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REPORT BY THE VICE-RECTOR
(LEARNING & TEACHING)

to

Stellenbosch University Council

Prof Arnold Schoonwinkel 30 November 2020

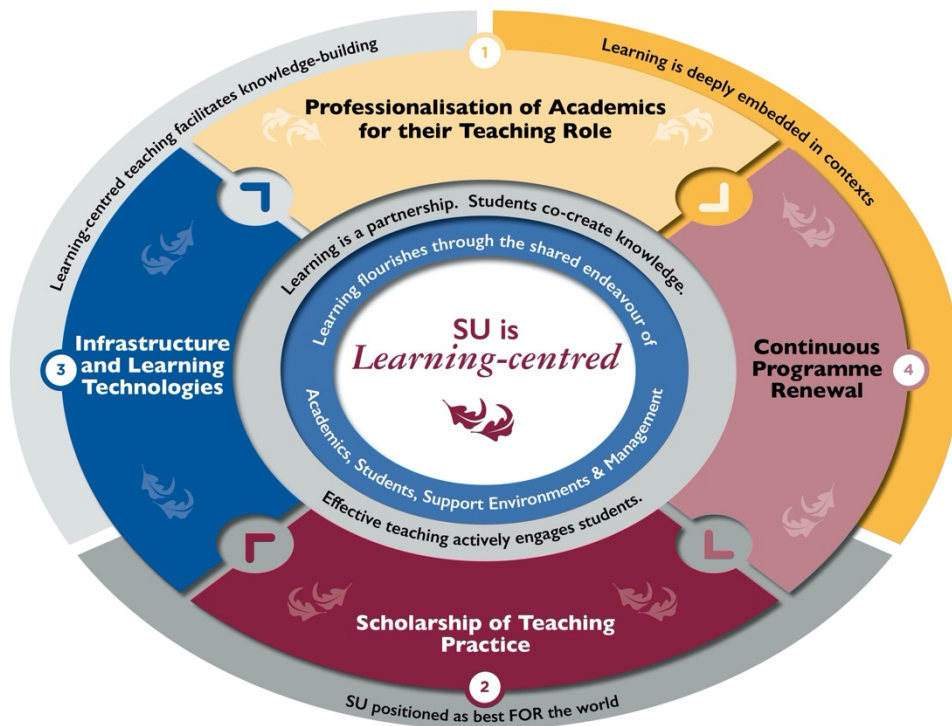


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1. INTRODUCTION

This report describes the highlights of the activities of the Learning and Teaching responsibility centre (L&T RC) for 2020. In certain instances, an overview is provided of the two terms served by the Vice-Rector (Learning & Teaching), from his appointment in August 2012 up until 2020, to illustrate the progress made.

1.1 Vision and mission of SU

The L&T RC is a key contributor to the vision and mission of Stellenbosch University (SU). In terms of SU's vision, the RC's contribution is encapsulated in the wording "where we advance knowledge in service of society". This report attempts to show that the L&T RC is delivering on this mandate in an "excellent, inclusive and innovative" way.

The L&T RC further supports SU's vision and mission of being Africa's leading *research-intensive* university through our lecturers' contributions to the scholarship of learning and teaching (i.e. research on how to facilitate excellent and contextual learning and teaching). Nevertheless, the outgoing Vice-Rector (Learning & Teaching), various lecturers as well as professional support services staff, all of whom have devoted their lives to learning and teaching, do believe it was an oversight not to *explicitly* include a *learning-centred* focus in the latest SU vision and mission. Ultimately, SU's learning-and-teaching-intensive programme offering at both undergraduate and postgraduate level has always advanced the University's reputation. And it will continue to be the reason why the vast majority of students decide to enrol at SU in future.

Therefore, we would like to request that, at the next review of SU's vision and mission, the following underlined additions be considered so as to afford equal recognition to learning and teaching:

Future SU vision

Stellenbosch University will be Africa's leading research-intensive **and learning-centred** university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

Future SU mission

Stellenbosch University is a research-intensive **and learning-centred** university where we attract outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.

1.2 Vision of the responsibility centre of Learning & Teaching

In support of Stellenbosch University's Vision 2040 of being "Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society", the vision of the responsibility centre of the Vice-Rector (Learning & Teaching) is as follows:

- Stellenbosch University (SU) is the preferred tertiary institution for learning and teaching of all South Africans, and is welcoming to international students.
- Our teaching pedagogies are learning-centred and attuned to the modern student's educational needs.
- SU produces world-class graduates who can make a positive difference in Africa.
- The divisions of the Vice-Rector (Learning & Teaching) support SU's teaching functions efficiently and cost-effectively.
- We follow a sustainable and long-term approach that promotes lifelong learning among students and staff.

1.3 The L&T RC organisational structure

The L&T RC serves students, academics and other SU entities through its two divisions and associated centres, as illustrated in **Figure 1**. In August 2020, the centres in the Division of Student Access were moved to other SU responsibility centres through a process of institutional realignment. The L&T RC is no stranger to realignment and has undergone various organisational changes since 2012, as illustrated in Section 9 (Annexure A).

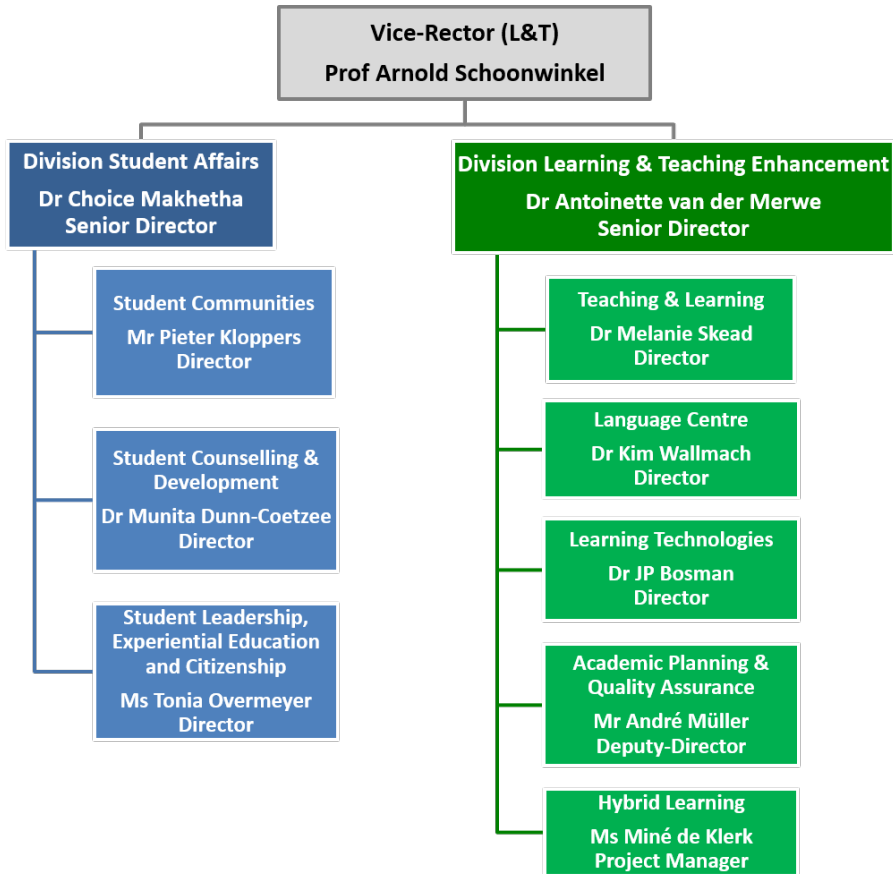


Figure 1: Organogram of L&T RC in 2020

This year, the L&T RC's staff establishment (permanent/temporary, full-time/part-time) totalled 256 (as at October 2020). As shown in **Figure 2**, 71,1% of the overall staff complement were female and 53,1% were from the South African black, coloured and Indian population groups.

In the course of the Vice-Rector's term of office, the RC has managed to improve the diversity of its staff corps. Because of our diverse backgrounds, we are better able to serve our diverse student body. The diversity improvement in the L&T RC is shown in **Figure 3**.

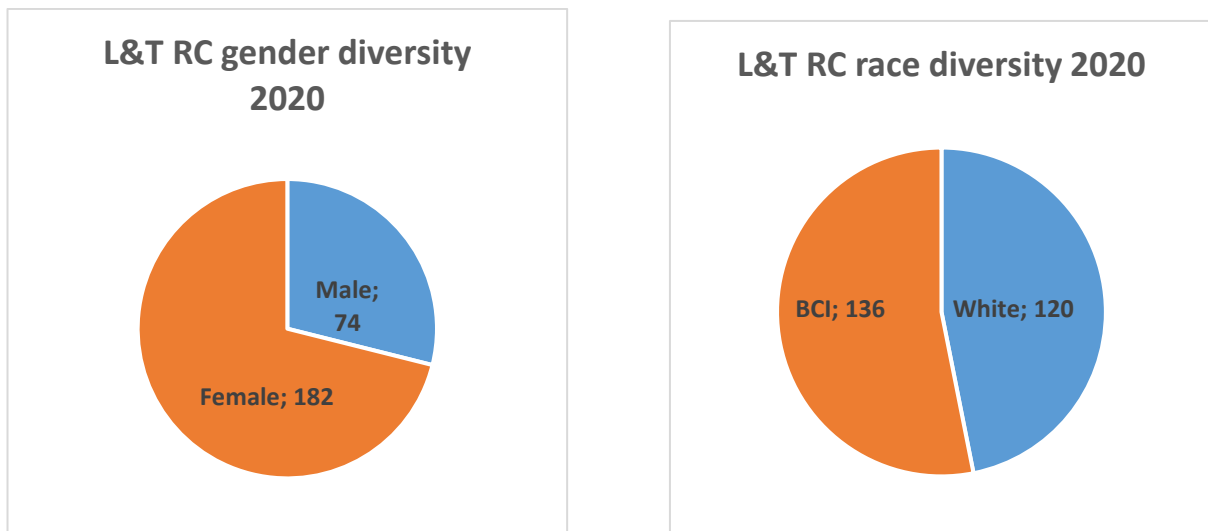


Figure 2: L&T RC gender and racial diversity in October 2020

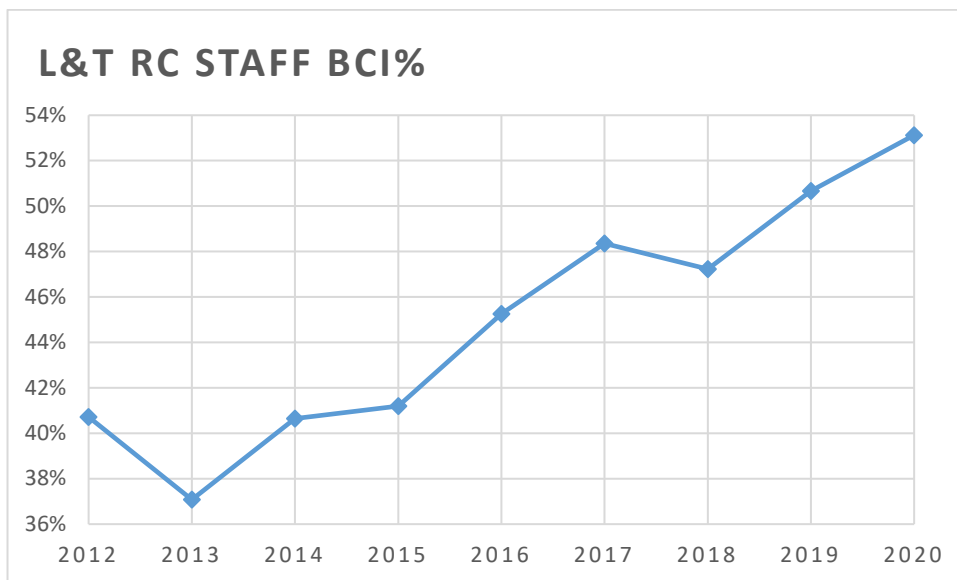


Figure 3: Growth in diversity profile of L&T staff

The following sections report on the primary achievements of the L&T RC for 2020. Where possible, a synoptic overview is presented of the two terms served by the current Vice-Rector (Learning & Teaching), i.e. from 2012 to 2020. The report follows the framework of SU's core strategic themes.

2. A THRIVING STELLENBOSCH UNIVERSITY

2.1 Current student count per faculty

The size of the University's student body largely determines SU's revenue, the extent of student support to be provided by faculties and support divisions, as well as the need for physical infrastructure. SU's shape refers to, inter alia, the undergraduate-to-postgraduate student ratio, the demographic composition of the student body, and student distribution across broad disciplinary groups.

Table 1 indicates the size and shape of the current SU student body by faculty and study level. Size and shape by population group is shown in **Table 5** in the section on “A transformative student experience”.

Table 1: Composition of student body by faculty and study level

Faculty	2020 student numbers (June survey)				
	Undergraduate	Postgraduate	Occasional students	Total	% share
Economic and Management Sciences	5 089	3 175	271	8 535	27,1%
Arts and Social Sciences	3 486	1 422	179	5 087	16,1%
Medicine and Health Sciences	2 595	1 903	167	4 665	14,8%
Engineering	2 968	946	53	3 967	12,6%
Science	2 274	804	90	3 168	10,0%
AgriSciences	1 622	597	29	2 248	7,1%
Education	1 094	704	4	1 802	5,7%
Law	483	470	6	959	3,0%
Theology	281	291	8	580	1,8%
Military Science	380	144	5	529	1,7%
Total	20 272	10 456	812	31 540	100%
% distribution	64,3%	33,2%	2,6%		

The relative sizes of the faculties and the undergraduate-to-postgraduate ratio by faculty are illustrated in **Figure 4** and **5**.

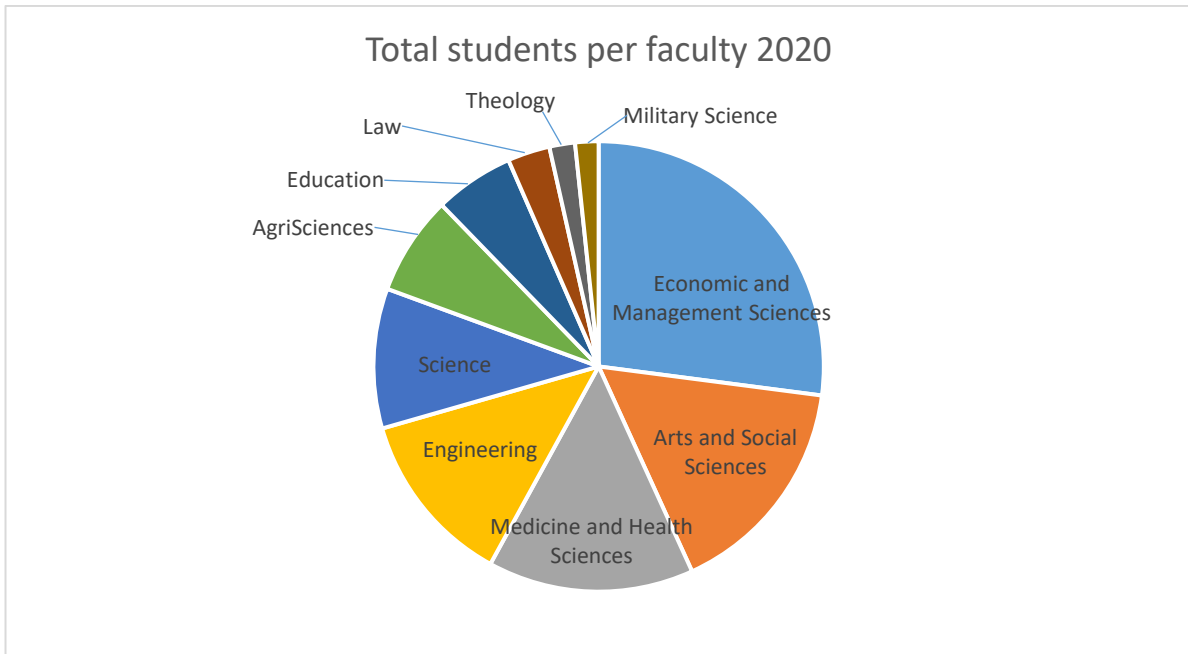


Figure 4: Total student enrolments by faculty (June 2020 statistics)

