

CAPE HIGHER EDUCATION CONSORTIUM
HIGHER EDUCATION LEADERSHIP ACADEMY 2024

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List of abbreviations

CHEC	Cape Higher Education Consortium
CEE	Creating the Executive- Edge Programme
CLE	Creating the Leading- Edge
DVC	Deputy Vice Chancellor
HE	Higher Education
HEI	Higher Education Institution
HELA	Higher Education Leadership Academy
PD	Advancing scholarship
SED	Strategic-Edge Dialogue Series
VC	Vice Chancellor

Preamble

Research on leadership started with the trait theories (Stogdill, 1974; House and Baetz, 1979; Gibson, Ivancevich and Donnelly, 1991; Yukl, 1994) and progressed to the Behavioural Theories (Blake and Mouton, 1964; Gibson et al., 1991) and Contingency Theories (Fiedler, 1967; House, 1971; Vroom and Yetton, 1973; Hersey and Blanchard, 1982). All these models of leadership focus on the individual leader and treat the follower as a passive bystander. According to Smith and Hughey (2006), a fundamentally different school of thought on leadership emerged during the latter part of the twentieth century. Many researchers categorised leadership and leaders as either transactional or transformational (Bass, 1985, 1999; Yukl, 1994). Transformational leaders were found to have a special relationship with their followers. They follow certain practices that make themselves and their followers successful. They can focus on the here and now and the future and they challenge the status quo. The following fundamental leadership practices, as described by Kouzes and Posner (2001) seem to be the reasons for their success.

- **Challenge the process.** Leadership is willing to take calculated risks, and this is witnessed through their use of unconventional strategies by which they often break accepted norms.
- **Inspires a shared vision.** Leadership helps colleagues to connect to and willingly become supporters of this vision.
- **Enable others to act.** Leadership influences followers and inspires them to move into action and they empower their followers and develop trusting and participatory relationships, and, in the process, they create the momentum within the organisation, to achieve the goals.
- **Model the way.** Leadership models the desired values, traits, beliefs, and behaviour to achieve the vision and so set the example for their followers.
- **Encourage the heart.** Leadership focuses not just on rewards. They recognise and celebrate the efforts and accomplishments of others. They are willing to share credit with others. Kouzes and Posner (1995, p. 272) observed as follows: “...this is one of the defining characteristics of a leader, one of the things that make constituents willing to be led: that person has our best interests at heart and wants us to be as successful as possible.”

Important factors impacting on HE

There are many important issues in HE today, and the specific issues can vary depending on the country, region, and context. However, some of the key issues that are widely discussed and debated in the field of HE includes:

- **Access and equity:** This refers to the challenge of providing equal access to HE opportunities for all individuals regardless of their background, socioeconomic status, or geographic location. It also includes addressing issues related to affordability, financial aid, and the digital divide.
- **Quality and accountability:** This refers to the need to maintain high standards of teaching, research, and learning outcomes in HE institutions. It also includes the need for institutions to be transparent, accountable, and responsive to the needs of their stakeholders, including students, faculty, staff, and the broader society.
- **Governance and leadership:** This refers to the importance of effective governance and leadership in HE institutions. It includes issues related to shared governance, academic freedom, institutional autonomy, and the role of different stakeholders in decision-making processes.
- **Diversity and inclusion:** This refers to the need to promote diversity, equity, and inclusion in all aspects of HE, including student recruitment and retention, faculty and staff hiring and development, and curriculum development and delivery. It also includes addressing issues related to campus climate, bias, and discrimination.
- **Innovation and technology:** This refers to the rapid pace of technological change and its impact on HE, including the need to adapt to new teaching and learning modalities, the use of data and analytics, and the development of new models of HE.
- **Globalisation and internationalisation:** This refers to the increasing interconnectedness of HE institutions and the need to prepare students for a globalized world. It includes issues related to international student recruitment and mobility, study abroad programmes, and partnerships with institutions in other countries.
- **Funding and Sustainability:** This refers to the challenges of securing adequate funding for HE institutions and ensuring their long-term sustainability. It includes issues related to government funding, philanthropy, tuition fees, and the financial sustainability of different types of institutions.

South African HE faces numerous issues that are shaping the sector and requiring attention from policymakers, institutional leaders, faculty, students, and other stakeholders.

