LaTFURE Logo — Learning and Teaching Tools Fuelling University Relations with the Economy in Mozambique and South Africa

LaTFURE Training:
(1) Quality Assurance and Quality Enhancement in Higher Education,
(2) South African Higher Education Governance.

David F. J. Campbell & Seamus Needham
Danube University Krems (Austria)
University of the Western Cape (South Africa)

LaTFURE Website:
https://www.latfure.eu/

Tuesday, October 26, 2021

Table of Contents.

- **Part One:** What is Quality?
- **Part Two:** South African Higher Education Governance.
- **Part Three:** Statement by Margaret Mead.
- Thank you!

• So, **What is Quality?**

What is Quality? (2)

- For the organization (structures and processes) of higher education and higher education institutions (HEIs), quality represents a **key concept**, a key category and a key characteristics, in the sense of:

  It appears almost impossible, to describe higher education, and processes therein, without references to quality.

- Within the terms of **"quality assurance"** and **"quality enhancement"**, **quality is also contained**. This exemplifies that here (in such a context) **assurance and assessment are being referenced against quality**.

What is Quality? (3)

- At the same time we are being challenged by the following situation or paradox:

  On the one hand, "quality" has this crucial importance for and in higher education.

  On the other, the difficulty arises, to determine: What is Quality?

- There exists the saying **that quality could be portrayed as this "Great Mystery" or "Mystery Box"**, meaning it has this overall importance, but at the same it also so difficult to define.

What is Quality? (4)

- **Are there or do "Universal Standards" exist, what Quality is?** From a philosophical perspective, such a question can be approached from different perspectives, and on that different opinions are possible.

- For the purpose of the presentation here, the pragmatic approach is:

  Quality is not so much an "absolute category", but quality will depend on "how quality is being defined", and this will mean, how do persons, people, organizations or institutions define quality, or define, what they understand under quality, in the sense what is important for them, when they talk about quality.

What is Quality? (5)

- Implications of the so-far-said are also that **"quality must be contextualized"**.

- In the context here, the implication is **to contextualize "quality" in the context of "dual education"**.

- Therefore, for quality assurance and quality assessment it must be asked, respectively: **What is the quality of dual education (within higher education), so to approach the quality assurance of dual education respectively?**

What is Quality? (6)

- Concerning **quality assurance, there are two key concepts** and key approaches, which are partially competing, but actually can (should) also be understood in an inter-linked mode.

- **Quality control** …..

- And/or (versus)

- **Quality enhancement, quality development** …..

What is Quality? (7)

- **Quality control focuses on assessing whether, in the sense of a "checklist", certain standards (minimum standards) are being met.** Control should work as a barrier against under-performance, and indicators are used to demonstrate performance against (minimum) standards.

- **Quality enhancement, quality development focuses** not on the meeting of (minimum) standards, but **on the further development of quality, and puts this in relation with organizational development.** Indicators are used to demonstrate whether performance is increasing in relation to **future-set objectives and goals, or the vision** (generally speaking). For quality enhancement, "qualitative approaches and means" are crucial, such as **communication with and motivation of the people and persons**.

What is Quality? (8)

- **Quality assurance is challenged how to put in relation and how to balance these two principles of quality control and quality enhancement (quality development).** The difficulty here is that each of these principles is requiring partially different approaches and means.

- **Quality control** may appear to be more important in the short run, or is perhaps also easier to achieve.

- **Quality enhancement (quality development)** is perhaps more difficult to achieve, but in the long run just as (if not even more) important than quality control.

What is Quality? (9)

- **Quality assurance only with quality control (and with no quality enhancement) is running the risk of producing a highly bureaucratic and technocratic system.**

- **Quality control is sometimes said to have a past-focused (retrospect) leaning or orientation**, because the usage of indicators (data) is representing a "picture of the past".

- **Quality enhancement (quality development), on the contrary, is sometimes said to have more a future-focused leaning or orientation**, not only relying on indicators, but trying to motivate organizations, meaning to motivate people and persons. **Learning is here one of the driving processes, so "to arrive in a future".**
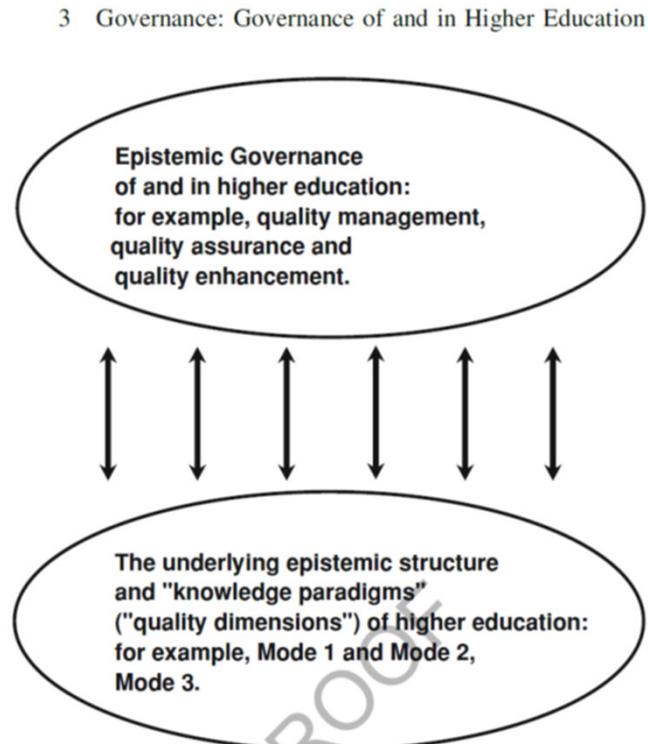
What is Quality? (10)

