Quick Guide to

Teaching & Learning
at
Stellenbosch University

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Purpose

The purpose of the Quick Guide to Teaching and Learning at Stellenbosch University (SU) is to assist academics in orientating themselves about teaching and learning (T&L) at SU.

We have therefore compiled the Guide to serve as your companion to help you find sources of information, advice and support for your role as a lecturer, and to share the University's approach to T&L.

The Guide is divided into sections, each with additional resources for you to consult, and with contact details for the relevant centre, department, division or contact person.

For more advice, assistance or consultation, please **contact the CTL Advisor in your faculty**
or

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Introduction

SU Vision 2040 and Strategic Framework 2019–2024 ›

Faculties at Stellenbosch University ›

Stellenbosch University (SU) is inclusive, innovative and future-focused; a place of discovery and excellence, where staff and students alike are thought leaders in advancing knowledge in service of all stakeholders.

The role of academics at SU involves three core elements: teaching; research; and community interaction.

These roles are closely linked and interdependent. It is in the pursuit of the SU Vision that these three roles of academics are acknowledged, supported and rewarded. Read more about the three roles of academics in **Section 13**.
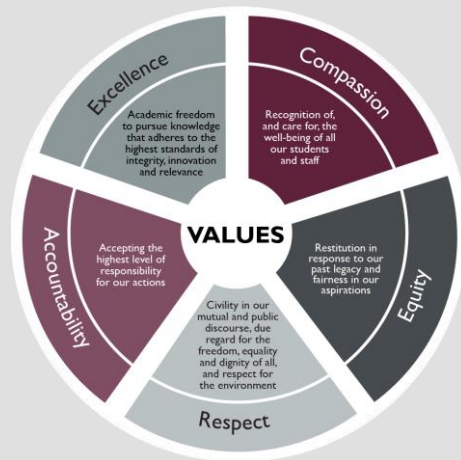
SU Vision 2040 and Strategic Framework 2019–2024

The **SU Vision 2040 and Strategic Framework 2019–2024** articulate the positioning of SU as Africa's leading research-intensive university, with a global reach.

Over the past one hundred years, SU has grown into a South African higher education institution with the vision to be a leading research-intensive university on the African continent, to be globally recognised as excellent, inclusive and innovative, and to be a place where knowledge is advanced in service of society.

In service of this vision, SU attracts outstanding students, employs talented staff, and provides a world-class environment; it is a place connected to the world, while enriching and transforming local, continental and global communities.

The University's values of excellence, compassion, equity, accountability and respect relate to the beliefs and attitudes that guide institutional behaviour. All these values are equally important, interconnected and inform SU's code of ethics.

VALUES

Excellence — Academic freedom to pursue knowledge that adheres to the highest standards of integrity, innovation and relevance

Compassion — Recognition of, and care for, the well-being of all our students and staff

Equity — Restitution in response to our past legacy and fairness in our aspirations

Respect — Civility in our mutual and public discourse, due regard for the freedom, equality and dignity of all, and respect for the environment

Accountability — Accepting the highest level of responsibility for our actions

Faculties at Stellenbosch

SU has ten faculties spread across five campuses. The University has a vibrant and cosmopolitan community of more than 32 000 undergraduate and postgraduate students, which include over 4 000 international students from 100 different countries.

SU also has some 3 300 full-time staff members and 352 postdoctoral fellows. The ten faculties are:

FACULTY OF AGRISCIENCES	FACULTY OF ARTS & SOCIAL SCIENCES	FACULTY OF ECONOMIC & MANAGEMENT SCIENCES	FACULTY OF EDUCATION	FACULTY OF ENGINEERING
FACULTY OF LAW	FACULTY OF MEDICINE & HEALTH SCIENCES	FACULTY OF MILITARY SCIENCE	FACULTY OF SCIENCE	FACULTY OF THEOLOGY

Management

02

In this section, you will find more information about the general management at SU and the functions in the centre of responsibility of the Vice-Rector (Learning and Teaching).

General Management >

Learning and Teaching at Stellenbosch University >

General Management

The functions of the University are guided by the Higher Education Act (Act 101 of 1997) and the Statute of Stellenbosch University (SU), 2010.

The Rectorate consists principally of the Rector and four Vice-Rectors responsible for the functions of the institution, as well as the Chief Operating Officer (COO) and the Registrar.

The four Vice-Rectors are responsible for Learning and Teaching; Research, Innovation and Postgraduate Studies; Social Impact, Transformation and Personnel; and Strategy and Internationalisation.

The Registrar ensures that the academic administration of the University runs smoothly.

Learning and Teaching
at Stellenbosch University

Prof Deresh Ramjugernath
Vice-Rector: Learning & Teaching

The responsibility centre of the Vice-Rector (Learning and Teaching) strives to build on academic success and to provide the necessary support to academics and students alike.

Overall, the emphasis is on learning and teaching leadership; education policy development; academic planning and education quality assurance; student affairs; support to student governance structures; and the promotion of multilingualism.

Division for
Learning and Teaching Enhancement

One of the divisions grouped under the responsibility centre of the Vice-Rector (Learning and Teaching) is the Division for Learning and Teaching Enhancement (LTE). LTE works in collaboration with faculties to enhance the learning and teaching experience for students and academics, and to produce and share context-specific research. This division has four centres under the leadership of a senior director and each centre is headed by a director.

The four centres within the Division for LTE and their respective directors are:

**Centre for
Teaching & Learning**

Language Centre

**Centre for Academic
Planning & Quality
Assurance**

**Centre for
Learning Technologies**

Dr Antoinette van der Merwe
Senior Director
advdm@sun.ac.za

Visit the SU website for more information

The Four Centres

The **Centre for Teaching and Learning** aims to create professional learning opportunities for academic staff across academic faculties, and to be thought leaders in the areas of responsive, innovative and scholarly teaching and learning (T&L).

