



**HIGHER EDUCATION QUALITY COMMITTEE**

**Audit Report  
on  
Monash South Africa**

**Report of the HEQC to Monash South Africa**

September 2007

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## Acronyms

ADP	Academic Development Programme
AUQA	Australian Universities Quality Agency
AP	Audit Portfolio
CALT	Centre for the Advancement of Learning and Teaching
CE	Community Engagement
CEQ	Course Experience Questionnaire
CHE	Council on Higher Education
CHEQ	Centre for Higher Education Quality
CHESP	Community-Higher Education Service Partnerships
DoE	Department of Education
GCHE	Graduate Certificate in Higher Education
HEQC	Higher Education Quality Committee
ETQA	Education and Training Quality Assurer
IT	Information Technology
ITS	Division of Information Technology Services
JET	Joint Education Trust
LIASA	Library Information Association of South Africa
MEQ	Monash Experience Questionnaire
MoC	Memorandum of Cooperation
MonQuest	Monash Questionnaire Series on Teaching
MQN	Monash Quality Network
MRGS	Monash Research Graduate School
MSA	Monash South Africa
MUSASA	Monash University Student Association South Africa
MUSO	Monash University Studies Online
PVC	Pro Vice Chancellor
RPL	Recognition of Prior Learning
SACat	South Africa National Cataloguing Database
SAQA	South African Qualifications Authority
SM	Supplementary Material
SMC	Senior Management Committee
SMs	Supplementary Materials

# Overview of the Audit

## Introduction

The Higher Education Quality Committee (HEQC) of the Council of 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 Monash South Africa, (hereinafter referred to as MSA), was conducted by the HEQC in terms of its mandate. The HEQC has entered into a Memorandum of Cooperation (MoC) with the Australian Universities Quality Agency (AUQA). The audit of MSA took place within this cooperation agreement. AUQA scheduled its audit of Monash University to take place in 2006. The AUQA audit process requires that the Audit Panel visit off-shore campuses, of which MSA is one such campus. The two quality agencies and Monash University agreed that the audit visit to MSA would be undertaken jointly. For AUQA this would constitute a visit to MSA as one of several visits it made to Monash campuses and for the HEQC it would be a comprehensive audit of MSA. This document reports on the audit process and findings based on the Audit Portfolio and documentary appendices provided by MSA, supplementary documentation requested from the institution, and interviews and observations made during the audit visit that took place between 29 August and 1 September 2006.

This report<sup>1</sup> provides 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 April 2005 the Executive Director of the HEQC secured the consent of Monash University and AUQA that the HEQC audit visit of MSA would take place between 29 August and 1 September 2006 and would run parallel to the audit of Monash University by the Australian Universities Quality Agency (AUQA). Monash produced an Audit Portfolio for review by the Audit Panel. The Monash University Portfolio for the AUQA and the HEQC audits comprised three volumes, namely, Volume 1 (Monash University), Volume 2 (Monash Malaysia) and Volume 3 (Monash South Africa), together with Supplementary Materials (SM). Volume 3 was to be read in conjunction with Volume 1, in which institutional systems in place across Monash University and its operations on four continents are outlined. The Monash Portfolio together with supporting documentation was submitted to the HEQC in June 2006.

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<sup>1</sup> 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 Monash South Africa and Appendix D contains the audit visit schedule.

The HEQC and AUQA constituted a joint panel for the site visit of MSA (see Appendix B). Although the Panel worked jointly, the AUQA Panel members focused mainly on the AUQA quality audit requirements whilst the HEQC members of the Panel focused on the HEQC requirements. The HEQC selected Audit Panel members who were senior academics from higher education institutions in South Africa, while AUQA nominated Australian Panel members. An audit portfolio meeting for the South African members of the Panel was held on 6 June 2006 in Pretoria at which details of the audit site visit were discussed.

On 9 June 2006 a telephone conference was held with the South African and Australian Panel members. The format, programme for the visit, and other details of the audit were discussed and agreed upon.

The audit visit took place from 29 August 2006 to 1 September 2006. During the visit, the Panel members toured the campus and interviewed staff and students about various aspects of their experiences at MSA.

In all, the Audit Panel interviewed more than 150 people during the audit visit, including

- the Vice Chancellor of Monash University
- the Pro Vice Chancellor (MSA) and members of senior management
- academic and administrative/general staff
- undergraduate and postgraduate students, including representatives of the student unions
- external partners, employers and members of the local community
- Alumni.

An open session was also available for any staff member or student of the institution and of its wider community to make a quality-related submission to the audit Panel. No members of the institution chose to make use of the open session.

This report reflects the audit process and findings based on the Audit Portfolio provided by MSA, supplementary documentation requested from the institution, and interviews and observations made during the audit visit. Every effort has been made to understand the quality related 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 MSA 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 MSA. It is expected that five months after the publication of the Audit Report, MSA will submit to the HEQC an improvement plan based on the HEQC Audit Report.

The HEQC would like to thank MSA 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 MSA's management in allowing the Audit Panel to conduct its work. Efficient preparation by MSA 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 MSA's personnel was appreciated. Professor Graham Webb, Ms Nicolene Murdoch and their team in particular are thanked for the preparation of the documentation, as well as for their co-operation and helpfulness throughout the process.

## Summary of Findings

### Introduction

This section summarises the main conclusions which emerged from the audit.

The commendations of the HEQC signal areas of strength, excellence and/or innovation but 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 MSA 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 MSA, with appropriate allocation of responsibility for implementation and monitoring.

Monash South Africa (MSA) is a residential institution situated on a 100 hectare site in Ruimsig, 25km north-west of Johannesburg city centre. It is a not-for-profit private higher education provider, wholly owned by Monash University, a public university established in the State of Victoria, Australia, by an Act of Parliament in 1958. MSA is registered as a private higher education provider with the South African Department of Education under the Higher Education Act of 1997 (certificate no. 00HF02) and incorporated under Section 21 of the 1973 Companies Act (reg. no. 1999/032985/08).

MSA is organised into three Schools, Arts, Business and Economics, and Information Technology. It offers four undergraduate degrees in these areas. A coursework Masters of Commerce in Business Systems and a postgraduate Diploma in Professional Accounting have received full accreditation from the HEQC, but are not yet offered. An Academic Development Programme is offered as an entry pathway.

In 2006, MSA had a headcount of 1164 students (including students in the Academic Development Programme), 154 of whom were South African. In December 2005 MSA employed 159 staff, 67 academic (full-time and part-time), and 76 administrative, support and general staff. Of the academic staff, 86% were South African, 84% of whom were white.

MSA is a recently established institution which as part of the Monash University network is committed to quality in the three core functions of teaching and learning, research and community engagement. There is well developed academic leadership and qualified and experienced teaching staff, appropriate academic support and a rigorous system to ensure the quality of provision. Given the nature of the institution, its stated objectives and commitments, the Panel flagged three general areas in need of attention:

1. Finalisation of the development and implementation of some of its quality cycle processes.
2. Review of its recruitment and retention plans to focus more clearly and decisively on expanding the recruitment and retention of South African-born African students.

3. Development, through debate, of a common institutional understanding of what it means to be 'research intensive', which could enhance participation at all levels in the institution and enhance the institution's research profile. MSA also needs to identify its 'community' so that community engagement is integrated into teaching, learning and research.

### **List of Commendations and Recommendations**

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 MSA.

#### **Commendations**

1. The HEQC commends MSA for its efforts in implementing a range of surveys to enhance the quality of teaching and learning, research and community engagement.
2. The HEQC commends MSA for introducing the Tutor-Mentor Programme for students in the Academic Development Programme with the aim of fostering the development of a greater measure of self-responsibility and of enhancing cultural and gender tolerance.
3. The HEQC commends MSA for the quality of its library holdings and for providing efficient and sufficient library services to its staff and students.
4. The HEQC commends MSA for the high levels of IT provision and services, and equipment to support teaching and learning in teaching venues at MSA.

#### **Recommendations**

1. The HEQC recommends that MSA review its recruitment and retention plans to focus more clearly and decisively on expanding the recruitment and retention of South African-born African students.
2. The HEQC recommends that MSA continue to pursue its commitment to greater equity in its staff profile.
3. The HEQC recommends that MSA ensures that the Monash Quality Cycle is fully and effectively implemented in Schools and academic support units to ensure quality provision.
4. The HEQC recommends that MSA finalise its development of the consolidation of the findings of evaluations and surveys, and implement measures for ensuring that improvement initiatives are acted upon.

5. The HEQC recommends that MSA put measures in place for ensuring that the programme design and review process allows for contextualisation of the curriculum and for the use of South African textbooks and for ensuring that these measures are implemented effectively in all the Schools.
6. The HEQC recommends that MSA implement the policy for regular course reviews and that mechanisms be put in place to ensure that identified improvements are acted upon.
7. The HEQC recommends that MSA put measures in place to ensure the effective implementation of the performance management system.
8. The HEQC recommends that, through debate, MSA facilitate a common understanding of the notion of 'research intensive' so that academics, support staff and students can contribute to the planned growth activities and thereby enhance the institution's research profile.
9. The HEQC recommends that MSA reconceptualise the notion of its community and, in the light of this, develop and implement a community engagement policy which integrates community engagement into the curriculum, and ensure that monitoring and review mechanisms are incorporated into the policy.

## 1 Brief Overview of Monash South Africa

Monash South Africa (MSA) is a not-for-profit private higher education provider, wholly owned by Monash University, a public university established in the State of Victoria, Australia by an Act of Parliament in 1958.