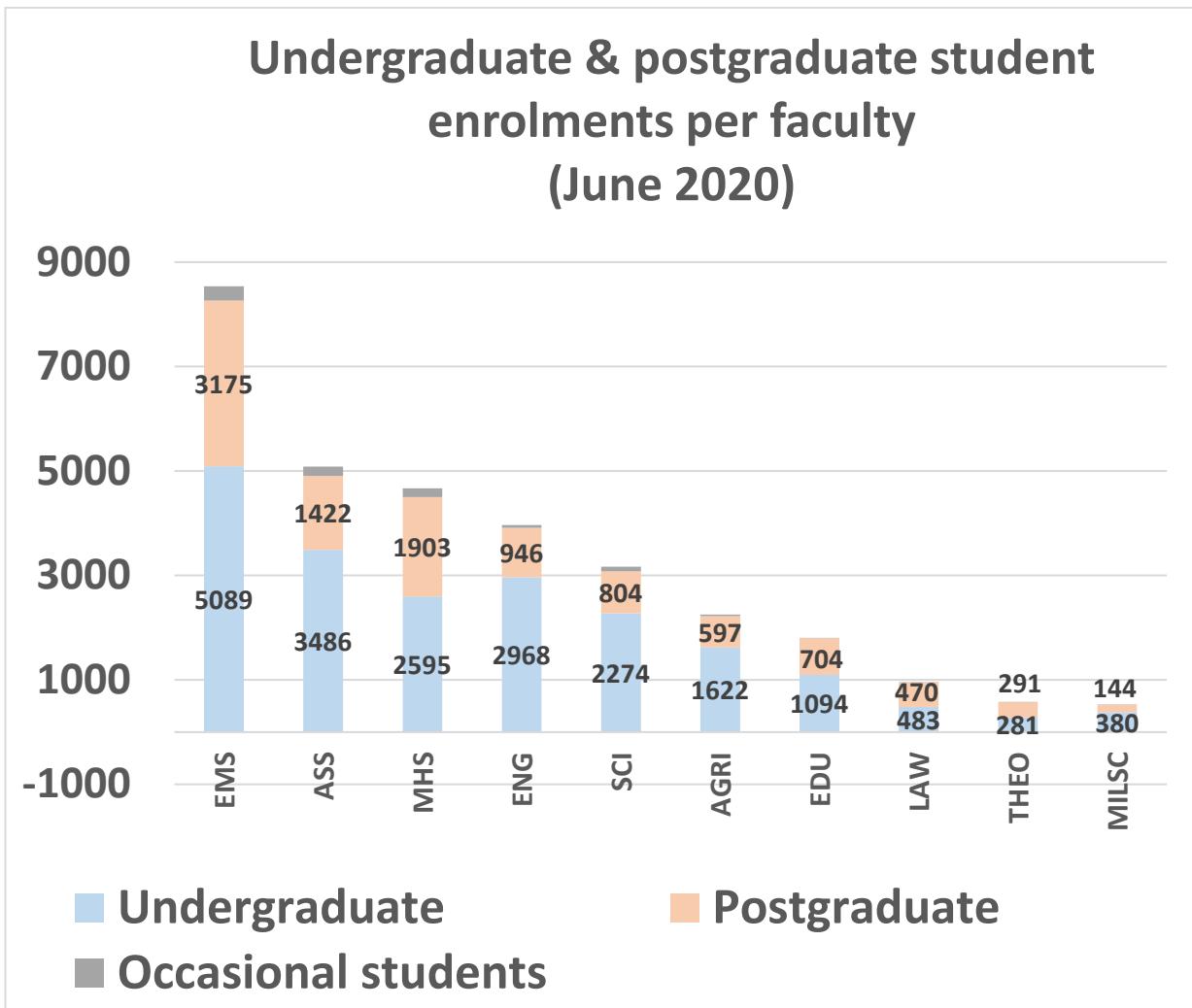


Figure 5: Undergraduate and postgraduate students by faculty (June 2020 statistics)

The student numbers in **Table 1** may also be arranged according to broad disciplinary groups to provide another perspective on the shape of SU’s programme offering:

- The broad field of natural sciences (Medicine & Health Sciences, Engineering, Science, AgriSciences): 44,5% enrolment share
- The broad field of management sciences (Economic & Management Sciences, Military Science): 28,7% enrolment share
- The humanities (Arts & Social Sciences, Education, Law, Theology): 26,7% enrolment share

SU’s shape seems to lean towards the science, engineering and technology (SET) disciplinary group. SET programmes are typically more expensive to offer, but fortunately have the potential to draw on a third income stream (i.e. revenue other than student fees and state subsidies) and help meet the need for scarce skills in South Africa.

Table 1 also indicates that approximately a third of SU’s students are postgraduate, which is a pertinent feature of a research-intensive university. Indeed, SU boasts the highest number of research outputs (master’s degrees, doctorates and publication units) per full-time-equivalent academic in South Africa. Postgraduate students are crucial in the quest to multiply SU’s research outputs, but generally require more individual supervision than undergraduates.

2.2 Teaching and learning as a source of income

Excellence in learning and teaching is primarily about the quality and effective delivery of academic programmes that students experience as valuable for their education and professional aspirations. This requires professional academics as well as skilled and dedicated professional administrative support services (PASS) staff to deliver curricula and manage students’ co-curricular development. Excellent learning and teaching remains what the vast majority of SU students expect, as well as the largest source of mainstream revenue (see **Table 2**). Quality learning and teaching also forms the basis for SU’s other core functions, namely research and social impact.

Table 2: SU main budget income from teaching and learning activities

	2020 BUDGET	%	2019 BUDGET	%
	Rmillion		Rmillion	
<u>State subsidy</u>	1 892		1 776	
Teaching input subsidy	1 197	39,6%	1 122	39,7%
Teaching output subsidy	215	7,1%	200	7,1%
Research output subsidy	477	15,8%	448	15,8%
Institutional factor	4	0,1%	5	0,2%
<u>Student fees</u>	1 126		1 053	
Undergraduate student fees	895	29,7%	841	29,7%
Postgraduate student fees	228	7,5%	210	7,4%
International tuition fee	3	0,1%	3	0,1%
SU total main budget income	3 018	100,0%	2 830	100,0%
Main budget income from teaching activities	2 307	76,4%	2 164	76,5%

It should be noted that the 76,4% of the SU main budget derived from teaching-related functions, as per the table above, is a conservative number. A significant portion of postgraduate fees is obtained from the teaching of modules in BHons degree programmes and postgraduate diplomas, while taught master’s programmes, including MBA degrees, are another source of teaching revenue. **Figure 6** shows main budget income from teaching activities against income from research activities.

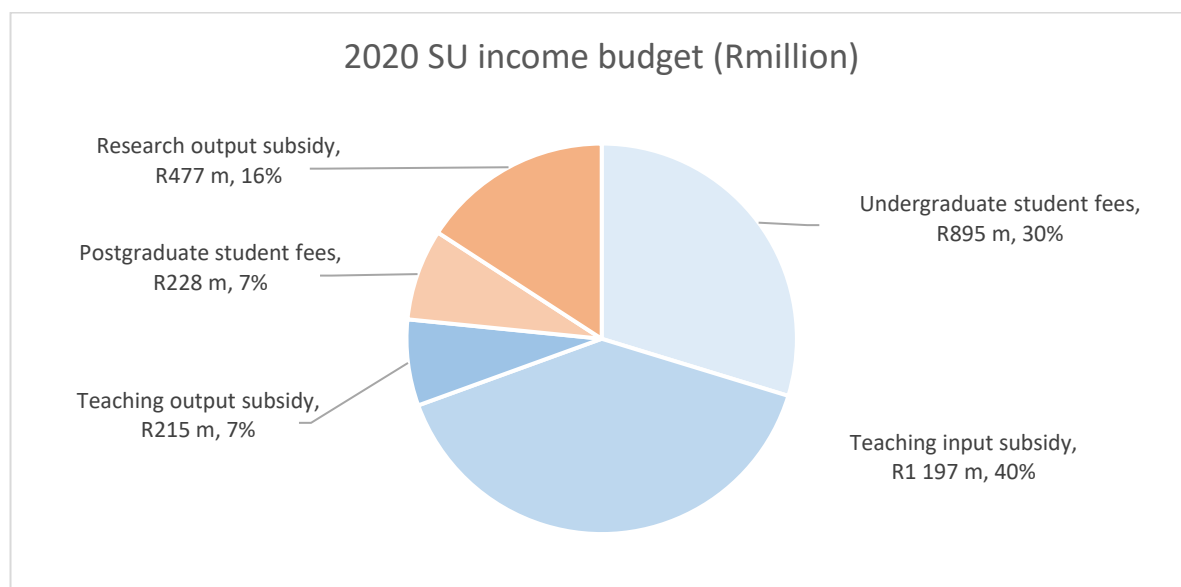


Figure 6: Main budget income from teaching and research

2.3 Student success

Student success is regarded as a combination of students’ academic performance in the programme for which they have registered, as well as their co-curricular (out-of-classroom) achievements during their time at university. The co-curricular dimension of student development is described in the section on “A transformative student experience”.

Student success is the outcome of healthy partnerships: between students and SU, as well as between faculties and support services.

SU is acknowledged for its high-quality academic programmes as well as its good graduation throughput rates. In fact, according to throughput tables published by the Department of Higher Education and Training (DHET), SU is the top performer in terms of student success in South Africa.

Table 3 shows the graduation throughput rates for undergraduate and honours degrees, as well as the average module success rates for undergraduate programmes. It is encouraging to note consistent improvement across all indicators of student academic success for the latest cohorts.

Table 3: Student success rates in SU's taught programmes**Three-year undergraduate degrees**

<i>Year</i>	2010	2011	2012	2013	2014	2015
<i>Throughput rates minimum + 2 years</i>	71,5%	68,6%	76,7%	72,4%	71,8%	72,5%

Four-year undergraduate degrees

<i>Year</i>	2009	2010	2011	2012	2013	2014
<i>Throughput rates* minimum + 2 years</i>	77,0%	73,5%	76,2%	75,0%	74,0%	75,4%

Honours degrees

<i>Year</i>	2012	2013	2014	2015	2016	2017
<i>Throughput rates minimum + 2 years</i>	87,3%	87,8%	86,0%	87,0%	88,4%	88,7%

Module success rates (undergraduate)

<i>Year</i>	2014	2015	2016	2017	2018	2019
<i>Success rates**</i>	86,0%	86,9%	86,6%	87,2%	86,7%	87,2%

* Degree throughput rates: Reflecting cohorts up to and including those who graduated in 2019 within the minimum duration plus two years. The four-year throughput rates exclude Extended Degree Programme (EDP) students. ** Module success rates: Only undergraduate figures are reported here. The percentage comprises the number of module credits earned by students who passed the module, divided by the total number of credits they had enrolled for.

2.4 Welcoming students

The energy and talents of new students contribute to a thriving SU. After the official welcoming of more than 5 000 new first-years at the Danie Craven stadium in early 2020, the newcomers were accompanied by the Rectorate, deans and the Stellenbosch mayor on a euphoric "Dream Walk" across campus and along Victoria street. This formed part of a welcoming and orientation period aimed at properly integrating new students with the residence and PSO (Private Student Organisation) environments.

2.5 Student leadership development

SU continues to invest significant time and resources in student leadership development. This is a key contributor to a thriving SU student community, equipping students with desired graduate attributes, such as being engaged citizens who are capable of leading, collaborating and operating effectively in a diverse society.

Through team-building exercises, members of SU's Students' Representative Council (SRC) and the Tygerberg Students' Representative Council (TSR) forged strong relationships with one another and were equipped for their roles in service of SU's student body. The training programme was designed to encourage student leaders to think creatively and work together towards a common goal.

The Centre for Student Communities has quarterly group consultation sessions with the SRC and TSR to offer students a chance to reflect on the performance of the various SRC portfolios. The Centre for Student Leadership, Experiential Education and Citizenship, in turn, checks in on the student leaders' well-being and academics.

The Academic Affairs Council (AAC) hosted workshops to equip class representatives in faculties to come into their own as student leaders in the classroom. This forms part of efforts by the AAC and faculty student committees to make a positive contribution to students' in-class teaching and learning experience.

Finally, the 2019/20 SRC successfully completed their term and presented their reports to a review committee. The Rectorate hosted an online event on 15 October 2020 to thank the outgoing SRC and TSR for their contributions to the SU community over the past year. The inauguration of the newly elected SRC and TSR for 2020/21 also had to be conducted online, on 29 September and 6 October 2020 respectively. In his address at this event, the Vice-Rector (Learning & Teaching) said: "In mid-March, we all suddenly had to make major adjustments to our normal in-person contact due to the COVID-19 pandemic. Not only did you cope with your academics in emergency remote mode, you also succeeded in fulfilling your SRC duties in the online space. You can be proud of what you achieved in this extraordinary year!"

2.6 Quality assurance

To achieve excellence, SU must have processes in place for continuous quality enhancement and regular quality assessment by respectable external peers.

As is customary, the Quality Committee (QC) again reviewed the reports of a number of SU entities that had undergone an external evaluation process. Departments across the board have confirmed that, although this is a demanding process, it does facilitate ongoing quality improvements in their environments. The efforts of seasoned faculty and support services colleagues who selflessly serve in SU's Quality Committee again added great value and are highly appreciated. **Table 4** shows the large number of SU entities that have undergone the process of external evaluation in the past eight years.

Table 4: External evaluation of SU environments

Year	External evaluation	Two-year follow-up reports
2012 8 Nov (The evaluation on 15 Aug was chaired by the interim VR, Prof W van der Merwe.)	1. School for Science and Technology 2. Division of Facilities Management 3. Centre for Student Communities 4. Dept of Educational Psychology 5. Dept of Education Policy Studies	1. Division of Academic Administration 2. Division of Finance 3. Division of Telematic Services 4. Dept of Chemistry and Polymer Science 5. Dept of Private Law 6. School of Accounting 7. Dept of Psychology 8. Dept of Mathematical Sciences 9. Centre for Student Counselling and Development 10. SU Museum
2013 13 Feb 10 May 14 Aug	1. Dept of Philosophy 2. Dept of Conservation Ecology and Entomology 3. Dept of Agricultural Economics 4. Dept of Political Science 5. Dept of History 6. Dept of Social Work 7. Dept of Microbiology 8. Maties Sport	1. Division of Institutional Research and Planning 2. Human Resources Division 3. Dept of Mercantile Law
2014 12 Feb 15 May 7 Aug	1. Dept of Business Management 2. Dept of Geography and Environmental Studies 3. Dept of Afrikaans and Dutch 4. Dept of Forest and Wood Science	1. Dept of Earth Sciences 2. Dept of Drama 3. Dept of Agronomy 4. Dept of Statistics and Actuarial Science

	<ol style="list-style-type: none"> 5. School of Public Leadership 6. Dept of Curriculum Studies 7. Library and Information Service 8. School for Geospatial Studies and Information Systems 9. Faculty of Theology 10. Dept of Private Law 11. Dept of Biochemistry 12. School for Security and Africa Studies 13. National review of the Bachelor of Social Work programme, Dept of Social Work 	<ol style="list-style-type: none"> 5. Dept of Plant Pathology
2015 11 Feb 30 Apr 13 Aug 22 Oct	<ol style="list-style-type: none"> 1. Division of Community Interaction 2. Division of Institutional Advancement 3. Dept of English 4. Dept of Viticulture and Oenology (and the Institute of Wine Biotechnology) 5. Division of Legal Services 6. Dept of Music 7. Dept of Ancient Studies 8. Dept of Journalism 9. Postgraduate and International Office 10. Dept of Public Law 11. School for Defence Organisation and Resource Management 12. School for Human and Organisational Development 13. Division of Research Development 14. Dept of Mercantile Law 15. Legal Aid Clinic 16. Dept of Physics 17. Dept of African Languages 	<ol style="list-style-type: none"> 1. Centre for Student Communities 2. Division of Facilities Management 3. Dept of Educational Policy Studies 4. Dept of Genetics 5. Dept of Social Work 6. Dept of Political Science 7. Dept of History 8. Dept of Philosophy 9. Dept of Conservation Ecology and Entomology 10. Dept of Microbiology 11. Dept of Educational Psychology 12. Library and Information Service 13. Dept of Agricultural Economics
2016 10 Feb 18 Apr 23 Jun 12 Aug 20 Oct	<ol style="list-style-type: none"> 1. Africa Centre for HIV/Aids Management 2. Dept of Economics 3. Dept of Soil Science 4. Dept of Chemistry and Polymer Science 5. Dept of Botany and Zoology 6. Innovus 7. Dept of Animal Science 8. Dept of Modern Foreign Languages 9. Dept of Sociology and Social Anthropology 10. Division of Information and Communications Technology 11. Dept of General Linguistics 12. Dept of Sport Science (and Biokinetics Centre) 13. University of Stellenbosch Business School (site visit in 2014) 14. Dept of Psychology 	<ol style="list-style-type: none"> 1. Dept of Afrikaans and Dutch 2. Dept of Geography and Environmental Studies 3. Maties Sport 4. Dept of Forest and Wood Science 5. Dept of Business Management 6. Faculty of Theology 7. School of Public Leadership 8. School for Geospatial Studies and Information Systems 9. Dept of Curriculum Studies 10. SAICA evaluation of School of Accountancy 11. Dept of Social Work (national review) 12. Dept of Private Law 13. Division of Institutional Advancement 14. School for Security and Africa Studies 15. Dept of Biochemistry