Read more about the CTL in **Section 4**

The **Language Centre** offers a vibrant hub for students, staff and clients who require language and communication assistance.

Centre for Teaching & Learning

Director:
Dr Melanie Skead
mskead@sun.ac.za

Centre for Academic Planning & Quality Assurance

Deputy Director:
Mr André Müller
aemuller@sun.ac.za

The Centre for Academic Planning and Quality Assurance is responsible for the external submission of new programmes for approval, accreditation and registration to the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA).

Division for Learning and Teaching Enhancement

Director:
Dr Kim Wallmach
kimwallmach@sun.ac.za

Director:
Dr JP Bosman
jpbosman@sun.ac.za

Language Centre

Centre for Learning Technologies

The Centre for Learning Technologies provides strategic leadership, guidance and support in the integration of learning technologies at SU.

The Four Centres

Through the collaboration between the four centres, the objectives of the Division for LTE are to foster –

- the enhancement of the learning and teaching experience for students and academics;

- professional learning of academics;

- the development, establishment and sharing of innovative learning and teaching practice;

- the promotion of individual as well as institutional multilingualism;

- academic literacy and language learning in a variety of approaches;

- language services such as translation, editing and interpreting; and

- the utilisation of learning technologies to enhance the reach and richness of learning activities for residential and off-campus students alike.

Centre for Teaching & Learning

Centre for Academic Planning & Quality Assurance

Division for Learning and Teaching Enhancement

Language Centre

Centre for Learning Technologies

Centre for Teaching and Learning

The primary role of the **Centre for Teaching and Learning (CTL)** is the professional development of academics for their teaching role. The CTL responds to needs relating to teaching, learning and assessment across faculties and fosters transformative and reflexive practices in learning, teaching and assessment.
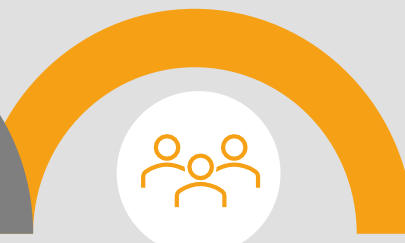
Centre for Teaching and Learning

The vision of the CTL is to be a knowledge partner that advances the T&L culture at SU in a way that promotes a just society in South Africa. This is supported or enacted through the mission of creating professional learning opportunities for academic staff in faculties, and to be thought leaders in the areas of responsive, innovative, and scholarly T&L. As such, the CTL –

Plays a linking role between institutional expectations of teaching excellence and academics' teaching practices

Offers a variety of T&L opportunities, such as professional development programmes, workshops and seminars, and works with academics who want to improve their teaching and their students' learning outcomes

Has advisors who work in faculties to assist with activities that relate to T&L, as well as assessment

These initiatives of the CTL are directed by the Teaching and Learning Policy (T&L Policy), which ensures the professionalisation of academics in their teaching role, as well as the scholarship of their teaching practice.

Contact the CTL Advisor in your faculty

Visit our website

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Stellenbosch University's approach to
Teaching and Learning

The approach to teaching and learning at SU is guided by the T&L Policy and the Strategy for Teaching and Learning. This section contains a summary and links to further resources describing the approach to T&L at SU.

The Teaching and Learning Policy ›

The Assessment Policy›

The Strategy for Teaching and Learning ›

Other policies and documents related to teaching and learning at SU›

Contact the CTL Advisor in your faculty

The Teaching and Learning Policy

An interactive, clickable infographic designed to communicate the **T&L Policy** in an engaging way, and to make it easier for academics to navigate the various aspects of the policy. Click on the link of the **summary infographic** in the resource section for further information.

Contact the CTL Advisor in your faculty

- The purpose of the **T&L Policy** is to promote an enabling institutional environment in which quality T&L can flourish.

- The policy aims to promote the professionalisation of academics in their teaching role, and the scholarship of their teaching practice.

- The professionalisation of academics in their teaching role is linked to the notion of a professional university teacher. This occurs through a range of professional learning opportunities, which provide both formal and informal learning spaces on accredited and non-accredited courses for upskilling and the ongoing development of academics as teachers. Academics are expected to draw on the scholarship of T&L to professionalise their teaching practice.
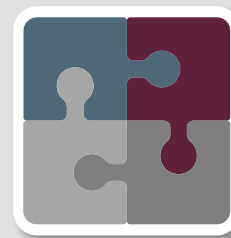
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The Strategy for Teaching and Learning

- The **Strategy for Teaching and Learning 2017–2021** describes SU's approach towards T&L, while operationalising the vision and strategic priorities for T&L in terms of graduate attributes.

- The Strategy promotes the professionalisation of teaching at SU for various reasons, including –
    - ✓ affirming the value of teaching to enhance the intrinsic and extrinsic motivations of academics;
    - ✓ improving the morale and professional identity of all academics;
    - ✓ providing guidance, especially to newly appointed academics, for teaching at SU;
    - ✓ providing opportunities for all academics to explore, become more reflective and research-oriented about their teaching;
    - ✓ enabling all academics to enhance their teaching, also by innovating and problem solving; and
    - ✓ contributing to the realisation of the SU graduate attributes and student success.

Contact the CTL Advisor in your faculty

The Assessment Policy

The **SU Assessment Policy** offers a set of guidelines for effective assessment.

It assumes that the lecturer is best placed to make appropriate assessment decisions and align various assessment types with intended learning outcomes and learning opportunities.

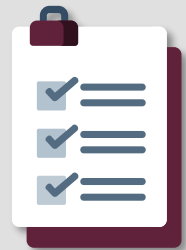The Assessment Policy is currently under revision.