Some of these emerging issues include:

- **Funding:** South African universities are facing significant financial challenges, including reduced government funding, declining enrolment, and increased competition for limited resources. The lack of adequate funding is putting pressure on institutions to increase tuition fees, which is making HE less affordable for many students.
- **Decolonisation:** There is a growing movement in South Africa to decolonize HE by addressing issues of institutional culture, language, curriculum, and pedagogy. This includes promoting the use of African languages, diversifying the curriculum, and increasing the representation of historically marginalized groups in faculty and leadership positions.
- **Access and equity:** Despite significant progress in recent years, access to HE in South Africa remains unequal, with significant disparities between different regions, income groups, and racial groups. This is leading to calls for more targeted interventions to improve access and support for underrepresented groups.
- **Student activism and protest:** Student activism and protest have become increasingly common in South African HE, with students mobilizing around issues such as tuition fees, campus safety, institutional governance, and transformation. This is putting pressure on institutional leaders to be more responsive to student concerns and to find ways to engage constructively with student movements.
- **Technological disruption:** Technological disruption is transforming the way that HE is delivered, with online and blended learning models becoming more common. This is raising questions about the role of traditional universities in a digital age and the need for institutions to adapt to new modes of delivery and pedagogy.
- **Internationalisation:** South African universities are increasingly seeking to internationalize their operations by attracting more international students and developing partnerships with institutions in other countries. This is creating new opportunities for collaboration and exchange, but also raising questions about issues such as academic freedom, cultural sensitivity, and the potential for neo-colonialism.

- **Research and innovation:** South African HE is playing an increasingly important role in research and innovation, particularly in areas such as health, energy, and sustainable development. This is creating opportunities for collaboration with industry, government, and other stakeholders, but also raising questions about the appropriate balance between academic autonomy and societal impact.

Higher education leadership development investment value

- **Improved performance:** Effective leaders in HE can help to improve organizational performance by enhancing the quality of teaching and learning, research and innovation, and community outreach. They can also help to create a positive work environment that fosters collaboration, innovation, and continuous improvement.
- **Enhanced student experience:** Leaders who are trained in HE leadership can help to create a supportive and engaging learning environment for students. This can result in higher student satisfaction and retention rates, as well as improved academic performance.
- **Succession planning:** Leadership development programmes in HE can help to identify and develop future leaders within an organization. This can ensure a smooth transition of leadership and help to maintain institutional knowledge and culture.
- **Increased diversity and inclusion:** Effective leaders in HE can help to promote diversity and inclusion on campus by creating policies and programmes that support a diverse student body and workforce. This can result in a more inclusive and welcoming campus culture.
- **Professional growth:** Leadership development programmes can provide opportunities for professional growth and development for individuals in HE leadership positions. This can help to improve job satisfaction, increase retention rates, and attract top talent.

Creating edge through leadership development

- **Enhanced student experience:** Creates a better student experience by streamlining processes and reducing administrative burdens. This can enable students to focus on their academic and personal growth and improve their satisfaction with the university.
- **Cost efficiency:** Supports cost reduction and improve the financial sustainability of HE institutions. By eliminating waste, improving efficiency, and leveraging technology, universities can optimize their resources and maximize their impact.
- **Improved quality of teaching and research:** Enable HE institutions to enhance the quality of their teaching and research. By providing faculty with the necessary resources, tools, and support, universities can foster a culture of innovation, creativity, and excellence.
- **Competitive advantage:** Supports HE institutions to gain a competitive advantage by differentiating themselves from other institutions. By delivering high-quality education, research, and services, universities can attract and retain students, faculty, and staff, as well as funding from donors and government agencies.
- **Compliance and risk management:** Supports HE institutions to ensure compliance with regulations and manage risks effectively. By implementing robust policies and procedures, universities can minimize the risk of legal, financial, or reputational harm.

In summary, operational excellence is critical for HE institutions to deliver high-quality education, research, and services, while managing costs, risks, and compliance requirements. By striving for operational excellence, universities can improve their performance, competitiveness, and sustainability, and contribute to the development of society.

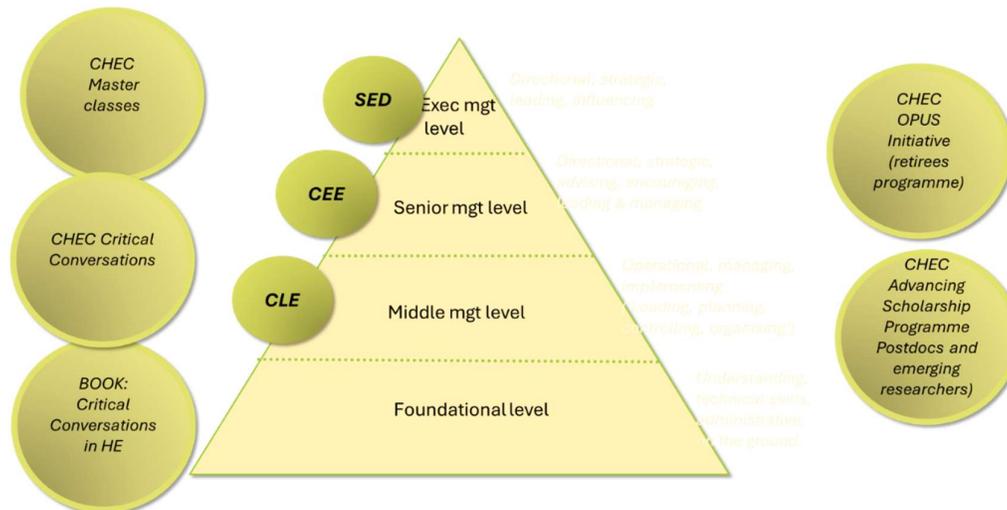
A systematic approach towards edge in HE

