

SU Category/Theme	Focus Area	Standard	Rec No.	Recommendation (Rec) (as extracted from the audit report)	Priority	Justification	Improvement area (and action)	Timeline	2024	2024	2025	2025	2026	2026	Responsible person(s)/structures	Performance Indicators	Data (Evidence)	Responsible person (Who monitors and signs off)	Funds allocated
									Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2					
Transformation	1	1	1	It is recommended that the University should continue to refine the institutional goals and indicators in each of the core strategic themes to explicitly direct attention to the key transformational challenges faced.	High	The further refinement of strategic goals and related performance indicators will allow the University to monitor progress, identify pervasive challenges and generally, establish greater accountability and precision in the institution's transformation journey; it is a high priority that the University promotes transformation in an integrated, embedded way	<b>A1 Explicit and deliberate attention to the key transformation challenges</b> (b) Refine the strategic management indicators (including weighting of disaggregated data) that relate to Transformation and Social Impact	The strategic management indicators will be refined in line with the approval of the Transformation Policy in 2024 semester 2 and its implementation during 2025							Division for Strategic Initiatives and Information Governance	Refined Strategic Management Indicators that align to the transformation priorities	Workstream reports of the Committee for the Institutional Response to the Commission's Recommendations (CIRCoRe), approved Transformation Policy	DVC Social Impact, Transformation and Personnel	Normal operating budget
Transformation	1	2	2	It is recommended that the University should intensify its efforts on the path that it has started on to address transformation in its broadest sense, and to ensure that centrally held ideas, policies, processes and practices become embedded throughout the University and that all stakeholders are aware of and implement the transformation agenda.	High	This is considered to be the main recommendation of the institutional audit, to ensure that the Transformation Policy, CIRCoRe workstreams, Employment Equity Plan, Siyakhula programme and other initiatives are implemented in an integrated, embedded way across the entire University.	<b>A1 Explicit and deliberate attention to the key transformation challenges</b>  <b>A2 Utilisation and expansion of our institutional research capabilities to inform transformation endeavours</b>	Many parallel processes are currently underway and will intensify as the Transformation Policy is approved and key performance areas defined and implemented across the entire University, along with recommendations from the CIRCoRe workstreams.							The entire University, with specific responsibilities managed by the Senior Director: Social Impact and Transformation; Head: Social Impact and Transformation; The Institutional Transformation Committee; Student Institutional Transformation Committee; Faculty and Responsibility Centre Transformation Committees;	Staff and student participation in Siyakhula programme (including sessions on Transformation, institutional culture and visual redress; reflecting on religious and cultural inclusion; parenting for change; reflecting on and understanding gender and gender violence; disability in the home, study and workspace; racism at work, bullying at work, and mental health at work); Employment Equity targets	The staffing plan, in line with the goals and objectives of the Employment Equity Plan; CIRCoRe research, seminars and workstream reports; Siyakhula programme reports	DVC Social Impact, Transformation and Personnel	Normal operating budget; CIRCoRe budget overseen by the Rectorate
Transformation	1	2	3	It is recommended that the Transformation Plan (updated 2019) must be amended to include clear targets, outputs, timeframes, measurable indicators and identify responsible individuals, for the University as a whole and for each faculty and Professional academic and administrative support service (PASS) division.	High	The Transformation Policy has been under review and should be approved by 2024, second semester. The development and approval of the Transformation Plan follows imminently after the approval of the Transformation Policy and it will be prioritised.	<b>A1 Explicit and deliberate attention to the key transformation challenges</b> (a) Approve and implement the Transformation Policy and Plan, and the Social Impact Policy	The Transformation Policy should be approved in 2024 semester 2. The detailed Transformation Plan should follow in 2025, with the roll-out of transformation KPAs in the performance advancement framework, as developed by the Division for Human Resources							Senior Director: Social Impact and Transformation; Chief Director: Human Resources	Approved Transformation Plan, with clear objectives, indicators and timeframes. This includes the definition of key performance areas for Transformation at different levels of management, integrated with the performance advancement framework for all staff.	The Transformation Policy, once approved, will inform the Transformation Plan.	DVC Social Impact, Transformation and Personnel	Normal operating budget
Transformation	1	2	4	It is recommended that the University should ensure that line managers are provided with the required support for the development of meaningful and SMART transformation KPAs and KPIs for staff work agreements.	High	The availability and accessibility of indicators and management tools are essential for managing transformation and shaping interventions.	<b>A1 Explicit and deliberate attention to the key transformation challenges</b> (b) Refine the strategic management indicators (including weighting of disaggregated data) that relate to Transformation and Social Impact  <b>A2 Use and expand our institutional research capabilities to inform transformation endeavours</b>	Depending on the timelines for the approval of the Transformation Policy, followed by the development and approval of the Transformation Plan, the differentiated key performance areas and indicators must be developed for different post-levels, both for academic staff and professional academic and administrative support staff, with training provided by the Division of Human Resources to all line managers.						Senior Director: Social Impact and Transformation; Chief Director: Human Resources	Work agreement templates with appropriate indicators and measurement tools	Approved Transformation Policy and Plan. Training programme for line managers coordinated by the Division for Human Resources	DVC Social Impact, Transformation and Personnel	Normal operating budget	