- The concept of **"Epistemic Governance" requires that the "underlying understandings" of quality (no matter, whether these are explicit or implicit) are being directly addressed**.

- If Epistemic Governance is being applied to the quality assurance of dual education, then this implies that there must be an explicit reference to the understandings of quality of dual education. This will require that all the actors and stakeholders involved must be integrated into communication and communication processes, so to learn, which quality concepts do exist and/or which quality concepts are to be developed in joint efforts.
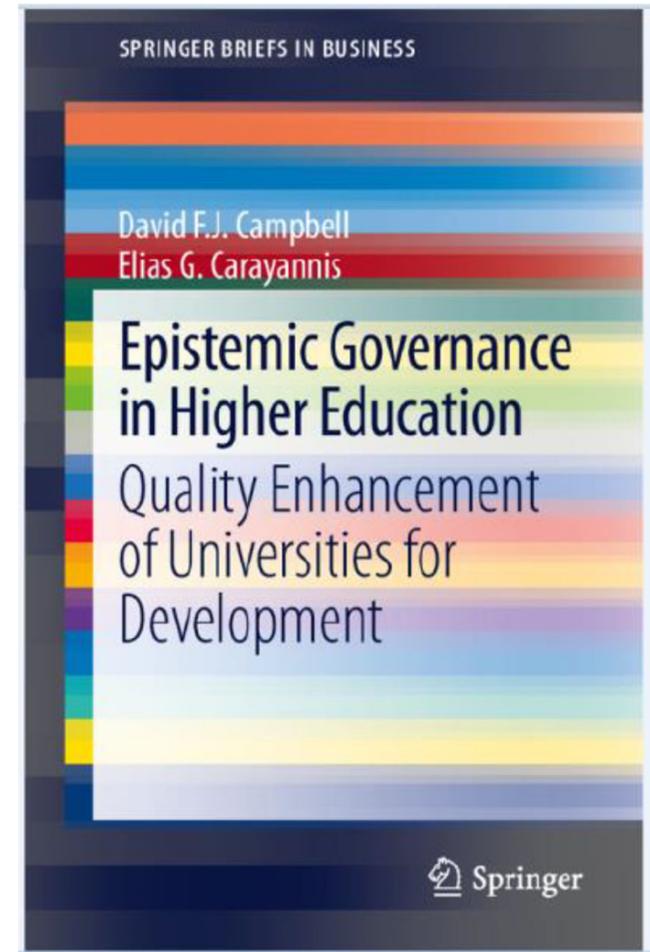
What is Quality? (11)

28   3   Governance: Governance of and in Higher Education

Fig. 3.2 "Epistemic governance" of and in higher education

> Epistemic Governance
> of and in higher education:
> for example, quality management,
> quality assurance and
> quality enhancement.

> The underlying epistemic structure
> and "knowledge paradigms"
> ("quality dimensions") of higher education:
> for example, Mode 1 and Mode 2,
> Mode 3.

Source: Authors' own conceptualization and visualization.

SPRINGER BRIEFS IN BUSINESS

David F.J. Campbell
Elias G. Carayannis

Epistemic Governance
in Higher Education
Quality Enhancement
of Universities for
Development

Springer

What is Quality? (12)

- **Quality Assurance** (and by this also Quality Assessment) **is based on the two principles of Quality Control and Quality Enhancement (Quality Development)**, and crucial for dual education is the design of **combination** of these two.

- Every higher education institution (HEI), also every dual study program, **must actively engage in the process of defining how they see (understand) quality, quality of dual education. These are processes of a self-reflection. Otherwise, a Quality Assurance is not possible**.

- Quality Assurance and Quality, finally, are something **"coming from within" (and not from the "outside")**. It must **"grow from within"**.