<p>2017 24 Apr 22 Jun 11 Aug 19 Oct 24 Nov</p>	<ol style="list-style-type: none"> 1. Dept of Mathematical Sciences (Applied Mathematics, Computer Science, Mathematics) 2. Dept of Physiological Sciences 3. Dept of Food Science 4. Dept of Horticultural Science 5. Dept of Logistics 6. Dept of Visual Arts 7. Human Resources Division 8. SU Museum 9. Dept of Information Science 10. Division of Institutional Research and Planning 11. Division of Learning and Teaching Enhancement 12. Division of Student Affairs 13. Division of Academic Administration 14. Responsibility centre for Learning and Teaching 	<ol style="list-style-type: none"> 1. Dept of English 2. Dept of Ancient Studies 3. Division of Community Interaction 4. Dept of Music 5. Dept of Journalism 6. Division of Legal Services 7. Postgraduate and International Office 8. Dept of Viticulture and Oenology (and Institute of Wine Biotechnology) 9. School for Human Resource Development 10. School for Defence Organisation and Resource Management 11. Division of Research Development 12. Dept of African Languages 13. Dept of Physics 14. Dept of Public Law 15. Dept of Mercantile Law
<p>2018 7 Feb 26 Apr 21 Jun 2 Aug 18 Oct</p>	<ol style="list-style-type: none"> 1. Dept of Industrial Psychology (HPCSA accreditation) 2. Finance Division 	<ol style="list-style-type: none"> 1. Innovus 2. Dept of Economics 3. Dept of Sport Science (and Biokinetics Centre) 4. Dept of Chemistry and Polymer Science 5. Dept of Sociology and Social Anthropology 6. Dept of Botany and Zoology 7. Dept of Animal Science 8. Dept of Soil Science 9. Dept of General Linguistics 10. Dept of Psychology 11. Dept of Modern Foreign Languages 12. Division of Information Technology 13. Africa Centre for HIV/Aids Management 14. University of Stellenbosch Business School 15. School of Accountancy
<p>2019</p>	<ol style="list-style-type: none"> 1. Dept of Process Engineering 2. Dept of Industrial Engineering 3. Dept of Civil Engineering 4. Dept of Electrical and Electronic Engineering 5. Dept of Mechanical Engineering 6. Dept of Mechatronic Engineering 7. Faculty of Theology 8. Dept of History (Arts & Social Sciences) 9. Dept of Philosophy (Arts & Social Sciences) 10. Dept of Agronomy (AgriSciences) 11. Dept of Agricultural Economics (AgriSciences) 12. Dept of Plant Pathology (AgriSciences) 	<ol style="list-style-type: none"> 1. Dept of Physiological Sciences (Science) 2. Dept of Mathematical Sciences (Science) 3. Dept of Modern Foreign Languages (Arts and Social Sciences) 4. Dept of Information Science (Arts and Social Sciences) 5. Dept of Visual Arts (Arts and Social Sciences) 6. Dept of Logistics (Economic and Management Sciences) 7. Dept of Horticultural Science (AgriSciences) 8. Dept of Food Science (AgriSciences) 9. Human Resources Division (VR(SITP)) 10. SU Museum (VR(SITP)) 11. Division of Student Affairs (VR(L&T))

	<ul style="list-style-type: none"> 13. School for Geospatial Studies and Information Systems (Military Science) 14. School for Science and Technology (Military Science) 15. Dept of Statistics and Actuarial Science (Economic and Management Sciences) 16. School of Public Leadership (Economic and Management Sciences) 17. Maties Sport 	<ul style="list-style-type: none"> 12. Division of Student Access (formerly Division of Prospective Students) (VR(L&T)) 13. Division of Learning and Teaching Enhancement (VR(L&T)) 14. Registrar's Division (formerly Division of Academic Administration) (Rector's RC) 15. RC of the Vice-Rector (Strategy & Internationalisation) (VR(S&I)) 16. Division of Information Governance (formerly Division of Institutional Research and Planning) (VR(S&I))
2020 11 Mar 14 May 17 Jul <u>20 Aug</u> (special meeting on CHE draft QAF) 14 Sep	<ul style="list-style-type: none"> 1. Dept of Philosophy 2. Dept of Plant Pathology 3. University of Stellenbosch Business School (EFMD Global EQUIS accreditation) 4. School of Public Leadership 5. School for Science and Technology 	<ul style="list-style-type: none"> 1. Dept of Information Science 2. Dept of Industrial Psychology (HPCSA) 3. Finance Division

3. A TRANSFORMATIVE STUDENT EXPERIENCE

3.1 Student demographics

One way to ensure a rich and relevant learning experience at Stellenbosch is by having a diverse student community. Student enrolment management is accomplished by means of annual discussions with deans to set targets for undergraduate and postgraduate intakes per programme, as well as for student racial demographics. Actual and projected student numbers as at the end of June 2012, 2020 and 2026 are shown in **Table 5** below.

Table 5: Current-state and future projections for all SU students by study level and race

Study level Race	Actual		Projected	%Growth
	2012	2020	2026	2012 - 2020)
First-time entering first-years				
White/unknown	3 067	3 189	3 040	3,98%
Black, coloured, Indian and Asian	1 072	2 044	2 578	90,67%
TOTAL	4 139	5 233	5 618	26,43%
% black, coloured, Indian and Asian	25,90	39,06	45,89	
Undergraduate				
White/unknown	12 553	12 266	11 778	-2,29%
Black, coloured, Indian and Asian	4 595	8 006	10 148	74,23%
TOTAL	17 148	20 272	21 926	18,22%
% black, coloured, Indian and Asian	26,80	39,49	46,28	
Postgraduate (before master's)				
White/unknown	1 702	1 868	1 972	9,75%
Black, coloured, Indian and Asian	1 717	2 207	2 408	28,54%
TOTAL	3 419	4 075	4 380	19,19%
% black, coloured, Indian and Asian	50,22	54,16	54,98	
Postgraduate (master's)				
White/unknown	2 831	2 335	2 504	-17,52%
Black, coloured, Indian and Asian	2 151	2 439	2 357	13,39%
TOTAL	4 982	4 774	4 861	-4,18%
% black, coloured, Indian and Asian	43,18	51,09	48,49	
Postgraduate (doctoral)				
White/unknown	730	787	868	7,81%
Black, coloured, Indian and Asian	506	820	776	62,06%
TOTAL	1 236	1 607	1 644	30,02%
% black, coloured, Indian and Asian	40,94	51,03	47,20	
Postgraduate				
White/unknown	5 263	4 990	5 344	-5,19%
Black, coloured, Indian and Asian	4 374	5 466	5 541	24,97%
TOTAL	9 637	10 456	10 885	8,50%
% black, coloured, Indian and Asian	45,39	52,28	50,90	
Occasional students				
White/unknown	786	621	934	-20,99%
Black, coloured, Indian and Asian	252	191	406	-24,21%
TOTAL	1 038	812	1 340	-21,77%
% black, coloured, Indian and Asian	24,28	23,52	30,30	
All students				
White/unknown	18 602	17 877	18 056	-3,90%
Black, coloured, Indian and Asian	9 221	13 663	16 095	48,17%
TOTAL	27 823	31 540	34 151	13,36%
% black, coloured, Indian and Asian	33,14	43,32	47,13	

Undergraduate diversity (i.e. students from the black African, coloured, Indian and Asian (BCIA) population groups) grew from 38,7% in 2019 to 39,5% in 2020, while at postgraduate level, diversity increased from 52,1% to 52,3%.

A striking illustration of the change in student racial demographics is presented in **Figure 7**, which shows the change in first-year BCIA and white students over the period 2012 to 2020. While white first-year student numbers have remained more or less unchanged at just over 3 000, BCIA students have nearly doubled from 1 072 in 2012 to 2 044 in 2020. BCIA students currently comprise nearly 40% of SU’s first-year student cohort.

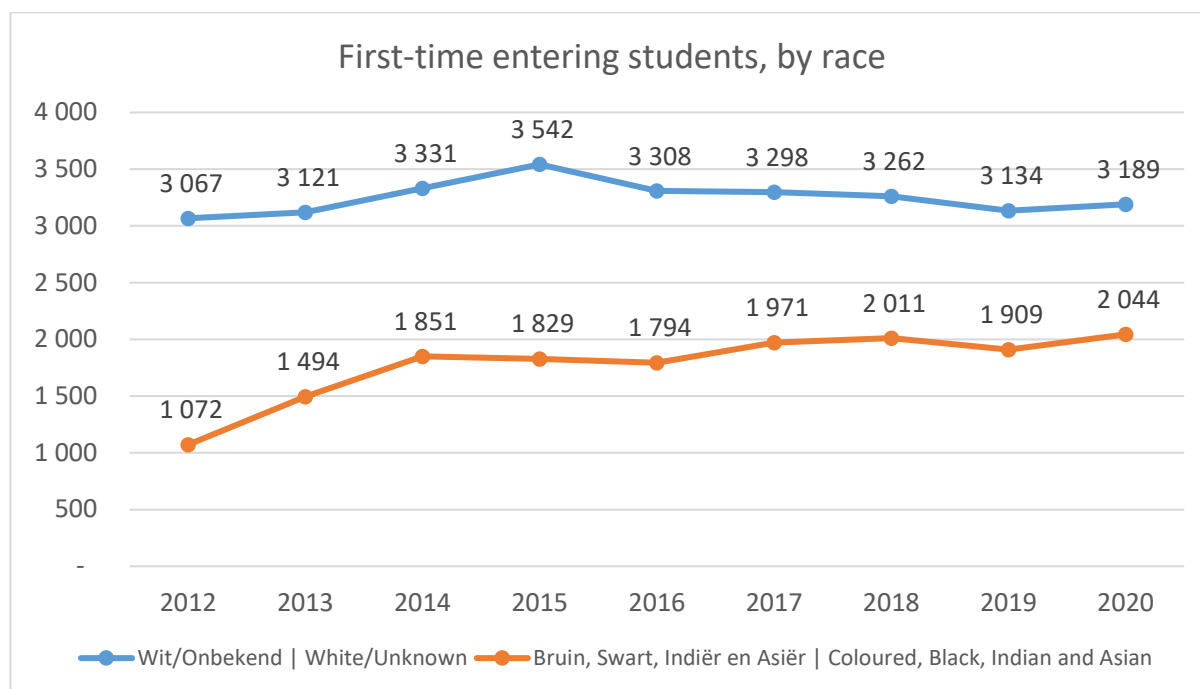


Figure 7: Growth in newcomer first-years by racial group

3.2 Multilingual programme offering

SU is positioned as a world-class multilingual South African university – one of only a few in this category – which is sorely needed in a country with 11 official languages. It is therefore vital for the University to ensure that language does not serve as a barrier to access, but as a tool for success, especially in diverse educational settings. This makes the promotion of multilingualism without exclusion a key distinguishing feature of SU.

SU’s 2016 Language Policy was challenged – first in the high court, and then in the Constitutional Court – because, according to the litigant, it did not afford equal rights to students who preferred to study in Afrikaans. SU maintains that its Language Policy does indeed give equal access to all South African students. This was also confirmed by the Constitutional Court in its judgement on 10 October 2019, which clearly declared SU’s Language Policy to be constitutionally justified. The court further confirmed the goal of the Language Policy, namely to promote access to and multilingualism at the University, and to support the academic and career success of students and staff. In addition, the court found that the process that the University had followed to adopt the policy was “thorough, exhaustive, inclusive and properly deliberative”.

SU keeps track of its multilingual undergraduate teaching offering, as **Table 6** below shows. The tabulated numbers have been calculated by first summing the total number of module credits offered in each of the three language modes, and then working out the relative percentages.

From 2019 to 2020, the number of parallel-medium module credits decreased slightly, double-medium module credits stayed more or less the same, while single-medium module credits increased somewhat. The reason for the decline in the parallel-medium offering is that the number of students who prefer being taught in Afrikaans had reduced to such an extent in certain modules that it necessitated a switch to double-medium mode. The increase in single-medium instruction is mostly due to a larger number

of appointed academics being proficient in English-only teaching. Note, however, that supplementary learning facilitation (e.g. tutorials) is available to students in both Afrikaans and English, and sometimes in isiXhosa, in all teaching modes.

Table 6: Undergraduate teaching offering by language mode

	2014	2015	2016	2017	2018	2019	2020
Afrikaans and English to PARALLEL class groups (parallel-medium)	16,6%	15,4%	17,5%	20,9%	21,6%	20,7%	19,4%
BOTH Afrikaans and English in the SAME class group (double-medium)	62,9%	69,5%	69,5%	64,6%	62,0%	59,6%	59,9%
SINGLE-LANGUAGE Afrikaans or English to the entire class group (single-medium)	20,4%	15,1%	13,0%	14,5%	16,1%	19,7%	20,7%

The change in module credit offering by language mode is depicted in **Figure 8**. The 2021 projection in the graph suggests a continuation of both the downward trend in the parallel-medium offering and the upward trend in the single-medium offering. This may be explained by looking at students’ home language distribution and preferred language of instruction. **Figure 9** shows that only some 60% of undergraduate students with Afrikaans as their home language prefer being taught in Afrikaans. As a result, the demand for parallel-medium instruction in some modules has become negligibly small.

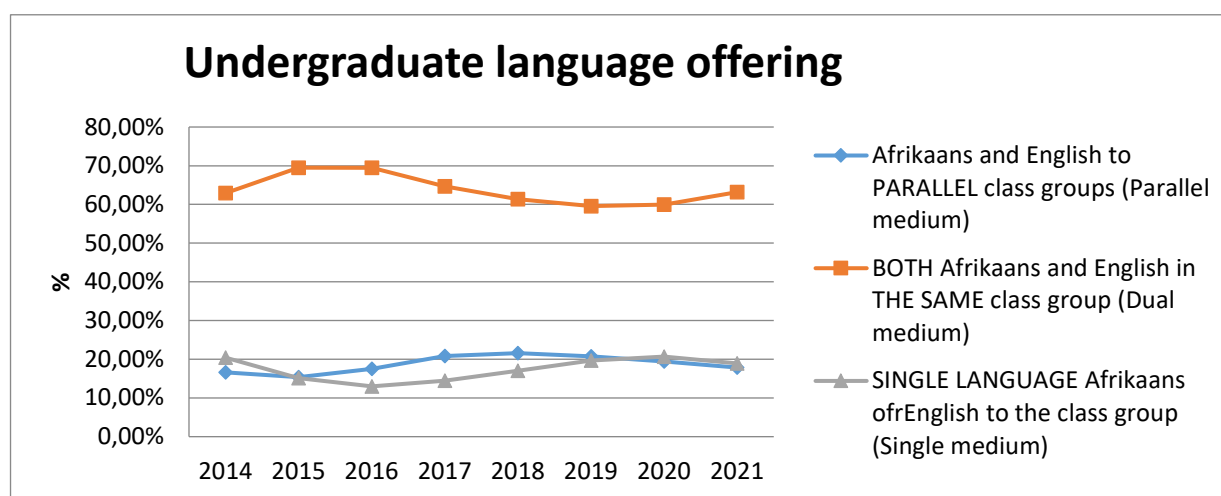


Figure 8: Change in module credit offering by language mode

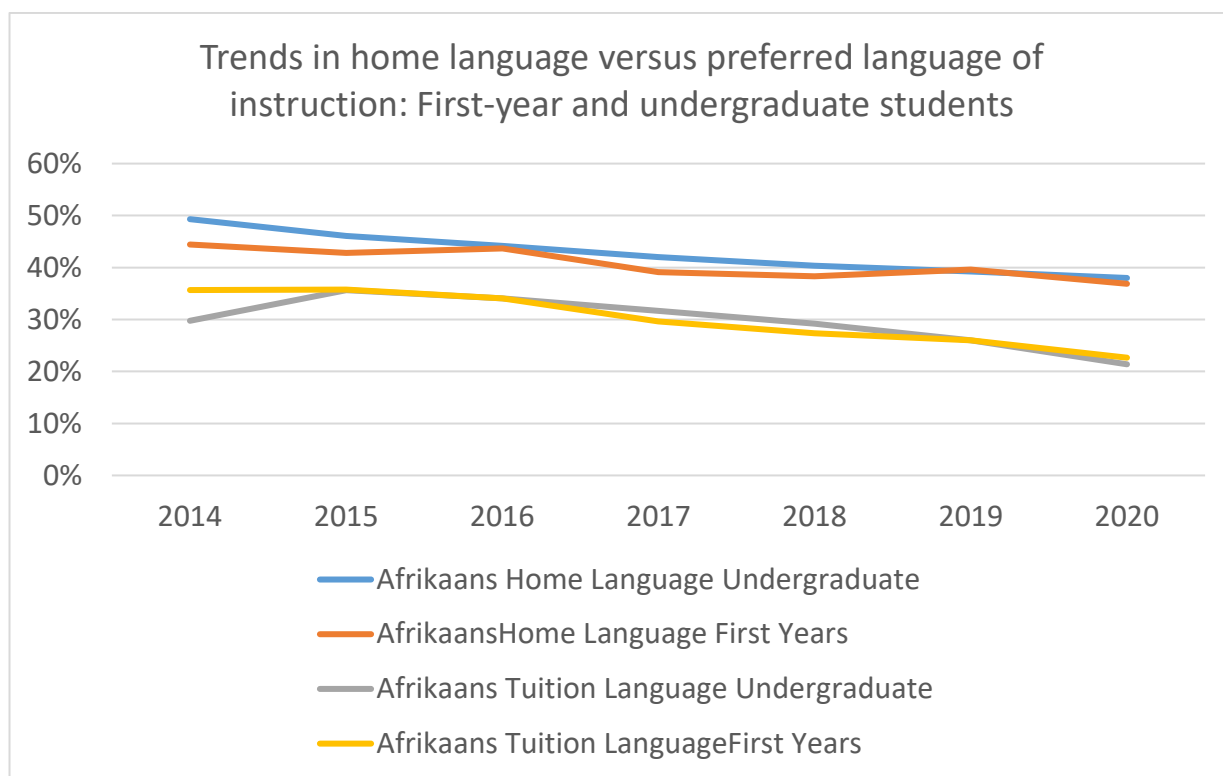


Figure 9: Trends in home language versus preferred language of instruction

3.3 Co-curricular development

In addition to having access to a high-quality academic offering that leads to success, students also derive great value from SU’s comprehensive co-curricular offering. To help students identify co-curricular development opportunities that match their interests and needs, the SU Centre for Student Leadership, Experiential Education and Citizenship has a co-curricular prospectus that provides information on the wealth of experiential education opportunities available at the University.