Transformation	1	4	13	It is recommended that the University should ensure that, at middle management level and below, KPAs and KPIs are developed, particularly for transformation in its broadest sense, and included in the annual work agreements for all staff.	High	Related to Recommendation 4: Differentiated transformation indicators should be developed for all academic and professional academic and administrative support service staff at different post-levels and included in their work agreements as part of the performance advancement framework implemented by the Division for Human Resources	<b>A1 Explicit and deliberate attention to the key transformation challenges</b>	The performance advancement framework makes provision for transformation indicators and is set to be implemented in 2025; dependent on the development and approval of the Transformation Plan, and the training provided to staff in this regard. It could be that a phased approach is followed, introducing the new performance advancement framework at top management level first, before cascading it to middle management and further.						All line managers to implement the performance advancement framework with KPAs and KPIs defined for Transformation in all work agreements	Work agreement templates with appropriate indicators and measurement tools	Performance advancement framework fully implemented across the entire institution	DVC Social Impact, Transformation and Personnel	Normal operating budget	
Transformation	2	5	14	It is recommended that the University should prioritise the development of a policy for Social Impact including a clear, integrated strategy with targets, outputs, timeframes, measurable indicators, and identified responsible persons, to drive an institution wide understanding and implementation of SI.	High	The Social Impact Strategic Plan 2017-2022 marked the University's transition from 'community interaction' to 'social impact'. The approval and implementation of the Social Impact Policy is a priority that will drive an institution-wide understanding of social impact at the University, and guide the conceptualisation and practical implementation thereof.	<b>A1 Explicit and deliberate attention to the key transformation challenges</b> (a) Approve and implement the Transformation Policy and Plan, and the Social Impact Policy, and (c) Improve alignment between institutional goals and Transformation and Social Impact priorities.	Approval of the Social Impact Policy in 2024 semester 2; strategy and/or plan and further indicators to be developed in 2025						Senior Director: Social Impact and Transformation; Head: Social Impact and Transformation Division	Key performance areas and indicators to be developed and implemented, similar to the transformation KPA, in terms of engaged scholarship, engaged citizenship, etc.	Approved Social Impact Policy; Progress with Public Squares Project that focus on the sustainable development goals	DVC Social Impact, Transformation and Personnel	Normal operating budget	
Transformation	2	6	18	It is recommended that the University should develop and implement an integrated, system-wide plan to address bullying and other unacceptable behaviours, facilitate transparent and fair promotion opportunities for, in particular, women and continue to strive for a culture that is more inclusive.	Medium	This recommendation has been classified as a medium priority, already being addressed as part of the University's Staff Health and Wellbeing Plan and the performance advancement framework, as well as the CIRCoRe workstream on (iii) institutional culture. Analyses form part of the University's Integrated Report on Employment Equity and the Promotion of Diversity. That said, the success of the implementation of the Staff Health and Wellbeing Plan should be monitored and evaluated.	<b>A2 Use and expand our institutional research capabilities to inform transformation endeavours</b>  (c) Integrated institutional reporting on the SU Staff Health and Wellbeing Plan that includes reporting on governance, management and collects evidence on the success of the plan	Ongoing. The current Employment Equity Plan starting date was 1 October 2020. The end date is 30 September 2025. The Staff Health and Wellbeing Plan was approved in 2021 and is due to be reviewed in 2026						Senior Director: Campus Health Services; Institutional Committee for Staff Health and Wellbeing; Chief Director: Human Resources	Test progress via survey tools and uptake of programmes; analyses of exit-interview data; performance indicators as defined in the Integrated Report on Employment Equity and the Promotion of Diversity; Staff Health and Wellbeing Plan indicators. Success of the SUNRISE Fellowship Programme to extend the national Future Professors Programme in terms of advancing diversity at professoriate level	Updated guidelines for staff promotion; Regular reports on the achievement of the Staff Health and Wellbeing Plan; CIRCoRe workstream reports on institutional culture and strategic organisational alignment	DVC Social Impact, Transformation and Personnel	Normal operating budget; SUNRISE project funded through the Strategic Fund	

Transformation	2	6	39	It is recommended that the University is advised to explore the use of a range of survey techniques, including focus group discussions for the wellness and culture surveys, to improve the response rate and the quality of the information gathered.	Medium	This relates to Recommendation 18 and will be taken up by the institutional Health and Wellbeing Committee. Further survey and focus group interview techniques will be explored to improve the response rate and quality of information.	<b>A2 Use and expand our institutional research capabilities to inform transformation endeavours</b> (c) Integrated institutional reporting on the University's Staff Health and Wellbeing Plan that includes reporting on governance, management and collects evidence on the success of the plan	Ongoing.									Institutional Committee for Staff Health and Wellbeing	Delivery and analysis of Staff Corporate Culture Survey; indicators such as job satisfaction ratings, and staff turnover	Staff Health and Wellbeing Plan (2021)	DVC Social Impact, Transformation and Personnel	Normal operating budget
Transformation	4	14	31	It is recommended that the University should require the Faculty of AgriSciences to reconsider its approach to the use of languages and actively seek ways to promote the use of isiXhosa.	Low	All the faculties are implementing the University's Language Policy (2021). The University is committed to increase equitable access for all students and staff, promote multilingualism and the appreciation thereof, and facilitate pedagogically sound learning and teaching by using the three official languages of the Western Cape, namely Afrikaans, English and isiXhosa.	<b>A2 Use and expand our institutional research capabilities to inform transformation endeavours</b> (d) Institutional research on language and the promotion of institutional and individual multilingualism	Consideration happens on an annual basis through Language Implementation Plans and semesterly reporting. This recommendation will be dealt with in the 2024, semester 2 language implementation report, and the language implementation plan for 2025, semester 1									Faculties of Science and AgriSciences	Adherence to Language Implementation Plans, mitigation and reporting of exceptions, expansion of multilingual glossaries, and tracking of language survey findings and trends	Language Implementation Plans and Reports	Language Planning and Management Advisory Committee	Normal operating budget