The Quality Assurance Framework of CHE (1)

- **For the purpose of the LaTFURE project, the CHE** (Center for Higher Education Development / *Centrum für Hochschulentwicklung*, Gütersloh, Germany) **prepared a report, in which a quality assurance system for dual education in Mozambique and South Africa was designed.**

- The Report: **"Quality Standards for Dual Study Programmes. Dimensions and Checklists". Authors: Sigrun Nickel (CHE) and Nicole Schulz (CHE). Year: 2020 (https://www.latfure.eu/wp-content/uploads/2020/11/LaTFURE_Act3.6_Quality-assurance-framework-NEW_DC_website.pdf**)

- In this section now, the main findings of this report and design elements of a quality assurance system are being summarized.

- **The analytical logic of this report is to propose "Quality Dimensions" and checklists for its verification (checklists framed as questions).**

The Quality Assurance Framework of CHE (2)

- **"Quality Dimension 1: Study Concept and Learning Objectives".**
- Does the program fit into the HEI (higher education institution)?
- **How are theory and practice combined?**
- What are the specific learning objectives?
- How are the **learning objectives being achieved**?
- How are the **partner companies** involved?
- What are the **contribution to employability**?
- **How is the employability of dual students ensured?**

The Quality Assurance Framework of CHE (3)

- **"Quality Dimension 2: Admission and Support of Dual Students".**
- What are the **agreements between HEI and companies** on the student admission?
- What are the mechanisms of **consultation, support and supervision for dual students**?
- **How does the HEI prevent student drop-out?**

The Quality Assurance Framework of CHE (4)

- **"Quality Dimension 3: Programme Design and Examination".**
- **How are theory & practice supported by teaching?**
- How is the scheduling between the different learning locations?
- What is the **compatibility of the company workload with the studying**?
- **How are the acquired skills tested against theory & practice?**

The Quality Assurance Framework of CHE (5)

- **"Quality Dimension 4: Management and Quality Control".**
- What is **the management of the dual study program** in relation to theory & practice, and the different learning locations?
- What is the **joint funding** of the dual study program (HEI, companies)?
- **How are theory & practice managed by quality assurance?**
- How are the **skills of the teachers** (also for theory & practice) **ensured**?
- How are **personnel and resources for the program** secured?
- What is the **suitability of the companies** for the program?
- **How do companies (company partners) support the students?**

Part Two: **South Africa, An Introduction.**

- Context of South African Post-School Education and Training System
- South Africa's National Qualifications Framework and governance structures
- Key systemic and institutional challenges affecting learning and career pathways
- The impact of the LaTFURE Project as an important policy intervention
- Conclusion

Context of South Africa's Post-School Education and Training System (PSET).

- Definition of PSET

- Adult and Community Education and Training, TVET, and Higher Education

- 23 public universities: 12 traditional research universities; 6 comprehensive universities, and 8 universities of technology. 50 public TVET Colleges. 9 ACET Colleges

- Academic drift and loss of historical linkages with workplace learning over time

South Africa's National Qualifications Framework.

NQF Levels	Schooling – GENFETSQF	TVET – GENFETSQF	Occupational - NOQSF	Higher Education – HEQSF
10				PhD
9				Masters degree
8			OPC – 8	Degree/PG Cert &Diploma
7			OAD – 7	Advanced Diploma
6			OD 6	Diploma
5		Higher Certificate/N4-N6	HC 5/N4-6	HC
4	Grade 12	NCV 4/Nated N3	OC4	
3	Grade 11	NCV 3/Nated N2	OC3	
2	Grade 10	NCV 2/Nated N1	OC 2	
1	Grade 9		OC1	

LaTFURE Training.

Key systemic and institutional challenges affecting learning and career pathways.

- Minimal articulation and progression between and within NQF sub-frameworks

- Systemic and institutional challenges

- Lack of programmatic articulation

- Lack of clarity on individual learning pathways

The impact of the LaTFURE Project as an important policy intervention.

- Definition of dual learning as opposed to work integrated learning
- Addressing systemic articulation through the combination of academic learning and workplace learning
- Parity of esteem for vocational higher education and creation of new knowledge areas assists institutional articulation
- Creation of individual career and learning pathways for employment
- Development of scarce and critical skills that South Africa's education and training system is currently not addressing

Conclusion.

- The LaTFURE Project was a difficult and contested project that problematized policy borrowing
- The importance of government stakeholders as an integral part of international policy projects
- International institutional collaboration need to be mediated within local policy contexts
- In times of crises (Covid19 pandemic) virtual resources are important for sustainability of the intervention
- The need for ongoing reflection and open critical discussion within project structures
- Awareness of potential systemic, institutional and individual impacts that are beyond the scope of the actual project implementation
- Dissemination of project findings is important for policy related projects

Part Three: Statement by Margaret Mead.

- **"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."**
- Margaret Mead (1910-1978).

Thank you!

David F. J. Campbell & Seamus Needham

David Campbell

Danube University Krems, Department for Higher Education Research, Krems, Austria

david.campbell@donau-uni.ac.at

Seamus Needham

University of the Western Cape, Institute for Post-School Studies, Bellville, South Africa

sneedham@uwc.ac.za