Monash University opened its doors at Clayton in 1961 and enrolled 363 students. By 1967 more than 21700 students were enrolled in arts, commerce, engineering, law, medicine, and science.

In 1990, Monash University started its expansion programme and merged with the Chisholm Institute of Technology, thus creating the University's Caulfield and Peninsula campuses. In 1991, Gippsland campus was established following which the Victorian College of Pharmacy joined the University as the Parkville campus. In 1994, Berwick campus was established.

In 1998, the Malaysian Ministry of Education invited Monash University jointly with the Sunway Group to set up a campus. This was the first of two Monash campuses located outside Australia.

In 2000 and 2001 Monash University formally established two centres, one in London, UK and the other in Prato, Italy, respectively. The London Centre facilitates collaboration between Monash and King's College and engages other UK-based universities in research and institutional benchmarking. The Prato Centre provides teaching and conference facilities as well as facilitates international links for Monash researchers and students.

The second campus located outside Australia was established in Roodepoort, South Africa in 2000. Monash South Africa (MSA) is registered as a private higher education provider with the South African Department of Education under the Higher Education Act of 1997 (certificate no. 00HF02) and incorporated under Section 21 of the 1973 Companies Act (reg. no. 1999/032985/08).

By 2006, Monash University had 6 campuses in Australia as well as the Melbourne City Office and Monash University Law Chambers, 2 international campuses, (Malaysia and South Africa), and 2 centres in Europe. Monash University had a total student enrolment of 52400 (AP: 12), 1164 of whom were located in Monash South Africa (SM: AUQA/HEQC 2).

MSA is a new institution situated on a greenfield 100 hectare site in Ruimsig, 25km north-west of Johannesburg city centre. As a full campus of Monash University, it is involved in teaching, research and community engagement. The campus initially consisted of two buildings. By 2004, five additional buildings were constructed, four of which are student residences (AP: 385). On campus residential accommodation is provided for 300 students, with additional residences for a further 400 students to be completed in 2007. A new library building is under construction (*ibid*).

MSA is organised into three Schools:

- School of Arts
- School of Business and Economics
- School of Information Technology.

Four undergraduate degrees are offered:

- Bachelor of Arts
- Bachelor of Business and Commerce
- Bachelor of Business Systems
- Bachelor of Computing.

An Academic Development Programme is offered to prepare students who do not meet the admission requirements.

A coursework Masters of Commerce in Business Systems and a postgraduate Diploma in Professional Accounting have received provisional accreditation from the HEQC, but are not yet offered.

Monash South Africa began operating in 2001 with an enrolment of 50 students. By 2004 the number of students had grown to 340 students, 77 of whom were South African. By 2006, total student enrolment was 1164, of whom 154 were South African (SM: AUQA/HEQC 2).

In December 2005 MSA employed 159 staff, 67 academic (full-time and part-time), and 76 administrative, support and general staff. Of the academic staff, 86% were South African, 84% of whom were white. Of the South African staff, there were 10 African academic staff members. There was, however, an equal gender balance among the South African academic staff (AUQA/HEQC 4).

## 2 Institutional Mission and Transformation

### 2.1 Mission

This section of the audit report focuses on MSA'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.

In the Portfolio it is stated that MSA has three broad purposes. These are to:

- Enhance the international perspective and experience of its students and staff
- Build enduring educational research, trade and other forms of economic links with Africa
- Enhance the international standing and relevance of Monash (AP: 275).

MSA's 'Campus Direction Statement 2015' (SM83) is aligned to the University's strategic objectives outlined in 'Monash Directions 2025' (SM 3). It notes that: "by 2015, MSA's scholarship will focus on issues of significance facing Southern Africa. This will include playing a positive role in the educational, economic and social development of southern Africa. The campus will develop via providing national and regional need-based education, across an increasingly comprehensive range of disciplines".

MSA's purposes are derived from the Monash University Statement of Purpose:

Monash University seeks to improve the human condition by advancing knowledge and fostering creativity. It does so through research and education and a commitment to social justice, human rights and a sustainable environment (AP: 275).

This Statement of Purpose is underpinned by the University's values. These are:

- Excellence in research and scholarship
- Excellence in education
- Excellence in management
- International focus
- Innovation and creativity
- Diversity
- Fairness
- Engagement
- Integrity
- Self-reliance (AP: 275).

The Panel noted the synergy between MSA's purpose and that of Monash University, where the campus planning process was initiated by Monash in 2003 and involved a variety of consultative and information gathering mechanisms including internal and external stakeholder focus groups and meetings; a literature review, environmental scan and study tour; and various discussion papers.

The Panel noted that MSA is involved in a number of community engagement activities (AP: 355-358) and that this is consistent with its Directions Statement which notes that “the campus will make distinctive contributions to Monash and the world, as its scholarship and service will respond directly to its situation in the new democratic nation of South Africa” and that MSA will play “a positive role in the educational, economic and social development of southern Africa” (SM 83).

The Panel confirmed during interviews with management that MSA understands itself as an institution that is part of a public and research intensive university in Australia, which has a strong international orientation. The Panel also confirmed that while MSA is a private higher education provider, it desires to ‘operate as, and be recognized by others as a public purpose institution’ and so is ‘committed to meeting the policy goals for higher education in South Africa’ (AP: 275).

From its consideration of documentation and from interviews, the Panel confirmed that, by 2015 MSA aspired to be a leading research intensive higher education institution within South Africa and southern Africa. This is most clearly articulated in the MSA Campus Direction Statement 2015 (SM 83).

To achieve its vision, MSA has set seven goals:

- To be one of the best higher education institutions on the African continent
- To be a higher education institution in ‘the world’
- To be a distinctive higher education institution
- To be a research intensive institution
- To be an international higher education institution
- To be a higher education institution which addresses significant intellectual and practical challenges
- To be a higher education institution whose graduates reflect its distinctive approach (*ibid*).

## **2.2 Transformation**

As an institution established post-1994, MSA indicated that it does not have to deal with an inherited institutional culture that is in need of transformation. However, as a participant in the South African higher education landscape, MSA needs to meet the transformation agenda as set out in the various policy documents, and enacted legislation. MSA recognises this in all its high level planning documents, such as the Campus Direction Statement 2015 (SM 83) and Three Year Rolling Plan (SM 84). In the Portfolio it is stated that the values of Monash University are ‘consistent with, and supportive of, the Republic of South Africa’s stated principles of transformation’ (AP: 275) and that within the broader aims of Monash University, MSA has committed itself ‘to supporting, promoting and contributing to the policy goals for higher education in South Africa’ (*ibid*, SM 87: 9).

Two aspects of transformation which are of particular importance, among others, are: student and staff diversity. It is stated in the Portfolio that these are priorities for MSA (AP: 276). The Three Year Rolling Plan 2006-2008 (SM 84) notes the need to “work actively towards a more representative staff body in terms of our recruitment and development policies” (page 9) and that MSA “is committed to the dual goals of access and success ...[such that] no student of merit will be excluded merely on the basis of inability to pay”. The Three Year Rolling Plan provides student projections, reflecting on the current student profile, equity and success rates and some targets for the future. Staff equity planning occurs through the Workplace Skills Plan 2005-2006 (SM 89). The Employment Equity Plan is submitted annually to the Department of Labour and the Panel was provided with the 2005 report on the plan (SM 88).

Since its inception MSA has recruited and attracted mainly foreign students, in particular from Botswana. In 2004 such students comprised 31.76% of the total enrolment. By 2006 this had risen to 37.93% (SM AUQA/HEQC 2). Moreover, the Panel found that in 2004 international students accounted for 77.4% of a student population of 340. By 2006, given the data available to the Panel, only 25.6% were South African students (*ibid*). The racial profile of South African students enrolled at MSA in 2004 was 47% black and 53% white, by 2005 this proportion had changed to 38% black and 62% white, and in 2006, 37% black and 63% white. (SM: AUQA/HEQC 2). Hence a major issue for MSA is how to achieve the national imperative for equity in the light of the high percentage of students enrolled at MSA who are not South African-born African students. With regard to gender there is near parity. Of the total 340 student population in 2004, 51% were male and 49% female. By 2006, 53% were female (*ibid*). The Panel noted that the Three Year Rolling Plan (SM 84, page 23) indicates that the intake of students of South African origin has been small but grew from 77 students in 2004 to 106 students in 2005. The Plan notes that: “we are ... committed to changing this profile without losing our international profile, since this is part of our strategic focus” (SM 84, page 24). The Panel encourages MSA to ensure that this commitment is achieved.

The Panel heard in interviews with staff and students that the internationally diverse student body brings richness to the student experience. (AP: 286 and SM 95) The Panel is, however, concerned about the low numbers of South African students, especially black students, enrolled at MSA. The Panel heard in interviews confirmation of MSA’s commitment to providing access to previously disadvantaged students through increasing scholarships and bursaries (AP: 276) and of the institution’s intentions to grow the proportion of South African students to 50% of enrolments (*ibid*).

The audit portfolio indicates that it is ‘actively recruiting and marketing amongst disadvantaged students in Southern Africa’ (AP: 296). Approximately three quarters of MSA’s total student population are bursary recipients, most of these achieving awards from their country of origin. The majority of these are students from Botswana. As noted in the Portfolio, MSA has been targeting international students from Botswana, Namibia, Lesotho, Zambia and Swaziland. In the non-South African Developing Countries region, priority is currently being given to Kenya, Ghana, and Uganda (AP: 364). The Panel heard in interviews of MSA’s concern that this stream of students would cease. The Panel heard during interviews with senior management that in its recruitment drive, 25 African countries are visited each year. The Panel also heard during interviews that MSA visits

310 schools in South Africa each year but that this does not translate into applications. The Panel urges MSA to give expression to this commitment in its recruitment and retention of South African students, particularly African students. This would avoid a possible perception that MSA wishes to enrol mainly white South African students.