Contact the CTL Advisor in your faculty

Other policies and documents related to teaching and learning at SU

SU has a range of additional policies and guidelines that aim to guide and facilitate quality T&L and the alignment of teaching activities with the University's Vision and Mission. The list below offers a broad description of the most prominent policy and guideline documents on T&L at SU.

- ✓ Student Feedback Policy
- ✓ ICTs in Learning and Teaching Policy
- ✓ SU Language Policy
- ✓ Recommendations of the Task Team for the Promotion and Recognition of Good Teaching
- ✓ SU Policy on Learning Materials
- ✓ SU Policy on Plagiarism
- ✓ Early Assessment Protocol
- ✓ Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)

Contact the CTL Advisor in your faculty

Other policies and documents related to teaching and learning at SU

The Student Feedback Policy
Provides detailed regulations about obtaining and utilising student feedback. Student feedback supports and promotes quality teaching at SU.

ICTs in Learning and Teaching Policy
Provides guidance in formulating a vision and strategy for the effective and efficient utilisation of ICTs in T&L.

The SU Language Policy
Seeks to contribute to the realisation of the ideal language of a favourable learning and teaching environment for the benefit of students

The Recommendations of the Task Team for the Promotion and Recognition of Good Teaching
Aims to contribute to an institutional culture that encourages good teaching and facilitates effective, active learning. This is T&L that require an affordable level of resources and provide for the requirements of research and community interaction.

The SU Policy on Learning Materials
Advocates for the use of T&L materials that promote quality learning. It stipulates which measures should be in place to support lecturers in the achievement of the ideals embodied in the policy and how to meet the national regulatory requirements.

The SU Policy on Plagiarism
Ensures that mechanisms are in place to enable staff and students to promote academic integrity and eliminate plagiarism. It also stipulates procedures to follow in handling any plagiarism cases so as to ensure that these cases are dealt with consistently and fairly.

The Early Assessment Protocol
Offers an introduction to the purpose of Early Assessment, an explanation of the process and guidance for Early Assessment practice.

The Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)
Provides a quality assurance framework for the recognition of prior informal, non-formal and formal learning.

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Initiatives to professionalise
the scholarly teaching role at SU

There are various initiatives offered by the CTL to professionalise the scholarly teaching role. These include initiatives that provide guidance to newly appointed academics, and enable academics to enhance their teaching that contributes to the realisation of SU graduates and student success. These are informed by the following clause from the T&L Policy 2018–2022:

"The professionalisation of academics in their teaching role is linked to the notion of a professional university teacher. This occurs through a range of professional learning opportunities, which provide formal and informal spaces, as well as accredited and non-accredited courses for the ongoing development of academics as teachers. Academics draw on the scholarship of teaching and learning to professionalise their teaching practice."

The professional learning opportunities are:

✓ **PREDAC ›**

✓ **Scholarship of Teaching and Learning (SoTL) Conference ›**

✓ **Workshops and Seminars ›**

✓ **Learning and Teaching Enhancement Seminars ›**

✓ **Faculty- specific workshops ›**

✓ **Auxin ›**

✓ **Short courses ›**

✓ **Scholarship of Educational Leadership (SoEL) Short Course ›**

PREDAC

The **PREDAC** (Professional Educational Development of Academics) short course is presented annually for newly appointed academics at SU.

This short course also provides a unique opportunity for participants to forge relationships with colleagues from their own faculty, as well as other departments and faculties, in a collegial atmosphere. In addition, they are introduced to the institutional culture of SU, which hopefully helps them to feel at home soon.

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- ✓ During this short course, participants, i.e. newly appointed lecturers from various faculties, are given the opportunity to reflect on their views, knowledge and assumptions about teaching, learning and assessment in the context of current thoughts on university teaching

- ✓ Practical and innovative approaches towards teaching and assessment tasks are used throughout the course. National and institutional frameworks, which direct higher education in South Africa and at SU, are covered.

- ✓ Participants are challenged to judge how knowledge and policy can be applied in a meaningful way in their own subject areas. They develop a conceptual framework that enables them to reflect on teaching, learning and assessment in order to plan and expand their own teaching practices.

Scholarship of Teaching and Learning (SoTL) Conference

The **Scholarship of Teaching and Learning (SoTL) Conference** aims to address all T&L aspects at SU in an open, supportive and intellectually stimulating atmosphere. It provides a platform where academics can:

Contact Person

Anthea Jacobs
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- ✓ share best practices, research findings and innovative ideas about T&L;

- ✓ reflect on and debate about T&L methods, trends and goals in the current context; and

- ✓ celebrate T&L.

The conference is held annually at SU. Some academics go on to share their work at the annual Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference. **HELTASA** is a professional association for educators and other significant role players in the tertiary sector.
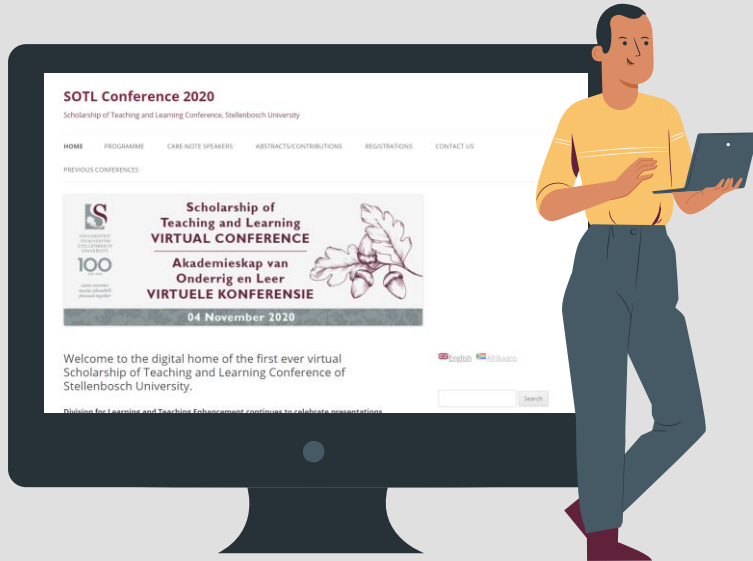
Workshops and Seminars

SoTL pre-conference workshops – The Division for LTE makes a collaborative effort to also offer pre-conference workshops as part of the SoTL Conference.