- **Understanding context and the self.** What is my role? This involves identifying key performance indicators (KPIs) that reflect the institution's strategic goals and values, such as student satisfaction, research productivity, cost efficiency, and compliance.

- **Assess current state:** The second step is to assess the current state of operations by conducting a thorough analysis of processes, systems, and resources. This can be achieved through various methods, such as process mapping, data analysis, benchmarking, and stakeholder feedback.
- **Identify improvement opportunities:** The third step is to identify improvement opportunities that align with the institution's strategic goals and values. This can be achieved by prioritizing areas for improvement, such as process automation, digital transformation, lean management, talent development, and change management.
- **Implement solutions:** The fourth step is to implement solutions that address the identified improvement opportunities. This involves designing and implementing new processes, systems, and resources, as well as training and engaging stakeholders to ensure adoption and sustainability.
- **Monitor and evaluate:** Monitor and evaluate the effectiveness of the implemented solutions. This involves tracking KPIs, analysing performance data, and conducting periodic reviews to ensure continuous improvement and alignment with strategic goals and values.
- **Communicate results:** The final step is to communicate the results and impact of operational excellence initiatives to stakeholders, such as students, faculty, staff, alumni, donors, and government agencies. This can help to build trust, enhance reputation, and demonstrate the institution's commitment to excellence and innovation.

The CHEC Higher Education Leadership Academy

CHEC'HELA offers a range of capacity development activities. Activities should lead to a CHEC HELA certificate of successful completion after presentation of the capstone project.



Critical conversations in HE

Purpose: The CHEC Critical Conversations is designed as a forum for engagement across the four universities and our strategic partners in the Western Cape on critical issues and discourses in SA HEIs. We recognize that the academic landscape has become increasingly complex and that answers need to be found for problems that previously did not exist. In this way, the CHEC Critical Conversations will provide our regional universities with an opportunity to share ideas and contribute to regional higher education innovation by discussing our strategies and lessons learnt through our business continuity, risk, and other applications.

Cost: Attendance of the Critical Conversations are free.

Registration links: (per event as advertised).

Masterclasses in HE

The Masterclasses are developed across a range of HE subject areas to broaden and deepen knowledge and understanding, providing skills for future learning and employment. They are shorter than courses and less formal. Facilitated by a skilled facilitator. Masterclasses address a specific value and identify a target audience. A certificate of successful completion is provided. The masterclasses are offered in real time or can be viewed asynchronously on the CHEC website.

Purpose: CHEC acknowledges that there are emerging trends and events that require our collective understanding. Towards this, CHEC hosts Masterclasses with expert facilitators to guide and discuss important issues in HE.

Cost: R3000/event payable upon registration.

Registration links: (per event as advertised).

Strategic-Edge Dialogues for executives in HE

Purpose: The STRATEGIC-EDGE DIALOGUE SERIES is designed to support executive management (including members of council, Vice Chancellors, and Deputy Vice Chancellors) *to develop the necessary skills to lead their institutions effectively in a rapidly changing HE landscape.*

Target market: VCs, DVCs and members of council focusing on individualised needs.

Delivery method: The dialogues will be delivered through in virtual asynchronous sessions. One on one sessions can be arranged.

Cost: R3000 per dialogue selected.

CHEC certificate of successful completion will be issued upon completion of the capstone project.



Dialogue 1: Strategic Planning and Vision Setting

Understanding the importance of strategic planning in HE

Developing a vision and setting clear goals and objectives

Identifying key stakeholders and their expectations

Dialogue 2: Financial & Risk Management and Resource Allocation

Understanding financial statements and budgeting

Identifying potential sources of funding

Resource allocation and management

Risk mitigation, adaptation and business continuity

Dialogue 3: Communication and Stakeholder Management

Building effective communication strategies and maintaining relationships with stakeholders

Managing conflict and difficult conversations

Effective public speaking and media relations

Dialogue 4: Decision Making and Problem Solving

Developing a systematic approach to decision making

Identifying and analysing problems and generating solutions

Implementing decisions effectively

Dialogue 5: Team Building and Talent Management

Building effective teams

Developing and managing talent

Performance management and accountability

Succession planning

Dialogue 6: Leading Change and Innovation

Placing leadership in the context of education.