### **Recommendation 1**

**The HEQC recommends that MSA review its recruitment and retention plans to focus more clearly and decisively on expanding the recruitment and retention of South African-born African students.**

With regard to the academic staff profile, in 2005 86% of staff were South African; however the majority of these (84%) were white. The Panel noted that of the South African staff, there were 10 African academic staff members. MSA recognised that there was an equal gender ratio between South African academic staff but that there was an over-representation of women at junior levels and under-representation at professorial level, with a balance of genders at lecturer/senior lecturer level (SM: AUQA/HEQC 4).

The Panel acknowledges that Monash University has a suite of three equity-related plans which are implemented across the whole institution, two of which deal with staff equity issues. These are:

- Inclusive Practices: Disability Plan 2004 -2008
- Inclusive Practices: Student Equity Plan 2005-2008
- Inclusive Practices: Equal Opportunity for Women in the Workplace Plan 2005-2010 (AP: 296).

The implementation of these plans is monitored by both campus-level and University committees at Monash University in Australia; i.e., the Inclusive Practices Disability Committee, the Inclusive Practices Student Equity Committee, and the Inclusive Practices Workplace Equity Committee. These three committees report to the Equal Opportunity Committee, a committee of the University Council (*ibid*). For MSA, the focus is on increasing the equity of access for students; achieving greater racial equity in the staff profile and increasing the number of women in senior academic roles.

The Panel confirmed during interviews with management that Heads of Departments and Units are required to set equity targets (AP: 296). However, information gathered through interviews gave the Panel the impression that this may not be done consistently across the institution. In this sense, MSA is in a similar situation as many public South African higher education institutions in South Africa.

The Panel heard in interviews with alumni and Advisory Board members of the need for MSA to recruit more South African black academic staff members. The Panel urges MSA to continue to explore further strategies which are aimed at attaining a more representative academic staff profile. The Panel also encourages MSA to ensure that its staff development initiatives are aligned with its intended staff equity programme (see section 4.6 of this report).

## **Recommendation 2**

**The HEQC recommends that MSA continue to pursue its commitment to greater equity in its staff profile.**

This section of the report looks at MSA's conceptualisation of academic governance and its operationalisation from two perspectives. First, it analyses the relationship between institutional planning, management and the monitoring of institutional level goals in relation to the three core functions. Secondly, it looks at the conceptualisation and operationalisation of the institution's quality management system and how this supports the realisation of MSA's mission and vision.

### **3 Institutional Planning, Resource Allocation and Quality Management**

#### **3.1 Governance, Management, Planning and Resource Allocation**

The Panel noted the status of MSA as a private higher education institution registered in terms of Section 21 of the Companies Act of South Africa and as a wholly owned campus of Monash University, and the particular governance and management arrangements. The MSA Board of Directors is the governing authority and is chaired by the Deputy Chancellor, who is a member of the University Council. Apart from its legislated duties, the Board is responsible for the strategic direction and planning for MSA and is accountable to stakeholders for the performance of the institution (AP: 276).

The Pro Vice Chancellor (MSA) is the academic leader of MSA and has a dual reporting line, to the Board of Directors and to the Vice Chancellor of the University. The Deputy Pro Vice Chancellor has overall responsibility for academic affairs and line management of the Heads of School and reports to the Pro Vice Chancellor (MSA) (AP: 277).

The Senior Management Committee (SMC) has decision-making powers regarding strategic and operational issues at MSA. The SMC has responsibility for policy formulation and managing campus planning and activities (AP: 277). The SMC is chaired by the PVC (MSA). Other members are the Deputy PVC, Heads of School, the Head of the Academic Development Programme, the Director of Institutional Planning and Quality Assurance and the Director of Financial Planning and Management. The SMC meets at least monthly (SM 82: 4).

The Board of Studies, which meets every six weeks, is responsible for all academic affairs of MSA. This covers:

- Planning, development, implementation and resource allocation
- Accreditation and quality assurance, including admissions, RPL, assessment and moderation, academic progress, certification, programme review and evaluation and satisfaction surveys
- Scholarships, bursaries and awards
- Pre-Board of Examiners functions (AP: 313).

The Board is also responsible for the implementation and monitoring of policies and procedures relating to teaching and learning, research, and academic development (SM 82: 4). It liaises with other primary academic bodies within the University, such as Faculty Boards. The MSA Board of Studies reports to the Academic Board through the Education Committee.

The membership of the Board of Studies includes the Pro Vice Chancellor (MSA), Deputy Pro Vice Chancellor, Heads of School, Campus Librarian, Director: Research, Head: Academic Development Programme, the Director: Institutional Planning and Quality Assurance, Director: Advancement, MUSASA President. The Board is chaired

by a senior academic with an active teaching and research profile, who is elected by full-time academic staff members for a term of two years (SM 82: 4).

The Panel noted that the governance and management system of MSA is reflective of the Monash University system (AP: 277, SM 82). The Portfolio is silent about the effectiveness of the management structures at MSA but from interviews with Management, the Panel found that current governance and institutional management arrangements are sound and enable the MSA management to implement its plans. This includes mechanisms, such as, the quarterly staff assemblies (AP: 288), PVC forums (AP: 302), monthly executive meetings with the student association (AP: 304). The Portfolio also noted that elected staff positions are included in the majority of MSA-level committees (SM 82) and that student representatives are members of relevant committees, including the Board of Studies (SM 82). However, during interviews the Panel heard of concerns from some staff and students about managerialism and the lack of effective staff and student participation in the governance and management structures of the institution. For instance, the Senior Management Committee is the main decision-making body at MSA, yet neither academic staff nor students are represented on this committee nor are they represented in the governing body of MSA, the Board of Directors. The Panel encourages MSA to find ways to address these perceptions.

Monash University's key documents which inform planning at MSA include: Monash Directions 2025, the Education Plan 2006-2010, the Research and Research Training Plan 2006-2010, and the Global Development Framework 2002-2006 (SM 3; SM 25; SM 37; SM 52). Within the parameters of these documents a growth and development strategy was developed, MSA Campus Direction 2015. To give effect to this strategy, a Three Year Rolling Plan 2006-2008 (AP: 283, SM 84) was developed. The Panel formed a judgement that the main pillars for the success of the plan include (i) expansion of academic offerings, (ii) growth in student numbers, (iii) the establishment of the research function, and, (iv) continued support from Monash University. MSA's expansion plans in terms of programme offerings, growth in student numbers and the establishment of a research function were confirmed in interviews that the Panel conducted with the Pro Vice Chancellor (MSA) and members of the Board of Directors.

MSA indicated its planned areas for expansion (SM 84: 21) and its intention to introduce other units into its existing courses<sup>2</sup> (SM 84: 15).

MSA has a Planning Committee, which advises SMC on financial management, planning and resource allocation across all areas of MSA (AP: 277). The membership of this committee comprises the Pro Vice Chancellor (MSA) (Chair), Deputy Pro Vice Chancellor, Executive Director: Operations & Services, Director: Financial Planning and Management, Director: Institutional Planning and Quality Assurance as well as a representative of the Heads of Schools. The committee meets at least bi-monthly (SM 82:4). Within the financial parameters set for the campus by the University's governing Council, MSA allocates resources to priority areas indicated by the planning process. The Panel acknowledges MSA's effort in ensuring that financial management, planning and resource allocation are integrated.

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<sup>2</sup> 'Units' in South Africa read 'modules' or 'courses', and 'course' in South Africa read 'programme'.

### 3.2 Quality Management

Monash University defines quality as ‘fitness for purpose’ and follows a quality cycle of planning, acting, evaluation and improvement as outlined in its guiding document Quality at Monash: Values and Principles (AP: 281, SM 7). This document provides the conceptual framework for quality management and improvement of all Monash activities, including those of MSA. The Pro Vice Chancellor (Quality) and the Centre for Higher Education Quality (CHEQ) of Monash University ‘work collaboratively with managers and staff at MSA to support the implementation of the Monash quality cycle’ (AP: 281).

At MSA the overall responsibility for quality rests with the Pro Vice Chancellor (MSA). The Deputy Pro Vice Chancellor and Heads of Academic Schools have line responsibility for managing quality. The Director of Institutional Planning and Quality Assurance is responsible for the integration of planning and quality assurance activities. The Director reports to the Pro Vice Chancellor (MSA) and is ‘responsible for leading and co-ordinating responses to internal and external quality requirements’, the latter referring to the DoE, HEQC and SAQA (AP: 281-282). The Director is also a member of the Monash Quality Network, which is chaired by the Pro Vice Chancellor (Quality) of Monash University and meets bi-monthly. The primary purpose of the Monash Quality Network is to ‘provide a means of communicating university quality initiatives, to obtain input on these and to provide a forum for sharing good practice’ across all campuses (AP: 282).

The Panel confirmed that the Monash Quality Cycle is being implemented at MSA. The Panel gained the impression from interviews with Senior Management that the first two steps of the cycle are relatively well developed but was concerned that the mechanisms to institute improvements as a result of evaluations and reviews were not always in place. During interviews with some staff the Panel heard that the quality cycle is yet to be implemented evenly across the Schools and units, with some departments still having to give sustained attention to reaching identified targets and others still having to carry out evaluations. While noting the recent establishment of MSA, the Panel encourages MSA to ensure that the quality cycle is rolled out and that quality monitoring and evaluation mechanisms are implemented.