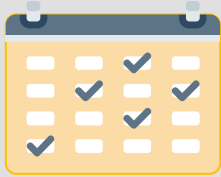More information about these workshops are available on the **SoTL website**.

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Learning and Teaching Enhancement Seminars

During each term, the Vice-Rector (Learning and Teaching) hosts a T&L seminar, the purpose of which is to promote the SoTL.

In these sessions, teaching champions share their research, innovations and experiences about T&L with colleagues.

More information about LTE seminars are available from the Advisor in your faculty; or visit the **CTL website** or **SU News**.

Contact Person

Anthea Jacobs
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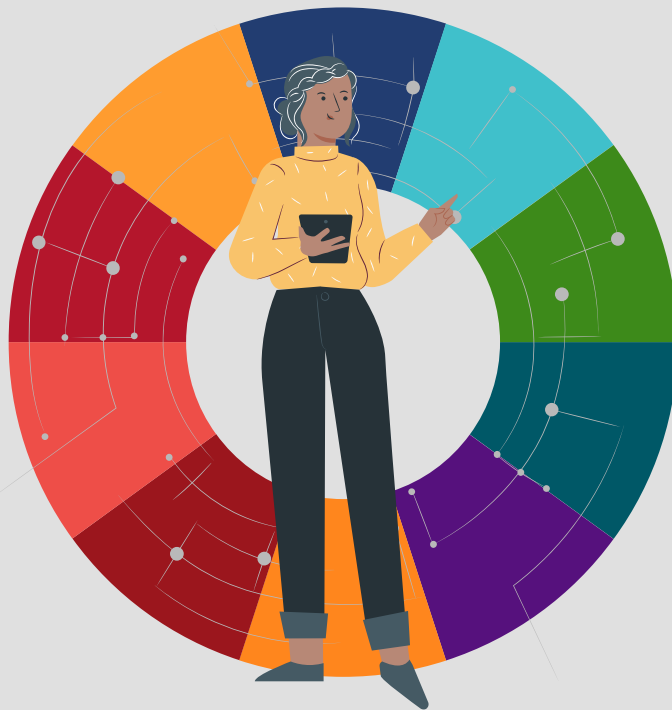
Faculty- specific workshops

Faculty-specific workshops are designed in consultation with the various faculties to meet faculty-specific needs.

CTL staff members in faculties design faculty-based T&L workshops on request.

Contact the CTL Advisor in your faculty

Auxin

Auxin creates growth opportunities for SU teaching academics through discussion of their teaching role.

Auxin offers:

- ✓ windows for innovative teaching and assessment practices on campus;

- ✓ opportunities for academics to examine and deepen their knowledge about topics of own interest in the arena of T&L at SU, and;

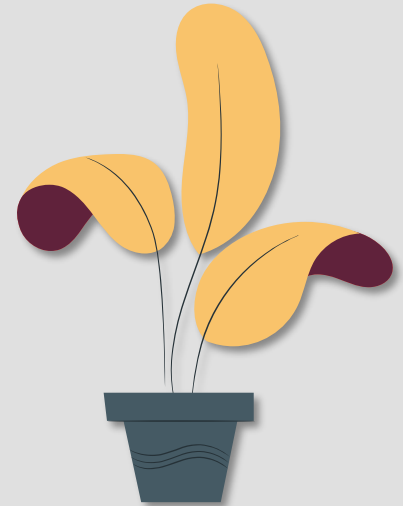- ✓ a route for scholarship of T&L on the growth journey of becoming reflective, scholarly and leader lecturers.

Auxins take place monthly during lunch time from 12:45 to 13:45.

Contact Person

Gerda Dullaart
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Short courses

The Cape Higher Education Consortium presents a number of **short courses** on topics related to T&L.

These short courses are co-presented by the four public higher education institutions in the Western Cape.

Each short course comprises contact sessions as well as online engagement, generally scheduled over a four-week period.

Contact Person

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An initiative of

CHEC
Cape Higher Education Consortium

Scholarship of Educational Leadership (SoEL) Short Course

The **Scholarship of Educational Leadership Short Course (SoEL)** is a 12-credit short course, pegged at level 8 on the National Qualifications Framework (NQF). It is offered to SU leaders in education, over a one-year period in a blended learning mode. The activities include at least four face-to-face contact sessions (approximately 32 hours), structured online learning through self-study, small-group interaction, and sharing within and between cohorts (approximately 88 hours).

The objectives and outcomes of the SoEL short course include:

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Nicoline Herman
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✓ To engage educational leaders (e.g. Vice-Deans of teaching and learning, programme leaders, departmental chairs, lecturers, heads and staff of units for teaching and learning, and for professional academic support services, etc) in scholarly approaches to educational leadership practices.

✓ To introduce educational leaders to the scholarship of educational leadership (SoEL) literature and its implications for their own educational leadership context.a route for scholarship of T&L on the growth journey of becoming reflective, scholarly and leader lecturers.

✓ To apply SoEL research skills to one's own educational leadership context (such as reviewing literature, formulating SoEL research problems, designing research methods, disseminating results).

✓ To demonstrate reflective practice on educational leadership in the form of a mini portfolio.