Student success and academic renewal	1	3	9	It is recommended that the University should use disaggregated student data in the development of its SMIs.	High	The University is committed to promoting the parity of student success. It is seen as a high priority.	<b>B1 Establishment of a Centre for Student Success in support of the SUNSuccess strategic project</b>	The reporting line of the Student Success Programme was changed at the end of 2023 from the Registrar to the DVC, Learning and Teaching, signalling the intent to establish a Centre for Student Success which will be formalised over the next few years.									Senior Director: Learning and Teaching Enhancement	Number of academic advisors, number of at-risk flags and other First-Year Academy reports generated per semester	Centre for Student Success established with sufficient central data analytics capacity to inform faculties with evidence for decision-making on, e.g., parity of student success	ions.	Normal operating budget, although seed funding may be required in addition to the Strategic Fund allocation
Student success and academic renewal	3	10	25	It is recommended that the University develop strategies to improve the understanding of SoTL amongst all academic staff.	Medium	The Centre for Teaching and Learning will undertake further awareness-raising as part of the policy review process.	<b>B3 Approval and implementation of the reviewed Teaching-Learning-Assessment Policy, and the updated system for student feedback</b>	The reviewed draft Teaching-Learning-Assessment is being tabled at the Senate in the second semester of 2024; however, the awareness-raising will continue thereafter as part of the advisory work of the Centre for Teaching and Learning.									Centre for Teaching and Learning, and Vice-Deans: Learning and Teaching	% staff participating in the annual SoTL conference Number of abstracts submitted to the conference	Newly reviewed policy and management documents should articulate the strategies for the promotion of the scholarship of teaching and learning clearly	Senior Director: Learning and Teaching Enhancement	Normal operating budget
Student success and academic renewal	4	15	32	It is recommended that the University should revise the Policy with regard to Student Feedback on Modules, Lecturers and Programmes so that new academic staff are evaluated in their first year rather than waiting for year 2.	Medium	This recommendation has to some extent already been addressed, but will require further refinement as the new student feedback system is rolled-out in full.	<b>B3 Approval and implementation of the reviewed Teaching-Learning-Assessment Policy, and the updated system for student feedback</b>	The new student feedback system has been piloted in the first semester of 2024 and will be fully rolled-out in the second semester.									Centre for Teaching and Learning	Uptake of the functionality to define unique questions for student feedback surveys	Student feedback reports	Senior Director: Learning and Teaching Enhancement	Normal operating budget
Student success and academic renewal	4	15	33	It is recommended that the University should ensure that Faculty-specific minimum requirements for performance appraisal, promotion and appointment are updated to include the decision that SoTL should be considered in evaluation for promotion.	High	This is a high priority which is needed to appropriately reflect the importance of teaching-learning-assessment at the University.	<b>B3 Approval and implementation of the reviewed Teaching-Learning-Assessment Policy, and the updated system for student feedback</b>	The Senate Appointments Committee has been investigating the promotions' criteria and is reviewing academic promotion criteria with view to consistency across faculties. A proposal should be tabled at the Committee for Teaching, Learning and Assessment in 2024, semester 2, for further implementation during 2025, semester 1									Centre for Teaching and Learning	Teaching-Learning-Assessment activities adequately weighted to form part of academic promotions criteria	Benchmarking report that looks at academic promotion criteria, and proposal to be submitted via the Committee for Teaching, Learning and Assessment to the Senate Appointments Committee	Senate Appointments Committee	Normal operating budget
Student success and academic renewal	4	15	34	It is recommended that the University should ensure that faculties develop and implement mechanisms to solicit information from their alumni and from industry and that this information is made available during curriculum review.	Medium	Although this recommendation is important, the exact faculty and programme-specific needs must be investigated before an institutional solution is proposed. Currently, individual programme renewal projects and departmental evaluations will be used to strengthen the alumni and employability evidence, and then a more formal process will be initiated with the different role-players	<b>B2 Continued commitment to institution-wide Academic Renewal, which includes the UCDP programme renewal project (a)</b> Investigation into good practices for using alumni and employer feedback for curriculum renewal	Individualised context-specific methods will be employed as part of the University's programme renewal project, currently underway. However, it may be that the steering group decides to investigate a more comprehensive, institutional solution than the current surveys employed.									Centre for Academic Planning and Quality Assurance, Vice-Deans: Learning and Teaching, and Programme Leaders	% programme renewal projects informed by alumni and industry feedback, or graduate tracking surveys and employability studies	Situational analyses conducted by programme review and renewal teams	Senior Director: Learning and Teaching Enhancement	Normal operating budget, although, different options should be investigated to ensure optimal functionality and ease of use for faculties
Student success and academic renewal	4	15	35	It is recommended that the University should facilitate the adoption, and careful embedding of the learning-centred approach into institutional policies, plans and processes.	Medium	Cohesion between different policy and management documents is important, and as such is classified as a medium priority.	<b>B3 Approval and implementation of the reviewed Teaching-Learning-Assessment Policy, and the updated system for student feedback</b>	To be implemented as part of the policy review process.									Centre for Teaching and Learning, and Vice-Deans: Learning and Teaching	Consistency in different policy and management documents regarding learning-centred approach	Reviewed policy and management documents	Senior Director: Learning and Teaching Enhancement	Normal operating budget