Creating a culture of innovation

Overcoming resistance to change & leading change.

Creating conditions to lead

Motivating followers through a mind space to lead.

A framework for leadership in HE

Cultural perceptions of senior leaders of the practice of leadership in higher education

Major challenges in leading academic staff from the perspective of senior leaders

Capstone project: Self-reflective diary.

Senior Management Programme: Creating the Executive Edge

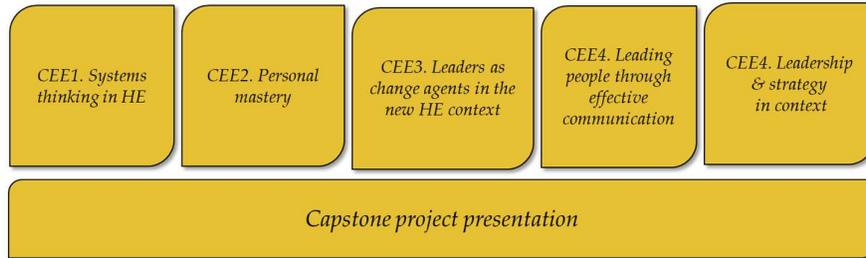
The CREATING THE EXECUTIVE EDGE (CEE) Programme is designed to meet the strategic needs of senior and executive management in HEIs. The value of the CEE lies in the development of strategic leadership who values transformation, communication and performance engagement.

Purpose: *“To engage in strategic leadership through people management in HE.”*

Target market: The CEE is designed for deans/deputy deans/senior/executive directors appointed to executive positions in HEIs.

Cost: Costing is per course.

CHEC certificate. A CHEC certificate of successful completion will be issued upon completion of the capstone project.



CEE 1 Systems thinking in HE: The Nature of the Beast in HE

Facilitator: Prof Sanchen Henning

Course description

Leading in uncertain and complex environments

Conquering challenges and creating new pathways

The tie that bonds: a shared image of a desired future

Unravelling the pattern which connects through five principles:-

Principle #1 Openness: Critical stakeholder transactions

Principle #2 Purposefulness: Value-based behaviour

Principle#3 Multidimensionality: Creating complementary relationships.

Principle #4 Emerging property: Quality improvement as the sum of all parts

Principle #5 Counterintuitive behaviour: Expecting the Unexpected

CEE 2 Personal mastery

Facilitator: Kim Everitt

Course description

The essential challenge in future individual and team performance is personal mastery. It necessitates support workers, team leaders, and managers assessing and applying their own knowledge to comprehend, motivate, and manage people in a variety of settings, including conflict and interpersonal differences. This course is taking personal mastery a step further by teaching how to fully understand who you are and what drives you; it is primarily concerned with self-awareness, inner-work, and observing the impact our patterns of thinking, feeling, and behaving have on the people and situations around us, as well as the outcomes of these encounters.

Topics covered:

The powerful Neurology in Personal Mastery

The energy of a Leader: The signature of authentic charisma

The Human Needs drivers of the Leader: Managing others in change.

The skill of Coaching/Mentoring/Managing in Leadership application

Our three intelligences and how to apply them toward Authenticity and Wisdom

CEE 3 Leaders as change agents in the new HE context

Facilitator: Prof José Frantz

Course description

Higher education is currently facing tremendous difficulties, which are fuelled by the internet's rapid expansion, higher education's rising globalisation, and the ever-present question of institutional quality. Leading change has become an ever-present reality for leaders in the higher education sector. The traditional pattern of instructional providing is being broken by new types of educational delivery via virtual networks. Higher education is being redefined by new players. The rules are changing, and higher education institutions are under more pressure to adapt.

As we embrace change as a constant it is important that we engage on how we can address this in our own context. The course offers an opportunity for engagement, influential conversations and reflection as we seek to find tangible solutions for the challenges we face.

Specific content

Why higher education needs change agents.

Being a leader in a new higher education setting by being a change agent: Characteristics of leaders as change agents

Types of change management models

Equipping faculty to be part of the processes of change agency.

Masters of the change process

Immunity to change.

Challenges to change on HE

CEE 4 Leading people through effective communication

Facilitator: Dr Phumzile Mmope

Course description

In our increasingly VUCA (volatile, uncertain, complex, ambiguous) higher education environment, persistent changes become a point of much reflection and bring about key learnings and insights. For one, HE leaders are reminded that leading people through change begins with communicating effectively, authentically and with respect in a way that enables leaders to lead with influence, inspire change and take people along instead of forcing change. Leaders may have different styles. Whatever their style, communication remains central to their leadership role.