A competency framework was also developed in 2019 to clearly indicate what students would be required to achieve to have their co-curricular development recognised on their degree transcripts. This makes the achievement of graduate attributes and co-curricular competencies tangible and explicit to future employers and clients.

Stellenbosch University Experiential Education Conference (SUEEC)

On 10 and 11 November 2020, the University held its first experiential learning conference, which also happened to be its first international conference hosted online. The theme of the conference was “Experiential education as pedagogy for social justice: Praxis and practice for shaping 21st-century global citizen-leaders”. The purpose of the SUEEC was to explore emerging trends and transitions in the higher education co-curriculum domain, and their intersections with social justice and the formation of the global citizen-leader. This ties in with SU’s core strategic themes of a transformative student experience, networked and collaborative teaching and learning, research for impact, purposeful partnerships and inclusive networks. Information about the five conference tracks is available [here](#), and the programme may be viewed [here](#). The event was opened by the SU Rector, who was followed by world-renowned keynote speakers and subject matter experts. For details of the speakers, click [here](#). Their keynote abstracts are available [here](#).

Representatives from diverse countries such as Singapore, the United States, United Kingdom, Canada, Germany, Ghana, Nigeria, Kenya, Namibia, Spain and the United Arab Emirates tuned in for a truly global

conversation. South African universities represented at the event were SU, the universities of Cape Town and the Western Cape, Sefako Makgatho Health Sciences University, Central University of Technology, University of the Free State, Durban University of Technology, North-West University, the University of Pretoria as well as Nelson Mandela University. Participants also included representatives from high schools and civil society organisations. After academic papers and exemplars were delivered, delegates deliberated on the next steps towards forming an intercontinental experiential learning community rooted in Africa.

Co-curricular recognition 2020

Thanks to the strong partnership forged between the Centre for Learning Technologies, Information Technology and the Co-Curriculum Office in 2020, most co-curricular activities were able to transition to *online* experiential learning during the COVID-19 pandemic. This meant that the practice of recognising evidence-based learning of students participating in transcript-approved co-curricular activities could continue. The Co-Curriculum Office provided a platform for Student Governance to run a fully online Students’ Representative Council election process across SU’s campuses. This earned all electoral officers transcript recognition – a first for a South African university.

The number of experiential education activities recognised by the Co-Curriculum Recognition Committee grew from five in 2017 (when the Co-Curriculum Office was founded) to 34 in 2020. **Table 7** below illustrates the number of students who will receive recognition on their transcripts in 2020, by co-curricular programme. Interest in leadership development has increased (comprising 52% of participants). Other popular programmes are social impact (21%), personal leadership (12%), academic leadership (9%) and intercultural engagement (6%).

It is encouraging that, despite the Covid-19 challenges, 1 246 students will be receiving transcript recognition in 2020, representing an increase from 410 students in 2018 and 1 068 students in 2019.

Table 7: Experiential learning activities receiving transcript recognition in 2020

Experiential learning activities	Number of students
Academic Affairs Council	20
Academics for Development	10
Activating Engaged Citizenship	42
Cluster Convenor Development Programme	12
Culturally Responsive Teaching	80
Die Matie	1
Eendrag Leadership Course	19
Engineering Sustainable Solutions through Community Collaboration	15
Executive Cluster Convenor Development Programme	1
House Committee Development Programme	259
Lead with Disability	1
Maties Sport	23
Mentor on the Extended Degree Programme (FASS)	32
Military Academy	17
Prim Development Programme	37
Rectors Awards	76

Skills Development for Sustainable NPOs	5
Societies Council	72
SRC Executive Leadership Training	20
SRC Student Leadership Election Management	6
Student Court	5
Student Parliament	1
SU BeWell Mentor	337
SU Head Mentor Programme	27
SU Toastmasters Speech Art	6
The Listen, Live & Learn Initiative (LLL)	54
TSRC Leadership Training	18
Tygerberg Academic Affairs Council	23
Tygerberg Societies Council	21
Tygerberg Student Leadership Election Management	6
Total	1 246

3.4 Access for students and staff with disabilities

During the past eight years, the Disability Unit (DU) has not only grown in the number of students it serves, but has also established itself as a credible and efficient support environment.

In 2012, the DU had been in existence for only five years, with hardly any presence on the SU website. In 2013, the DHET approved infrastructure funding to support disability inclusion on campus. Together with SU's own contribution, R12,7 million was eventually awarded to improve physical and assistive technology access. During 2014, the FirstRand Foundation awarded R200 000 for four bursaries of R50 000 per student. Given the success of this first year of funding, this was extended to bursary support of R1,2 million for six students for 2015 and 2016.

Given the growing number of students choosing to study at SU, faculties were soon overwhelmed by the increased need for classroom, test and exam support. This was when the Extra Writing Time Committee decided to expand its human resources, and invited the faculties of Economic and Management Sciences as well as Engineering to join the committee. This step improved working relations between faculties and support services, and fostered a better understanding of course outcomes in faculties as well as disabled students' requirements in class and during tests and exams.

In 2017, the DU turned ten years old. At the Woordfees that year, they launched a celebratory booklet of current and former students from SU who had overcome challenges. The stories told and the progress made towards being a disability-inclusive campus were remarkable, but we still had some way to go.

In the same year, SU admitted its first Deaf students to the BEd (Foundation Phase) programme in our Faculty of Education. South African Sign Language (SASL) was introduced as mode of instruction, in addition to having two SASL interpreters present in class.

The FirstRand Foundation also approved approximately R6 million in bursary funding for students with disabilities for 2017–2019. These bursaries were all-inclusive, covering human support such as carer support, extra wheelchairs, guide dog support fees and assistive technologies, as well as academic tutors and other off-campus support students may need.

In June 2017, we held our first two-day seminar where we unpacked universal access, universal design and universal design for learning, and focused on the key principles introduced in SU's revised Disability Access Policy. Included in the seminar were disability-inclusive education experts such as Dr Judith Mackenzie from the University of Cape Town and Dr Elizabeth Dalton from the USA, who specialises in universal design for learning.

In the review of our disability policy, which was adopted in 2018, the scope of disability inclusion was broadened so as to include both students and staff with disabilities. This illustrated our shift in focus to regard disability as a matter of human rights and universal access, and to think of all people as needing some degree of care in the context of a caring institution.

The DU also formed part of the Siyakhula series of transformation talks, and increasingly started engaging with the Transformation Office and Human Resources. Staff-only workshops were the main focus.

In 2019, the DU introduced its first Lead with Disability accredited co-curricular course for students. The SASL workshops for those wanting to learn basic sign language also continued.

Moreover, the DU has been assisting a Theology student with Biblical Greek learning material in braille. This is the first time that reading material in a language not in the Roman alphabet has been made available in braille at SU.

Year of Disability (2020)

The year 2020 was declared the Year of Disability on 3 December 2019 to pause, reflect on how far we have come, and plan ahead. The FirstRand Foundation awarded grants to the value of approximately R10 million to students with disabilities, including postgraduate and undergraduate support, for 2020 to 2021. This was an amazing 13th birthday gift to our students.

Each month, starting in February 2020, the DU ran an article by a staff member or a student with disability, sharing their journey at SU, their story of support and of studying with their disability, and offering ideas as to how we can foster disability inclusion.

In September, we held a landmark Year of Disability seminar, where staff and students could highlight strengths and opportunities. Strengths identified at this event included a good policy framework, good assistive technology and accessible materials support, overall care and goodwill to support students. Areas requiring attention were staff training about disabilities, the need to ringfence a dedicated support office for staff with disabilities, and strengthening policy-to-practice initiatives.

SU has come a long way to afford staff and students with disabilities equal opportunities. Yet many opportunities remain to further improve on what has been achieved.

3.5 Providing care

Globally, universities are increasingly recognising their responsibility to attend to students' mental health. In this regard, SU's Unit for Psychotherapeutic and Support Services (UPSS) in the Centre for Student Counselling and Development (CSCD) continues to provide individual psychosocial and psychotherapeutic student consultations and group sessions. In the past year, the number of consultations increased dramatically, along with the intensity of the presenting problems and the number of subsequent diagnoses. External consultants had to be contracted regularly to help UPSS cope with the workload. For Mental Health Month (October), UPSS also launched various activities to raise awareness of the student support services available at SU.

More particularly, trauma counselling had to be provided to student communities who had been severely affected by events such as student deaths or serious injuries sustained in unnatural circumstances, as well as gender-based violence on SU's campuses. Students at Tygerberg campus had to be supported to an even greater extent to deal with the trauma associated with patients' health

conditions. Some of the methods for dealing with this trauma included creating safe spaces for discussing gender-based violence, bereavement counselling, trauma debriefing, and providing information on how to identify depression and anxiety. Various talks on student mental health were also held in academic departments and student living environments.

Student leaders too are often subjected to severe pressure by the communities they serve, and to cope with their portfolios alongside their academic obligations. To assist them, the CSCD hosted a workshop for the SRC in April. The aim was to reflect and debrief on the first term and provide training in self-care.

3.6 Eliminating discrimination and violence

SU is committed to eradicating all unfair discrimination and any form of harassment and violence on its campuses. The University continues to invest resources in its well-established organisational structures to achieve this goal. Collaboration between the Equality Unit (EqU), the Institutional Transformation Committee and the Transformation Office has been streamlined to deal with unofficial complaints in faculties and divisions. Moreover, seven advisory panel members have been trained to assist with preliminary investigations into official complaints of unfair discrimination and sexual harassment.

SU's battle against gender-based violence gained significant momentum in 2020. Various student and staff actions on our campuses put this social evil squarely in the spotlight. Following a series of talks between the Rectorate and members of SU's SRC, TSR and Anti-Gender-Based Violence Movement, all stakeholders agreed to act jointly and decisively. The process started with the establishment of six working groups coordinated by Dr Choice Makhetha, senior director of Student Affairs. The working groups comprised SU staff and students, with one member of the Rectorate assigned to each group. The themes explored by the respective groups were as follows:

1. Values and principles
2. Procedures and processes
3. Residences and student structures
4. Mental health, alcohol and substance abuse
5. Training and awareness
6. Campus security

The working groups' reports were presented to and discussed by the Rectorate in July 2020. Through the Rector, the Rectorate confirmed as follows:

"The report reiterates that SU has a zero-tolerance approach to gender-based violence (GBV) and is committed to creating an environment and institutional culture free of gender violence and advancing equal rights and social justice for all. We condemn, and will not tolerate, GBV, which is why we are mustering all the resources at our disposal to fight it."

From the Rectorate's discussion of the reports, multiple actions were generated, which are now being initiated by various SU divisions, centres, staff and students. Many of these actions are undertaken by the RC of the Vice-Rector (Learning & Teaching) in collaboration with student communities.

In addition, the DHET has released a policy framework to address gender-based violence in the post-school education and training system. This framework will inform the reconfiguration of SU's existing Unfair Discrimination and Harassment Policy so as to address gender-based violence, HIV/Aids, sexual assault, harassment and unfair discrimination in an integrated, comprehensive manner. The DHET policy framework provides a solid footing for SU to systematically enhance its efforts to root out gender-based violence.

3.7 Access through recruitment processes

Faculties and the Division of Student Access collaborate to actively recruit students with academic merit and offer them access to SU's learning opportunities. In February and March, the Student Recruitment and Career Advice team undertook various marketing activities, including school visits, parent evenings,

study career counselling, psychometric assessments and on-campus information sessions on SU’s application process. During the first quarter, the team of advisors visited schools in person, but due to Covid-19 lockdown restrictions from March onwards, SU’s recruitment activities were successfully switched to online engagement with schools and learners.

In addition, SU hosted its annual Open Day on both Stellenbosch and Tygerberg campuses on 23 February. More than 8 500 senior learners from as far as Namibia attended. Learners, their parents, educators and guidance counsellors were offered an opportunity to gain first-hand information on study programmes from the respective faculties, and to learn more about student life, residential and private accommodation, financial aid and the vast array of other student support services.

According to a survey on the event:

- the South African learners who attended hailed from all nine provinces, with most residing in the Western Cape, Gauteng and KwaZulu-Natal;
- learners expressed an interest in the programme offerings of all faculties, with the information sessions of Medicine and Health Sciences, Science, Economic and Management Sciences, Engineering and Law proving particularly popular;
- close to 100% of the respondents in Grade 12 were planning to enrol at SU in 2021; and
- more than 80% of the respondents confirmed a high satisfaction level with the quality of the event.

3.8 Residence placement

The Residence Placement Policy plays a significant role in providing access and ensuring a diverse student community in SU’s student housing. Student housing occupancy is summarised in **Table 8**.

Table 8: SU residence occupancy by housing type, 2020

University housing type	Occupancy
Stellenbosch senior	648
Stellenbosch undergraduate male res	2 534
Stellenbosch undergraduate female res	2 843
LLL houses	69
Maties Sport (Huis Neethling)	99
Tygerberg junior	660
Tygerberg senior	703
Student leadership houses (PSO)	100
Total occupancy	7 656

**NB: These numbers exclude the 152 international placements made by SU International.*

Student diversity in SU residences is depicted in **Figure 10** below.

