

Focus area 4

The four standards in Focus Area 4 concentrate on how effectively the institutional quality management system enhances the likelihood of student success, improves learning and teaching and supports the scholarship of learning and teaching

| Standard 13 | Standard 14 | Standard 15 | Standard 16 |
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| An effective institutional system for programme design, approval, delivery, management, and review is in place. | There is evidence-based engagement at various institutional levels, among staff, and among staff and students, with: curriculum transformation, curriculum reform and renewal; learning and teaching innovation; and the role of technology in the curriculum, in the world of work, in society in general | The students' exposure to learning and teaching at the institution, across all sites and modes of provision, is experienced as positive and enabling of their success. | Institutions engage with and reflect on the employability of their graduates in a changing world. |
| Mature | Mature | Mature | Functional |
| <ul style="list-style-type: none"> + Robust and effective institutional system for the design, support, and approval of new academic programmes underpinned by data analytics + Preliminary notes are compiled by the secretariat to enable committees to discuss comments and provide feedback + Institution-wide programme renewal project funded by the DHET University Capacity Development Grant + Excellent and flexible teaching and learning processes, systems and frameworks put in place during Covid-19 to successfully complete the academic year (curriculum, teaching and learning approaches, assessment, role of technology) | <ul style="list-style-type: none"> + Support and promotion for continuous curriculum and programme renewal within faculties and at the institutional level + Investment in streaming infrastructure in lecture venues to enable hybrid offerings + Good representation of students on faculty committees + New Language Policy aligned to the DHET's Language Policy Framework (2020) with a focus on both individual and institutional multilingualism + Scholarly approach to learning and teaching and promotion of the Scholarship of Teaching and Learning, and the Scholarship of Educational Leadership | <ul style="list-style-type: none"> + Learning-centred approach with anonymous student feedback to strengthen it + Various student surveys and questionnaires + The Institutional Committee for Business Continuity (ICBC) with 11 subcommittees each focusing on key facets of SU's activities impacted by the pandemic + Business Continuity Stream for Teaching, Learning and Assessment + Online support by the Centre for Student Counselling and Development + Clear policies and guidelines on performance management and job evaluations + Clear Staff Development policy + Varied professional learning opportunities for academic staff members | <ul style="list-style-type: none"> + Career interventions that support students to secure employment as early as possible after graduation + Well devolved practices, such as LinkedIn communities of practice within departments |

INTERIM IMPROVEMENT ACTIONS

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| <ul style="list-style-type: none"> - Quantity of calendar changes and new programme documentation difficult to administer - Uncertainty in terms of the implications and impact for SU's QA systems of the CHE's Quality Assurance Framework to be implemented from 2024 | <ul style="list-style-type: none"> - Student participation at departmental level to be strengthened - The low response rate of the electronic student feedback to be addressed through a review of the policy and system | <ul style="list-style-type: none"> - The low response rate of the electronic student feedback to be addressed through a review of the policy and system | <ul style="list-style-type: none"> - Graduate tracking surveys and interaction with alumni and employers is an area for institutional formalisation and development |
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