#### **Recommendation 3**

**The HEQC recommends that MSA ensures that the Monash Quality Cycle is fully and effectively implemented in Schools and academic support units to ensure quality provision.**

During interviews with management, the Panel heard of the role and responsibilities of the Director of Institutional Planning and Quality Assurance at MSA. The Panel learned that more resources are needed for this portfolio and that there are plans to address this. The Panel encourages MSA to continue with its plans to provide additional resources, so ensuring that all the functions of this portfolio may continue to be carried out effectively.

The Panel learned of the recent steps undertaken by MSA to embed its quality assurance arrangements at the campus. The Panel noted the two-day workshop in 2005 led by the

Pro Vice Chancellor (Quality) of Monash University and which included other senior university staff, such as the Director of Learning and Teaching and the University Librarian. The purpose of this workshop was to build staff awareness and capacity on entrenching the quality management cycle in their activities (AP: 289). The Panel heard in interviews with staff that the workshop had increased their understanding of quality and how it is to be managed within MSA. From interviews with management and staff the Panel learned that although MSA has all the elements of quality management, many of the quality arrangements are still in the early stages of implementation and are thus not yet ready for evaluation. The Panel acknowledges the steps that MSA has taken to embed quality in all MSA's academic activities.

### **3.3 Benchmarking and Surveys**

A number of supporting documents were submitted by MSA as evidence of Monash's good benchmarking and survey practices. The Monash University-Wide Key Performance Indicators (SM11), which reflect progress on attaining Monash's key goals, was published in 2005 and provides detailed evidence of world institutional rankings and Monash's performance therein (AP: 285). Other areas for which there are indicators are: research, education, equity, international, financial. Each year a key performance indicator (KP) report is presented to Council for approval.

During interviews with the PVC (MSA) and senior management, the Panel heard that benchmarking activities naturally occur within the context of Monash University since MSA is a campus of the University. Benchmarking at MSA seems to be understood in terms of its long-term aspirations rather than on the reality of its current position as a small private provider in the South African Higher Education landscape. The Panel found that although MSA as a campus of Monash University is included in the Monash benchmarking activities, there is no stand-alone policy or plan for MSA to develop benchmarks for itself amongst comparable institutions. Furthermore, the Panel noted that the Portfolio states incorrectly that MSA cannot benchmark itself against public universities in South Africa, either because, 'comprehensive data does not exist or is unavailable to MSA ... as a private provider' (AP: 289). The Panel urges MSA to develop an appropriate benchmarking system for itself, and to take measures to ensure the effective implementation and monitoring of this system.

MSA as a campus of Monash University participates in a wide range of evaluation instruments, which includes user surveys (AP: 285). MSA receives support from the Centre for Higher Education Quality (CHEQ) on the conduct, analysis and dissemination of user studies (AP: 282). The questionnaires are designed and developed by CHEQ. MSA administers them and returns them to CHEQ for analysis, after which a report is submitted to MSA. Reports of results and data are then made available by CHEQ to the University community.

The user surveys include: Monash Experience Questionnaire (MEQ), which measures the experience of current undergraduate and postgraduate coursework students at all campuses, as well as students studying through trans-national partnerships (AP: 328). The Monash Questionnaire Series on Teaching (MonQuest) is used by teachers wishing to

evaluate their teaching. The surveys are focused on teaching methods such as lecturing, field work, problem-based learning and workshop teaching. Findings from these surveys are used by teaching staff to improve their teaching practices (AP: 328). Graduate tracking and employer surveys are focused on the time it takes for MSA graduate to find employment, initial starting salaries of graduates and graduate engagement in further studies (AP: 329).

The Panel acknowledges MSA's efforts in implementing a range of surveys (SM 95). The Panel also acknowledges the support MSA receives from CHEQ in this regard. The Monash Experience Questionnaire data shows that students' satisfaction with their experience is the highest at MSA of all Monash campuses. However, the Panel heard in interviews with staff and students that MSA is yet to develop mechanisms for ensuring that feedback from surveys and evaluations is translated into improvement actions that are implemented consistently by all Schools and support services. The Panel was concerned about the lack of evidence of how relationships between preceding and succeeding evaluations are conceptualised. The Panel learned that the mechanisms to integrate the evaluations and consolidate improvement actions are still being developed.

#### **Commendation 1**

**The HEQC commends MSA for its efforts in implementing a range of surveys to enhance the quality of teaching and learning, research and community engagement.**

#### **Recommendation 4**

**The Panel recommends that MSA finalise its development of the consolidation of the findings of evaluations and surveys, and implement measures for ensuring that improvement initiatives are acted upon.**

The Panel noted that there is no policy requirement at Monash University for impact studies to be undertaken (AP: 286).

## **4 General Arrangements for Teaching and Learning Quality**

This section of the report looks first at MSA's conceptualisation of teaching and learning as it is articulated in its key documents. Secondly, it looks into the organisation of teaching and learning, and how these arrangements give effect to its key 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 MSA's Approach to Teaching and Learning**

Monash University's (and thereby MSA's) approach to teaching and learning is student-centred and 'takes advantage of new directions in teaching, learning and technologies to provide education of the highest quality' (AP: 318). The notion of 'student-centred' has four aspects:

- Active participation in learning
- Building on previous learning by developing new skills and understandings
- Fostering the desire and skills to continue learning
- Taking responsibility for self-directed learning (AP: 318).

There is also a flexible dimension, i.e. to increase student choice in

- Methods and timing of interaction with teachers and other students without diminishing the quality of that interaction
- Place and time of learning
- Course modules (award structures and pathways)
- Entry and exit conditions
- Access to administrative and student learning support (AP: 318-319).

MSA encourages active student participation through self-directed learning (AP: 318). The institution sees this approach as enriching the learning experiences of its students. The institution uses an online teaching and communication platform based on WebCT Vista 3, and the Monash University Studies Online (MUSO) to support its chosen approach to teaching and learning. The Portfolio notes that the Information Technology Services review undertaken at MSA in 2005 identified a number of problems especially slowness and saturation of the link from MSA back to the MUSO server in Australia as well as bandwidth problems. The Panel noted that, in this regard, some of these problems are encountered by other South African higher education institutions, and that MSA has actively been attempting to address them. The Panel urges MSA to continue to address the problems so that MSA is able to meet the requirements of its chosen student-centred approach to teaching and learning.

The Panel is of the opinion that access to e-learning is critical for students who are required to operate in a world where information and communication technologies have become pervasive. Given MSA's approach to teaching and learning, MSA is encouraged to fully develop flexible programmes and alternative delivery options.

During interviews the Panel heard of students' perceptions of generally high standards of teaching and the individualised attention that they receive at the institution. However, interviews with other students suggested that there is uneven quality of teaching in some Schools. During interviews, employers indicated that MSA produced graduates with sufficient skills at both the technical and non-technical levels. The Panel noted the positive perception of external partners, employers and alumni about the quality of graduates of MSA.

Teaching and learning at MSA is managed within the framework of Monash Directions 2025. Monash has a comprehensive suite of education policies. The Panel identified some of these as key policies. The Values for High Quality Teaching and Learning Policy, which applies to undergraduate and postgraduate education, has eight values to guide teaching staff at all campuses on how to ensure that high quality teaching and learning takes place (AP: 61). The Internationalization of the Curriculum Policy is a guide to academic leaders, managers and teaching staff in managing international and cultural aspects in the curriculum, in the use of inclusive pedagogy and in the richness of national and international dimensions of the curriculum in teaching and learning experiences (AP: 319). These policies are supported by, amongst others, the Codes of Practice for Teaching, which guide staff and students on expected behaviours, rights and responsibilities in teaching and learning (AP: 61).

The overall responsibility for teaching and learning at MSA is assigned to the Deputy Pro Vice-Chancellor. The Heads of Schools are responsible for the day-to-day running of the Schools and communicate with the relevant Faculties of Monash University through the Associate Deans. The Board of Studies, which reports to the SMC at campus level and to the Education Committee at University level, is the primary committee responsible for overseeing the quality of teaching and learning on the campus. In accordance with Statute 2.3, Faculty Boards manage, control and advise the Academic Board and Council on all matters relating to studies within the faculty's academic fields of interest and responsibility. The Panel heard during interviews with the Pro Vice Chancellor (MSA) and the senior management committee that Heads of School are ex officio members of the relevant Faculty Board and some other MSA academic staff are elected members of the Faculty Boards and of the Academic Board. Participation in meetings may occur in person, via telephone or video-conference or through video-desktop conferencing.

The Panel confirmed that Monash, as an international university, has a curriculum with an international perspective, which makes MSA graduates employable in the global marketplace. This is in line with the statements of purpose of Monash South Africa and Monash University as discussed in section 2.1 of this report. However, it is also recognised that the curriculum needs to be responsive to the local and regional issues of the community in which the campuses are located (AP: 263). From interviews with academic staff the Panel learned of steps taken by staff in Schools to localise the curriculum and to embed Monash University's values on teaching and learning. During interviews with management and staff the Panel noted a lack of general awareness of guidelines to guide and support staff in localising the curriculum and to monitor its effectiveness. The Panel encourages MSA to put measures in place to guide, support and monitor staff activities in contextualising the curriculum and to ensure that these measures are implemented effectively across Schools.

The academic staff to student ratio at MSA is currently 1:12. MSA's evaluation is that this ratio is favourable compared to that of Monash University which is 1:19 (AP: 301). The institution foresees that this ratio will increase with the growth in academic offerings and student numbers. (AP: 301). The Panel concurs with MSA that 'a system for managing the equitable and transparent allocation of work load is required' (AP: 301). The Panel encourages MSA to continue developing an appropriate workload model that will take into account other staff functions such as service learning, community engagement, research projects and postgraduate education.

