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Draft 1.0

Stellenbosch University

Institutional Audit Self-Evaluation Report

2018-2021

February 2022

Name of institution: Stellenbosch University

Campuses/Sites of Delivery: Stellenbosch, Tygerberg, Bellville, Saldanha

Endorsement

I, Professor Wim de Villiers, confirm that this self-evaluation report has been prepared with appropriate participation by all constituencies, and that the report has been endorsed by the executive authority of the institution.

Signature
Rector and Vice-Chancellor

Date

Contents

[List of figures, tables…]

Stellenbosch University   < released on 1 March 2022 >   < for internal consultation >

List of acronyms

AAC	Academic Affairs Council
APC	Academic Planning Committee
APQ	Centre for Academic Planning and Quality Assurance
ARTLA	Augmented Remote Teaching, Learning and Assessment
BRICS	Brazil, Russia, India, China, and South Africa
CHE	Council on Higher Education
CHEC	Cape Higher Education Consortium
CIS	Centre, institute, school
Covid-19	Coronavirus disease of 2019
DHET	Department of Higher Education and Training
DRT	Department of Science and Technology
DVC (L&T)	Deputy vice-chancellor: Learning and Teaching
EC(S)	Executive Committee of Senate
ECSA	Engineering Council of South Africa
EMS	Faculty of Economics and Management Sciences
ERTLA	Emergency Remote Teaching, Learning and Assessment
FASS	Faculty of Arts and Social Sciences
FMHS	Faculty of Medicine and Health Sciences
4IR	Fourth Industrial Revolution
HEQC	Higher Education Quality Committee
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HPCSA	Health Professions Council of South Africa
IA	Institutional audit
ICBC	Institutional Committee for Business Continuity
IF	Institutional Forum
IIS	Institutional Intent and Strategy (2013-2018)
IPF	Institutional Planning Forum
IT	Information Technology
KPA	Key performance area
KPI	Key performance indicator
LTE	Division for Learning and Teaching Enhancement
NDP	National Development Plan
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OSP	Overarching Strategic Plan
PAC	Programme Advisory Committee
PASS	Professional academic and administrative support service

PoE	Portfolio of Evidence
QA	Quality Assurance
QC	Quality Committee
RC	Responsibility Centre
SAAIR	Southern African Association for Institutional Research
SAICA	South African Institute for Charted Accountants
SANC	South African Nursing Council
SANDF	South African National Defence Force
SAQA	South African Qualifications Authority
SARChI	South African Research Chairs Initiative
SDGs	Sustainable Development Goals
SE	Self-evaluation
SEC	Self-evaluation committee
SER	Self-evaluation report
SIGLA	Security Institute for Governance and Leadership in Africa
SIP	Strategy Implementation Plan
SRC	Student Representative Council
SU	Stellenbosch University
THE	Times Higher Education
USB	University of Stellenbosch Business School
WIL	Work-integrated-learning

Editorial note

In this first draft, some text is formatted in this font colour or < in font size 8 >. These formatting conventions imply some further work that needs to be done, e.g., in uploading evidence, embedding links, or accessing newer 2022 data as it becomes available.

During the first round of consultations, access to the SER's portfolio of evidence (PoE) is still restricted, as it will be updated and curated by the members of the self-evaluation committee (SEC). The quality claims are yet to be made by the SEC and confirmed by the steering group.

The first round of consultation is intended to (i) create an awareness of the institutional audit, and to (ii) invite role-players to participate in the co-creation of this document, by e.g., submitting input to or feedback on the SER, and/or examples and evidence for the SER's PoE.

Institutional colours used in this document

Maroon RGB: 97, 34, 59	Gold RGB: 183, 153, 87	

Faculty colours: AgriSciences, FASS, Education, Engineering, EMS, FMHS, Law, MSc, Science and Theology

1. Introduction

1.1   Forward together

Stellenbosch University (SU) is a residential, research-focused university, situated in the Western Cape. We received public university status over a century ago (in 1918), making us, along with two other universities, the oldest in South Africa.

Today, SU's campuses are home to ten faculties, more than 30,000 students and 3,000 staff members (headcount), offering a range of qualifications from Bachelor's to PhD.

As mandated by the Council on Higher Education (CHE), this institutional audit self-evaluation report (SER) is the result of a collective sense-making activity undertaken by an institutional audit self-evaluation committee (SEC), constituted for this purpose. This self-evaluation and the quality judgements made by the University are based on four focus areas and sixteen standards, as prescribed by the CHE's *Framework for Institutional Audits 2021* and expanded on in the guidelines of the *Manual for Institutional Audits 2021*.

Weblinks […]:   The CHE *Framework* and *Manual* documents articulate the standards and guidelines to be considered for this institutional audit self-evaluation report

Drafting this report has given us the opportunity to reflect on the insights gained and lessons learnt since our previous institutional audit, the *Quality Enhancement Project (QEP)* and national reviews; to consider the institutional risk areas and their mitigation; celebrate the outstanding efforts by staff and students, and particularly acknowledge and embed the good practices developed during the Covid-19 pandemic, and document our comprehensive response(s) to it.

We see quality assurance (QA) as a continuum of activities from day-to-day operational and control mechanisms, to longer-term strategic enhancement initiatives. Within our faculties and responsibility centres (RCs) we continuously adapt and strive to improve the positive impact of our learning and teaching, research, and social impact

(community engagement) activities, as well as the governance and managerial activities that support it.

It is with this in mind that the institutional reflections in this SER should be read. The findings and claims made, serve as an entry point into further discussions with and by the peer review (audit) panel.