Support for research on teaching and learning

The CTL offers support opportunities for all academics to explore and to become more reflective and more research-oriented about their teaching.

It offers support for research on T&L by providing funds and coordinating writing retreats and a teaching fellowship scheme.
The support opportunities offered by CTL are:

Writing retreats ›

Fund for Innovation and Research in Learning and Teaching (FINLO/FIRLT) ›

National TAU (Teaching Advancement at Universities) Fellowships ›

Teaching fellowships ›

Support for research on teaching and learning

Fund for Innovation and Research in Learning and Teaching (FINLO/FIRLT)

The **Fund for Innovation and Research in Learning and Teaching (FINLO/FIRLT)** is a centrally administered project, co-ordinated by the CTL, to provide seed funding for small-scale classroom-based research and innovation.

The fund aims to enhance and promote a culture of innovation and reflection in learning and teaching by encouraging a research-based approach towards T&L. Academics interested in enhancing their teaching or in conducting research on teaching in their disciplines, may apply for support of up to R50 000.

FINLO/FIRLT awards are granted twice a year, in May and November, to lecturers, departments, centres or programmes.

Writing retreats

In support of FINLO/FIRLT projects, the CTL hosts annual **writing retreats** where FINLO/FIRLT grant holders and/or other academics engaged in T&L research or innovation can take time off-campus to be part of a community of practice.

The writing retreats serve two purposes: they provide a space for previous FIRLT recipients to turn their completed research projects into publishable research papers and for potential FIRLT recipients to complete research proposals.

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Jean Farmer
jeanlee@sun.ac.za

Support for research on teaching and learning

National TAU (Teaching Advancement at Universities) Fellowships

The TAU (Teaching Advancement at Universities) Fellowships Programme is a collaborative project between several South African universities under the aegis of HELTASA (Higher Education Learning and Teaching Association of Southern Africa) and with the support of the CHE (Council for Higher Education). It is funded by the DHET (Department of Higher Education and Training).

The Programme aims to contribute towards the enhancement of teaching and learning in higher education in South Africa by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders and mentors in their fields. It is a two-year programme.

Teaching fellowships

The **SU Teaching Fellowship scheme** is intended to convey prestige and provide support for selected academics to focus on teaching and the scholarship of teaching for a stipulated period.
The programme is an excellent opportunity to consolidate and extend expertise with regard to T&L at faculty or departmental level and, ultimately, at institutional level.

Contact Person

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Teaching and Learning Awards and Grants

T&L Awards are informed by the T&L Policy (2018), which promotes "acknowledgement of good teaching, as well as the recognition, reward and promotion of excellent teaching across all systems of the University. Good teaching is expected of all academics at any stage of their careers. In this regard, SU supports the professional learning of academics for their teaching role as critical and scholarly lecturers who design engaging curricula and deliver a dynamic and enriched campus experience". The Awards and Grants offered by CTL are:

The CTL facilitates awards to reward excellence to students and staff through Teaching Excellence Awards and First-Year Achievement Awards.

It also offers grants to support academic student learning and staff capacity development through the University Capacity Development Grant.

Teaching Excellence Awards

First-Year Achievement Awards

University Capacity Development Grant

Teaching Excellence Awards

The aims of the **Teaching Excellence Awards (TEAs)** are:

- to show support, at an institutional level, for excellence in T&L in higher education;

- to generate a cadre of academics who are able to provide inspiration and leadership in T&L in their disciplines and across the institution;

- to generate debate and public awareness about what constitutes teaching excellence for the world rather than in the world;

- to advance the scholarship of T&L;

- to stimulate the growth of professional teachers; and

- to generate appreciation of the value of lessons learnt as opposed to only valuing successes.

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kcattell@sun.ac.za

First-Year Achievement Awards

First-Year Achievement Awards (FYAA) recognise lecturers who are identified by first-year students to have had a positive influence on their academic experience. It also recognises top performing first-year students within each faculty.

Students nominate one lecturer to attend a prestigious dinner with the student and other faculty and insitutional members

The event is hosted by the Vice-Rector (Learning and Teaching) and attended by faculty Deans and Vice-Deans: Teaching and Learning.

Contact Person

Jean Farmer
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University Capacity Development Grant

The **University Capacity Development Grant (UCDG)** supports the University Capacity Development Plan (UCDP) of SU, which is made available for a three-year period. The UCDP represents an integrated approach to teaching and research development at the institution. It has its origins in the realisation that teaching and research development are not two separate trajectories in the lifespan of a university (and, more specifically, in the careers of individual academics). Instead, both form part of the same whole.

The current UCDG cycle ends on 31 December 2020, while the new cycle runs from 1 January 2021 to 31 December 2023. In the 2018–2020 cycle the following is funded:

✓ The development of multilingual glossaries of subject terminology, and their publication on an online platform

✓ The design of a tracking system for student progression and development.

✓ The design of online training material for tutors

✓ The development of postgraduate study skills

✓ The holistic development of early career academics

✓ The design of development opportunities for departmental chairpersons

✓ The awarding of teaching fellowships

✓ Programme renewal initiatives

Contact Person

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Ongoing support for teaching and learning
at Stellenbosch University

The CTL also offers academics ongoing support for their T&L role through assistance with the development of teaching portfolios. The institutional student feedback office is situated in the CTL and offers lecturers the opportunity to obtain feedback from students to inform their T&L. In some faculties, advisors of the CTL are also involved with tutor training. These activities include:

Support for developing Teaching Portfolios ›

Tutor / tutor coordinator training ›

The student feedback system ›

Support for developing Teaching Portfolios

Teaching portfolios have become an essential and valuable component of higher education worldwide. They are directly linked to the core business of academics, namely T&L. Portfolios are fundamentally a tool to assist academics like you in reflecting on their teaching and their students' learning.