## 4.2 Management of Quality in Academic Support Services

### 4.2.1 Academic Development

In 2002 MSA introduced the Academic Development Programme (ADP) to cater for the needs of students who do not meet the entry requirements (AP: 317). The ADP programme is a one year programme in three streams; Arts, Business and Commerce, and Information Technology. An ADP Performance Management system supports continuous assessment and monitors attendance and progress (*ibid*). The Panel heard in interviews with management about the good performance of students in this programme. Table 1 below provides confirmation of the success and conversion rates into degree programmes.

Commencement Year	Total Students	Successful Students		Students enrolled in degree programmes	
		N	%	N	%
2002	43	43	100	34	79
2003	109	55	50	53	96
2004	140	83	73	83	100

Table 1: Institutional assessment of the ADP (SM 87: 22)

The ADP is supported by a tutor-mentor programme, which was introduced in 2004. This program has a number of aims but principal among them is to foster the development of a greater measure of self-responsibility in ADP students and to enhance cultural and gender tolerance within the ADP and the University (AP: 318). Tutors are recruited from first, second and third year students, and have to have been ADP students themselves, and are supported by the lecturer of the course in which they are tutoring. During interviews with tutors, the Panel heard that MSA provides a tutor training programme on completion of which the tutor receives a certificate.

During interviews with students the Panel heard of high student satisfaction with the tutor-mentor programme. Students indicated that tutors were always accessible and offered good support and guidance. In courses where there are large numbers of students, the tutor system was viewed as being particularly valuable.

The Panel acknowledges the success of the Academic Development Programme and the introduction of the Tutor-Mentor Programme. The Tutor-Mentor Programme is evaluated in a variety of ways, including the collection of feedback from mentors and mentees.

Lecturers report that students who have come through the ADP are more confident and have better foundation skills than those who have not been through the programme. Research into the impact of the program is ongoing. The Panel is of the opinion that this programme is a positive initiative.

### **Commendation 2**

**The HEQC commends MSA for introducing the Tutor-Mentor Programme for students in the Academic Development Programme with the aim of fostering the development of a greater measure of self-responsibility and of enhancing cultural and gender tolerance.**

Monash University has a Centre for the Advancement of Learning and Teaching (CALT), which is responsible for providing a range of student and academic staff support across its campuses (AP: 301). There is a CALT staff member located at MSA who provides, in collaboration with the course lecturer, academic support for students in the form of assistance in understanding assignments, reading and referencing, applying theory, academic writing, oral presentations, dealing with feedback, and preparing for examinations (AP: 301-302). The Panel noted the synergy between academic support and the delivery of courses and encourages MSA to continue with, and enhance, this form of support.

### **4.2.2 Library**

The MSA library is an integral part of the Monash Library system, which includes books, journals, materials, multimedia resources and digitized materials, including more than 21 000 online full-text journal titles. The Library also has a reserve collection which contains printed books, electronic full-text journal articles and book chapters, CD-ROM's, photocopied articles, lecture notes, and other course related materials (AP: 370). An online information kiosk provides links to a large number of electronic reference tools. The web-based Voyager catalogue allows remote searching of the Library's physical and online collections and streamlined access to other online resources. The Panel noted that MSA has a dedicated library budget so that it can develop its on-line and print collection in line with the courses it offers (AP: 370, SM 95). The Panel heard during interviews with staff that due to the planned establishment of a strong research function, a library research support plan is being developed.

The Library is a member of the South African Inter-lending Scheme. The Library and Information Association of South Africa (LIASA) and Monash's holdings are included in the South Africa National Cataloguing Database (SACat). The Panel heard during interviews with staff that students can access library resources at more than 35 workstations in the Library, each with full internet access and this was confirmed by the Panel during its campus tour. The Library Catalogue and networked databases can also be accessed from computers located in the computer laboratories. The Portfolio lists and the Panel confirmed some of library facilities for use by students as including:

- Fifty reading stations, two group discussion rooms, 31 study carrels and 7 open reading stations
- Video-cassette playback sets

- Photocopier
- Printing facility (AP: 371).

During the campus tour, the Panel saw that the construction of the new library building was well underway. During interviews with the library committee, the Panel heard of the establishment of a 'Learning Commons', which would bring together high-level technology, access to a wide range of online resources, providing intensive information support and information technology related skills. 83 computers will be housed in the new library and there will be wireless connectivity throughout. Importantly, the Learning Commons model integrated the library and IT services with learning and language support services, providing a seamless learning support environment for students.

Students have access to comprehensive self-help tutorials to guide them on using the library. The library staff members assist and support students and staff by providing orientation programmes and library instruction classes (AP: 371). The Panel confirmed during interviews with staff and students that library classes and tours are held regularly (AP: 370). The Panel heard in interviews with staff and students of high levels of satisfaction with the library services and of the usefulness of the self-help tutorials.

### **Commendation 3**

**The HEQC commends MSA for the quality of its library holdings and for providing efficient and sufficient library services to its staff and students.**

#### **4.2.3 Information Technology**

MSA operates seven computer laboratories with 148 computers, two general access computer areas that house 64 computers and 210 computer points in the residences. The 2005 ratio of computers to students was 1:4 (AP: 373). All teaching venues are equipped with data/video projectors, computers and VCR/DVD players (*ibid*).

MSA computer laboratories allow students to access the following:

- Software including MS Office, programming languages, statistical analysis packages and specific course related software
- Internet services including e-mail, internet and newsgroups
- Printers and scanners
- Host computer systems including the library system and Unix teaching system (AP: 373).

A personal web page is provided for each student through the my.monash portal. This allows students to access the Monash online resources for academic and administrative purposes (AP: 373).

An internal review of MSA ITS was conducted in 2005, and found that the general principles used in the design and implementation of IT services are sound and conform to the University's operational standards (*ibid*). Of IT Services, it is stated in the Portfolio that 'as a new campus, the standard of IT equipment is high' (AP: 373). As a result of the

campus tour and interviews with students, the Panel generally concurs with this finding and acknowledges MSA's efforts for providing a range of effective IT services.

#### **Commendation 4**

**The HEQC commends MSA for the high levels of IT provision and services, and equipment to support teaching and learning in teaching venues at MSA.**

However, as noted in section 5.1 of this report, the Panel heard from interviews with staff and students that there are sometimes problems in accessing the internet due to insufficient bandwidth. The Panel encourages MSA to continue to give attention to this area so that students have easy access to Monash's wide range of online resources, which are an integral part of the learning experience at MSA.

During interviews with staff, the Panel heard that MSA students have relatively little computing experience and that a greater level of IT literacy training and support is required from ITS staff more than at other Monash University campuses. The Panel heard in interviews that there is support for new students from the School of Information Technology, the Library and ITS but that support from the other Schools is not at the same level. The Panel found during interviews with students and staff that more support is needed in IT literacy in the Business and Arts Schools. The Panel concurs with the institution's evaluation that an integrated approach is needed to develop IT skills and to ensure that there is equivalence of support for all MSA students.

### **4.3 Management of Certification**

Monash University uses the Callista student information system, which includes a central repository of course, unit and other data, online enquiry, reporting and publication. The ITS Data Storage and Management Framework, IT Security Policy, IT Security Framework, Web Enrolment System, Confidentiality of Student Records Policy, Transcripts and Testamurs Policy and Privacy at Monash support and ensure the integrity of assessment data, learner records and certification (AP: 324).

The Callista system falls within the scope of the University's Audit and Risk Management Office and internal audits of the system are conducted regularly. Certification is a function that is centrally co-ordinated at University level and no campus issues its own certificates or awards (AP: 324-325).

Testamurs are sent to MSA by courier so that they can be tracked. On arrival at MSA they are kept in a locked space until the graduation ceremony (AP: 325). During interviews with management the Panel heard confirmation of these arrangements. The judgment of the Panel only applies to the certification system at MSA. It was outside of the scope of the Panel to assess the integrity of the system of Monash University.

#### **4.4 Management of the Quality of Short Courses**

A comprehensive short course policy has been developed and approved by the institution (SM 99). The policy on short courses recognises ‘credit-bearing, non-credit-bearing and dual purpose short courses’ (AP: 351). It also provides details of the management processes, assessment and moderation requirements and other quality assurance arrangements (AP: 351). Short courses at MSA will be managed by the recently established Centre for Lifelong Learning for which MSA plans to appoint a Director (AP: 352).

The Panel heard in interviews with staff that MSA’s provision of short courses is still developing. A few short courses are in place such as those in film and television which were introduced in 2002. The Panel heard of plans to offer a wide range of industry relevant courses to service the corporate and public sector. These short courses will be introduced in a staged fashion through the Centre for Lifelong Learning. The Panel heard during interviews with management that MSA is also investigating partnerships with other existing short course providers.

The Panel encourages MSA to ensure that measures are put in place to ensure that its policy and plans on short courses are implemented and monitored in a manner that does not have a negative impact on the quality of the core functions of the institution.

#### **4.5 Programme Design and Review**

MSA follows policy and procedure in the development and approval of new units and courses (AP: 65-66). To ensure that units and courses are relevant and meet the needs of students and employers, the policy makes provision for inputs from business, industry and professional bodies and other relevant stakeholder groups.