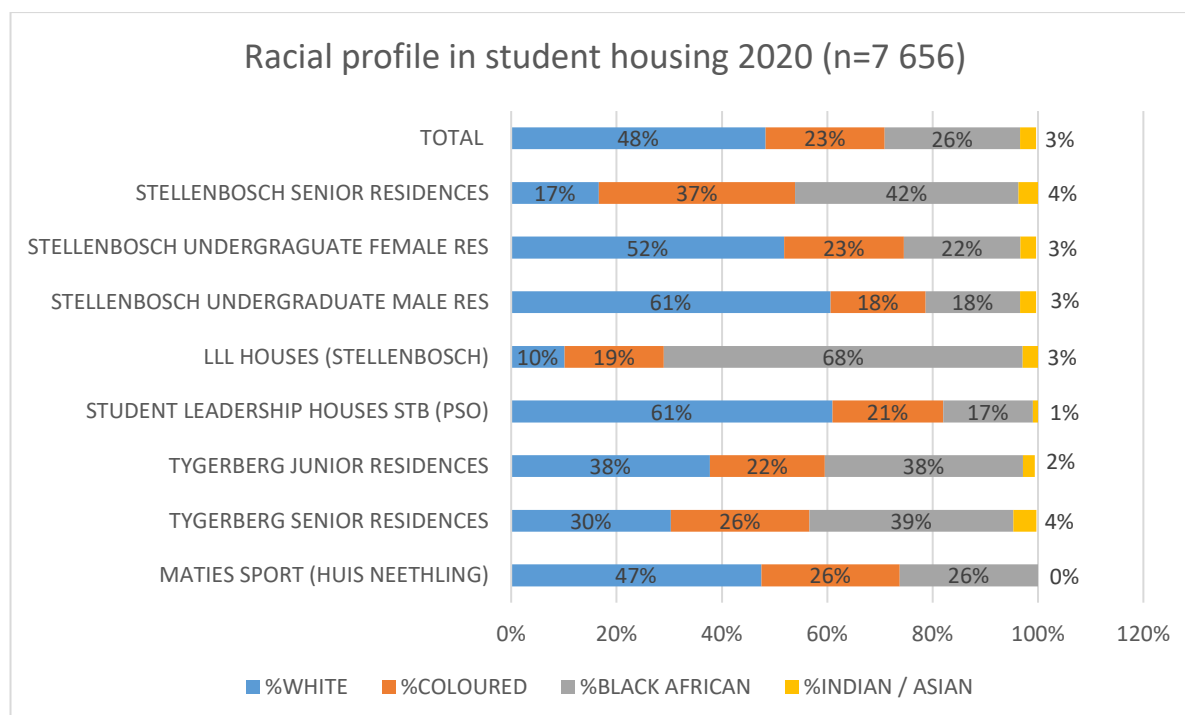


Figure 10: Racial diversity of students in SU residences

Key conclusions from **Figure 10** are as follows:

- Just over half (52%) of all students in SU residences are black African, coloured, Indian and Asian. White students account for 48%.
- The majority of students in undergraduate residences are white, while the majority in senior residences are black African.
- As per SU’s residence placement strategy, there has been a steady increase in student diversity in residences over the past three intake years.

More female than male students reside in university housing, at a ratio of approximately 60:40.

3.9 Student financial aid

Government supplies significant financial aid for undergraduate students from the poor and “missing middle” income bracket. The DHET **NSFAS** bursary scheme provides full subsidies to students from households with a combined gross family income of up to R350 000 per annum. As **Table 9** indicates, a strongly increasing number of SU students have been receiving this form of financial aid.

Table 9: Number of recipients of the new DHET NSFAS bursaries

Year	Number of funded students (NSFAS and/or DHET)	Total estimated amount
2017	855	R51,9 m
2018	2 395	R223,8 m
2019	2 737	R272,4 m
2020	3 926	R434,4 m

Moreover, SU's **recruitment bursary project**, which is funded from its main budget, remains one of the major recruitment strategies to attract top-achieving black African, coloured, Indian and Asian students to the University. In 2020, a total of 750 top achievers received a recruitment bursary covering their tuition fees. **Table 10** shows these registrations by faculty and population group.

Table 10: Recruitment bursary distribution by faculty and population group, 2019 vs 2020

Faculty	Population group									
	Asian		Black		Coloured		Indian		Total	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
AgriSci	1	1	12	8	15	14	4	3	32	26
EMS	3	2	18	26	82	64	41	31	144	123
FMHS	2	5	132	106	153	139	73	44	360	294
Eng	1	1	14	14	39	35	23	24	77	74
FASS	2	2	22	23	102	81	11	9	137	115
Science	2	2	11	9	36	35	9	7	58	53
Education	0	0	0	0	10	16	1	2	11	18
Law (LLB)	0	0	7	9	25	30	4	3	36	42
Theology	0	0	0	0	3	4	0	0	3	4
SciMathUS	0	0	1	1	0	0	0	0	1	1
Total	11	13	217	196	465	418	166	123	859	750

In 2020, SU implemented two major changes to its financial aid provisioning. Firstly, the recruitment bursaries were converted into full-cost bursaries covering tuition, residence fees, as well as a food and books allowance. This makes SU's recruitment bursary offer very attractive and brings it in line with the components funded by the NSFAS scheme. Unfortunately, the implication is that fewer bursaries can be awarded. Secondly, SU had to compensate for the reality that external funding for postgraduate students is becoming increasingly scarce. This is mainly due to a change in the bursary rules of the National Research Foundation (NRF), which drastically reduced the number of bursaries available to SU students. Industry-sponsored postgraduate bursaries also decreased due to economic pressures. Consequently, the SU Bursaries and Loans Committee recommended that the funding for postgraduate bursaries be increased from approximately R24 million to R42 million per annum.

Students in the missing middle are undoubtedly in as great financial need as other aid-deserving students. In most cases, this group cannot afford to study without financial support, although their parents have limited access to credit from financial institutions. For this reason, SU has redirected its support funds to provide a loan that covers these students' tuition fees. The loan is interest-free for the duration of studies, and is repayable at a fixed annual prime rate after graduation.

SU makes optimal use of the new NSFAS bursary scheme, the ISFAP bursary scheme along with its own student bursary/loan funding from the institution's main budget. Pressures on the SU budget have sadly necessitated a decrease in bursary funding from the University's own resources. Nevertheless, the total amount of student financial aid administered by SU has drastically increased in recent years, as shown

in **Figure 11**. The total value of bursaries managed by the Centre for Undergraduate Bursaries and Loans (CUBL) increased by R191 million, or 42%, between 2017 and 2020.

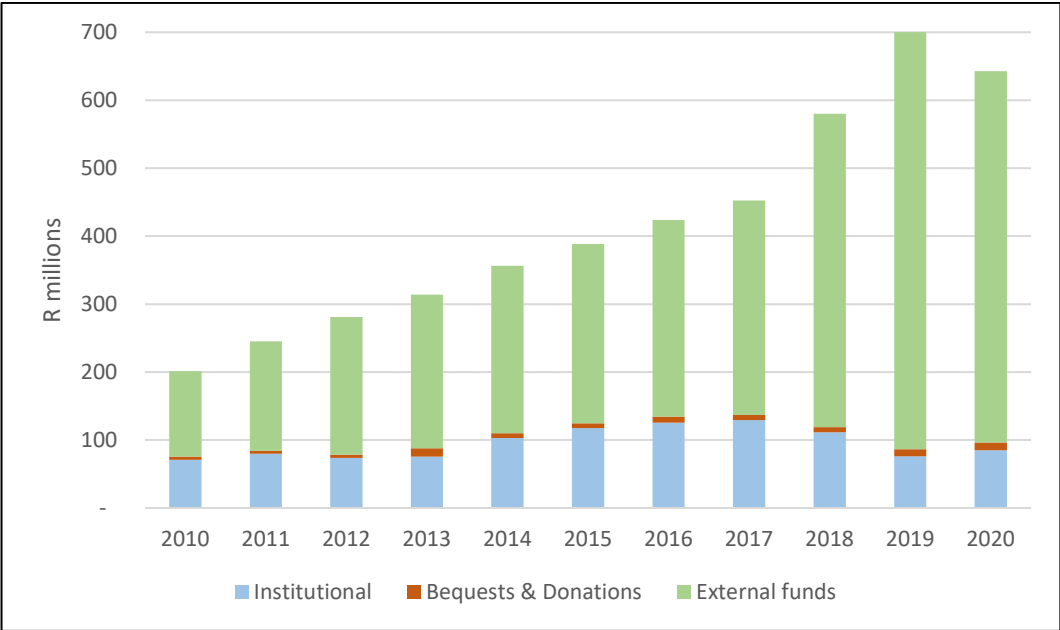


Figure 11: SU institutional funds, donations and external funds for undergraduate bursaries and loans

The graph in **Figure 12** illustrates the total value of bursaries disbursed by the Centre for Undergraduate Bursaries and Loans (CUBL) from 2012 to 2019, by racial group.

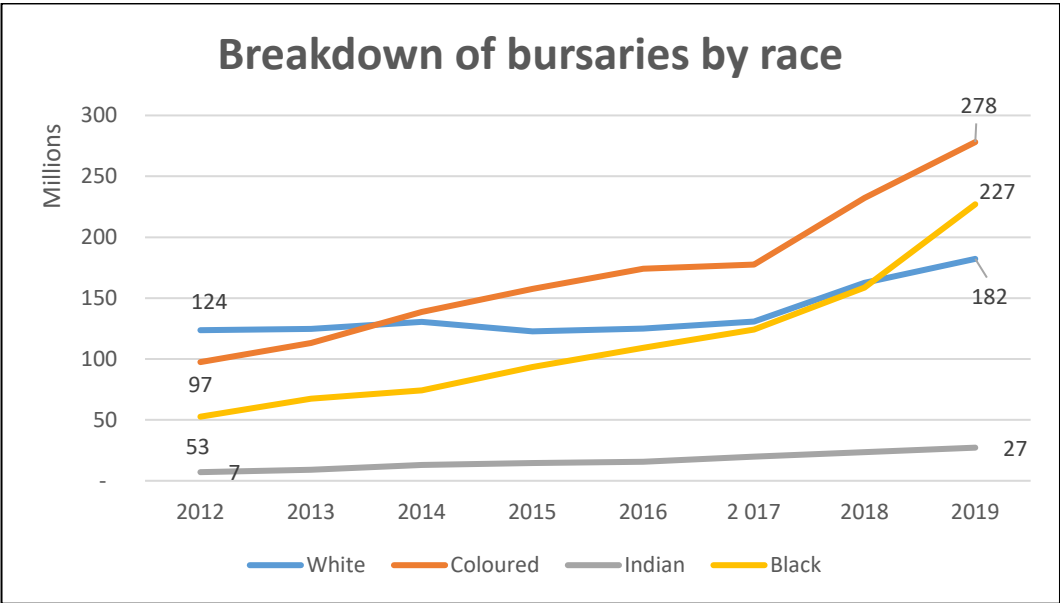


Figure 12: Undergraduate bursary disbursements, 2012 to 2019, by racial group

Overall, the various bursaries and loans administered by SU have enabled the University to give access to a much more diverse student population in terms of both race and socio-economic status.

4. PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS

4.1 Internal

The working relationship between faculties and professional support services has significantly strengthened over the past eight years. One way in which this has been accomplished was by reconfiguring the composition of the Committee for Learning and Teaching (CLT) to include all ten faculties' vice-deans (teaching). Other key members of this committee are the senior director of Learning and Teaching Enhancement, the director of the Centre for Teaching and Learning, the director of Academic Planning and Quality Assurance, as well as the director of Information Technology. The Vice-Rector (Learning & Teaching) chairs the CLT. With the necessary experts and senior L&T officials included in the committee, high-level decisions could be swiftly made and executed.

A second initiative was introduced in 2014 by assigning each professional support staff member in the Centre for Teaching and Learning to a specific faculty, in addition to their subject specialisations. This has enabled them to collaborate much more closely with academics as a team.

In the third instance, the L&T RC started appointing blended-learning coordinators (BLCs) in faculties in 2014. This formed part of the Council-funded ICT in L&T project to significantly enhance technology expansion in learning and teaching at the University. While professionally, BLCs are based at the Centre for Learning Technologies, their duties are performed in a decentralised fashion in faculties.

These three initiatives were instrumental in enabling a swift and efficient migration to emergency online learning and teaching at SU with the outbreak of the COVID-19 pandemic in 2020.

The year 2020 has been SU's third year of participating in DHET's University Capacity Development Programme (UCDP). The programme consists of eight projects that aim to enhance the teaching, learning and research experience at SU, including student tracking, online tutor training, early-career development and teaching fellowships. Project leaders drive individual projects in faculties and the PASS environments, while the Centre for Teaching and Learning provides the overarching project management function. Project evaluation is facilitated in close collaboration with the Centre for Research on Evaluation, Science and Technology (CREST).

4.2 Regional

The Disability Unit (DU) continues to work closely with the Stellenbosch Disability Network on common disability-related matters, and to share information with our various sectors of disability inclusion in the Stellenbosch municipal area. Additionally, DU is represented on the Stellenbosch Mobility Forum, which is part of Stellenbosch Municipality, where specific accessibility issues that fall within the municipal sphere, such as accessible pavements and municipal walkways, are highlighted for action. The Development and Alumni Relations Office also provided great support in liaising with funders for various disability community projects.

Staying within the region, SU, the Cape Peninsula University of Technology (CPUT) and the University of the Western Cape (UWC) have agreed on a revised memorandum of understanding (MoU) to continue the joint offering of a Postgraduate Diploma in Higher Education to university staff. Since the start of 2020, the Centre for Higher and Adult Education (Faculty of Education) is representing SU in this collaboration, while the Centre for Teaching and Learning (CTL) and the Centre for Learning Technologies (CLT) are providing capacity and expertise for some modules. SU has already issued a call for its academics to apply for this diploma course, which is closely aligned with the professionalisation of the teaching role.

4.3 International

Various professional support services staff have forged close ties with peers abroad. This results in joint research and publications. Our staff regularly take part in international conferences, and also host

eminent international delegates at SU events. Although the COVID-19 pandemic has inhibited international travel this year, many international engagements have seamlessly switched to online platforms. In fact, valuable lessons have been learned as to how external engagement and collaboration through online means may offer a more efficient way of working in terms of both money and time.

5. NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

5.1 Continuous programme renewal

Programme renewal is a highly collaborative activity involving faculties and support divisions, and draws on networks across department and faculty boundaries. It is an essential feature of quality enhancement, and an integral part of continuous improvement at SU. Although it can take on different forms and employ different approaches – some linear and others less structured – it is important to ensure that the process is comprehensive, thought-provoking and collaborative to add value to faculties and departments' educational practices.

The SU programme review and renewal project gained momentum in the past three years through the following initiatives:

- Securing UCDP funding from DHET for the first three years of the SU project (2018-2020)
- Planning and operationalisation of faculty-based programme review and renewal projects, and the budgets to support those projects
- Developing and implementing a 12-credit Scholarship of Educational Leadership (SoEL) short course
- Obtaining Senate approval for a set of guidelines for programme committee chairs and programme leaders in November 2018 following extensive consultation at faculty and institutional level
- Conducting various capacity development initiatives, such as workshops and discussion groups, to support the programme review and renewal projects at institutional and faculty level
- Developing a new Policy for Quality Assurance and Enhancement at SU
- Establishing a focus area of programme review and renewal in the Centre for Academic Planning and Quality Assurance to complement the existing two focus areas of academic planning and quality assurance
- Appointing an advisor on programme review and renewal in the Centre for Academic Planning and Quality Assurance

5.2 New SU programmes

SU's Programme Advisory Committee (PAC) adds considerable value by reviewing and commenting on all new or extensively revised academic programmes. PAC members holistically review all requests, and advise on aspects for improvement to ensure that only programmes of a high, internationally comparable standard are offered at SU.

PAC members comprise seasoned academics from faculties as well as support services staff, whose advice is considered by the Academic Planning Committee before the programmes are submitted to Senate, via faculty boards, for approval.

From the second semester of 2012 until the end of 2020 (i.e. the term of the current Vice-Rector (Learning & Teaching)), the PAC reviewed 114 new qualifications for implementation, as well as several

changes to existing programmes. **Table 11** provides a complete list of the programmes reviewed over this period.