We welcome the opportunity to contemplate the positioning, functioning, and resourcing of our management and quality assurance systems. Feedback from the panel is expected to strengthen institutional systems and recommendations for improvement will be considered and incorporated into the next planning cycle for 2025 and beyond.

1.2   Scope of this SU's self-evaluation

The time-period selected for this self-evaluation covers **2018 to 2021**, with some information provided from **2022** institutional data where available.

For the purposes of this self-evaluation report, this reflection will be used as part of an institutional mid-term review of the *Vision 2040 and Strategic Framework 2019-2024* (2018) and focus on the six core strategic themes of the University and its associated goals which are unpacked in the *Institutional Plan 2020-2025*. It is intended that this SER will demonstrate how the University works towards achieving them; what plans, procedures and resources underpin each, and how progress is measured, success evaluated, and information employed to drive improvements in the respective RC's, faculties, departments, and academic programmes.

Document links […]:	SU's *Vision 2040 and Strategic Framework 2019-2024* and *Institutional Plan 2020-2025* describe our six (6) core strategic themes and associated goals and objectives, which are measured with a clear set of strategic management indicators.

During the selected review period, the University not only made progress on its six core strategic themes, but also responded to the Covid-19 pandemic, initially with the emergency remote teaching, learning and assessment (ERTLA) approach and from 2021 onwards enhanced by the augmented remote teaching, learning and assessment (ARTLA) approach.

1.3   Previous audits, projects, and reviews

This self-evaluation report builds on SU's previous institutional audit, conducted by the Council on Higher Education (CHE) in 2005, and the subsequent institutional *Quality Development Plan (QDP)* which was drafted and implemented by SU from 2007 onwards.

Since then, SU has also reviewed its programme-qualification mix (PQM) and aligned it successfully to the Higher Education Qualifications Sub-Framework (HEQSF).

In 2014 and 2017, two institutional submissions to the CHE on the *Quality Enhancement Project (QEP)* were completed. The QEP focused on the *Enhancement of student success* and was undertaken in two phases: Phase 1 was conducted in 2014 and had four themes: *Enhancing academics as teachers*; *Enhancing student support and development*; *Enhancing the learning environment* and *Enhancing module and programme enrolment management*. Phase 2, conducted in 2017, shortly after the nationwide student protests of 2015-2016, had one theme: *Enhancing the Curriculum*.

These reports are available in the portfolio of evidence, with links to them below:

Document links […]:   SU's previous institutional audit report (2005), two QEP submissions, and the CHE's findings.

This SER also follows on national reviews conducted by the CHE, all of them successful, including the most recent ones on the doctoral qualification, and the *Bachelor of Laws (LLB)* programmes.

In addition to these CHE reviews, SU regularly interacts with statutory and non-statutory professional bodies, such as the Association of Chartered Certified Accountants (ACCA), Actuarial Society of South Africa (ASSA), Charted Institute of

Management Accountants (CIMA), Colleges of Medicine of South Africa (CMSA), Engineering Council of South Africa (ECSA), Health Professions Council of South Africa (HPCSA), South African Council for Planners (SACPLAN), South African Council for Natural Scientific Professions (SACNASP), South African Institute of Chartered Accountants (SAICA), and the South African Nursing Council (SANC), who continue to recognise SU's qualifications for professional registration purposes. The University of Stellenbosch Business School (USB) is accredited by three (3) international bodies, the European Foundation for Management Development Quality Improvement System (EQUIS), the Association of MBAs (AMBA), and the Accreditation Association to Advance Collegiate Schools of Business (AACSB).

Document links [...]:   SU's most recent national review reports and findings (doctoral qualification, and LLB) are uploaded to our portfolio of evidence

1.4   Challenges and enablers

It must be noted that the self-evaluation (SE) for this quality audit took place in a most challenging period, namely, in the context of Covid-19 and related political, social, and economic instability.

At the end of 2021 and the beginning of 2022, the SE committee met online to prepare the SER. We reflected on and debated the sixteen standards and guidelines, collected information from faculties and RCs, and shared in the co-creation of this document. The use of a document-sharing platform such as MS Teams, which has now been widely adopted by Stellenbosch University, enabled collaboration on shared documents with great ease. However, the absence of in-person contact sessions, made the collective sense-making a difficult process to engage in.

As a document with multiple authors, this SER captures the high-level insights, while keeping the responses succinct. Our text is closely aligned to the *Manual's* guidelines and follows the same narrative structure. However, it should be noted that the high-level insights, although representative of faculty, responsibility centre (RC) and student input, do not necessarily hold true for *all* academic departments, professional academic and administrative support service (PASS) centres or student leadership structures, as great variety and academic freedom exists within the University ecosystem.

Although universities are complex, we have tried to use simple text, avoid acronyms, and include visual representations of data to provide a concise overview of the University. Where possible, we analysed and synthesised the many different responses, but also kept verbatim examples from each faculty, RC, and student environment so as to not lose the nuance and richness of the contributions.

Other enablers include the following, that:

- The institutional information and most of the evidentiary documentation was – and is – readily available and easy to access.
- There was a willingness by SEC members to act as the principle point of contact for their entire faculty, RC, or student constituency, and to collect and edit contributions to the standards, even during the November 2021-February 2022 period.
- An ethos of collaboration has been established between academics, professional academic and administrative support service (PASS) staff, and students.

1.5   Portfolio of evidence

This self-evaluation report (SER) should be read together with our portfolio of evidence (PoE).

Internal document links (to different sections within this SER), external document links (to the SharePoint drive where the portfolio of evidence is located) and links to internal and external websites, are all embedded within the text or inserted as pictures with hyperlinks.