This course will focus on leadership communication for change. Effective leaders do not start to communicate when change is needed or happening, they already have the understanding that leading people through change hinges on connection built on. Leaders should consistently and intentionally enhance their ability to be mindful, to connect with and inspire others towards a common purpose through shared values underpinned by empathy and inclusion.

Topics covered

Why leadership communication is important

Leading others begins with self-leadership and accountability for an enabling environment for effective communication

Skills for building personal credibility and influencing others

Communicating for Change - a framework for effective and inclusive engagement

Telling and Retelling: consistency of an institutional narrative and common talking points

CEE 5 Leadership and strategy in the new context

Facilitator: Prof Drikus Kriek

Course description

The course participants will engage about the role and duties of the leader, theories of educational leaders, what makes educational leaders effective in their role and challenges faced by senior leaders. The course will endeavour to find new paths of leadership for the current and future HE challenges and will focus on the key conditions that need to be in place to ensure followers are motivated to follow voluntarily.

Healthy universities (effectiveness of leadership on healthy universities)

Understanding your role in leadership development

Making critical sense of leadership development

Creating conditions to lead

Motivating followers through a mindspace to lead

A framework for leadership in HE

What does it mean to be a leader in diverse situations?

Cultural perceptions of senior leaders of the practice of leadership in higher education

Major challenges in leading academic staff from the perspective of senior leaders

Placing leadership in the context of education.

Capstone project

See description below.

Middle Management Programme: Creating the Leading-Edge

The Creating the Leading-Edge Programme (CLE) has been developed by and for, universities and is presented under the auspices of the Cape Higher Education Consortium (CHEC). The programme is designed to meet the management capacity development needs of academic and administrative middle managers and to create effective networks of key managers in HEIs.

Purpose: *“To build and develop human capacity to create a thriving and supportive HE workspace.”*

Target market: The programme is specifically designed for academic heads of departments, heads of research entities, and support/professional staff managers. Typically, the selected candidate will have at least a post graduate qualification and more than five years work experience as a new or existing manager in their positions. However, universities are free to select any participant that they believe will benefit from the course.

USAf endorsement: The CLE is endorsed by Universities South Arica for its relevance and responsiveness to developing and supporting the leadership and management knowledge and skills required, for greater efficiency and effectiveness in the systems, processes, people and technology requirements of our universities.

Cost: Costing is per course.

CHEC certificate. A CHEC certificate of successful completion will be issued upon completion of the capstone project.



CLE1. Understanding the self in relation to others

One session covering:

- The leader and the team. Losing a team member. The inner leader
- The science of ENERGY in management. Building an effective team: when to coach, when to mentor & when to manage
- Specific skills for the leader (Conflict resolution, Assertiveness, communication, working with people's highest needs)

CLE2. The HE strategic space

Session 1: Operational Excellence in HE (Prof R Pellissier)

Session 2: University financial planning & risk (Prof Stan du Plessis)

Session 3: University Governance (Mr Nikile Ntsababa)

CLE3. Creating a positive work environment

Session 1: Performance engagement, succession planning & transformation (Ms Amanda Glaeser)

Session 2: Leading in employee relations (Ms Vanessa Pather)

Session 3: Effective Communication strategies for the HE manager (Dr Phumzile Mmope)

CLE4. Technology and innovation perspectives

Session 1: Design thinking in HE (Prof R Pellissier)

Session 2: Digital transformation in HE (Prof Walter Claassen)

Session 3: Leading through creativity, problem-solving, entrepreneurship (Ms Henra Meyer)

Capstone project

See description below.

The capstone project will be presented at a CHEC HELA event towards the end of 2024.

Advancing scholarships (Post docs and emerging researchers programme)

Purpose: To develop the emerging researcher to reach full potential as a person and as a researcher.

Target market: University post-doctoral candidates and/or early career academic and/or emerging researchers.

Cost: Costing is per course.

CHEC certificate. A CHEC certificate of successful completion will be issued upon completion of the capstone project.



PD1: Academic and Research Development

- Research Projects: Detailed plans for the research that postdocs will undertake.
- Mentorship: Pairing postdocs with experienced faculty for guidance.
- Writing for publication.
- Grant Writing.
- Symposiums and Conferences presentations.

PD2. Career Development

- One-on-one counselling sessions to discuss career goals and plans.
- Communication skills.
- Project management.
- Personal leadership.

PD3. Work-Life Balance

- Health and wellness.
- Family Support
- Cultural Activities: Exposure to local culture, language classes, etc.

PD4. Science communication

- Community inreach
- Community outreach: Opportunities for community service or public science communication.

Capstone project. Self-reflection diary.

Opus Initiative

Purpose: To provide opportunities for retired academics to continue learning and contributing to scholarship and foster social connections among retired academics.

Target market: Retired academics

Delivery modes: online and face to face.