Table 11: New and revised SU academic programmes considered since 2012

Year	New SU programmes developed within the HEQSF	Existing SU programmes aligned with the HEQSF and/or amended professional standards
2012 (2 nd sem)	<ol style="list-style-type: none"> 1. Doctor of Philosophy in Audiology 2. Doctor of Philosophy in Speech-Language Therapy 	
2013	<ol style="list-style-type: none"> 1. Master of Philosophy in Urban and Regional Science 2. Master of Science in Radiobiology 3. Master of Philosophy in Cardiology 4. Master of Philosophy in Endocrinology 5. Master of Philosophy in Gastroenterology and Herpetology 6. Master of Philosophy in Haematology 7. Master of Philosophy in Health Systems and Services Research 8. Master of Philosophy in Infectious Diseases 9. Master of Philosophy in Nephrology 10. Master of Philosophy in Pulmonology 11. Master of Philosophy in Rheumatology 12. Master of Science in Human Anatomy 13. Master of Science in Sustainable Agriculture 	
2014	<ol style="list-style-type: none"> 1. Advanced Diploma in Public Accountability 2. Bachelor of Commerce Honours in Information Systems Management 3. Bachelor of Commerce in International Business 4. Diploma in Public Accountability 5. Doctor of Philosophy in Anatomy 6. Master of Philosophy in Disaster Risk Science & Development 7. Master of Philosophy in Transdisciplinary Health & Development Studies 8. Master of Philosophy in Cardiology 9. Master of Philosophy in Emergency Medicine 10. Master of Philosophy in Family Medicine 11. Master of Philosophy in Gynaecological Oncology 12. Master of Philosophy in Maternal & Foetal Medicine 13. Master of Philosophy in Medicines Development 14. Master of Philosophy in Reproductive Medicine 15. Master of Philosophy in Rheumatology 16. Master of Urban and Regional Planning 17. Postgraduate Diploma in Disability & Rehabilitation Studies 18. Postgraduate Diploma in Healthcare Management 19. Postgraduate Diploma in Transdisciplinary Health & Development Studies 	<ol style="list-style-type: none"> 1. Advanced Diploma in Education in FET Life Sciences Teaching 2. Advanced Diploma in Education in FET Mathematics Teaching 3. Advanced Diploma in Education in FET Physical Sciences Teaching 4. Advanced Diploma in Education in Intermediate Phase Mathematics Teaching 5. Advanced Diploma in Education in Mathematical Literacy Teaching 6. Advanced Diploma in Education in Senior Phase Mathematics Teaching 7. Advanced Diploma in Education in Senior Phase Natural Sciences Teaching 8. Bachelor of Education Honours in Education Development & Democracy 9. Bachelor of Education Honours in Educational Psychology 10. Bachelor of Education Honours in Educational Support 11. Bachelor of Education Honours in Foundation Phase Education 12. Bachelor of Education Honours in Language Education 13. Master of Business Administration 14. Postgraduate Diploma in Business Management & Administration

	20. Postgraduate Diploma in Transport and Logistics	
2015	<ol style="list-style-type: none"> 1. Advanced Certificate in Business Management and Administration 2. Bachelor of Military Science in Defence Intelligence Studies 3. Diploma in Sustainable Development 4. Doctor of Philosophy in Urban and Regional Science 5. Higher Certificate in Audio Technology 6. Master of Addiction Care 7. Master of Philosophy in Cancer Science 8. Master of Philosophy in Development Demography 9. Master of Philosophy in Film Music 10. Master of Philosophy in Infant Mental Health 11. Master of Philosophy in Minimal Access Gynaecological Surgery 12. Master of Public Health Nutrition 13. Master of Science in Biostatistics 14. Master of Science in Food and Nutrition Security 15. Postgraduate Diploma in Agronomy 16. Postgraduate Diploma in Defence Studies 17. Postgraduate Diploma in Film Music 18. Postgraduate Diploma in Nursing in Occupational Health Nursing 	<ol style="list-style-type: none"> 1. Bachelor of Nursing and Midwifery 2. Bachelor of Education in Intermediate Phase Teaching 3. Bachelor of Education in Foundation Phase Teaching
2016	<ol style="list-style-type: none"> 1. Doctor of Philosophy in Clinical and Research Ethics 2. Doctor of Philosophy in Engineering Management 3. Doctor of Philosophy in Radiobiology 4. Doctor of Philosophy in Urban and Regional Planning 5. Master of Laws in Alternative Dispute Resolution 6. Master of Laws in Labour Law 7. Master of Science in Sport and Exercise Medicine 8. Postgraduate Diploma in Financial Analysis 	<ol style="list-style-type: none"> 1. Postgraduate Certificate in Education in Further Education and Training Teaching
2017	<ol style="list-style-type: none"> 1. Doctor of Philosophy in Biomedical Engineering 2. Master of Arts in Public Sociology and Anthropology 3. Master of Engineering Science in Biomedical Engineering (full research) 4. Master of Engineering Science in Biomedical Engineering (structured) 5. Master of Laws in Intellectual Property Law and Practice 6. Master of Laws in Public Procurement Policy and Regulation 7. Master of Philosophy in Mindfulness 8. Master of Science in Implementation Science 9. Postgraduate Diploma in Engineering Science 	<ol style="list-style-type: none"> 1. Bachelor of Education Honours in Curriculum Inquiry

	<ul style="list-style-type: none"> 10. Postgraduate Diploma in Medical Toxicology 11. Postgraduate Diploma in Public Procurement Policy and Regulation 	
2018	<ul style="list-style-type: none"> 1. Master of Engineering Science 2. Master of Philosophy in Defence Studies 3. Master of Philosophy in Developmental Paediatrics 4. Master of Philosophy in Neonatology 5. Master of Philosophy in Paediatric Cardiology 6. Master of Philosophy in Paediatric Critical Care 7. Master of Philosophy in Paediatric Endocrinology 8. Master of Philosophy in Paediatric Gastroenterology, Hepatology and Nutrition 9. Master of Philosophy in Paediatric Infectious Diseases 10. Master of Philosophy in Paediatric Medical Oncology 11. Master of Philosophy in Paediatric Nephrology 12. Master of Philosophy in Paediatric Neurology 13. Master of Philosophy in Paediatric Pulmonology 14. Postgraduate Diploma in Accounting 15. Postgraduate Diploma in Rural Medicine 16. Postgraduate Diploma in Strategic Human Resource Management 	<ul style="list-style-type: none"> 1. Advanced Diploma in School Leadership and Management 2. Master of Philosophy in Higher Education Studies 3. Master of Philosophy in Lifelong Learning
2019	<ul style="list-style-type: none"> 1. Advanced Diploma in Sustainable Development 2. Bachelor in Data Science 3. Bachelor of Science in Computer Science 4. Master of Science in Machine Learning and Artificial Intelligence 5. Postgraduate Diploma in Military Legal Studies 6. Doctor of Philosophy in Bioinformatics and Computational Biology 	<ul style="list-style-type: none"> 1. Postgraduate Diploma in Critical Care Nursing (Adult) 2. Postgraduate Diploma in Health Services Management 3. Postgraduate Diploma in Midwifery 4. Postgraduate Diploma in Nursing Education 5. Postgraduate Diploma in Perioperative Nursing 6. Postgraduate Diploma in Primary Care Nursing
2020	<ul style="list-style-type: none"> 1. Postgraduate Diploma in Mental Health Nursing 2. Postgraduate Diploma in Infectious Diseases 3. Master of Philosophy in Adult Critical Care 4. Postgraduate Diploma in Emergency Nursing 	

An extensive external approval process is followed before SU may implement new programmes and receive a state subsidy. **Table 12** shows the latest programmes that had undergone the full approval process and received accreditation from the DHET, Council on Higher Education (CHE) and registration from the South African Qualifications Authority (SAQA) in either November 2019 or in 2020. In principle, these programmes may be offered at SU from 2021 onwards.

Table 12: Latest SU academic programmes approved by SA higher education authorities

Programme name	Faculty
Postgraduate Diploma in Financial Analysis (*Nov 2019) Postgraduate Diploma in Strategic Human Resource Management Postgraduate Diploma in Accounting	Economic and Management Sciences
Master of Philosophy in Higher Education Studies Master of Philosophy in Lifelong Learning	Education
Doctor of Philosophy in Bioinformatics and Computational Biology	Science

A further number of new programmes (listed in **Table 13**) are currently serving before the South African higher education authorities for accreditation and approval. External approval by the CHE, SAQA and DHET is a protracted process that can take up to two years. Thankfully, due to additional capacity at the CHE, the process seems to be moving faster of late.

Table 13: SU programmes in process of gaining approval from SA higher education authorities

Programme name (year of submission)	Faculty
Bachelor of Data Science (2019) Advanced Diploma in Sustainable Development (2019)	Economic and Management Sciences
Advanced Diploma in School Leadership and Management (2018)	Education
Postgraduate Diploma in Critical Care Nursing (Adult) (2019) Postgraduate Diploma in Health Services Management (2019) Postgraduate Diploma in Midwifery (2019) Postgraduate Diploma in Nursing Education (2019) Postgraduate Diploma in Perioperative Nursing (2019) Postgraduate Diploma in Primary Care Nursing (2019) Postgraduate Diploma in Mental Health Nursing (2020) Postgraduate Diploma in Infectious Diseases (2020) Master of Philosophy in Adult Critical Care (2020) Postgraduate Diploma in Emergency Nursing (2020) Doctor of Philosophy in Biostatistics (2020) <i>*To serve at Nov 2020 Senate</i>	Medicine and Health Sciences
Postgraduate Diploma in Military Legal Studies (2019)	Military Science
Bachelor of Science in Computer Science (2019) Master of Science in Machine Learning and Artificial Intelligence (2019)	Science

5.3 Collaborative peer group learning with peer facilitators

Peer group learning and mentor/tutor assistance are becoming increasingly important at SU. A working group under the auspices of the Committee for Teaching and Learning is currently reviewing the categories of peer facilitators and the roles and responsibilities of learning and teaching assistants at SU. The aim is to provide guidelines on how best to assist learning both in and beyond the lecture room.

Various names are still being used at SU to refer to students who are temporarily employed to support fellow students. These include “tutors”, “mentors”, “student assistants”, “demis”, etc. The CTL recommends that the term “peer facilitators” be adopted as a more appropriate collective. Provision is made for three subcategories of peer facilitators to assist lecturers, namely peer facilitators who render administrative assistance only, those who may create certain forms of assessment, and those who may mark assessment outcomes.

Some faculties already have good in-house courses to train their peer facilitators. These will be supplemented with three generic SU training courses for peer facilitators that are currently being developed. In brief, these courses will address the following:

- **General peer facilitation training**

Roles and responsibilities, support structures, technical and administrative skills, general facilitation skills, stress and time management

- **Designing and creating assessments**

Assessment policy principles, academic integrity, validity, etc.; some SUNLearn skills, creation of rubrics, marking guides and levels of understanding taxonomies (from an assessment design perspective)

- **Marking assessments**

Providing timely feedback, inter-rater reliability, following and implementing assessment criteria, level of understanding (from a marking perspective)

5.4 Hybrid-learning programme development

Hybrid learning (HL) is a delivery mode for academic courses that combines short periods of face-to-face contact between lecturers and students with significant facilitated online student learning. HL is particularly aimed at students who cannot afford the opportunity cost of full-time residential studies on the premises of an academic institution. Naturally, this means that the mode in which the academic offering is delivered should also be more flexible, as shown in **Figure 13**.

Visual representation of different delivery modes

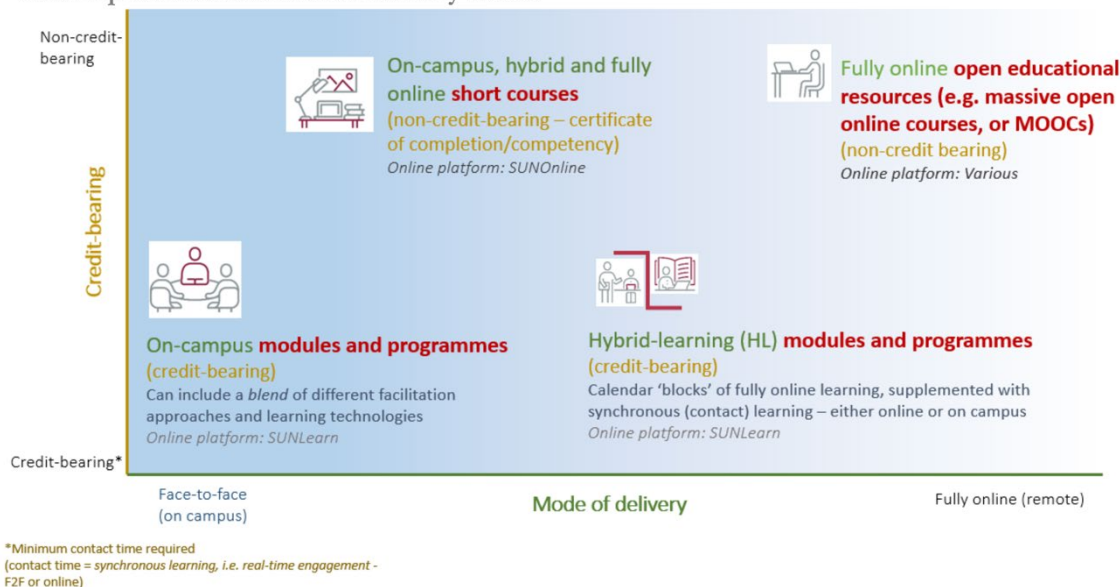


Figure 13: Delivery modes for hybrid-learning programmes

The rationale for SU’s expansion into HL is to provide access to students who would not otherwise have been able to afford to study. An underserved market for SU’s academic offering is students who have already entered the workplace and prefer to further their education online. SU has an outstanding graduation throughput rate for its full-time residential academic programmes and, therefore, does not seek to significantly increase its fully online academic offering, which generally has a much poorer student retention rate.

Thus, the HL strategy combines SU’s existing strengths with opportunities to grow student numbers cost-effectively, without being subject to the current severe limitations on state subsidies and study fees for full-time residential South African students. Furthermore, as the costly physical infrastructure for full-time residential students is not fully utilised for the entire academic calendar year, the block contact sessions associated with HL offer a way to improve learning space utilisation.

Many contemporary students prefer online learning and the freedom of choice it offers. Growing internet connectivity and improved online learning management software further increase access to study opportunities, particularly for students in underdeveloped regions of the world. Africa has the largest and fastest-growing youth population in need of education. As the world’s top academic institutions enter these markets, SU cannot afford not to take part.

SU has significantly grown its blended-learning capacity (pedagogically sound utilisation of technology to facilitate teaching and learning) over the past five years. This means the University can now expand the reach of its academic offering to new student markets. SU’s HL delivery model harnesses maximum synergy with the full-time residential academic offering so that full-time residential students too will benefit from accessible digitalised material.

The *SU Vision 2040 and Strategic Framework 2019–2024* lists “Networked and collaborative teaching and learning” as one of its six core strategic themes. The strategic goal specifically served by this HL strategy is to “Expand SU’s knowledge offering to serve new student markets”. The strategy has also been incorporated into the 2020 environmental plan of the L&T RC, under strategic priority 4, “Appropriate ICT to support residential and hybrid learning students”. In addition, the Hybrid Learning Business Plan for Stellenbosch University (2019) has been developed to document the HL strategy, illustrate its financial feasibility, and explain the opportunities and risks.

For SU’s purposes, the most feasible academic HL offerings in the medium term are short courses and taught postgraduate diplomas, honours-bachelors and master’s degrees. The knowledge areas of business and management sciences, medicine and health sciences as well as ongoing teacher training offer the best prospects of attracting new student markets. Enrolment statistics from June 2018 indicated that SU already had 10,8% of its full-time-equivalent students enrolled in HL programmes (see **Table 14**). The aim of SU’s HL business plan, therefore, is to expand the full-time-equivalent (FTE) students in HL programmes to 25% of total SU student enrolments by the end of 2025. This entails incrementally expanding or adding 21 (one-year 120-credit) HL programmes, with at least 250 FTE students enrolled in each.

Table 14: Current SU hybrid-learning offerings, by student enrolments and faculty (June 2018 data)

Faculty	Total student enrolments (by headcount)	Total FTE students	Hybrid-learning FTE students	Hybrid-learning FTE students as a % of all FTE students
Economic and Management Sciences	8 927	7 026	1 451,1	20,7%
Medicine and Health Sciences	4 588	3 021	1 133,4	37,5%
Education	1 854	1 604	74,9	4,7%
AgriSciences	2 190	1 494	6,9	0,46%
Total	31 765	24 710	2 666,3	10,8%

Note: For master’s-by-coursework programmes, an assumption is made that each module comprises 18 credits on average, and the degree programme comprises 180 credits per year. In other words, each student enrolment represents a 0,1 FTE student.

Hybrid-learning progress in 2020

As per the Hybrid Learning (HL) Business Plan, strategic funds are being applied to develop new HL programmes and modules. These new offerings are delivered through shorter periods of contact teaching and learning (block contact sessions), supplemented with extended periods of fully online learning. In May 2020, nominations were submitted for the first round of HL funding. The HL steering committee – consisting of a number of vice-deans (learning and teaching), representatives of centres in the Division of Learning and Teaching Enhancement (LTE) and IT – awarded funding to nine new programmes, as listed in **Table 15**.

Therefore, these HL offerings are being established as a key delivery mode for SU, at a time when the international HE landscape is undergoing profound digital transformation. The forthcoming HL offerings include two new postgraduate programmes that have already attracted international interest, as well as an undergraduate programme intended to improve access for students who cannot afford to study on campus full-time. A number of further HL modules are being designed explicitly to provide students who have failed a typical “hurdle module” with additional, flexible opportunities to complete their degree without having to register for another academic year (see “Further opportunity module” below). To meet adult lifelong learners’ needs, some modules will not only be offered as electives to residential students, but will also be actively marketed to industry practitioners who want to acquire essential skills relevant to their careers. Finally, a first series of learning units are being developed. These fully online

units are carefully designed to equip students with foundational knowledge, and may be integrated with various modules or be offered as supplementary material to students.