Additional documents not referenced directly in this SER, are indexed according to the table of contents of this SER.

Also included in the PoE, is the institutional risk register. SU's main risks are listed in the *annual integrated reports* and are categorised according to the University's six core strategic themes.

1.6   Institutional information

SU has a highly functional system for institutional information, and we make use of a variety of business intelligence tools. This includes an information dashboard which can be accessed by staff to interrogate:

- financial planning and full-time equivalent (FTE) student information,
- student-staff ratios,

- strategic management indicators,
- staff data per faculty and department,
- qualifications awarded,
- student enrolment and demographic data,
- infographics,
- rankings, and
- standardised reports.

Faculty managers and other trained users can access these tools to compile their reports with reliable and detailed data, as and when needed.

For the purposes of this SER and specifically the *institutional profile* section of this report, we have relied on existing institutional information and infographics, published in either the *Annual Integrated Report 2020* or the accompanying *Review 2020* publication. We have chosen June 2020's data as an appropriate mid-point "snapshot" for the period under review; however, by the time our institutional audit site visit takes place, the *Annual Integrated Reports 2021* will have been approved and published online, which should provide the most up-to-date information, based on the DHET-audited HEMIS data.

Document links […]:   SU *Annual Integrated Report 2020* and *Review 2020*

1.7   Generative-reflexive methodology

This self-evaluation report (SER) is presented as a narrative of the institutional context and conditions under which we enact our *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019). As such, the SE committee followed a collective sense-making approach as part of a generative-reflexive methodology in preparing this SER.

In the *Policy,* we describe our theoretical framing as follows:

> Stellenbosch University follows a **developmental approach** regarding quality assurance and sees itself as a **learning organization** as defined in its institutional document, *Vision 2040 and Strategic Framework 2019-2024,* in terms of the core strategic theme, "Networked and collaborative teaching and learning" (SU, 2018a:20-21).

To this end, this policy subscribes to the conceptualisation by Marshall (2016:221) of quality assurance as a process of **"collective sense-making and reflection"** which makes provision for the complex and dynamic nature of institutions of higher learning in contemporary society. Marshall (2016:218-220), in the discussion document *An Integrated Approach to Quality Assurance in Higher Education* (CHE, 2017a), describes this conception of quality in terms of seven properties defined by Weick (1995:7), as inherently: "social in nature, grounded in identity construction, retrospective, enactive of sensible environments, ongoing, focused on and by extracted cues, and driven by plausibility rather than accuracy".

In this regard, sense-making is influenced by the nature of the changes being experienced, the roles of different role players and stakeholders, and the wider economic, social and political landscape within which the institution is situated.

Since quality is a complex and often contested concept that is socially constructed, the exact definitions of and sensible measurements for "quality" and "levels of excellence" may differ, given the nature and maturity of the entity or process under review, and the availability of management information, performance indicators, benchmarked standards, good practices, previous evaluation reports and other evidentiary documents.

Weblink […]:   *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019)

Our approach has allowed us to describe and critically consider our institutional goals; reflect on how we endeavour to achieve them in terms of the plans, procedures, and resources we put in place; assess their management and implementation; and consider how we monitor, evaluate, and improve our output and impact – even in times of disruption.

1.8   Consultation and approval

During the first semester of 2022, this first draft of our SER will be circulated for consultation and tabled at the Institutional Forum, Senate, Student Representative Council, and Council in March and April 2022.

The first draft will also be consulted with the Academic Affairs Council.

The feedback will be considered by the self-evaluation committee with a final draft tabled at Senate and Council in June 2022 for approval.

2. Institutional profile

2.1   History and context

Over the past century, Stellenbosch University (SU) has grown into a South African higher education institution with the vision of being one of the continent's leading research-intensive universities, globally recognised as an excellent, inclusive, and innovative university, as well as a place where knowledge and its practical application is advanced in service of society.

The University's history is well-documented[1] and a decade-at-a-glance timeline of its first hundred-odd years is available on our website.

Weblink […]:   SU's historical timeline.

In transitioning officially from "Victoria College" to "Stellenbosch University" on 2 April 1918, Maties (as we call ourselves) started out with one campus and four faculties: Agriculture, Arts, Education and Science. The University comprised 503 students and 40 lecturing staff (headcount).

Today, SU is regarded as one of South Africa's leading tertiary institutions, based on, amongst other things, its research output, rated scientists, high student success rates, and international reputation.

Some figures in this regard are as follows:

−   In 2018, SU produced 10% of all publication units submitted by South African universities[2], with the highest weighted research output per full-time academic staff

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[1] SU commemorated its centenary with the publication of a hardcover book which gives a historic overview of the University, entitled Stellenbosch University 100: 1918-2018

[2] According to DHET report that deals with research outputs, submitted for subsidy purposes in 2019 [reference needed]

member, i.e., 1,67 publication units, against a sector average of 0,97.