On establishment five years ago, MSA formed three advisory boards for each of the Schools to inform the development of the Schools (AP: 276). The Panel met with some members of these advisory boards who noted that their responsibilities were to look at the relationship between MSA graduate attributes and the skills required by South Africa and Africa and ‘to forge relationships with business’. The Panel did not investigate how this actually occurred. The Panel found that, at the time of the audit visit, no Advisory Board meeting had yet taken place. The Panel noted that MSA is in the process of phasing out the Advisory Boards and replacing them with reference groups. Consequently, the Panel is not able to comment on this development.

Units and courses developed or adapted by MSA have to be approved by the Board of Studies at campus level, the relevant Faculty Board of Monash University and by the Academic Board of Monash University before being submitted to the HEQC and SAQA for accreditation and registration (AP: 314). The Panel heard during interviews with members of the Board of Studies that Monash’s approval processes is cumbersome for courses for which the curriculum has been merely adapted, and although it did not validate this opinion, the Panel noted that since the degrees are awarded by the University a rigorous approval process is to be expected.

As part of an international university, the courses offered at MSA are consistent in terms of course structure and degree designation with those across the entire Monash network. However, within these parameters, there is significant scope for localising the curriculum to ensure its relevance to students studying in South Africa. The Panel was provided with these clearly documented procedures and some examples of them in operation.

In talking to some students and staff, the Panel heard comments that even greater contextualisation is desired. MSA is aware of this and noted in its Portfolio that: “as a start-up operation, the early years of MSA saw Australian-based academic staff heavily involved in unit and course management and quality assurance. Increasingly, this is becoming a shared activity between academic staff from across Monash campuses and there is scope for this collegial process to mature yet further” (AP: 314). Such change is being managed by Monash very carefully, to ensure maintenance of academic standards and this approach is strongly endorsed by the Panel.

The Panel noted Monash University’s processes for programme design and review. The Panel was, however, concerned about the lack of measures in these processes to take into considerations South African needs including those of staff and students when designing and developing programmes.

**Recommendation 5**

**The HEQC recommends that MSA put measures in place for ensuring that the programme design and review process allows for contextualisation of the curriculum and for the use of South African textbooks and for ensuring that these measures are implemented effectively in all the Schools.**

The management of approved units and courses is delegated to unit leaders and course coordinators by the Deans of the Faculties of Monash University. A majority of units (64%) offered at MSA are also offered in the other campuses of Monash University (AP: 313). The Heads of School are responsible for ensuring that the courses offered under the auspices of the School are managed in accordance with the Monash policies and procedures. The Panel could not comment on the effectiveness of the process, but hopes that the AUQA audit will provide sufficient feedback on this matter.

MSA has not yet had regular course reviews but has signalled its intention to introduce them. It is stated in the Portfolio that these will be conducted according to Monash University policy (AP: 330). The Panel encourages the institution to implement the policy on course reviews.

**Recommendation 6**

**The HEQC recommends that MSA implement the policy for regular course reviews and that mechanisms be put in place to ensure that identified improvements are acted upon.**

## 4.6 Staff Development

Staff development practices at MSA are within the overall staff development framework of Monash University, which is guided by the University's Global Staff Development Policy. Staff development is achieved through formal and informal work related activities, such as:

- Staff development courses
- Outside Studies Programme (for academic staff)
- Career developments awards and fellowships
- On-the-job training
- Attendance at conferences, seminars and workshops
- Support for completion of award courses
- Study leave
- Coaching and mentoring
- Self-directed learning
- Institutional secondments and exchange
- Job rotation and lateral transfers (AP: 298).

The Human Resource Department, Office of Research Development and the Centre for the Advancement of Learning and Teaching (CALT) are three structures responsible for providing staff development at MSA (AP: 299). The Panel found that MSA has a Staff Development Committee. In interviews with the committee, the Panel heard confirmation of a range of staff development opportunities. These include seminars, workshops, committee membership, participation in task forces and involvement in professional networks and associations (AP: 299).

As noted earlier in this report, there is a permanent CALT staff member at MSA. CALT uses workshops, seminars and individual consultations as its main strategies for staff support in teaching development. It also teaches the award course, the Graduate Certificate in Higher Education, discussed below. The Panel heard in interviews with management that CALT is revising its approach to staff development to align it with the needs of the Schools at MSA and its staff equity programme as discussed in section 2.2 of this report.

MSA supports staff enrolled in Monash University's Graduate Certificate in Higher Education (GCHE). This certificate is accredited by the UK's Staff and Educational Development Association. The GCHE is recommended to all academic staff members who do not have a teaching qualification. Seven MSA staff members have completed the qualification and a further 5 are enrolled for the course (AP: 299). The Panel heard positive remarks from the Staff Development Committee and staff about this course.

MSA encourages academic staff to study for postgraduate qualifications in their discipline. In July 2005, 12 academics were engaged in postgraduate study. The Panel noted in the Portfolio and heard during interviews with management and staff of the Outside Studies Programme of Monash University, through which eligible academics have the opportunity to work full-time on their Masters or PhDs for a period of 6 months

(AP: 300). The Panel also heard that the Monash Research Fund (MRF) was established in 2002 superseding previous research funding schemes.

The Panel further heard that an MSA Research Fund, with a budget of up to R400,000 per annum has been set aside to fund research grants and projects at MSA. At the time of the audit, an MSA Research Director had recently been appointed, and she will be developing systems for the allocation and oversight of this funding. In 2005, the Vice-Chancellor's Group established an International Strategic Projects Fund to support significant international activities which enhance the University's international focus and which may not be funded by other means. In 2006, a total of A\$795,600 was allocated to eight projects. One of these, to the value of A\$85,000, will support the Faculty of Arts in capacity building and development projects in teaching and research for staff at MSA. (AP: 342)

The Panel acknowledges MSA's efforts to offer a range of academic staff development interventions and encourages the institution to take measures to ensure that the existing levels of capacity are not only sustained, but also improved, to ensure that the development needs of staff are met.

Monash University has a performance management system. This model requires that the Head of School, or designated supervisor, meet with the staff member within 12 months of appointment and establish with the staff member a performance management plan. It is expected that the supervisor will provide coaching, counselling and monitoring of performance in regular informal feedback meetings and meet at least once a year for a formal performance review in preparation for a later recommendation on confirmation of appointment or for regular staff assessment and development. As a new institution, MSA is working toward achieving full compliance with this policy (AP: 307).

The Panel acknowledges MSA's efforts to develop a performance management system. In interviews, some staff commented on unevenness of staff experiences in MSA's implementation of the performance management system. The Panel learned in interviews of the lack of clearly defined roles of supervisors and the lack of mentors. The Panel also heard of concerns from staff about uneven levels of performance expectations across MSA and that performance reviews were not yet contributing to their career planning and progression.

In its Portfolio Monash commented that "a compliance check at the end of 2005 established that a small number of areas within MSA had not completed the performance plan and this is being followed up in early 2006. As performance management is not yet well established at MSA, a deliberate strategy has been adopted of avoiding a heavily formulaic approach and instead staff have been invited to provide more open-ended documentation outlining objectives to be achieved and criteria for evaluation" (AP: 308). The Panel endorses this approach.

### **Recommendation 7**

**The HEQC recommends that MSA put measures in place to ensure the effective implementation of the performance management system.**

#### **4.7 Management of Assessment**

The Panel noted that the MSA assessment policy has recently been revised and approved by the Board of Studies (AP: 322). Responsibility for the implementation of assessment policy is allocated to Schools, with implementation monitored at various levels (AP: 322). The Board of Studies has oversight at campus level, and course monitoring is undertaken by School committees and the Head of School. Regulations and procedures regarding assessment are contained in the Monash University calendar and made known to students through handbooks and course and unit guides (AP: 323).

A co-ordinator is appointed for each unit taught at Monash University. 92 of the 143 units taught at MSA are taught at other campuses (AP: 322). If the co-ordinator is based at another campus, the MSA lecturer will provide input into the assessment tasks. The final assessment is the responsibility of the co-ordinator. During interviews with academic staff, the Panel confirmed that assignments and examinations are usually marked by MSA academic staff, with a stratified sample moderated by staff teaching the unit at other campuses (AP: 322). The Panel heard during interviews with staff that all lecturers contribute to the marking and draw up memoranda for assessment in their course. The Panel is of the opinion that MSA assessment appears to be fair, reliable and transparent.

Moderation is overseen by the MSA Board of Studies. At the time of the audit, MSA had recently contextualised the Monash University policies relating to assessment to align MSA with the HEQC's guide for good practice for assessment (SM 94). The Panel heard in interviews with Heads of Schools that the draft policy has been circulated to staff for comment (AP: 324). A training course on moderation of assessment is being developed. The Panel urges MSA to finalise its moderation policy and to put measures in place to ensure that it is implemented effectively and consistently in all Schools.

The Panel noted that MSA has recently developed an RPL policy, which was approved by the Board of Studies in 2006 (AP: 316, SM 92). Students applying for RPL will be expected to prepare a portfolio of evidence to demonstrate their attainment of the required skills and competencies (AP: 316). The Portfolio will be assessed by RPL assessors and moderated by a Panel specifically set up for the purpose.

## **5 Management of Research Quality**

MSA aspires to be a ‘vibrant site for leading edge research and will leverage off the existing depth of research expertise within [Monash] University’ (AP: 339). Given this vision, MSA elected to be audited under Criterion 16. Given MSA’s newness, and the fact that the institution is in the early stages of the development of research, it was not possible for MSA to demonstrate significant performance in the areas of research and related postgraduate education activities, but it was agreed with the HEQC that MSA’s plans for the development of research will be audited.