Student success and academic renewal	4	15	36	It is recommended that the University should include peer evaluation of teaching as an additional tool in the evaluation process.	Medium	Peer evaluation of teaching is already a practice used by the Centre for Teaching and Learning, and forms part of the PREDAC programme. It could perhaps be compulsory for teaching portfolios.	<b>B3 Approval and implementation of the reviewed Teaching-Learning-Assessment Policy, and the updated system for student feedback</b>	Not applicable, as peer evaluation of teaching is already a well-established practice that all academics are exposed to as part of their PREDAC training									Centre for Teaching and Learning	% lecturers making use of peer evaluation of teaching in consultation with the Centre for Teaching and Learning	PREDAC programme, teaching portfolios	Senior Director: Learning and Teaching Enhancement	Normal operating budget
Student success and academic renewal	4	16	37	It is recommended that the University should strengthen its surveys of employability and make the data available for programme review purposes.	Medium	Recommendations 34, 37 and 38 are grouped as a longer-term medium priority. We agree that it is important to liaise with employers and graduates and to feed the information into curriculum renewal activities; however, further investigations are needed to fully understand the needs of faculties and programme leaders in this regard	<b>B2 Continued commitment to institution-wide Academic Renewal, which includes the UCDP programme renewal project (a)</b> Investigation into good practices for using alumni and employer feedback for curriculum renewal	Individualised context-specific methods will be employed as part of the University's programme renewal project, currently underway. However, it may be that the steering group decides to investigate a more comprehensive, institutional solution than the current surveys employed.									Centre for Business Intelligence, in collaboration with faculty managers, and Centre for Academic Planning and Quality Assurance  and  Centre for Graduate Career Service, and the Division for Alumni and Development		Graduate tracking surveys and employability studies, as well as other focus group interviews and advisory forum/industry input into programme review and renewal projects	Senior Director: Learning and Teaching Enhancement	Normal operating budget

Student success and academic renewal	4	16	38	It is recommended that the University should revisit the way in which employability is calculated, and calculate the percentage employed using the total number of respondents and not a subset.	Medium	The University accepts this recommendation; however, it refers to an ad hoc report (in which students who continued with postgraduate studies were excluded from the subset) and was merely extracted for the purposes of addressing a further information request from the audit panel. Nonetheless, the University agrees that employability should be reported in a standardised way so as to be comparable with similar reports by other institutions	<b>B2 Continued commitment to institution-wide Academic Renewal, which includes the UCDP programme renewal project (a)</b> Investigation into good practices for using alumni and employer feedback for curriculum renewal	Individualised context-specific methods will be employed as part of the University's programme renewal project, currently underway. However, it may be that the steering group decides to investigate a more comprehensive, institutional solution than the current surveys employed.							Centre for Business Intelligence, in collaboration with faculty managers, and Centre for Academic Planning and Quality Assurance  and  Centre for Graduated Career Service, and the Division for Alumni and Development	Consistency in employability reports	Graduate tracking surveys and employability studies, as well as other focus group interviews and advisory forum/industry input into programme review and renewal projects	Senior Director: Learning and Teaching Enhancement	Normal operating budget
Committees, policies, processes	1	3	8	It is recommended that the University should ensure that Faculty Strategy Implementation Plans (FSIPs) include indicators that are SMART and which allow progress against the plan to be measured.	High	The timeframe for the current Strategic Framework 2019-2024 has been extended to 2026. In 2024 the success of the annual integrated reporting process is being evaluated and in 2025 scenario development will further inform a new and amended strategy to be implemented by the new Rector and Vice-Chancellor, due to start on 1 April 2025. The University has a high number of SMARTER indicators already, but not all the faculty implementation plans report equally clearly on the measurable progress made in terms of those indicators. The University acknowledges that integrated reporting should happen in terms of the core strategic themes, and that the use of strategic management indicators should be standardised across faculties and responsibility centres, without duplicating data reporting efforts. As such, this improvement area is regarded as an ongoing process of high importance, to be continuously refined, also as part of the next planning cycle.	<b>C1 Review of the Strategic Framework 2019-2024 and related indicators</b>	Self-evaluation in 2024, with further scenario development in 2025 and the closing-out of the current Strategic Framework in 2026.							Division for Strategic Initiatives and Information Governance, Faculty and Responsibility Centre reporting functions	Progress made in terms of self-evaluation in 2024, scenario development in 2025 and the approval of a new strategy in 2026 for implementation in 2027	An analysis of the new Strategic Framework and its related strategic management indicators should show that they are all specific, measurable, achievable, relevant, timebound, explainable and relative. Faculty and Responsibility Centre strategy implementation plans should report their progress on the core strategic themes in terms of the strategic management indicators.	DVC Strategy, Global and Corporate Affairs	Normal operating budget