These portfolios help academics to track their professional learning as teachers over the course of their career, examining their successes and failures, the lessons they have learnt, and the teaching goals they would still like to achieve. Portfolios also make it possible for academics to revisit their beliefs about teaching and the values they associate with it, grounding their teaching in their contexts and in their students' learning contexts.

Portfolios ask of academics to explore the educational literature that underpins their approach to teaching, and in the process validate their classroom practice.

TOOLS

Contact Person

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or

Contact the CTL Advisor in your faculty

Tutor / tutor coordinator training

Tutor/tutor coordinator training – CTL advisors offer support to faculties to develop training material for tutors. However, faculties also offer training according to their own requirements.

Contact Person

Gert Young
gyoung@sun.ac.za

or

Contact the CTL Advisor in your faculty

The student feedback system

The **student feedback system** is an institutional initiative aimed at supporting and promoting teaching. It provides confidential reports on student perceptions about modules, lecturers and programmes.

This helps lecturers reflect on and improve their own teaching and generates information to help module teams and departments with decisions about their teaching approaches. Student feedback is collected electronically. Lecturers receive their reports via Sharepoint within 7 days after a questionnaire has closed.

Contact Person

Veronica Kleinsmith
vfbeukes@sun.ac.za

Lecturers are encouraged to complete the lecturer feedback form available on the **Student Feedback Webpage**, which documents the lecturer's experience and the nature of the learning opportunities. In this way, student feedback data can be interpreted in a more holistic way.

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Institutional policy development and interpretation in relation to teaching and learning

The CTL plays a core role in the development and interpretation of all SU policies that relate to T&L. Towards this end, the CTL also convenes and participates in a number of institutional committees as well as task teams.

Institutional Policies and Guidelines

sol@sun.ac.za

The Senate has two important sub-committees dealing with matters pertaining to T&L:

CLT
The Committee for Learning and Teaching (CLT), which provides Senate with oversight on T&L matters and handles general T&L issues. The Secretariat is based in the CTL and the CTL Director is a member of the CLT.

APC
The Academic Planning Committee (APC), which deals with programme specific matters.

Faculties have T&L committees that operate under various names. The CTL currently also participates in other institutional committees or task teams, namely:

Regulation for the Committee for Learning and Teaching

- ✓ The Task Team for the Revision of the SU Assessment Policy (Convenor: Anthea Jacobs)
- ✓ The Task Team for the Revision of SU Tutor Regulations (Convenor: Gert Young)

Qualifications related to higher education teaching and learning at Stellenbosch University

If you are interested in furthering your academic qualifications in the field of higher education, the Centre for Higher and Adult Education offers various qualifications focusing on T&L, namely the Postgraduate Diploma in Higher Education and a Masters and PhD in Higher Education, through research in the fields of higher education and lifelong learning.

The various academic qualifications in the field of higher education are:

PGDip

MPhil

PhD

PGDip in Higher Education in Teaching and Learning

MPhil in Higher Education

PhD focusing on Higher Education or Lifelong Learning
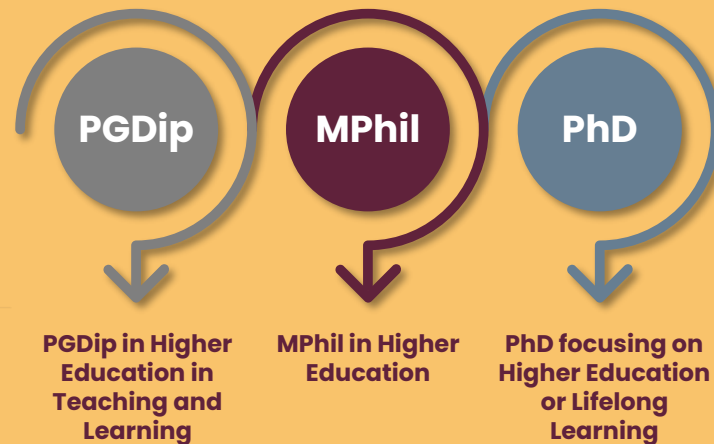
PGDip in Higher Education
in Teaching and Learning

The **Postgraduate Diploma in Higher Education in Teaching and Learning [PGDip (HE) (T&L)]** is offered jointly by Stellenbosch University, the University of the Western Cape and the Cape Peninsula University of Technology.

The programme aims to enhance the quality of T&L in South African universities and promote a scholarly and professional approach to the development of university teaching. The diploma is offered part-time over two years and comprises three core modules – Teaching and Learning in Higher Education; Assessment in Higher Education; and Research for Enhancing Teaching and Learning – and one elective.

The elective is chosen from a range of options that address specialised issues in T&L in higher education, such as ICTs for Teaching and Learning, Academic Leadership and Management, and Postgraduate Supervision. The programme is taught through a combination of contact sessions and online activities and support.

Contact Person

Nompilo Tshuma
ntshuma@sun.ac.za

MPhil in Higher Education

The MPhil in Higher Education offers participants the opportunity to engage with current thinking on higher education issues and develop their research skills in investigating such issues.