- The National Research Foundation (NRF) ratings show that in 2020 we had 492 rated researchers, which is a significant number, measured against the total sum of each category (A-, B-, C-, P- and Y-rated researchers).
- According to the throughput tables published by the DHET, SU is the top performer in in the country in terms of "student success". Our undergraduate module success rate was 86,4% in 2018, and 87,2% for both 2019 and 2020.
- According to the 2022 *Times Higher Education* World University Rankings, SU is ranked as one of the top 300 universities in the world, and among the top twenty (20) in BRICS countries.
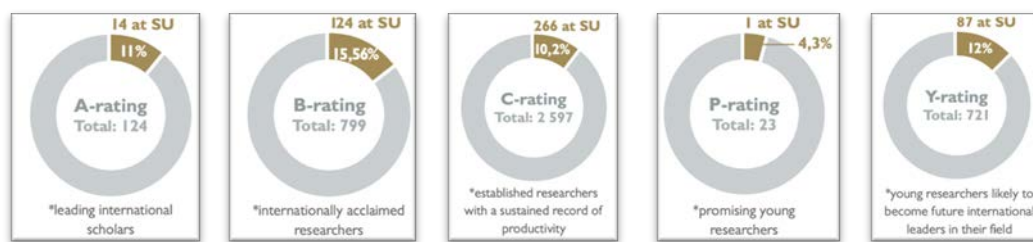
Figure [...]:   NRF ratings of SU researchers in 2020, showing the percentage of SU researchers in each category, compared to the total in South Africa, from SU's *Review 2020* report.

2.2   Campuses and faculties

A hundred years on, SU has grown to four campuses, each with a vibrant and cosmopolitan community of students and staff. Every campus is resourced with a comprehensive ICT infrastructure, laboratory- and library facilities, as well as high functioning administrative, student development and support services.

The University's main campus is situated in Stellenbosch (>25,000 student headcount), with eight of the ten faculties located in the town of Stellenbosch. They are the faculties of AgriSciences, Arts and Social Sciences, Economic and Management Sciences, Education, Engineering, Law, Science, and Theology.

SU's three satellite campuses are at Tygerberg, Bellville Park, and Saldanha. Except for the Department of Sport Science which is situated in Stellenbosch, the Faculty of Medicine and Health Sciences is located at the Tygerberg campus (>4,000 student headcount). The Faculty of Military Science (in its entirety) is housed at the Military Academy in Saldanha Bay (>500 student headcount). And the School for Public Leadership and the University of Stellenbosch Business School (USB), which resort under the Faculty of Economic and Management Sciences, are located at the Bellville Park campus (>1,500 student headcount).

In and around Stellenbosch, SU has a variety of small work-integrated learning (WIL) sites, including the Lynedoch Ecovillage, and two experimental farms, Welgevallen

(adjacent to the Coetzenburg Stadium) and Mariendahl (14 km outside of Stellenbosch). By virtue of a co-operation agreement with the Western Cape Provincial Government, SU also offers the *Bachelor of Agriculture* programme at Elsenburg Agricultural Training Institute (13 km outside of Stellenbosch).

< Perhaps insert Telematic Learning Centres? >

One of SU's furthermost WIL sites, the Ukwanda rural clinical school, in Worcester, is often referred to as SU's "fifth campus", as can be seen in figure below.
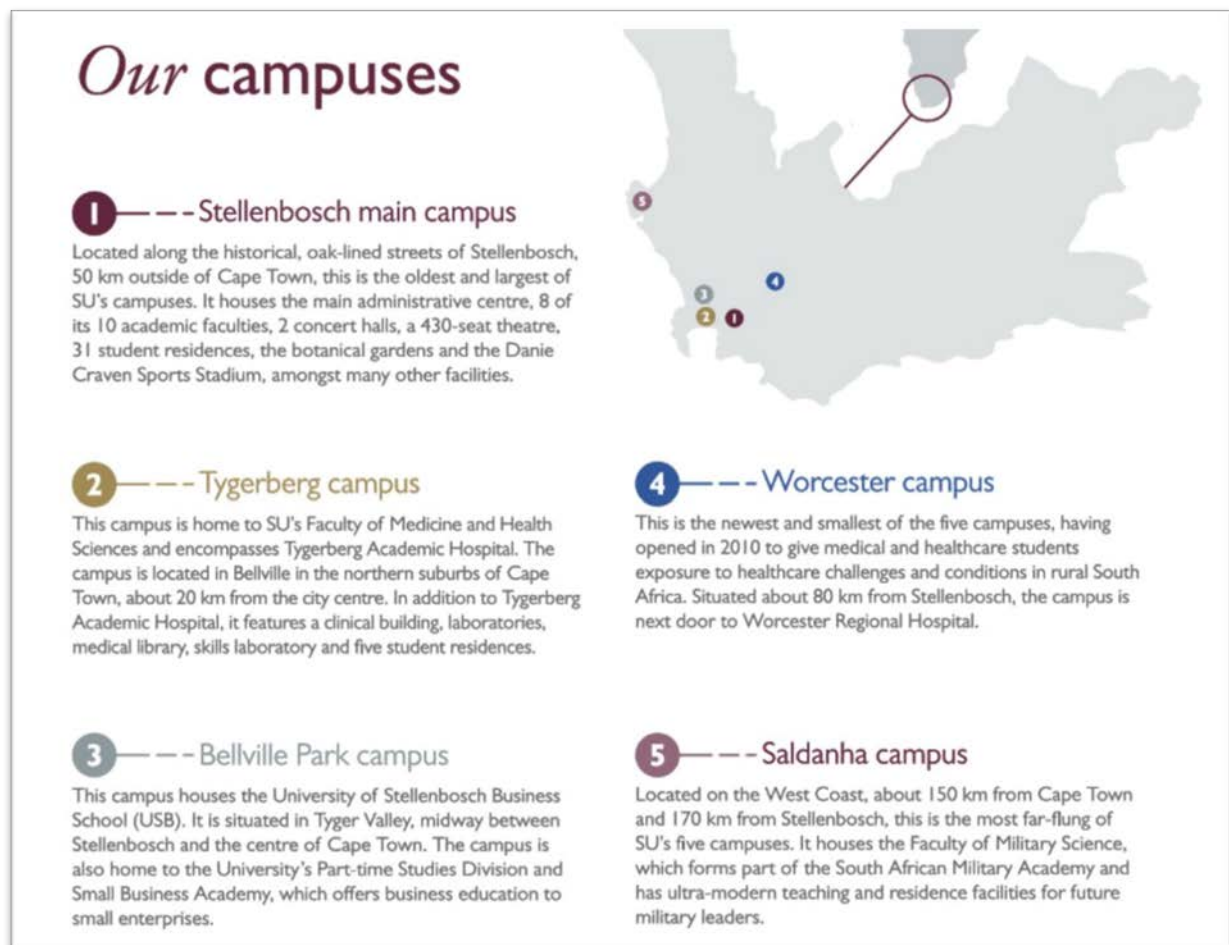
Figure […]:   SU's "five" campuses, including the Ukwanda rural clinical school ("Worcester campus").