Committees, policies, processes	1	3	10	It is recommended that the University should establish a committee charged with the responsibility of reviewing the extent of the devolution of power and responsibility to faculties and PASS divisions and if and how this devolution of power is inhibiting transformation at SU.	Medium	This recommendation also relates to improvement theme (a) Transformation and the CIRCoRe workstreams on (iii) Institutional culture and (v) Strategic organisational alignment. However, its primary categorisation is under the theme (c) Committees, policies, processes related to the review of the Guidelines for programme committee chairs and programme leaders. This is to ensure consistency across faculties regarding the roles and responsibilities related to curriculum transformation.  The audit panel acknowledges that "the 10 faculties differ substantially in size, shape and complexity with differing numbers and proportions of undergraduate and postgraduate students, full time and part time students, gender and demography of students, number of departments and institutes and centres, number and range of qualifications offered, and number and demography of academic staff." Most faculties and responsibility centres have already established a Transformation Committee. However, the Committee for Teaching,	<b>A1 Explicit and deliberate attention to the key transformation challenges (d)</b> Integrate the Employment Equity Plan into the staffing plan  <b>C2 Review of the Guidelines for Programme Committee Chairs and Programme Leaders</b> (c) Investigation into faculty autonomy, distributed leadership and barriers to systemic change, including the roll-out of the Performance Advancement Framework by the Division for Human Resources  <b>CIRCoRe (v)</b> Strategic organisational alignment	Improvement area C2 will be initiated in 2024 semester 2 and concluded 2025 semester 1, but the Rectorate should consider this recommendation in combination with the CIRCoRe workstream recommendations, in 2025, semester 1						Committee for Teaching, Learning and Assessment  and  CIRCoRe workstreams (iii) and (v)	Review conducted. Guidelines updated. Consistency across faculties ensured. All mandates (terms of reference) updated.	CIRCoRe workstream reports	Rectorate and Executive Committee of Senate	Normal operating budget	
Committees, policies, processes	1	4	11	It is recommended that the University should ensure that all faculties have a full set of committees, including for quality assurance and transformation with approved ToRs in place.	Medium	All faculties have an adequate set of committees. Quality assurance activities are typically integrated into the committee work related to teaching-learning-assessment, research, and social impact, and in specific roles and responsibilities assigned to the dean, vice-deans, departmental heads, programme committee chairs, and module coordinators. Transformation Committees have now been established for all faculties and almost all professional academic and administrative support service divisions. Therefore, this recommendation is classified as medium priority, with the focus being on standardising the quality assurance and transformation roles and responsibilities across faculties as they relate to the programme committee chairs, programme leaders, and module coordinators.	<b>C2 Review of the Guidelines for Programme Committee Chairs and Programme Leaders</b>	To be initiated 2024 semester 2 and concluded 2025 semester 1						Committee for Teaching, Learning and Assessment  The University's Transformation Committee, and the transformation committees situated in faculties and responsibility centres	% committees with updated mandates that relate to QA and transformation	Review of the Guidelines for Programme Committee Chairs and Programme Leaders (2018), and updated mandates for all Transformation Committees	DVC: Learning and Teaching  and  DVC: Transformation, Social Impact, and Personnel	Normal operating budget	
Committees, policies, processes	1	4	12	It is recommended that the University should ensure that all faculty-based learning and teaching committees include both undergraduate and postgraduate student representation.	Medium	The University self-identified that in some instances postgraduate learning and teaching should be strengthened. This will be investigated for all faculty and institutional committees.	<b>C2 Review of the Guidelines for Programme Committee Chairs and Programme Leaders</b>	To be initiated 2024 semester 2 and concluded 2025 semester 1						Committee for Teaching, Learning and Assessment, and Centre for Governance Function Support	% teaching and learning committees with both undergraduate and postgraduate student representation	Committee mandates to specify undergraduate and postgraduate student representation in terms of its constitution	DVC: Learning and Teaching  and  Registrar	Normal operating budget	
Committees, policies, processes	2	5	16	It is recommended that the University should continue to prioritise the review of policies in accordance with the cycle of policy review.	Low	The University will continue to prioritise the review of policy and management documents. At times, some reviews may be postponed to allow for improved alignment between different document review processes.	<b>C3 Review and drafting of template(s) for policy and management documents</b>	Managed continuously.						Centre for Governance Function support	% policy and management documents reviewed on time	Updated register of policy and management documents (as part of the University's record management strategy)	Registrar	Normal operating budget	

Committees, policies, processes	2	8	21	It is recommended that the University should ensure that, as and when policies and management documents are reviewed, the review includes accommodation of periods of disruption.	Low	The template(s) for policy and management documents will be updated according to the priority list of the Registrar. Currently, all policy and management documents already stipulate both the principles and provisions; this allows the University to contemplate the implementation of the provisions during different periods of disruption. The University has demonstrated an ability to manage its business continuity processes during previous periods of disruption; therefore, this is considered to be a low priority that can be phased in.	<b>C3 Review and drafting of template(s) for policy and management documents</b>	To be Initiated 2024 semester 2 and managed continuously						Centre for Governance Function Support	Template(s) for different policy and management document types updated with a section on 'accommodation of periods of disruption'.	Within six years all the new and reviewed policy and management documents should contain a section that includes the accommodation of periods of disruption.	Registrar	Normal operating budget
Committees, policies, processes	3	11	26	It is recommended that the University consider developing a general framework for work allocation that includes minimum and maximum percent time allocated to learning and teaching, research and SI, and which explicitly recognises time spent on QA matters.	Medium	The Division for Human Resources has developed an approved performance advancement framework to be implemented in 2025. The implementation will follow on the approval of the Transformation Policy, which should inform the definitions at different post-levels for the Key Performance Area for Transformation. Currently, all faculties and departments have work allocation models that feature in individualised work agreements for different lecturer, senior lecturer, etc. post-levels. Yes, further standardisation across faculties and post-levels can be contemplated, but the current system does differentiate between measurable key performance indicators for teaching, research, and social impact; therefore, this is deemed to be a medium priority.	<b>C1 Review of the Strategic Framework 2019-2024 and related indicators</b> and <b>C2 Review of the Guidelines for Programme Committee Chairs and Programme Leaders</b>	To be initiated in 2025, semester 1, with the implementation of the performance advancement framework, which should include the key performance area for transformation, defined at different levels of management.						Division for Human Resources and Faculty Management, Executive Committee of Senate	Qualitative judgement about the extent to which the performance advancement framework has been successfully implemented across all the faculties, and parity across faculties at similar post-levels regarding key performance areas for teaching, research, and social impact	Implementation of the performance advancement framework across all faculties	DVC Transformation, Social Impact and Personnel, and the DVC Learning and Teaching	Normal operating budget