This section of the report considers firstly, MSA’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 the research function and the notions of research development and support to which they give effect. Thirdly, it looks at the organisation of and support for postgraduate education.

### **5.1 Conceptualisation and Management of Research**

Monash University’s strategy for MSA is for it to become a ‘research-intensive campus’ (AP: 274). This will be achieved mainly through (i) the establishment of a range of research centres, (ii) developing a research culture, (iii) developing the necessary infrastructure for research, and (iv) the establishment of a Directorate of Research (AP: 340). Regarding the last point the Panel noted the recent appointment of a Director of Research.

The selection of the research centres was based on Monash University’s research strengths and the South African national government priorities for research (AP: 343). The five centres identified for development in the Three Year Rolling Plan (2006-2008) are:

- Centre for Sustainability Studies, which will focus on water, energy and climate research
- Centre for Injury Prevention, which will focus on general injury prevention and, specifically, accident research
- Centre for Global Movements, which will focus on themes such as migration, diversity and xenophobia
- Centre for Transport Studies, which will focus on transportation infrastructure issues
- Centre for Regulatory Studies, which will focus on the development and effects of regulatory environments of various kinds (AP: 343-344).

The research centres are intended to provide a focus for scholarly activity for academic staff and to support the development of postgraduate research. The latter will result in a number of postgraduate programmes being offered. It is envisaged that this will lead to further research-led development in the curriculum (AP: 339).

The Panel heard during interviews with the research committee that the notion of being a 'research-intensive' institution has been embraced by most staff but that the understanding of what this notion means in practice is uneven. The Panel heard that the impact of such an approach and its implications for the institution and individual staff members has not been fully grasped by some staff. The Panel encourages MSA to ensure that the concept of 'research-intensive' is debated so that there is a broad understanding of the ways in which a research-intensive approach fundamentally transforms teaching and learning.

### **Recommendation 8**

**The HEQC recommends that, through debate, MSA facilitate a common understanding of the notion of 'research intensive' so that academics, support staff and students can contribute to the planned growth activities and thereby enhance the institution's research profile.**

The second aspect of MSA's plan to become a research-intensive institution is the development of a research culture. This includes:

- Providing sufficient training in research and supervision skills
- Inculcating the expectation that all academic staff should be research active
- Setting specific publication targets for academic staff as part of the performance management process
- Recruiting new staff using research potential and experience as strong indicators of suitability for employment;
- Promoting and strengthening research collaboration with other South African institutions, industry and the non-governmental sector (AP: 340).

The present research outputs are 0.42 per academic staff member and the 'campus is in early days of its journey to becoming research intensive' (AP: 347). During interviews with senior management, the Panel heard that it was expected that as a result of the establishment of the centres and the capacity building projects, research outputs will improve. The Panel heard in interviews with the research committee that a workload model has been developed to enable academics to become active researchers.

The Monash Research Fund (MRF) was established in 2002 and superseded previous research funding schemes. In 2005, A\$7.9 million was allocated to the MRF, providing internal research support schemes, central contributions for major grant schemes and contributions to faculties for the purchase of major equipment and research collaborations. Over and above this funding, the MSA Research Fund, with a budget of up to R400, 000 per annum has been set aside to fund research grants and projects at MSA. The recently appointed Research Director will be developing systems for the allocation and oversight of this funding.

During interviews with academics the Panel heard of their interest to develop their research profile but that there were not enough senior academics at MSA who could be mentors. The Panel was of the opinion that if MSA continues with its growth plans in research, it should consider appointing leading researchers for each of the Centres who would be based at MSA in order to build the research capacity of the emerging career academics participating in the research activities of the Centre.

During interviews the Panel heard that while academic staff research activity was previously encouraged and supported both locally and from Monash University, it was not yet co-ordinated and integrated into an institutional research plan which articulated with the 3 year Rolling Plan. The HEQC understands that these features are attributed to the newness of MSA. The Panel heard from the Director of Research that the Schools' plans will be consolidated into a MSA research plan in 2007. The Panel was uncertain as to how this consolidated plan fits into the overall plan, including the establishment of research centres. The Panel was concerned that there may be fragmentation of research activities. The Panel urges MSA to ensure that the proposed consolidated Schools' research plan is coherent with the overall research strategy of MSA.

The third part of the plan for MSA to fulfil its ambitions is the development of research infrastructure. This includes: a science laboratory, ongoing expansion of the library, IT hardware and software that support research, and the physical establishment of interdisciplinary research centres (AP: 343). The Panel concurs with the identification of these priorities. The Panel noted that MSA is using the University's well established corporate information system – Research Master, SAP and Callista – to record and monitor its research performance (AP:342). In 2005 a web-based reporting tool, Total Access Research Data Information System (TARDIS), was developed as the repository for a wide range of research related data. TARDIS is being used further to enhance performance management processes by integrating data from the three corporate systems, allowing easier access to research and research training performance information of individuals, departments/schools and faculties.

The Panel acknowledges MSA's plans to become a research-intensive institution, are still at an incipient stage. The Panel acknowledges that when taken together, the development of research centres, infrastructure and research culture, will lay a sound basis for MSA to become a research-intensive institution.

Research at MSA is managed within the framework of Monash University Research and Research Training Plan (2006-2010). It lists three objectives:

- Research excellence
- Impact through research training
- Impact through engagement (AP: 340, SM 37: 2).

To each of these objectives are linked strategies, actions and targets with responsibilities allocated to specific individuals, including the international campuses (AP: 340). MSA's three year rolling plan also informs the direction of research at the campus. This has translated into the establishment of a research directorate, and, as noted above, plans to establish research centres around which the management of research at MSA will develop (AP: 339).

The Monash University Deputy Vice Chancellor (Research) is responsible for the development of the University's strategic research policy and the management of research. The Pro Vice Chancellor (Research and Research Training) has oversight of the University's research training programmes at all campuses and is also the Director of the Monash Research Graduate School. The Director has responsibility for providing

leadership in the quality arrangements for research and research training across the Monash campuses.

The recently appointed MSA Director of Research is responsible for the development of research at MSA, and reports to the Deputy Pro Vice Chancellor. The Panel noted that a Research Directorate will be established and that it will work closely with the Schools and the Monash Research Graduate School. It will also work collaboratively with the University's Research Office, which will provide support in a range of areas, including information, advice and administration services. The Director of Research will formalise MSA's presence on a number of university-level committee structures for research (AP: 343).

The Director of Research chairs the MSA Research Committee, which includes elected academic staff from all Schools. This committee reports to the MSA Board of Studies. The Research Committee has oversight responsibility for MSA research activities and is responsible for guiding and promoting a research and publication culture (AP: 334). The Panel noted that this gives substance to the plan to establish a research culture as noted in the previous section.

While recognising the steps that are being taken to embed and promote research within MSA, the Panel noted that a greater financial investment by Monash University (than anticipated) may be required for infrastructure development, planning support and human resources. The Panel urges MSA to continue to monitor closely the implementation of its Plan to ensure that it does not overstretch its resources.

## **5.2 Postgraduate Education**

Monash Research Graduate School (MRGS) has responsibility for postgraduate education and the co-ordination of the university's postgraduate research training activities (AP: 334). The Research Graduate School Committee (RGSC) is a standing committee of the Academic Board and has oversight for all aspects of the management of postgraduate education throughout Monash (AP: 334).

Although MSA is in the early stages of developing postgraduate education, the MRGS has assessed and planned for supervisor training needs and student generic skills training requirements at MSA in the next three years. Its activities within MSA will be gradually increased as postgraduate education grows. The MRGS will work closely with the MSA Director of Research who will ensure that the plans are successfully implemented and monitored (AP: 334)

MSA will draw on the policies and systems of Monash University to support, monitor, and review postgraduate provision. These will be implemented at MSA 'in a staged fashion as required' (AP: 412).

Some of the planned activities to support postgraduate education are to:

- Initiate postgraduate supervision training initiatives on the MSA campus;
- Formalise the staff postgraduate forum/support group;

- Include a section for postgraduate students on the website;
- Allocate physical space specifically for postgraduate students;
- Introduce support structures to accommodate administrative and ADP staff who are involved in postgraduate studies (AP: 337).

The Panel confirmed in interviews with management that the plans are well-developed and that some of the initiatives are in the early stages of implementation. The Panel acknowledges that MSA is in the early stages of the development of postgraduate education and related quality activities.

## **6 Management of the Quality of Community Engagement**

This section begins by focusing on the way in which MSA conceptualises community engagement, the location of this function in the academic governance of the institution and how this conceptualisation is operationalised across the institution, especially in relation to the mission and goals of MSA. Secondly, 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, learning and research.

### **6.1 MSA's Conceptualisation of Community Engagement**

MSA understands community engagement as an 'active and committed, collaborative, creative, innovative and mutually beneficial interactions and relationships that advance the public good with individuals, groups and entities across society' (AP: 349).

Priority groups for community engagement activities include: 'business and industry; the professions; government agencies locally and nationally; other higher education providers; prospective students and their families; alumni; and the community at large' (AP: 349).

The Panel noted the many various community activities underway at MSA (AP: 351–358). The Panel heard during interviews with staff of their uncertainty around the notion of 'community engagement'. The Panel was concerned that the target groups for community engagement activities were too wide-ranging in the light of MSA's staff capacity and student numbers. The Panel urges MSA to reconceptualise its understanding of community engagement through debate across the institution and in the light of this reconceptualisation reconsider who the community is for MSA and then refocus its plans.