2.3   Size and shape of faculties

According to the annual Higher Education Management Information System (HEMIS) submissions to the Department of Higher Education and Training (DHET), SU enrolled 20,272 undergraduate and 10,456 postgraduate students in 2020, which includes 3,155 international students from more than 100 countries. There were also 356 Postdoctoral Research Fellows enrolled for the 2020 academic year.

In terms of staff, the University had 1,023 academic and 2,382 PASS staff in 2020. "PASS staff" refer to non-academic *professional academic and administrative support service* staff. Consider including a table or figure to indicate full and part-time permanent and fixed-term appointments.

Figure [...]:   SU student (headcount) and staff figures for 2020, from SU's *Review 2020* report.

The table below indicates the size and shape of faculties in 2020, in terms of headcount student enrolments and the ratio of undergraduate to postgraduate students, which is 64,3% to 33,2% in total.

[Information Governance and/or KK&B to be asked to provide original graphs.] <NB: The figures used in the AIRs are not based on the HEMIS submission data and will therefore have to be updated.>

COMPOSITION OF STUDENT BODY BY FACULTY AND LEVEL OF STUDY, JUNE 2020

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

Table [...]:   Headcount of student body by faculty and level of study, June 2020.
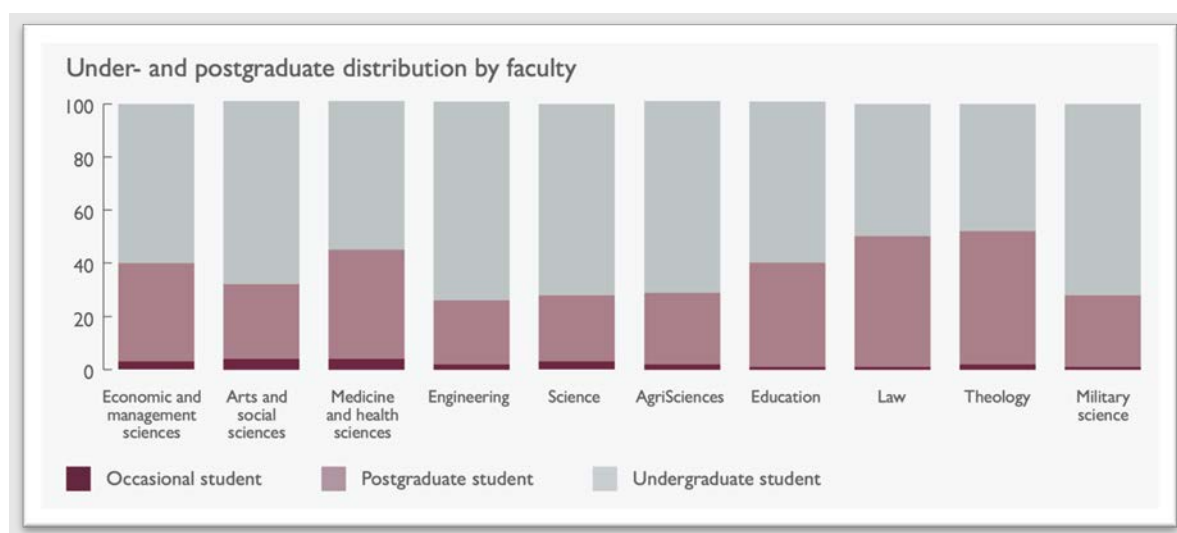
Table […]:   Undergraduate and postgraduate headcount distribution by faculty, 2020.

2.4   Student demographics: Fields of study and qualification types

The three biggest faculties in terms of student numbers, are the faculties of Economic and Management Sciences (27,1%), Arts and Social Sciences (16,1%) and Medicine and Health Sciences (14,8%). If categorised in broad disciplinary groups, the distribution of students is as follows: 44% in the Natural Sciences, 29% in Management Sciences, and 27% in the Humanities.
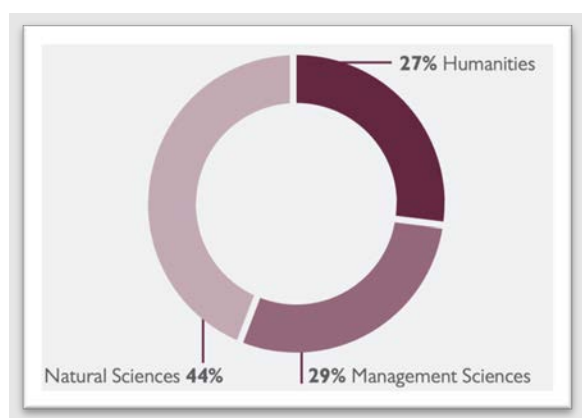
Figure […]:   Distribution of students across three broad disciplinary groups, **Humanities** (Arts and Social Sciences, Education, Law and Theology), **Management Sciences** (Economic and Management Sciences, and Military Science) and **Natural Sciences** (Medicine and Health Sciences, Engineering, Science, and AgriSciences).