Table 15: Hybrid-learning programmes/modules currently being developed

Title	Type of offering	Implementation date
Infectious Diseases Medicine and Health Sciences, in partnership with Doctors Without Borders	PGDip	2022 (selected modules to be implemented as short courses in 2021)
Strategic HR Management Economic and Management Sciences	PGDip	2021
Bachelor of Theology Theology	Undergraduate programme	2021
International Trade, Transport Infrastructure and Logistics Economic and Management Sciences	Elective module (to be marketed to industry practitioners as well)	2021
Road Transport Management Economic and Management Sciences	Elective module (to be marketed to industry practitioners as well)	2021
Data Science with Python School for Data Science and Computational Thinking & AgriSciences	Elective module	2022 (to be implemented as short course in 2021)
Drawings 173 Engineering	Further opportunity module	2021
Finite Element Methods 874 Engineering	Elective module (to be marketed to industry practitioners as well)	2021
Mathematics Bridging Learning Units Economic and Management Sciences, and Science	Series of learning units	2021

An HL project manager was appointed on 1 June 2020, reporting to the senior director of Learning and Teaching Enhancement. To date, she has reported highly productive collaboration between all institutional stakeholders in both developing funded modules/programmes and executing the HL Business Plan. Faculty managers, vice-deans, heads of department and lecturers have shown enthusiasm and commitment in creating these new HL offerings – despite the challenges associated with the 2020 academic year. Colleagues from the Division of Learning and Teaching Enhancement (LTE) and other support environments have also established efficient processes to provide the institutional infrastructure for HL. They have refined their financial projections for the viability of new offerings, are providing professional development to the lecturers concerned, and are integrating academic quality assurance mechanisms.

The HL team in LTE has steadily grown over the past year. The strategic investment in learning design capacity at SU is already enabling sustainable and high-impact change. The offerings above are all being developed internally, eliminating the need for outsourced instructional design services. In the technical learning design team at the Centre for Learning Technologies, two new learning designers, a multimedia designer and an HL coordinator have been appointed. This dynamic team is working closely with academic staff to produce high-quality (predominantly online) learning experiences that are expected

to be of an international standard, but will remain responsive to our African and South African students' contexts. To promote this new portfolio of courses to various markets segments, an HL digital marketing specialist was appointed on 1 October 2020.

6. RESEARCH FOR IMPACT

6.1 Continued professionalisation of academics

Research on the pedagogy and leadership of teaching and learning in higher education is as important and relevant as research in any other academic discipline. This is why SU significantly invests in the continued professionalisation of staff in their teaching roles. One such approach commenced with an external short course offered by the University of British Columbia to ten Stellenbosch L&T leaders in 2017. The purpose of the course was to introduce academics to the scholarship of teaching and learning, and to equip them to publish in this field in addition to their subject disciplines.

SU has since developed its own **Scholarship of Educational Leadership (SoEL)** short course. Two cohorts have completed the course to date, with a third cohort nearing the finish line in November 2020. The short course focuses on leadership in, and the scholarship of, teaching and learning. The first cohort of SU leaders who completed the short course were Prof Debby Blaine (Engineering), Prof Julia Blitz (FMHS), Prof Ronelle Carolissen (Education), Prof Karin Jacobs (Science), Dr Fankie Monama (Military Science), Dr Mary Nel (Law), Prof Aletta Odendaal (EMS), Dr Shantelle Weber (Theology) and, from the PASS environment, Ms Ruth Andrews (Co-Curriculum manager) and Dr JP Bosman (CLT). They received their certificates from the Vice-Rector (Learning & Teaching) on 12 April 2019.

The second SoEL cohort consisted of ten academics and PASS staff, namely Prof Ada Jansen (EMS), Prof Maret du Toit (AgriSciences), the late Prof Mary-Anne Plaatjies van Huffel (Theology), Prof Trevor Haas (Engineering), Prof Faadiel Essop (Science), Dr Karin Baatjes (FMHS), Dr Michelle Nel (Military Science), Dr Lorna Dreyer (Education), Dr Kabelo Sebolai (Language Centre) and Dr Sonja Strydom (CLT).

The current and third SoEL cohort again comprises ten academics and PASS staff. They are Ms Gretha Steenkamp (EMS), Dr Maricel Krugel (AgriSciences), Dr Peter Nagel (Theology), Prof Cara Schwartz (Engineering), Dr Margaret Blackie (Science), Prof Renee Blaauw (FMHS), Lt Col Bontle Monnanyana (Military Science), Dr Marie-Louise Botha (Education), Dr Taryn Bernard (FASS) and Ms Heidi October (Centre for Student Leadership, Experiential Education and Citizenship). This year, SoEL was presented via SUNOnline and MS Teams, and the final online contact session, on conducting teaching research, took place on 31 July. Participants had an opportunity to gain more in-depth knowledge of the practice of doing teaching research on 3 and 4 September, and attended the annual SoTL conference on 4 November. At the time of writing this report, an online writing marathon was being planned for 19 and 20 November, where they would be offered a chance to work on their two summative assessments, which are to be handed in by 30 November. At an event planned for 27 November, the 2020 cohort will be able to present their SoEL research proposals to one another, the previous two cohorts as well as the new 2021 intake.

The 2021 cohort will be Prof Gareth Arnott (Science), Dr Lee-Ann Jacobs Nzuzi-Khuabi (FMHS), Dr Manfred Spocter (FASS), Prof Pieter von Wielligh (EMS), Prof Thinus Booysen (Engineering), Prof Dion Forster (Theology), Dr Vusi D. Malaza (Military Science), Dr Marianne McKay (AgriSciences), Dr Carina America (Education) and Dr Karin Cattell-Holden (CTL). Pictured in **Figure 14** is the first SoEL training session for 2020.

This year's SoEL short course has been headed by Dr Nicolene Herman (CTL) and Dr JP Bosman (CLT). SU can be proud of having a specialised short course of this calibre presented by in-house experts to SU colleagues interested in achieving excellence in learning and teaching.



Figure 14: Participants in SU's 2020 SoEL short course

6.2 Scholarship of Teaching and Learning (SoTL) conference

SU's 13th **Scholarship of Teaching and Learning (SoTL) conference** took place on 4 November 2020. This event provides a platform for academics to:

- share best practice, research findings and innovative ideas about teaching and learning;
- reflect on and debate teaching and learning methods, trends and goals; and
- celebrate teaching and learning at SU.

Due to COVID-19 and the associated restrictions on large face-to-face gatherings, the SoTL conference was successfully presented in full online mode for the first time. Over 200 participants signed in to the online platform used for the event. They could choose from seven conference tracks comprising six sessions each. As expected, many papers focused on innovation, good practice, problems and research relating to emergency online teaching, learning and assessment.

The conference theme was "CARE", which is short for "Celebrate, appreciate and reflect on our COVID-19 experiences in the e-environment". Instead of the usual keynote speaker(s), the day's proceedings started off with a panel discussion and pre-recorded videos of students, academics, support staff and managers sharing their experiences of learning and teaching during the COVID-19 lockdown. Participants could ask questions and share their perspectives through discussion forums in a common online "chatroom". The emotional impact of the sudden switch from in-class to online teaching and learning was evident, as was the value of a caring attitude, both between students and staff and among peers.

7. EMPLOYER OF CHOICE

Self-actualisation is one of the key motivators for high achievers. Therefore, the L&T RC strives to support academic and PASS staff in their development as scholarly teachers and in fulfilling their roles as educators in and beyond the classroom, and to recognise excellence.

7.1 Professional Educational Development of Academics (PREDAC)

PREDAC aims to promote the professionalisation of academics as teachers in higher education by providing mixed-mode delivery platforms and collaborative learning spaces.

This year, 63 academics – mostly new appointments, but also some with more experience – from all ten SU's faculties joined the programme, which commenced on 18 March 2020. As this coincided with the

initial prohibition on large gatherings due to COVID-19, the planned session was swiftly moved online. The first session was aimed at developing the reflective skills that participants would require for the rest of the programme. Participants registered for the short course and, for the first three months, continued to work on individual assignments focusing on their own teaching. Smaller, faculty-specific meetings also took place on MS Teams.

The planned interfaculty contact session in June also had to be conducted online. This event, spread over three days, focused on creating learning opportunities. The delivery mode alternated between synchronous sessions on MS Teams and asynchronous opportunities for group work, where participants were afforded a chance to learn from one another. They then went on to implement their newly designed learning opportunities (mostly online) in their respective modules in the course of the second semester. Participants again tuned in for an interfaculty contact session in a similar format in September. This session was partly devoted to the teaching and learning context at SU, and participants made outstanding group presentations on SU's various learning and teaching policies, and how these affected their individual teaching. A focused networking activity in small groups enabled participants to reflect on their teaching, and to learn from one another in the process. The academics spent the final day drafting their initial teaching philosophies based on their reflections.

Participants then continued on to the final phase of PREDAC, which culminated in 24 poster presentations at the SoTL conference on 4 November. Here, they were required to deliver group reports on an action research project in connection with the learning opportunities they had implemented in one of their modules in the second semester.

7.2 Assessment short course

As part of the professionalisation of academics' teaching role, the CTL is designing a short course on assessment, which will be piloted in February 2021. This is in line with institutional and national policy requirements to offer opportunities for academics to develop into competent assessors, thereby enhancing teaching and learning in higher education. The official commencement of the short course will coincide with the planned implementation of the revised SU Assessment Policy in 2021. The course will be registered as a formal six-credit SU short course, which will be presented over 12 weeks. An HL approach is being planned, combining face-to-face contact sessions with online learning. Participants in the first intake will be nominated in consultation with all faculties and will be required to provide in-depth feedback on a range of course aspects.

7.3 Recognising excellence in teaching and learning

The Vice-Rector (Learning & Teaching) annually hosts the **first-year achievement awards**. The event honours top-achieving first-year students, along with their nominated lecturers whom they felt had had a significant impact on their first-year learning experience. The students and lecturers receive certificates and exchange letters of congratulations and appreciation.

Due to the outbreak of COVID-19 and the prohibition on social gatherings, initial plans for the 2020 first-year achievement awards had to be changed altogether. The event was finally held online on 20 May 2020, using MS Teams.

Dr Antoinette van der Merwe, senior director of the Division of Learning and Teaching Enhancement, was the master of ceremonies, and formally opened the event. The Vice-Rector (Learning & Teaching) welcomed the guests, who included the 32 top-achieving first-year students of 2019, their nominated lecturers, deans, vice-deans as well as parents of the award-winning students. The guest speaker was Prof Thuli Madonsela, professor of Law and incumbent of the chair in social justice at SU as well as South Africa's former Public Protector. Prof Madonsela's address centred on the current challenges associated with the pandemic and the institutional, national and international state of disaster. She challenged all to give to others, while remaining intellectually, emotionally, spiritually and socially strong in attempting to build a socially just South Africa.

Although the first-year achievement awards did not include the usual dinner and socialising, it was nevertheless important and enjoyable for SU to celebrate its students' achievement and their bond with inspiring lecturers.

Top-quality applications were received for this year's **Teaching Excellence Awards**. The selection committee met via MS Teams on 27 October and were extremely impressed with the dedication, professionalisation, innovation and deep self-reflection exhibited in all candidates' teaching portfolios. One award was made in the "Distinguished teacher" category, while seven candidates were recognised in the "Developing teacher" category. All applicants also received feedback on their portfolios.

These are the 2020 award winners:

Distinguished teacher

Dr Margaret Blackie (Department of Chemistry and Polymer Science, Faculty of Science)

Developing teacher

- Prof Alexander Andrason (Department of Ancient Studies, Faculty of Arts and Social Sciences)
- Dr Marenet Jordaan (Department of Journalism, Faculty of Arts and Social Sciences)
- Dr Tobi Louw (Department of Process Engineering, Faculty of Engineering)
- Mr Juan Ontong (School of Accountancy, Faculty of Economic and Management Sciences)
- Dr Ilse Rootman-le Grange (Faculty of Science)
- Dr Martin Venter (Department of Mechanical and Mechatronic Engineering, Faculty of Engineering)
- Dr Shantelle Weber (Department of Practical Theology and Missiology, Faculty of Theology)

The awards will be "handed over" at a virtual ceremony towards the end of 2020.

8. CONCLUSION

The L&T RC continues to systematically implement strategies in support of SU's institutional objectives. The RC's implementation plans take the form of agreements concluded with faculties, or initiatives taken by faculties themselves, recognising that achieving SU's vision and goals for learning and teaching will require a high degree of innovation and drive from management, PASS environments and all faculties alike.

The outgoing Vice-Rector (Learning and Teaching), Prof Arnold Schoonwinkel, would like to express his gratitude and appreciation to colleagues in the faculties, the L&T RC and other responsibility centres for their contributions to the advancement of excellent learning and teaching at SU. It was a great privilege to be part of the SU team for 28 years.

9. ANNEXURE A: L&T RC structural changes 2012–2020

The organograms below show the changes in the organisational structure of the L&T RC over the period 2012 to 2020.

Figure 15 shows the organisational structure of the RC in 2012, when the current Vice-Rector (Learning & Teaching) was appointed.

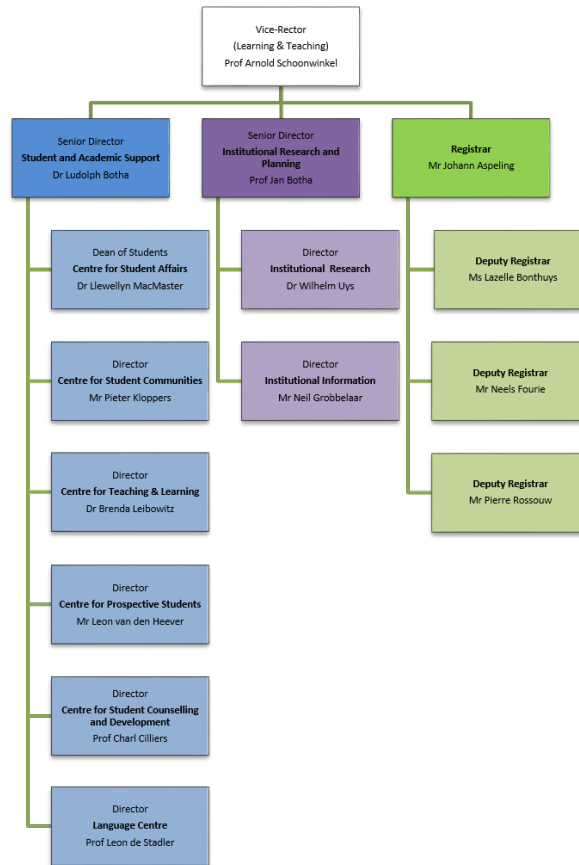


Figure 15: Organogram of L&T RC in 2012

Figure 16 shows the organisational structure of the L&T RC following realignment in 2013. The realignment was aimed at facilitating a more functional organisation of divisions, as well as shorter reporting lines.

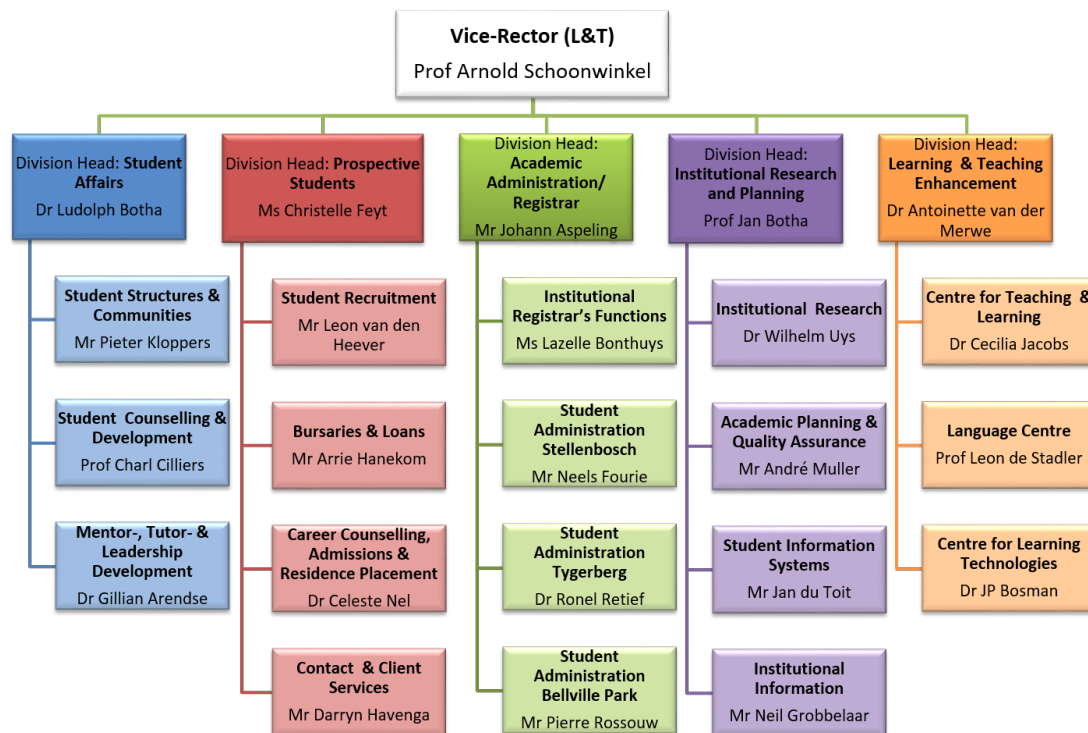


Figure 16: Organogram of L&T RC in 2013

The 2019 organisational structure of the L&T RC is presented in **Figure 17**, with the reporting line for the Registrar’s Division having been moved to the Rector, and Institutional Research and Planning to the new RC for Strategy and Internationalisation.