Contact Person

Nompilo Tshuma
ntshuma@sun.ac.za

Visit the Centre for Higher & Adult Education

PhD focusing on
Higher Education or Lifelong Learning

The Centre for Higher and Adult Education offers a **PhD in the fields of Higher Education and Lifelong Learning**. The Centre's current expertise focuses on the following areas:

- ✓ Creativity in higher education/lifelong learning
- ✓ Leadership in higher education/lifelong learning
- ✓ Curriculum development in higher education/lifelong learning
- ✓ Workplace learning
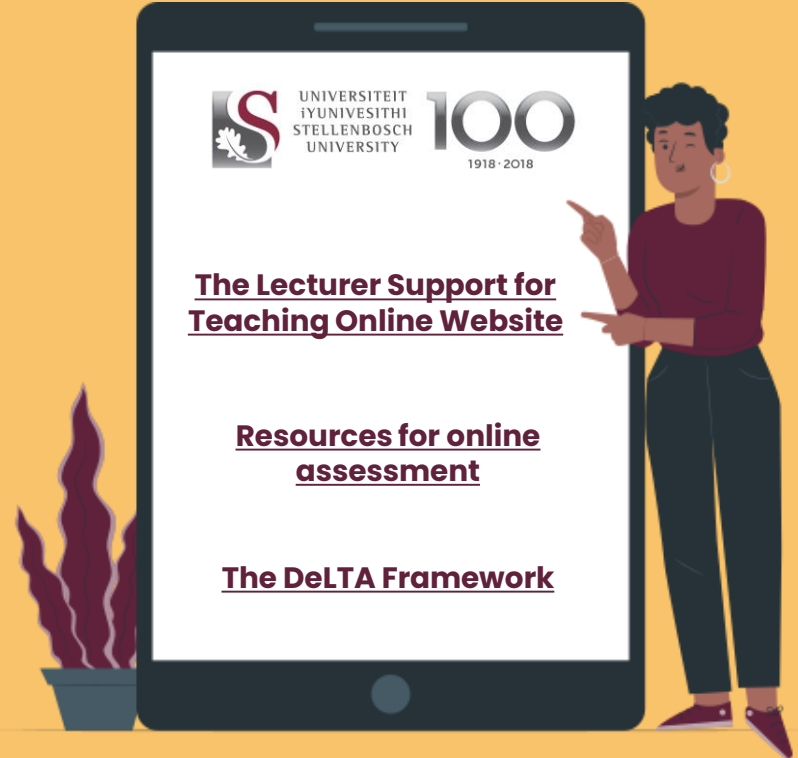
Contact Person

Nompilo Tshuma
ntshuma@sun.ac.za

Online resources for lecturers during Emergency Remote Teaching (ERT)

The Emergency Remote Teaching (ERT) online resources offer support to lecturers to conduct teaching, learning and assessment for the ERT online environment.

For assistance in preparing your module for an online modality, contact your faculty's **Blended Learning Coordinator** and **request the creation of a SUNLearn module**.

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The Lecturer Support for Teaching Online Website

Resources for online assessment

The DeLTA Framework

The Lecturer Support for Teaching Online Website

The Lecturer Support for Teaching Online Website optimises the SUNLearn module and/or other tools to enable content delivery, engagement and assessment.

The SUNLearn module features practical and step-by-step guidelines for adapting from face-to-face to remote online teaching. The module is accessible to all lecturers once signed in on SUNLearn.

Lecturers who cannot access the module, can request help via the **SUNLearn helpdesk**, and/or contact their faculty's **Blended Learning Coordinator** for assistance.

Lecturer Support for Online Teaching

Contact the CTL Advisor in your faculty

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Resources for online assessment

The purpose of the resource for online assessment is to assist lecturers to prepare for online assessments. It offers an overview of resources and consultations supporting the decisions that lecturers may need to make to deliver teaching online.

Click here to access the resource

Contact the CTL Advisor in your faculty
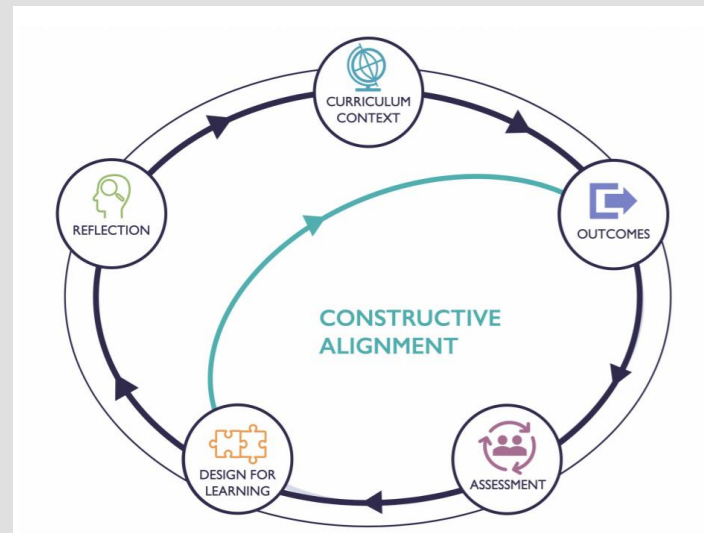
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The DeLTA Framework

The **Designing Learning, Teaching and Assessment (DeLTA) process** was conceptualised, and a resource compiled, in an endeavour to support SU lecturers with their teaching, learning and assessment functions.

The process is referred to by the acronym DeLTA. However, Delta is also the mathematical symbol for change and is represented by **Δ**. The purpose of the process can thus be summarised as a guide towards achieving change in **T&L@SU.**

The graphic on the right gives a summary of the complete DeLTA process:

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Contact the CTL Advisor in your faculty

Integration of the three roles of academics at Stellenbosch University

The role of academics at SU comprises three core elements: teaching, research, and community interaction. These roles are closely interlinked and interdependent. These **three roles of academics** are acknowledged, supported and rewarded in the pursuit of the SU Vision. While the CTL offers support to academics for their teaching role, the Division for Social Impact offers support in community engagement, while the Division for Research Development also offers support to academics to balance the three pillars.

The sources of support for the three roles of SU academics are:

Division for Social Impact

Division for Research Development

SU Library

Information Technology

Contact the CTL Advisor in your faculty

Sources of support for the three roles of SU academics

Division for Social Impact

The Division promotes community interaction and service learning at SU. Community Interaction at SU initiates and manages partnerships with communities. It facilitates cooperation between communities and the University and provides the means whereby both parties can actively discover knowledge and learn from each other.