As a research-intensive university, SU offers a range of postgraduate qualification types. The Bachelor Honours degree is prevalent in faculties offering general formative three-year bachelor's degrees.

Table [...] Postgraduate enrolments by qualification type by faculty, June 2020 snapshot.

2.5 Student demographics: Race
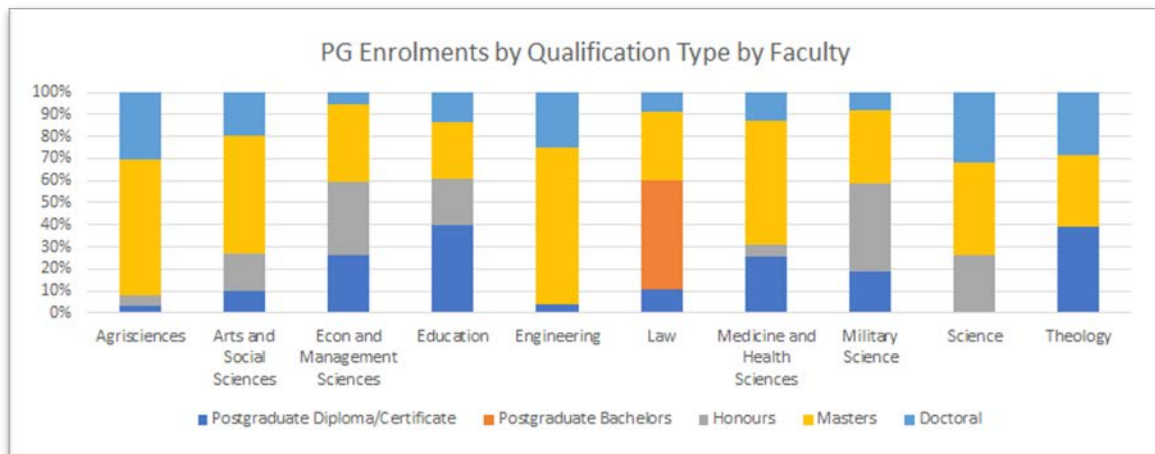
The University ensures a diverse student body by actively recruiting first-year students from underrepresented groups, i.e., students who are black African, coloured, Indian, or Asian.

An illustration of the consistent change in student racial demographics is presented in the figure below, which shows that the headcount student numbers of the first-year black African, coloured, Indian, and Asian students (grouped together) have nearly doubled from 1,072 in 2012 to 2,044 in 2020, while white first-year student numbers have remained constant at just over 3,000 students.
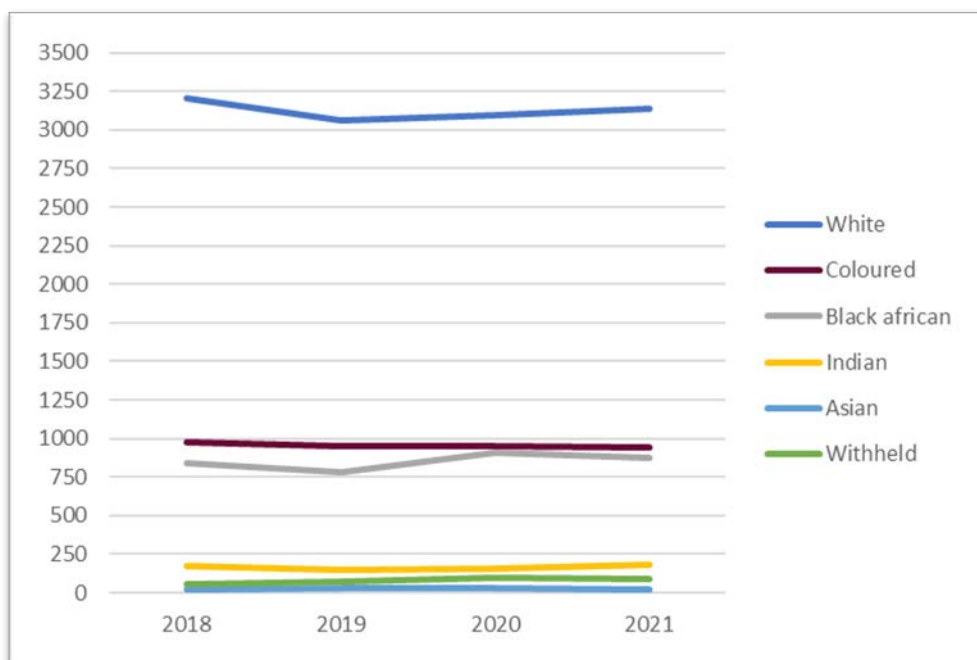
Figure [...]:   Growth in newcomer first-year students (headcount) by race. [Use institutional colours]
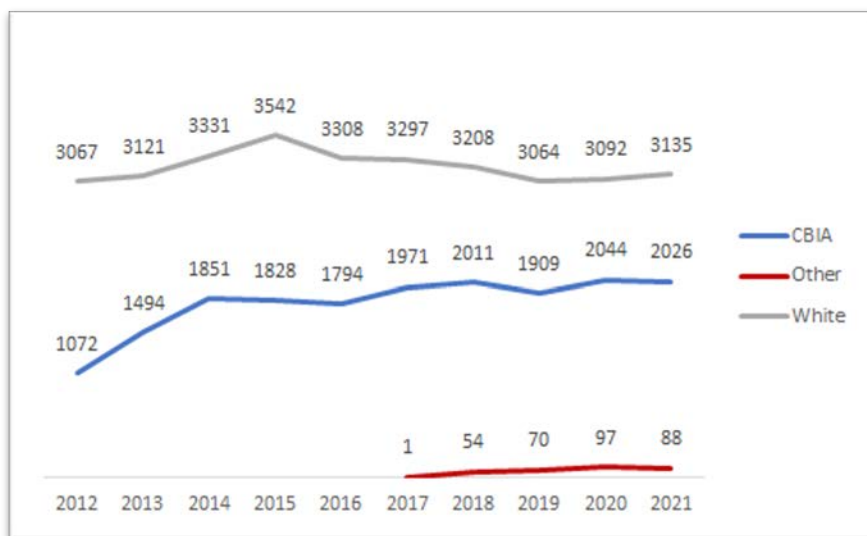
Figure [...]:   Newcomer first-year students (headcount) by race.

