classification of the institution.	1	2	3	4
9.5	The financial viability of the institution.	1	2	3	4

V74	<input type="checkbox"/>	140
V75	<input type="checkbox"/>	141
V76	<input type="checkbox"/>	142
V77	<input type="checkbox"/>	143
V78	<input type="checkbox"/>	144

		Extent			
		Greatly inhibits	Partly inhibits	Partly promotes	Greatly promotes
NATIONAL POLICY IMPERATIVES					
9.6	Legislative requirements of the Higher Education Act 101 of 1997	1	2	3	4
9.7	Higher education policy implementation	1	2	3	4
9.8	Higher Education Quality Committee Approach to Quality Assurance	1	2	3	4
9.9	National Plan on Higher Education (2001)	1	2	3	4
9.10	SAQA's requirements through the NQF	1	2	3	4

V79	<input type="checkbox"/>	145
V80	<input type="checkbox"/>	146
V81	<input type="checkbox"/>	147
V82	<input type="checkbox"/>	148
V83	<input type="checkbox"/>	149



		Extent			
		Greatly inhibits	Partly inhibits	Partly promotes	Greatly promotes
<b>ECONOMIC CONSIDERATIONS</b>					
9.11	Funding Formula for Higher Education	1	2	3	4
9.12	Funding of Research in higher education	1	2	3	4
9.13	Funding of QA as a new initiative	1	2	3	4
9.14	Fiduciary responsibilities of governing Councils	1	2	3	4

V84	<input type="checkbox"/>	150
V85	<input type="checkbox"/>	151
V86	<input type="checkbox"/>	152
V87	<input type="checkbox"/>	153

		Extent			
		Greatly inhibits	Partly inhibits	Partly promotes	Greatly promotes
<b>INSTITUTIONAL PERSPECTIVES</b>					
9.15	The extent of trust among stakeholders.	1	2	3	4
9.16	The balance between academic and administrative responsibilities to Quality Assurance.	1	2	3	4
9.17	Academic stability of the institution.	1	2	3	4
9.18	Commitment to Quality Assurance at all levels.	1	2	3	4
10.	Would you like to contribute more influences that inhibit or promote the implementation of an effective Quality Assurance system in your institution?				
10.1		1	2	3	4
10.2		1	2	3	4
10.3		1	2	3	4

V88	<input type="checkbox"/>	154
V89	<input type="checkbox"/>	155
V90	<input type="checkbox"/>	156
V91	<input type="checkbox"/>	157

V92	<input type="checkbox"/>	158-159
V93	<input type="checkbox"/>	160-161
V94	<input type="checkbox"/>	162-163

**Thank you for your valuable time!!**

## GLOSSARY

**Emerging-stable institution(s)** refer to a stable, strong leadership core, a shared vision of where the institution is moving towards; a slowly expanding student body, and a relatively stable academic and service workforce (Cloete & Bunting, 2000:56).

**Uncertain-unstable institution(s)** are characterized by conflict amongst different governance structures and a lack of stable authority often accompanied by a loss of students and good staff.

**Entrepreneurial-expanding institutions** are boosting a strong strategic planning and management expertise and access to a range of resources. They are perceived to be highly responsive to South Africa's changing socio-economic environment.

**Traditional-elite institutions** largely maintain their pre-1994 character and place strong emphasis on 'excellence', postgraduate teaching and research. Their focus is on the changing student body composition in terms of race and gender.

**Total Quality Management (TQM)** often referred to as Continuous Quality Improvement (CQI) in higher education circles. It sees the objective of quality management and quality assurance as part of the process of managing a changing institution/organization culture and environment and using change management to align the mission, culture and working conditions of an organization in pursuit of continued quality improvement (SABS :1999).



# APPENDIX C



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## Interview Protocol

### INTRODUCTION

- providing a short but comprehensive background to the research project
- establishing a common understanding of the concepts 'institutional governance structures', 'transformation' and 'Quality assurance and promotion'
- seeking permission to record the interview on audio-cassette
- seeking additional documented information on the institutional approach to quality assurance
- requesting the participant/s to complete the information sheet

### INFORMATION SHEET

1. Name: \_\_\_\_\_
2. Designation/Position of Participant: \_\_\_\_\_
3. Institution: \_\_\_\_\_
4. Years of Service/experience in position: \_\_\_\_\_
5. Do you have any objections to you name being mentioned in the research report in connection with the information obtained from you?

Yes  No

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## INTERVIEW SCHEDULE

### Interview Question:

**In your opinion, what role has the transformed institutional governance structures played towards the promotion and assurance of quality at your institution?**

- |                      |  |
|----------------------|--|
| Governance (Council) | <ul style="list-style-type: none"><li>• Accountability</li><li>• Fiduciary responsibilities</li><li>• Policy-making</li><li>• Strategic planning</li><li>• Allocation of scarce resources</li></ul>  |
| Governance (Senate)  | <ul style="list-style-type: none"><li>• Maintenance of academic standards</li><li>• Improvements/developmental approach to quality</li><li>• International competitiveness of academic programmes</li><li>• “Value for money” for students and other customers</li></ul> |
| Quality Focus:       | <ul style="list-style-type: none"><li>- Exceptional</li><li>- Perfection/Consistency</li><li>- Value for money</li><li>- Fitness for Purpose/fitness of Purpose</li><li>- Transformation</li></ul>   |

Take note whether participant/s address the following matters:

- Council > its composition, functions and contribution to quality promotion, management and assurance
- Senate > its composition, functions and contribution to quality promotion management and assurance
- Institutional Forum > its composition, functions (advisory to Council) and contribution (if any) to issues of quality institution-wide
- Any other institutional structures and their contribution to Quality assurance.
- Forces influencing Quality Assurance during this period of the implementation of the legislative (systemic and institutional) requirements, e.g. funding, government (CHE/HEQC), internationalisation, competition with other providers (public and private).