



The line between compliance, innovation, structure and flexibility is one that the sector is used to walking. The only thing constant in the sector is change, and with it comes different ideas about how to manage quality, and what quality means to various stakeholder groups.

The following questions are designed to help you to focus on areas where the pendulum may have swung closer to the innovation and flexible side of academic management and to enable you to uncover if your educational reputation may have been placed at risk.

If you answer YES to any of these questions – you need to take a closer look and perform a detailed evaluation.

Enrolment

- Do you have students who are enrolled in courses/programmes that are delivered within and for a certain community group?
- Does that community group or its associates gain any financial support from the delivery of the courses/programmes (such as Koha, fees, etc)?
- Does this community group facilitate enrolment?
- Do you have courses/programmes where enrolment can occur without photographic identification?
- Do you have course/programmes where enrolment can occur if identification is validated by tutors or members of that community?
- Do you have any courses/programmes that enrol in a different way than “mainstream” courses?
- Do you have staff that are incentivised to gain community enrolments or a certain EFTs quota?
- Do you have courses/programmes that align with activity that the community group already provided?

Performance

- Do you have courses/programmes that have repeatedly failed to provide adequate moderation evidence?
- Do you have courses/programmes where evidence of assessment is reportedly complicated or difficult due to the “special nature” of the course – whether it be cultural, pedagogical or due to isolation (evidenced in community)?
- Do you have courses/programmes that have contract tutors in or within that community responsible for assessment and moderation?
- Do you have courses/programmes that frequently report student results very late or close to graduation leaving inadequate time for analysis?
- When you analyse student results is it usual not to analyse moderation outcomes (or evidence of student assessment) at the same time?
- Do you have courses that have progressively improved their already high completion rates to be routinely over 95%?
- Do you have courses/programmes with large numbers of students who have completion rates that have progressively improved to over 90%?

Summary

- Do you have courses/programmes that are conducted within the community setting – through close partnership with the community (including shared members with the educational entity) – where community has the potential to gain financially (through rents, koha, etc)?
- Do you have courses/programmes where staff are incentivised to enrol students (achieve efts targets or bonuses or other such as community leader) from with this/their community?
- Do you have courses with high completion rates, high EFTs numbers, where results are often reported late with limited analysis, and where evidence of assessment is purportedly difficult to evidence?



If you answer **YES** to any of these questions – have a closer look.