Committees, policies, processes	4	13	30	It is recommended that the University should revise policies for educational programme design, development and provision to capture its enhanced approaches to teaching and learning, including flexible learning and Open Educational Practices.	Medium	There currently is coherency between all the teaching-learning-assessment policy and management documents, also in relation to hybrid learning. Internal alignment remains important and as such learning-centredness, open education practices, flexibility, etc. will be considered as part of the current review of teaching-learning-assessment policies and related documentation.	<b>C2 Review of the Guidelines for Programme Committee Chairs and Programme Leaders</b> and <b>B3 Approval and implementation of the reviewed Teaching-Learning-Assessment Policy, and the updated system for student feedback</b>	The review of the Teaching and Learning Policy (2018) is currently underway; the reviewed policy should be approved in 2024, semester 2. Subsequent documents will be reviewed in line with the approved policy principles and provisions.						Centre for Teaching and Learning	Qualitative judgement about internal alignment/cohesion between different teaching-learning-assessment policy and management documents	Updated teaching-learning-assessment policy and management documents	Senior Director: Learning and Teaching Enhancement	Normal operating budget
Quality management	1	3	5	It is recommended that the University should ensure that all departmental SERs explicitly address key issues of concern, including undergraduate and postgraduate success rates and particularly those of the Black African students, and transformation.	High	It is important to ensure that self-evaluations focus on the key issues of concern, such as transformation, and the parity of student success. The new QA themes and guidelines are explicit about these and will remain a 'living' document, with good practices updated as they are identified.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b>	Phased-in with new QA cycle phase in 2024 semester 2						Centre for Academic Planning and Quality Assurance, Deans and RC Heads	% self-evaluation reports in a faculty/responsibility centre adequately engaging with key issues of concern	Self-evaluation and peer review reports	Deans and Responsibility Centre Heads should uphold the standard for self-evaluation reports before they approve them for submission to the peer review panels.	Normal operating budget
Quality management	1	3	6	It is recommended that the University should ensure that the core statistics provided to departments as they prepare their SER include disaggregated data on student success and include both the percentage of modules passed and throughput rates or cohort analyses.	High	The Centre for Academic Planning and Quality Assurance has updated the core statistics' template and will liaise with the Centre for Business Intelligence to ensure that the core statistics include disaggregated data on student success, etc., and move towards the development of user-friendly dashboards.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b>	Phased-in with new QA cycle phase in 2024 semester 2						Centre for Academic Planning and Quality Assurance and Centre for Business Intelligence	Levels of engagement with the core statistics within the narrative of self-evaluation reports.	Core statistics prepared by the Centre for Academic Planning and Quality Assurance for all departmental self-evaluations	QA advisor(s) and officer(s)	Normal operating budget
Quality management	1	3	7	It is recommended that the University should ensure that departmental and divisional SERs are rigorously reviewed by staff who have this responsibility, and that training is provided on the minimum requirements for an SER.	High	The new QA themes and guidelines will specify the minimum requirements to be addressed in a self-evaluation report and provide guidance to deans and responsibility centre heads in terms of when a report should be referred back for further refinement. In addition, the QA themes and guidelines also list good practices and encourage deeper reflection for those entities that have a well-established quality culture and wish to explore pervasive 'wicked' problems in more depth.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b>	Phased-in with new QA cycle in 2024 semester 2						Centre for Academic Planning and Quality Assurance, and Deans and RC Heads	The Centre for Academic Planning and Quality Assurance must develop a way of making quality judgements about the collective sense-making and reflection that happens during a self-evaluation process. The rigour of a self-evaluation report can be used as a proxy; although, sometimes the reports are not a true reflection of the depth of engagement in this collaborative process.	Self-evaluation and peer review reports	Deans and Responsibility Centre Heads, in consultation with self-evaluation committee chairs	Normal operating budget
Quality management	2	5	15	It is recommended that the University should develop and implement methods to monitor the impact of divisional interventions and activities including workshops, so as to facilitate quality enhancement.	Medium	Across the University, it is standard practice to obtain feedback on workshops and training opportunities. E.g., the workshops offered by the Division for Learning and Teaching Enhancement already solicit feedback from participants and include post-mortem evaluations which are taken into consideration when planning for the next one. Strategic projects and interventions funded by the University Capacity Development Plan include an explicit reporting focus on the monitoring and evaluation of impact. Therefore, although this self-identified improvement area is important, the monitoring and evaluation of the impact of its QA activities will only be prioritised by the Centre for Academic Planning and Quality Assurance midway in the sixth QA cycle, when a sufficient number of departments and professional academic and administrative support service entities have undergone a full self-evaluation and peer review.	<b>D2 Meeting the staffing, training and institutional research needs for fostering a quality culture</b>	Phased-in with new QA cycle, midway in the cycle, in 2026 semester 2						Centre for Academic Planning and Quality Assurance, and other centres within the Division for Learning and Teaching Enhancement	Each workshop or intervention should have its own performance indicators with which to measure impact.	Workshop and training feedback forms, post-mortem evaluation reports	Senior Director: Learning and Teaching Enhancement	Normal operating budget