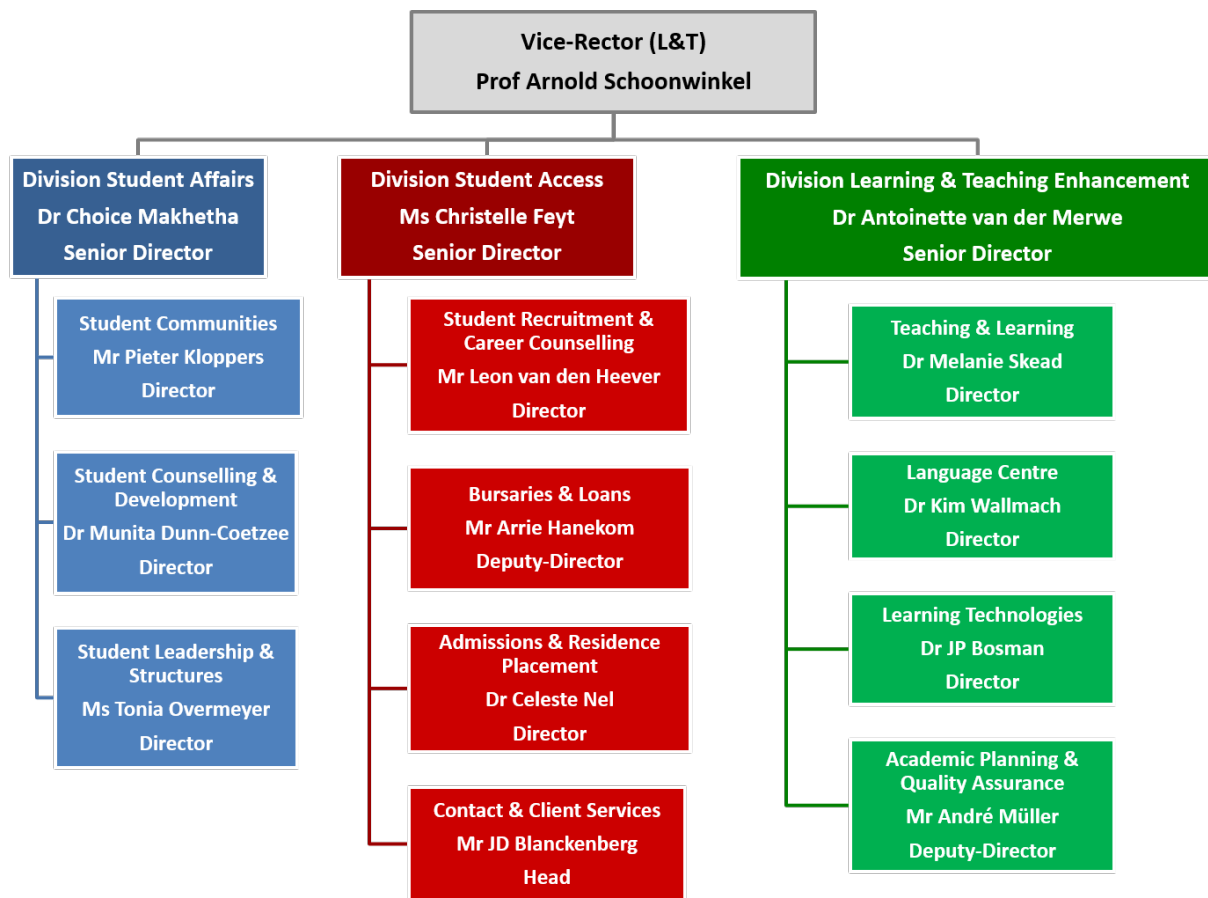


Figure 17: Organogram of L&T RC in 2019

In 2020, the L&T RC's organisational structure was further refined to focus solely on Student Affairs and Learning & Teaching Enhancement when the centres of the Division of Student Access were moved to related functional areas in other responsibility centres, namely:

To the Registrar's Division:

- Centre for Admissions and Residence Placement
- Contact and Client Services Centre

To the Chief Operating Officer:

- Centre for Undergraduate Bursaries and Loans

To Corporate Communication and Marketing:

- Student Recruitment and Career Counselling

The current organogram of the L&T RC is presented in **Figure 18**.

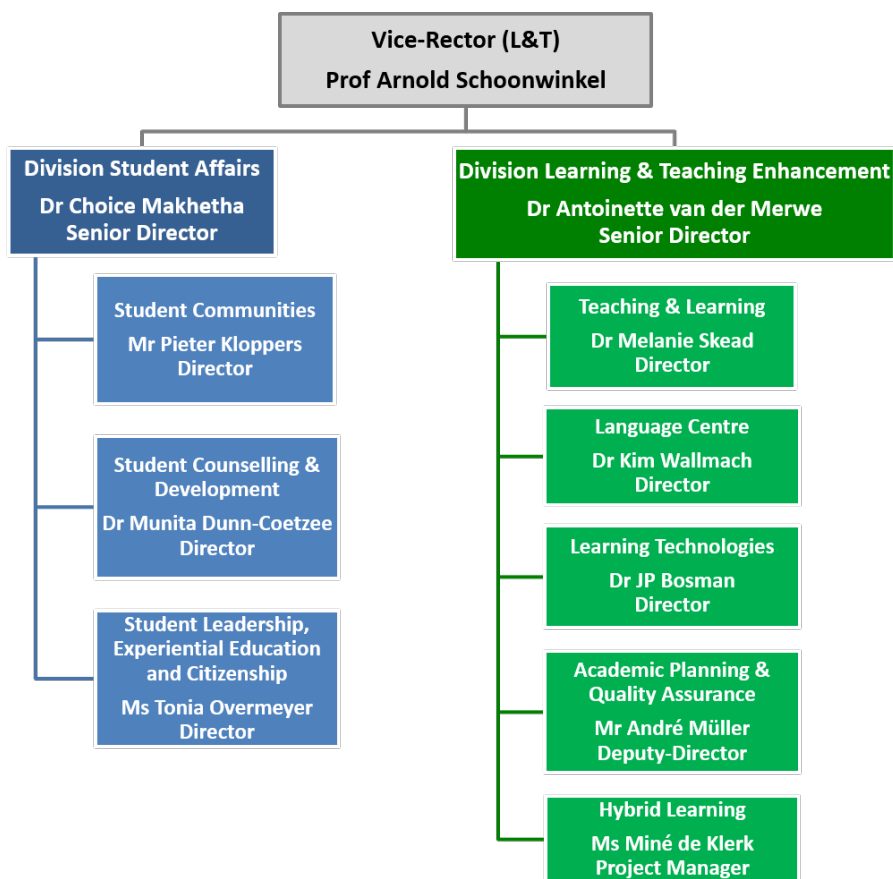


Figure 18: Organogram of L&T RC in 2020

10. ANNEXURE B: L&T infrastructure development 2012–2020

From 2012 to 2020, various new first-rate facilities for learning and teaching as well as student communities were established. The Vice-Rector (Learning and Teaching) and colleagues in the L&T RC were involved in drafting many of the funding applications (including external funding), making financial contributions from the RC's reserves, and helping with detailed facility planning to ensure optimal functionality for either learning and teaching or our student communities.

The following collage of pictures provide an overview of the outstanding additions to SU's L&T-related physical infrastructure. We owe a huge debt of gratitude and acknowledgement to SU's Facilities Management Division for their conscientious project management and rigorous quality assurance work.

Den Bosch



The amaMaties Hub



Libertas (nou Capri) and Equité HC houses



LLL Village



Russel Botman House and Wimbledon Hub



Irene



Huis Marais



Huis Visser



Helshoogte



Goldfields kitchen



Nkosi Johnson (Tygerberg)



14 Murray Street



11 Bosman Street (Centre for Student Communities)



15A Bosman Street (Division Student Affairs)



Jan Mouton Learning Centre



Huis ten Bosch



Entrance halls at faculty buildings



Arts and Social Sciences



Education

11. ANNEXURE C: Chronology of key events in the Division of Student Affairs in the period 2012–2020

This section is meant as an informative record of the most prominent activities in the Student Affairs domain during the term of the Vice-Rector (Learning & Teaching).

Centre for Student Communities

The Residence Placement Policy

SU's amended Residence Placement Policy, which was adopted in 2014, is unequivocally aimed at diversifying the residential student body. The policy had its fair share of critics. SU's premise is that diversity advances excellence, and that residences offer an ideal opportunity for students from different backgrounds to live together and learn from one another.

The 2014 Residence Placement Policy retained academic merit as placement criterion. In addition, however, SU also set targets for students from different population groups, with a particular focus on those exposed to socio-economic disadvantage, as well as on home language diversity. One important aim of the policy is to accommodate more first-years in residence. This is why the 2014 policy introduced limits on students' duration of stay. For instance, undergraduate students may only stay in residence for the normal duration of their degree programme, unless they are elected to a formal leadership position in the residence.

Improving private students' university experience

The housing trend has made a 180-degree turn since the previous decade, with only one quarter of SU's students now residing in University accommodation. The rest have private accommodation close to campus, or commute on a daily basis. These students have been assigned to Private Student Organisation (PSO) wards. Over the past eight years, SU has moved from visiting PSO heads to PSO coordinators, whose sphere of influence has been significantly expanded. This helped bridge the academic success gap between first-years in residence and their PSO peers.

Expanding the mentor system

SU's residence mentor system, which appoints senior students to guide newcomers, has been converted from a "part-time focus" into a formal structure with a full-time staff member. The University has introduced the BeWell feedback system to monitor student assistants' mentoring services and newcomer students' utilisation of the support mechanisms at their disposal.

Formally recognising value-driven management

Instead of continuously issuing additional rules, the Centre for Student Communities has taken the lead these past five years in getting each residence and PSO ward to agree on their own set of values aligned with the values of the University. Annual discussions are then held to assess their value adherence. This allowed the creation of a much more welcoming culture towards newcomers as well as diverse cultural, religious and gender groups. In 2015, however, SU had to intervene by highlighting very specific issues and prohibiting certain behaviours in connection with unacceptable welcoming practices.

Handling student protests, and the success of a culture of dialogue

The years 2015 and 2016 were characterised by student protest action on campuses nationwide. Students raised legitimate issues, such as high study fees, exclusion by way of language, poor safety, gender violence, etc. With the assistance of student leaders, the Division of Student Affairs and various SU management structures, most issues could be resolved through dialogue, mutual understanding and changes in practice. Certain instances of unacceptable behaviour during protests did require student

discipline, but these were few and far between at SU. The University learned to work together as a community, gained valuable lessons, adapted, and not only survived, but came out stronger. Changes were possible because of a culture of dialogue – an approach for which many students have since thanked SU.

Centre for Student Counselling and Development (CSCD)

Comprehensive emergency care (since 2016)

A more integrated and comprehensive emergency service was required at SU, especially from a service provision, compliance, risk management, medico-legal and legal-litigious perspective. The rise in stakeholder expectations around emergency care, increases in liability claims, changes in the complexity of medical care provision, legal changes in transporting at-risk patients and changes in acute care compelled a review of the crisis service provided at SU. As a result, a comprehensive 24/7 emergency psychological and medical service, ER24, was established in 2016. The service is available to all registered SU students.

Disability Unit

A much more comprehensive approach to equal opportunities for students and staff with disabilities has been followed at SU since 2012.

A dedicated Office for Students with Special Learning Needs (Disabilities) was established in 2012. This was followed by a combined proposal for the Disability Unit, Facilities Management and HUMARGA, detailing infrastructural developments so as to improve campus facilities for people with disabilities. Funding for this purpose was obtained from SU, the private sector and DHET.

In 2017, SU admitted its first Deaf students to the BEd (Foundation Phase) programme in the Faculty of Education. The University established the capacity to support these students by using South African Sign Language interpreters to assist them in class, with learning and on campus in general.

Significant donor funding was received for full-cost bursaries for students with disabilities. These bursaries included a hoist for students with physical disabilities, students' carer costs, extra wheelchairs, guide dog support fees, assistive technologies, as well as academic tutors and other off-campus human support the students may need.

In June 2017, SU held its first two-day seminar to explore universal access, universal design and universal design for learning principles, and focus on the key principles introduced in our revised Disability Access Policy. Participants included disability-inclusive education experts such as Dr Judith Mackenzie from the University of Cape Town and Dr Elizabeth Dalton from the United States, who specialises in universal design for learning.

The next major step was when the Disability Access Policy for SU was adopted as the foundation for SU's support of students and staff with disabilities in 2018.

Furthermore, in 2019, the Disability Unit introduced the first Lead with Disability accredited co-curricular workshop. The year 2020 was declared as the Year of Disability. To mark this, SU held a landmark Year of Disability seminar, where we could reflect on how SU had improved its support for students and staff with disabilities, but also to establish what still needed to be done.

The Equality Unit

On 26 September 2016, the SU Council adopted the University's first Policy on Unfair Discrimination and Harassment. The Equality Unit (EqU) was created to promote collective action towards social justice and discourse regarding social asymmetries at SU. The EqU plays a crucial role by investigating cases of gender-based violence and forms of unfair discrimination experienced by students and staff at SU.

Centre for Student Leadership, Experiential Education and Citizenship (SLEEC)

The SLEEC was established in 2016, with a director appointed in September that year. It deals with student leadership development and the co-curricular capacity development (i.e. out-of-classroom experiences) of students. It had become clear that many of the desired SU graduate attributes could be purposefully developed in a more formalised co-curricular programme. In fact, SU already had many such courses. Therefore, a Co-curriculum Recognition Committee (CRC) was constituted in 2017, with the Registrar as chair, enabling students to receive formal recognition for efforts beyond their academic programmes, i.e. co-curricular courses and (leadership) services to the student community. Since 2018, SU has been issuing co-curricular transcripts to graduates, which, together with their academic transcripts, are valuable certifications when they enter the world of work or further their studies elsewhere.

In 2018, the Centre developed a Co-curriculum Competency Framework, which guides students in choosing activities to participate in and receive formal recognition for having achieved certain personal, people, adaptive thinking and work-based skills in the process. Since 2020, SU has been following a more comprehensive approach to co-curriculum participation by purposefully planning ways for students to obtain an experiential education beyond the classroom as well.

In terms of student governance, the Centre in 2017 started a more intentional process to support the formal student leadership structures with training and guidance. It cooperates closely with the SRC, TSR and the Military Academy Student Council (MASC), capacitating them to effectively execute their portfolios and their engagements with SU management. A Student Governance Strategy was introduced that speaks to ethical leadership and governance, and establishes an accountability and responsibility framework against which SRC and TSR performance is assessed. SU is well served by outstanding student leaders, who benefit greatly from the development opportunities offered by the SLEEC.

12. ANNEXURE D: Chronology of key events in the Division of Learning and Teaching Enhancement in the period 2012–2020

This section is meant as an informative record of the most prominent activities in the Learning and Teaching Enhancement domain during the term of the Vice-Rector (Learning & Teaching).

2013

Centre for Learning Technologies created in amalgamation with the Interactive Telematic Services Department

First Blended Teaching and Learning short course

Focus on graduate attributes (with Simon Barrie visit)

University changes its learning management system to Moodle (SUNLearn is born)

2014

ICT in T&L Council-funded project starts

ICTTL committee is formed

Networking around the “glocal classroom” takes place

First blended-learning coordinators (BLCs) meeting

2015

Appointment of first BLCs

First LTE T&L seminars start

PGDip ICTs in T&L in HE kicks off as part of the PGDip in T&L in HE

2016

Studio is upgraded from standard to high definition

SU’s first MOOC, “Teaching for change”, is developed and made available on the FutureLearn platform

2017

Targeted academic programme renewal (Gilly Salmon, SU-wide kick-off)

2018

Telematic Schools Project wins silver at the Premier’s service excellence awards in the category “Best implemented project”

First African Digital University Network (ADUN) colloquium

CLT designs CREST's first fully online short course in doctoral supervision

2019

ADA Teaching in the Digital World course kicks off in July

2020

Telematic Schools Project launches a zero-rated website available nationwide

Second African Digital University Network (ADUN) colloquium

Hybrid learning institutional initiative kicks off