Disaggregated, the data for the period 2018 to 2021 is as follows:
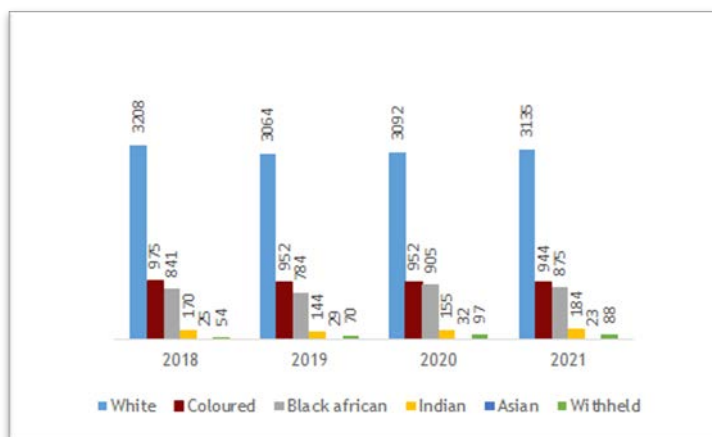
Figure [...]:   Newcomer first-year students (headcount) by race.

The race distribution of our students at undergraduate level is indicated below, with approximately 18% of undergraduate enrolments who are black African students, 20% coloured, 2% Indian and 60% white. At the postgraduate level, 38% of postgraduate enrolments are black African, 12% coloured, 2% Indian and 48% white. (Perhaps contextualise this with regional census data of the Western Cape and history of SU. 2011 Census Report for the Western Cape: Western Cape: Black African 32.8%, Coloured 48.8%, Indian/Asian 1.0%, White 15.7%, Other 1.6. South Africa: African Black 79.2%, Coloured 8.9% Indian/Asian 2.5, White 8.9%)
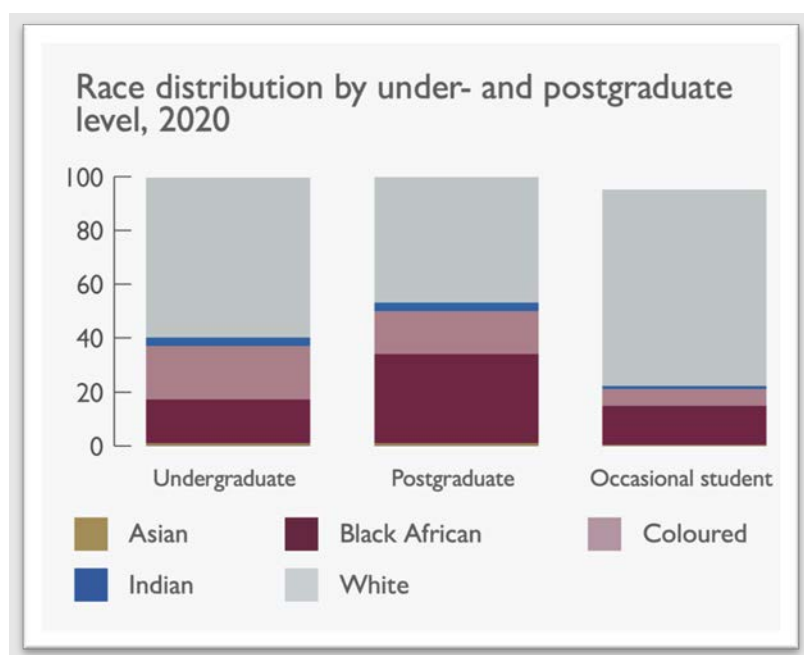
Figure […]:   Race distribution by under- and postgraduate level, in 2020.
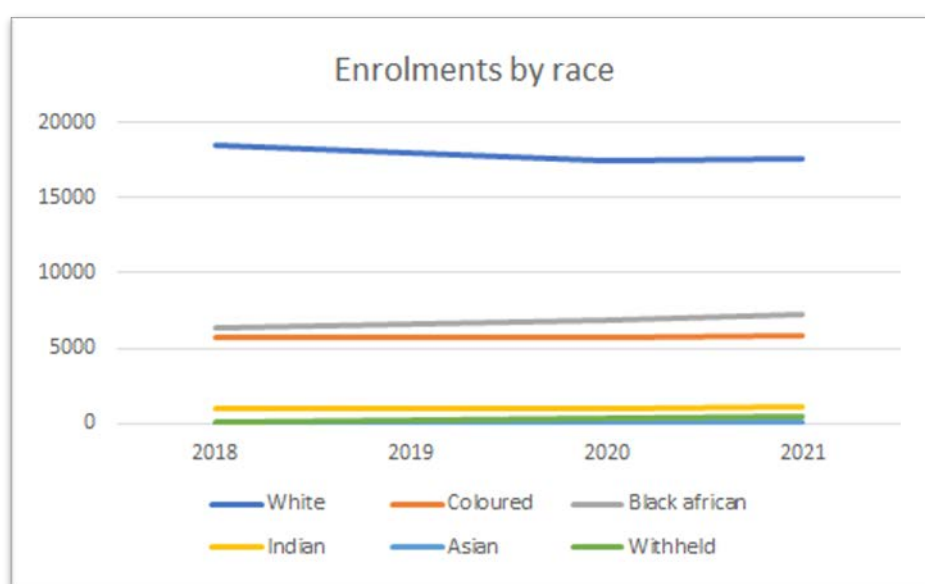
Figure […]: Total Enrolment by race 2018 – 2021.