Cost: Events priced individually.



Academic activities

- **Lecture Series:** Invite active academics and experts to present on various topics.
- **Workshops:** Sessions on research methodologies, teaching, or other academic-related skills.
- **Special Interest Groups:** Groups organized around particular academic interests.
- **Community engagement.**

Social Events

- **Journal Club:** A group that meets regularly to discuss recent papers in a particular field.
- **Book Clubs:** Reading and discussing books relevant to academics or other fields of interest.

Skills Development

- **Technology Training:** Classes on using academic software, social media, or other technology tools.
- **Writing workshops:** Sessions aimed at those interested in academic writing, fiction, or other genres.

Health and Wellness

- Personal mastery course
- Resilience course

Capstone project. Self-reflection diary.

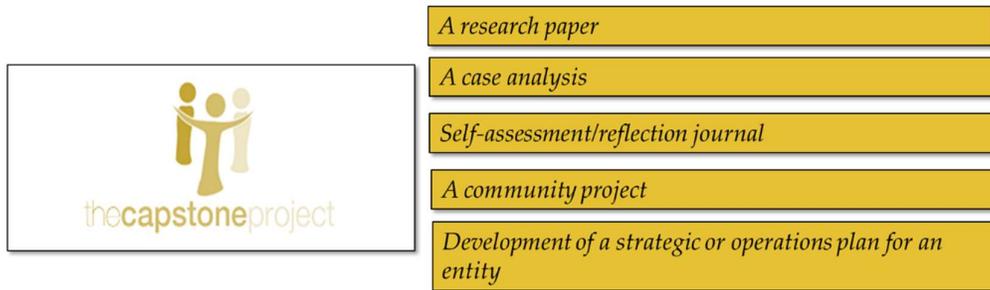
Participants are encouraged to keep a self-reflection diary.

The CHEC Capstone project

The capstone project is deemed the culminating experience in HELA and is the only programme assessment at HELA.

Purpose: To allow participants to demonstrate the breadth and depth of their acquired knowledge and experiences through application to a real-life setting.

The capstone can be either research-based or applications-based.



Types of capstone projects

1) **A research paper.** A long-form paper that investigates a specific issue related to leadership in higher education, based on a comprehensive literature review and potentially original research. This may include interviews, surveys, or data analysis.

or

2) **A case analysis.** Participants analyse a real-life case related to higher education leadership, outlining problems and proposing solutions.

or

3) **Development of a strategic or operations plan for an entity.** Participants create a comprehensive strategic plan for a real entity within the university, addressing key areas like budgeting, governance, staff development, operational excellence, etc.

or

4) **A community project:** Participants engage with local communities to implement an initiative, for instance, a mentoring programme, improving access to resources, or initiating positive.

or

5) **Self-assessment/reflection journal.** An evaluation of own journey and learning with a focus on the self, own skills, weaknesses, and learning outcomes can yield powerful insights.

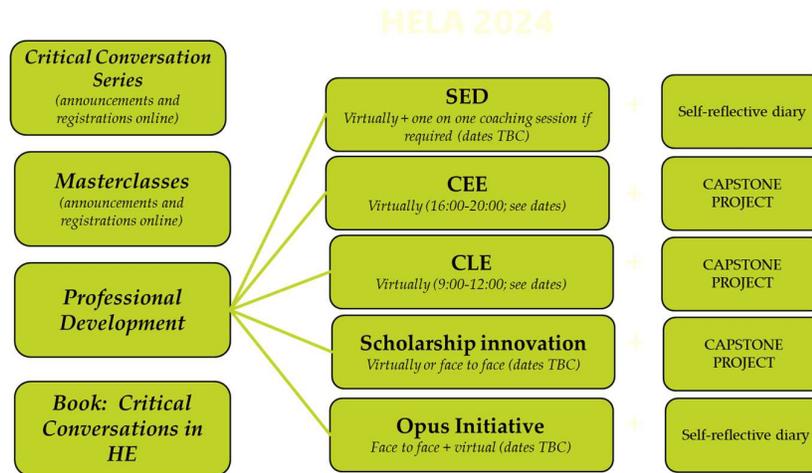
Format of the capstone project

- 1) Develop a one-page proposal outline the project, value of the project and anticipated outcomes.
- 2) Include a brief literature review.
- 3) Explains the methodology.
- 4) Discuss the findings.

- 5) Make recommendations and suggest future directions for research or implementation.
- 6) Presentation event: participants are required to present their project at an end of year event.
- 7) After the presentation, the project is approved and CHEC certificate provided.