Division for Research Development

The Division supports and promotes research by providing advice and information about research funding, as well as by hosting capacity-building workshops.

SU Library

The SU Library has an up-to-date source of hard-copy and on-line resources. In addition, through subject librarians, it provides customised and dedicated support to help you access resources and integrate information literacy activities into your modules.

Information Technology

The SU Information Technology Division provides general computer support concerning hardware and software packages, as well as training courses for certain software packages.

Academic Affairs Council

The primary responsibility of the **Academic Affairs Council** is to represent and protect student academic affairs.

You may refer students who experience problems affecting their academic life, for instance academic complaints, language issues, HEMIS, test or timetable clashes, plagiarism issues, problems with lecturers, mentors, tutors and tutorial classes, to the Council or its Facebook page for more information.

Euwen Etson
euwen@sun.ac.za

General information

SU Calendar

Facilities Management

Postgraduate Office

Telephones

Human Resources Division

Academic Administration

The SU Calendar, the Postgraduate Office and the Human Resources Division

SU Calendar

The SU Calendar (Yearbook) provides information on the University's policies and rules, the student fees payable, and bursaries. The General Calendar provides information about admission and registration, University examinations, policy matters and disciplinary codes, etc. Faculty calendars cover detailed programme and faculty information, including admission and readmission requirements, programme content and pass requirements.

info@sun.ac.za

Postgraduate Office

The Postgraduate Office (PGO) offers a focused support service platform to promote postgraduate studies and the success of postgraduate students. The PGO also supports and promotes the incoming and outgoing international academic mobility of staff and students.

Sarah Howie
sarahhowie@sun.ac.za

Human Resources Division

The Human Resources Division focuses on professional and streamlined service delivery to benefit and support the strategic initiatives of the University, including the optimal support of the management of its human capital.

sun-e-HR@sun.ac.za

Academic Administration, Facilities Management and Telephones

Academic Administration

Academic Administration is concerned with timetables and venue bookings. The division coordinates the drafting of class, test and examination timetables and is responsible for drafting and publishing the final timetables. The division also assumes responsibility for venue bookings for presentations and tutorials, venue bookings for ad hoc use by internal and external client groups, and the optimisation of venue utilisation during peak times.

info@sun.ac.za
or
Miriam Walters
walters@sun.ac.za

Facilities Management

Facilities Management is the one-stop service helpdesk that serves as a central reporting point for all requirements, faults and services relating to spatial planning, building projects, maintenance, site services, utility services, risk management and campus security, environmental sustainability and other support services.

fmhelpdesk@sun.ac.za

Telephones

The IT Division handles any queries concerning new telephones or telephone numbers.

telecom@sun.ac.za

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Glossary

of abbreviations and acronyms used in this Guide

Glossary - Internal to Stellenbosch University (A – E)

AAC	Academic Affairs Council
APC	Academic Planning Committee
APQA	Academic Planning and Quality Assurance
CLT	Centre for Learning Technologies
CLT	Committee for Learning and Teaching
CPS	Centre for Prospective Students
CSCD	Centre for Student Counselling and Development
CTL	Centre for Teaching and Learning
DeLTA	Designing Learning, Teaching and Assessment
DHET	Department of Higher Education and Training
EC(C)	Executive Committee of Council
EC(S)	Executive Committee of Senate
EDP	Extended Degree Programme
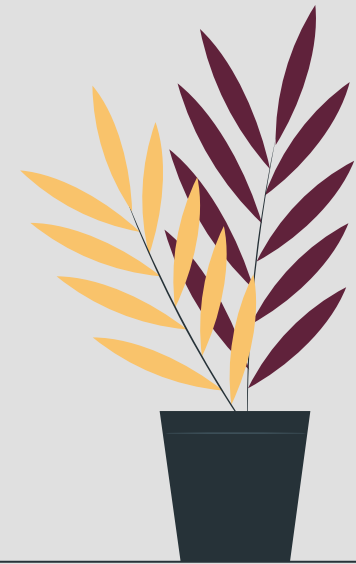
Glossary - Internal to Stellenbosch University (F – V)

FIRLT	Fund for Innovation and Research in Learning & Teaching
IF	Institutional Forum
IT	Information Technology
LC	Language Centre
LTE	Learning and Teaching Enhancement
PAC	Programme Advisory Committee
PREDAC	Professional Educational Development of Academics
RMT	Rector's Management Team
SoTL	Scholarship of Teaching and Learning
T&L	teaching and learning
VR (L&T)	Vice-Rector (Learning and Teaching)
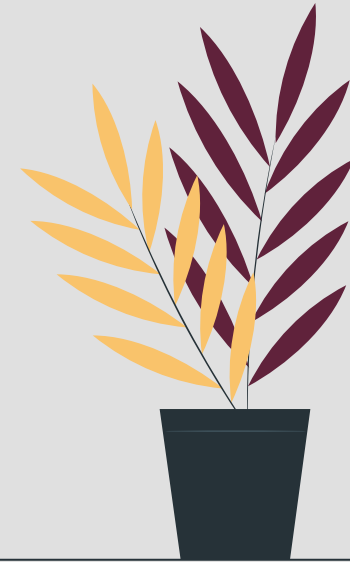
Glossary – Acronyms used more widely

CHE	Council on Higher Education
CHEC	Cape Higher Education Consortium
DoE	Department of Education
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
NQF	National Qualifications Framework
RPL (ARPL)	Recognition of Prior Learning
	(Accreditation and Recognition of Prior Learning)
SAQA	South African Qualifications Authority
SGB	Standards Generating Body