MSA does not yet have a community engagement plan. The Panel recognised that the University has identified improvement priorities in this area (AP: 359). The Panel noted that under the leadership of the Vice-President (Advancement), a community engagement plan is being developed for MSA (AP: 350). This plan will be aligned to the broader Monash University aims for university advancement. (AP: 350). It is envisaged that the plan will identify links between its engagement, education and research activities and will also link to its chosen quality cycle for engagement (AP: 350, 414).

#### **Recommendation 9**

**The HEQC recommends that MSA reconceptualise the notion of its community and, in the light of this, develop and implement a community engagement policy which integrates community engagement into the curriculum, and ensure that monitoring and review mechanisms are incorporated into the policy.**

## 6.2 Structures and Activities

The current MSA Community Service Unit is to be renamed Community Engagement. It will be responsible for co-ordinating service learning and other related engagement activities. The Community Engagement Officer presently reports to the Deputy PVC, but a final decision about the best place to locate the unit in the management structure was still under consideration at the time of the audit (AP: 351).

MSA commenced a mapping of its engagement activities and conducted an audit of its engagement activities at the end of 2005 in order to provide a basis for a database of engagement activities and for the general planning of MSA engagement activities. The Portfolio provided examples of a number of these activities which include:

- Service learning which integrates the three core functions, and uses the good practice model of the Joint Education Trust (AP: 351)
- The provision of short courses to the corporate and public sector market of South Africa
- MSA Film and Television Short Course Unit
- Staff membership on various public and private bodies
- Various connections with public universities in South Africa
- A wide variety of ways of engaging with alumni
- A wide variety of student volunteer projects including the Oaktree Foundation which was established in 2003 by a Monash student and now has branches in Johannesburg, Durban, Birmingham, Boston and four Australian capital cities;
- MSA facility provision to local communities and primary schools
- A wide variety of active engagements with community organisations such as Riding for the Disabled (AP: 353 – 355)

The Panel noted the diversity of the activities and concurs with management that there needs to be a community engagement strategy and that activities need to be co-ordinated.

The Panel noted the prominence of service learning in MSA's plans for community engagement. The approach to service learning will be 'modelled upon that of the Joint Education Trust (JET) sponsored Community-Higher Education Service Partnerships (CHESP) to ensure that engagement is not incidental to teaching and learning but that both activities are mutually supportive and reinforcing' (AP: 351).

The Panel learned in interviews with management that there is a plan to ensure that student community engagement activities are credit-bearing and are integrated into the curriculum. Interviews with Heads of School and academics suggested that there may be uneven acceptance by academics that community engagement and teaching and learning should be integrated. The Panel urges MSA to have an institution-wide debate on community engagement, service learning and their integration into the curriculum.

The Panel heard in interviews with external stakeholders that they were positive about MSA's emerging community engagement activities and anticipate positive growth in this area but suggested that MSA should formalise its relationships to increase the

effectiveness of its community engagement activities. Given the fact of the recent establishment of MSA, the Panel urges MSA to continue to strengthen its partnership arrangements with the communities with which it is involved.

## Appendices

### Appendix A: Objectives of the HEQC Audit System

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

The general objectives of HEQC audits are to:

- Encourage and support Higher Education providers to maintaining 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.

## **Appendix B: Panel Members**

### **HEQC panel members**

Prof Yunus Ballim (HEQC Chairperson), Deputy Vice Chancellor (Academic),  
University of Witwatersrand

Prof Pieter du Toit, Independent Consultant

### **AUQA panel members**

Emeritus Prof Adrian Lee (AUQA Chairperson), University of New South Wales

Ms Dorte Kristoffersen, Audit Director, AUQA

The following HEQC staff supported the Audit Panel:

Mr Bheki Mbhele (Audit Officer), Manager: Institutional Audits, HEQC

Ms Christelle Visser, Audit Administrator, HEQC

Mr AB Heyns, Scribe, Independent Consultant

## **Appendix C: List of Documents Submitted by Monash South Africa**

- Monash University: Quality Audit Portfolio 2006.
- Monash University Malaysia: Quality Audit Portfolio 2006.
- Monash University South Africa: Quality Audit Portfolio 2006.
- Supporting documentation as well as a memory stick, which contained electronic versions of documents submitted to AUQA and HEQC.

### **Documents received before the site visit:**

- Detailed budget break down for the three core functions
- Data on student enrolments according to race, gender and nationality, and level of study for the last 3 years
- Profile of academic staff in terms of race, gender, nationality, highest qualification for the last 3 years and clarity on how staff is graded into grades A, B or C
- Breakdown of students who receive financial assistance from MSA according to race, gender, nationality and level of study for the last 3 years
- Breakdown of students that are on institutional financial assistance
- Details of graduation rates of MSA for last 3 years
- Information on the grading criteria for staff
- Information and statistics on how students who went through the ADP perform in main stream course
- Operational plans of MSA schools for the last 3 years.
- Information of the performance of ADP students once they have entered main stream programmes for the last 3 years.

### **Additional documents received on-site**

- Minutes of the Board of Directors and the Board of Studies
- Examples of study guides

## Appendix D: Audit Site Visit Schedule



Australian Universities Quality Agency

### MONASH SOUTH AFRICA AUDIT VISIT SCHEDULE 29 August – 1 September 2006

#### DAY ZERO – TUESDAY, 29 August 2006

<u>TIME</u>	<u>MEETING</u>	
08:00	Meet panel at guest house for them to follow to MSA	
08:45	Panel arrives at MSA (audit venue)	
09:00 – 09:45	Welcome by Vice Chancellor and Pro Vice Chancellor (MSA) Brief presentation about lessons learnt during self-evaluation by MSA	
09:45 – 13:00	Panel preparatory meeting (lunch to be provided) including reading of on-site documentation <ul style="list-style-type: none"> <li>• Preparation of issues to discuss with Prof Larkins</li> <li>• Discussion of issues arising from document review and answers to additional questions</li> <li>• Discussion of worksheets for Day 1, 30 August</li> <li>• Confirm agreement on good practice for Audit Visit interviews</li> <li>• Decision on how to communicate during interviews</li> </ul>	
13:00 – 13:45	Panel to interview Vice Chancellor	
13:45 – 14:00	Panel review	
14:00 – 17:00	Panel preparatory meeting (cont)	
17:00 – 18:00	Campus Tour	
18:30	Dinner	

#### DAY ONE – WEDNESDAY, 30 August 2006

<u>TIME</u>	<u>MEETING</u>	
<b>SESSION 1</b> 08:30 – 09:15	Panel to interview the Pro Vice Chancellor (MSA)	
09:15 – 09:45	Panel Review & photo session	
<b>SESSION 2</b> 09:45 – 10:30	Panel to interview the Senior Management Team	
10:30 – 10:45	Panel Review	
<b>SESSION 3</b> 10:45 – 11:30	Panel to interview Deputy Pro Vice Chancellor (Academic)	
11:30 – 11:45	Panel Review	
<b>SESSION 4</b> 11:45 – 12:30	Panel to interview the Board of Studies	
12:30 – 13:00	Panel to review and lunch	
<b>SESSION 5</b> 13:00 – 14:00	Panel to interview the Heads of Schools (+ Community Engagement & Research)	
14:00 – 14:15	Panel Review	

<b>SESSION 6</b> 14:15 – 15:00	Panel to interview the Research Committee	
15:00 – 15:15	Panel Review	
<b>SESSION 7</b> 15:15 – 16:00	Panel to interview Student Leaders	
16:00 – 16:15	Panel Review	
<b>SESSION 8</b> 16:15 – 17:15	Panel to interview the Pro Vice Chancellor (Quality) and Director: Institutional Planning and QA	
17:15 – 20:00	Panel Review	
20:00	Dinner	

**DAY TWO – THURSDAY, 31 August 2006**

<u>TIME</u>	<u>MEETING</u>	
<b>SESSION 9</b> 08:30 – 09:15	Panel to interview the Staff Development Committee	
09:15 – 09:30	Panel Review	
<b>SESSION 10</b> 09:30 – 10:15	Panel to interview the Library Committee	
10:15 – 10:30	Panel Review	
<b>SESSION 11</b> 10:30 – 11:15	Panel to interview External Partners	
11:15 – 11:30	Panel Review	
<b>SESSION 12</b> 11:30 – 12:15	Panel to interview Academic staff	
12:15 – 12:30	Panel Review	
<b>SESSION 13</b> 12:30 – 13:15	Panel to interview Support Staff	
13:15 – 13:45	Panel Review and Lunch	
<b>SESSION 14</b> 13:45 – 14:30	Panel to interview students	
14:30 – 14:45	Panel Review	
<b>SESSION 15</b> 14:45 – 15:30	Panel to interview Alumni  <u>Concurrent:</u> Panel to interview members that serve on Advisory Bodies	
15:30 – 15:45	Panel Review	
<b>SESSION 16</b> 15:45 – 16:30	Panel to interview members involved in moderation, external examining and postgraduate supervision	
16:30 – 16:45	Panel Review	
<b>SESSION 17</b> 16:45 – 17:30	Panel to interview Researchers	
17:30 – 20:00	Panel Review	
20:00	Dinner	

**DAY THREE – FRIDAY, 1 September 2006**

<u>TIME</u>	<u>MEETING</u>	
<b>SESSION 18</b> 08:30 – 09:30	Panel to visit the following facilities: IT Library Certification	
<b>SESSION 19</b>	Recall session	

09:30 – 10:00		
<b>SESSION 20</b> 10:00 – 10:30	Open session	
<b>SESSION 21</b> 10:30 – 13:00	Closed session (Including lunch)	
<b>SESSION 22</b> 13:00 – 13:30	Spoken feedback	
13:30	Panel departs	