The capstone project is required for the CHEC certificate for CEE, CLE and Postdoctoral programmes

HELA 2024 programmes in a nutshell

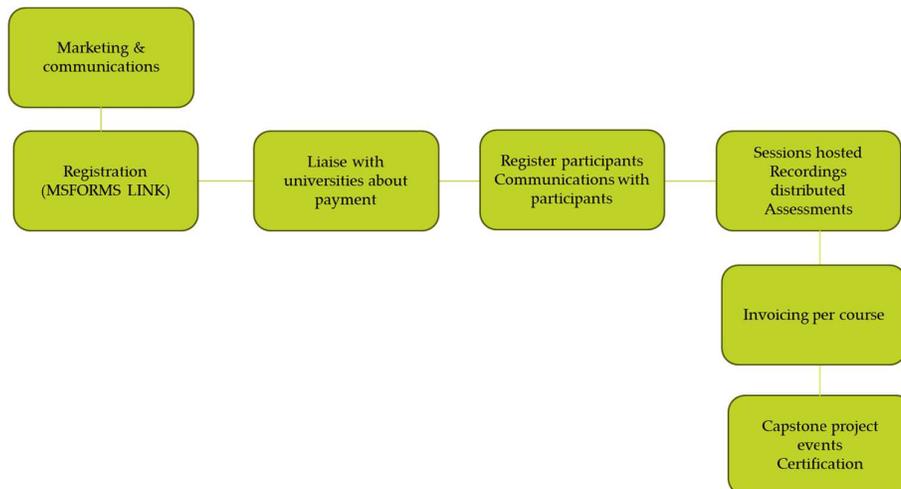


Programme	Proposed content as dialogues	Criteria for completion and CHEC certificate	Delivery mode	Dates	Cost
Executive management programme: Strategic-Edge Dialogues (SED)	Dialogue 1: Strategic Planning and Vision Setting Dialogue 2: Financial & Risk Management and Resource Allocation	Capstone project: Self-reflective diary	Virtual, sessions, and one-on-one coaching can be arranged.	TBC	R6000/dialogue

	<p>Dialogue 3: Communication and Stakeholder Management</p> <p>Dialogue 4: Decision Making and Problem Solving</p> <p>Dialogue 5: Team Building and Talent Management</p> <p>Dialogue 6: Leading Change and Innovation</p>				
<p>Senior management programme: Creating the Executive-Edge (CEE)</p>	<p>CEE1: Systems thinking in HE</p> <p>CEE2: Personal mastery</p> <p>CEE3: Leaders as change agents in the new HE context</p> <p>CEE4: Leadership & strategy in context</p> <p>CEE 5: Leadership and strategy in the new context</p>	<p>Capstone project:</p>	<p>Virtual, asynchronous sessions + final virtual session with facilitators</p>	<p>5 August 2024</p> <p>19 August 2024</p> <p>2 September 2024</p> <p>16 September 2024</p> <p>30 September 2024</p>	<p>R5000/course</p>
<p>Middle management Programme: Creating the leading-edge (CLE)</p>	<p>CLE1. Understanding the self in relation to others</p> <p>CLE2. The HE strategic space</p> <p>CLE3. Creating a positive work environment</p> <p>CLE4. Technology and innovation perspectives</p>	<p>Capstone project</p>	<p>Virtual, asynchronous sessions + final virtual session with facilitators</p>	<p>25 March 2024</p> <p>22, 24 , and 26 April 2024</p> <p>20, 22, and 24 May 2024</p> <p>24, 26, and 28 June 2024</p>	<p>R4000 (CLE1)</p> <p>R5000 (CLE2-CLE4)</p>

Advancing Scholarship Programme (PDP)	<p>PDP 1: Academic and Research Development</p> <p>PDP 2: Career Development</p> <p>PDP 3: Work-Life Balance</p> <p>PDP 4: Science communication</p>	Capstone project	Virtual sessions	TBC	R5000 each
Opus initiative (OP)	<p>Academic activities</p> <p>Social Events</p> <p>Skills Development</p> <p>Health and Wellness</p>	Self-reflection diary	Virtual and face to face depending on activity	TBC	Per events
Masterclasses	As advertised	None	Virtual, asynchronous sessions + final virtual session with facilitators		R3000/event
Critical conversations	As advertised	None	Virtual using zoom		Free

HELA operations



Programme and Course Material

As part of the course fees, participants will be provided with all presentations, video recordings and reading material.

Course assessments

CHEC values participant feedback as an important mechanism to ensure that the courses are relevant to your capacity development needs.

The CHEC HELA administrator will distribute a pre-course assessment before each course starts to give the facilitators course specific information. The HELA administrator will also request that you complete the **post course assessment**. We really appreciate your feedback. Please take 5 -10 minutes to complete these surveys.