Quality management	2	6	17	It is recommended that the University should prioritise meeting the staffing needs of the APO.	Medium	Currently, there is no short-term solution for the staffing needs of the Centre, however, the Division for Learning and Teaching Enhancement will investigate the faculty needs and how to best support the academic planning, quality assurance, and programme review, redesign, renewal and evaluation functions within its different centres, including staff from the Centre for Teaching and Learning regarding programme review and renewal, and curriculum transformation activities.	<b>D2 Meeting the staffing, training and institutional research needs for fostering a quality culture</b>	No specified timeline due to funding constraints, and uncertainty about the workload implications associated with the introduction of the Council on Higher Education's Quality Assurance Framework.						Division for Learning and Teaching Enhancement		Staff satisfaction surveys conducted by the Division for Learning and Teaching Enhancement should show sufficient levels of satisfaction regarding support provided for academic planning, quality assurance, and programme review, redesign, renewal and evaluation activities.	DVC, Learning and Teaching	Currently, no additional funding has been allocated.
Quality management	2	7	20	It is recommended that the University should develop and offer a comprehensive staff development programme that will empower staff to make full use of the information provided to inform quality assurance and enhancement processes. The programme should include both technical content of how to best use the Power BI dashboards and excel spreadsheets, and educational content that focus on the questions that should be asked and how the data can be used to address them	Medium	Faculty managers and other "power users" have already been trained by the Centre for Business Intelligence, and further roll-out of training is envisioned for departmental chairs and other interested parties. The QA themes and guidelines provide guiding questions, and self-evaluation committees are provided with core statistics to reflect on. Under the theme for Student success and academic renewal, developing a central data analytics capacity to inform the SUNSuccess project will be prioritised. As part of improvement area D2 Meeting the staffing, training and institutional research needs for fostering a quality culture, develop and present a quality assurance workshop at the annual Scholarship for Teaching and Learning Conference	<b>D2 Meeting the staffing, training and institutional research needs for fostering a quality culture</b> and <b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b> and <b>B1 Establishment of a Centre for Student Success in support of SUNSuccess strategic project</b>	Current training to be continued						Centre for Business Intelligence, in collaboration with faculty managers, and Centre for Academic Planning and Quality Assurance	Either a target number of staff or % academic staff with QA responsibilities actively using Power BI dashboards, including module coordinators, programme leaders, departmental chairs, and academic advisors	Improved data-informed decision-making	Director for Business Intelligence, and faculty managers	Normal operating budget
Quality management	3	9	22	It is recommended that the University should include evaluative and QA processes in the normal workload calculations of all staff so that they are not treated as an add-on.	Medium	The new QA themes and guidelines will provide estimated workload calculations for self-evaluation committees to use; however, the key performance areas currently being developed for transformation, and the implementation of the performance advancement framework will be prioritised. Although the once-every-six-years process should not be seen as an "add-on", the University's self-evaluation found that the work involved in evaluative processes remains substantial and is not that easily integrated in normal workload calculations. This can also be seen, e.g., in the amount of work involved in an institutional audit. It is not that easy to estimate what the time implications would be, as collaborative sense-making and reflection takes time, regardless of how much QA is integrated into normal workload calculations.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b>	Phased-in with new QA cycle phase in 2024; however, only from 2025 semester 2						Centre for Academic Planning and Quality Assurance, Deans and RC Heads	% of self-evaluation committee chairs who include weighted key performance areas in their work agreements when they plan for a self-evaluation and peer review process to commence	Updated QA themes and guidelines to include an estimated workload calculation for how much time on-task a self-evaluation committee will spend.	Deans, departmental heads, responsibility centre and division/centre heads to consider the estimated workload calculations when drafting and approving work agreements for the year in which a self-evaluation and peer review are scheduled to take place	Normal operating budget
Quality management	3	9	23	It is recommended that the University should ensure that ongoing training regarding quality, quality management and quality assurance and enhancement is provided for staff so that all staff, including academic leaders, have a similar level of understanding.	Medium	Training and guidance are already provided, but a QA workshop will be introduced as part of the University's annual Scholarship of Teaching and Learning conference. Such a workshop (and the training material developed for it) could be converted into online learning material (and vice versa: current online help resources could be used for the workshop), and this should be refined on an annual basis.	<b>D2 Meeting the staffing, training and institutional research needs for fostering a quality culture</b>	Phased-in with new QA cycle phase in 2024 semester 2						Centre for Academic Planning and Quality Assurance and Centre for Business Intelligence	Number of staff (and students) attending SoTL workshop in relation to the number of departments scheduled for a self-evaluation and peer review in the following year.	Registration and presentation of workshop(s) at the University's annual Scholarship of Teaching and Learning Conference, and related training material released on the <a href="http://www.sun.ac.za/apq">www.sun.ac.za/apq</a> website.	QA advisor(s) and officer(s)	Normal operating budget