Programme flexibility

The CLE and the CEE follow the CHEC mandate by providing support across the network as required. To this end, there is flexibility to address changes in developmental needs, either through the two HELA programme content redesigns, or through the Masterclass or Critical Conversation options. Indeed, the virtual environment allows for faster response times and the CHEC network can easily resource additional facilitators and build new knowledge when there is a demand.

While the CLE and the CEE each have a defined format, they are flexible enough to provide for other capacity development needs. In the event where the environment requires a unique skill set, CHEC HELA can adapt content in this regard, for example, if there is a sudden need to assist university managers during a crisis.

Additional courses

The CLE follows the CHEC mandate by providing support across the network as required. To this end, there is flexibility to address changes in developmental needs. Indeed, the virtual environment allows for faster response times and the CHEC network can easily resource additional facilitators and build new knowledge when there is a demand.

Additional presentations of a course

Where there is sufficient demand, CHEC may consider an additional presentation of a course, either as a shared or an institutional course. A shared course enrolls participants from more than one institution, while an institutional course is limited to participants from only one university.

Additional presentations of a shared course

Based on demand, the Programme manager will liaise with the University Training Departments and the facilitators to explore the possibility of arranging an additional presentation of one of the courses that is open to participants from all four universities. Once a decision to present an additional shared course is made, the normal procedures for course registration, cancellation and invoicing apply.

Additional institutional courses

CHEC recognizes and appreciates the diverse needs that universities may have. If a university wishes to arrange an additional presentation of one of the courses for its staff members only, this course will be presented and certified as a CHEC course. In this case, the relevant training department must communicate this request to the Programme Manager.

CHEC Certificate of Programme Completion

A **CHEC certificate of programme completion**, recognised by all the universities in the region, is presented to those who successfully complete **the capstone project**.

You may enroll for any number of courses based on needs.

It is advantageous to attend the full programme and make use of the opportunity to network with peers within the participating universities. To this end, reasonable notice should be given for any absences. Please note the following:

- 1) Where a participant skips a short part of the course (no more than one presentation session) for an unavoidable reason, the discretion as to whether the participant qualifies for a certificate of attendance lies with the facilitator.

- 2) Where, in the judgement of the facilitator(s), the participant misses a substantial part of the course they may complete the course in the following year at no additional charge to qualify for the certificate of attendance.

Only participants who attend the full course or are deemed by the facilitator(s) to have attended a sufficient part of the course, and completed the capstone project, will receive a **CHEC Certificate of Programme Completion**.

Applications and Registrations

Please apply for Programmes by following the registration link. The registration links are provided in the programme one pagers and on the CHEC website under HELA.

- **Please liaise with your line manager and training manager to approve your application. We will liaise with the University training departments.**
- Late applications will only be considered if there are still spaces available. Also, note that courses will only be offered if the minimum of participants register.
- Universities are generally responsible for payment unless an arrangement is made directly with CHEC.

Programme application process

- 1) Complete the online application form and mark the courses interested in.
- 2) The HELA Programme Director will liaise with the universities to finalise the course registrations.
- 3) Approved participants will be required to sign an electronic confirmation that they understand: i) the course cancellation policy; and ii) the communication process for course cancellation requests.

Number of participants per course

The CHEC HELA Programmes are highly sought after. Participant numbers are restricted and depend on the extent of detail and engagement in a specific course. We require a minimum number of participants to offer any HELA programme. Please check the specific course for content details.

Course fees and invoicing

Course fees are indicated in the course schedule and may differ based on the specific course content and level of engagement and number of participants allowed. Universities should encourage participants to attend all the courses to receive maximum benefit as the courses are aligned and designed to work together. Universities are invoiced after a course has been completed. Payment is due within 30 days.

Course cancellations

It is important that you are aware of the CHEC cancellation policy. The following cancellation fees apply:

- 1) Up to 30 calendar days before the start of the course: No cancellation fee payable.
- 2) 30 to 15 Calendar days before the start of the course: 50% cancellation fee – unless the relevant Training Department nominates an appropriate alternative participant, in which case no cancellation fee applies.
- 3) 14 calendar days or less before the start of the course: 100% cancellation fee (except for cases of medical or family emergencies).

Registered participants must convey all requests relating to course cancellations or modifications to their University Training Departments. CHEC will not communicate directly with course participants about such requests.

- 1) It is the responsibility of the university and/or participant to inform the HELA Programme Director of all course cancellations, including cancellations for medical or other reasons.
- 2) Where the HELA Programme Director receives notification from the University Training Department of a course cancellation, the relevant cancellation fees as above are applicable. The exception is where a participant cancels their registration for medical or other acceptable reasons. If the University can nominate an alternative participant, that person may attend the course with no additional charge to the University.

Contact details

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We wish you a wonderful time participating in the CHEC leadership and management capacity development initiatives.

Please let us know if we can be of further service.