Quality management	3	9	24	It is recommended that the University should develop comprehensive QA Manuals for learning and teaching, research, and social impact.	Medium	At this point in time the QA themes and guidelines cover four areas for reflection: the organisational structure, teaching-learning-assessment, research, and social impact. Each theme asks self-evaluation committees to consider their practices and identify areas for improvement in relation to the institutional policy and management documents that relate to those areas. In some instances, e.g., the Department of Nursing, comprehensive QA manuals have already been developed. Also, many of the academic programmes affiliated with professional bodies have comprehensive standard operating procedures/manuals for various aspects related to teaching-learning-assessment, research, and social impact. At this point in time, the priority is to phase-in and strengthen the QA themes and guidelines, rather than to develop exhaustive QA manuals. The QA themes and guidelines document will remain a living document, and be updated with minimum requirements and good practices for academic departments to consider when conducting a self-evaluation.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b>	Phased-in with new QA cycle, from 2024 semester 2						Centre for Academic Planning and Quality Assurance, in collaboration with the divisions for Learning and Teaching Enhancement, Research Development, and Social Impact.	The University should consider how a qualitative judgement should be made about the comprehensive nature of the QA themes and guidelines, specifically in terms of the themes for teaching-learning-assessment, research, and social impact, but also for the theme on organisational structure. Perhaps the guiding questions should be compared to QA manuals used by other institutions, including professional bodies. At this point in time, though, the Quality Committee will oversee the implementation of the QA themes and criteria, and as a "living" document the minimum requirements and good practices will be continuously updated as the Quality Committee tables the self-evaluation and peer review reports.	The guiding questions, tools, minimum requirements and good practices listed in the QA themes and guidelines should cover all the salient points of the teaching-learning-assessment, research, and social impact policy and management documents	Quality Committee	Normal operating budget

Quality management	3	12	27	It is recommended that the University should develop and implement tools to evaluate the efficiency and efficacy of the QMS.	Medium	This recommendation is derived from the University's self-evaluation and forms part of the phasing-in of the new QA themes and guidelines.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b>	Phased-in with new QA cycle phase, but only during 2026 semester 1, to allow time for the development of tools						Centre for Academic Planning and Quality Assurance	Still to be developed. Qualitative judgements would have to be made about different aspects of the QMS.	The Quality Committee processes all self-evaluations and peer reviews. It is anticipated that self-evaluation, peer review and Quality Committee reports could be analysed to make judgements about the efficiency and efficacy of the quality management system; however, the exact way in which this should be done, must still be contemplated and tested.	Quality Committee	Normal operating budget	
Quality management	4	13	28	It is recommended that the University should include formative undergraduate degrees in the 6-year internal quality assurance cycle.	Medium	This recommendation cannot be implemented fully given the current staff complement within the Centre for Academic Planning and Quality Assurance; however, the programme review and renewal project allows faculties to nominate academic modules, programmes and qualifications for review during the QA cycle. The support to faculties should be coordinated within the Division for Learning and Teaching Enhancement, in collaboration with faculties.	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b> and <b>B2 Continued commitment to institution-wide Academic Renewal, which includes the UCDDP programme renewal project</b>	Phased-in with new QA cycle, but towards 2025 semester 2, seeing that there currently is a vacancy for the Advisor: Programme Review and Renewal/Curriculum Transformation position						Centre for Academic Planning and Quality Assurance	% of undergraduate programmes evaluated during QA cycle	Programme review, redesign, renewal and evaluation projects completed and reported on in different formats by faculties	Senior Director: Learning and Teaching Enhancement	Normal operating budget	
Quality management	4	13	29	It is recommended that the University should ensure that internal QA processes (6-year review cycle) for departments and programmes require departments to report on any changes that have occurred in the programme compared to what was accredited by the CHE.	Medium	The new QA themes and guidelines document will list this requirement under the teaching-learning-assessment theme. The implementation thereof will be phased-in by the QA advisor(s) when interacting with self-evaluation committees. Support may be needed from faculty programme committees the Advisor: Academic Planning (if the Centre for Academic Planning and Quality Assurance were to receive additional capacity). This is classified as a medium priority, because the annual process for the consideration and approval of proposed changes to existing modules and programmes is already deemed to be rigorous. Departmental self-evaluation committees and peer review panels are encouraged to focus on the department as organisational unit, therefore, although such curriculum detail is useful to include in a portfolio of evidence, it is not anticipated that the duplication of such evidence would necessarily significantly enhance the sense-making process; although, the possibility is not excluded. The SUNStudent student information system's curriculum management capability is still under development, but	<b>D1 Phasing-in of the new QA themes and guidelines for self-evaluations</b> and <b>B2 Continued commitment to institution-wide Academic Renewal, which includes the UCDDP programme renewal project</b>	Phased-in with new QA cycle phase in 2024 semester 2						Centre for Academic Planning and Quality Assurance	% of self-evaluation reports including data and reflections on curriculum changes implemented during the review period	Updated QA themes and guidelines to include this recommendation.	QA advisors will prompt departmental and programme self-evaluation committees to include curriculum changes that were implemented during the evaluation period, while the faculty deans should monitor the level of reflection in the self-evaluation reports, and peer review panels would have to consider whether it is an aspect to interrogate further during the site visit.		Normal operating budget