2.6   Student demographics: Language

Approximately 35% of students self-identify as Afrikaans home language speakers with 48% identified themselves as English speaking.
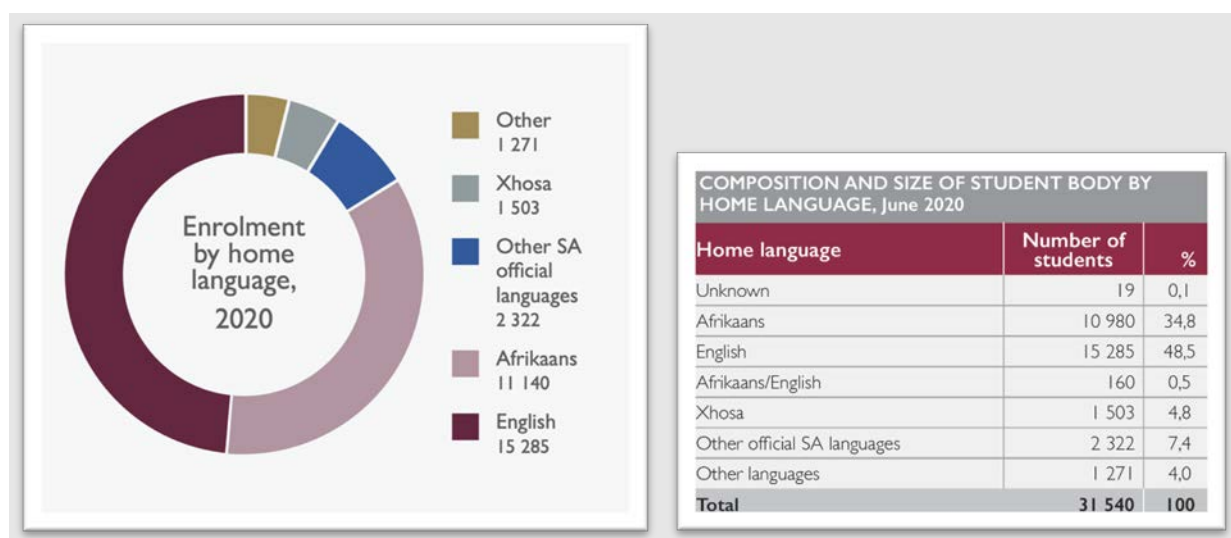
Figures […]:   Home language distribution amongst all students, in 2020.

During the evaluation period, the downward trend in terms of Afrikaans home language students who opt to receive tuition in Afrikaans, has continued. SU remains committed to promoting individual, institutional and societal multilingualism / multilingualism as an attitude, as articulated in the *Language Policy* (2016 and 2021).
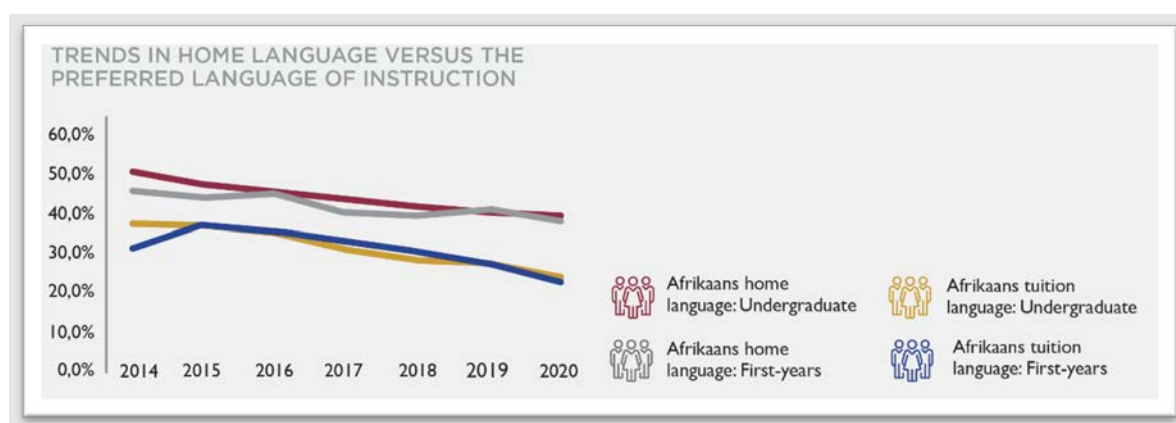
Figure […]:   Trends in home language vs. preferred language of instruction, from the *Integrated Annual Report* 2020.

2.7   Student demographics: Gender

SU's gender distribution comprises approximately 55% female, 44% male and 1% non-binary, which is a category that can be selected by students when they register. The student information system allows one to select an "Mx" designation, instead of a "Mr" or "Ms".
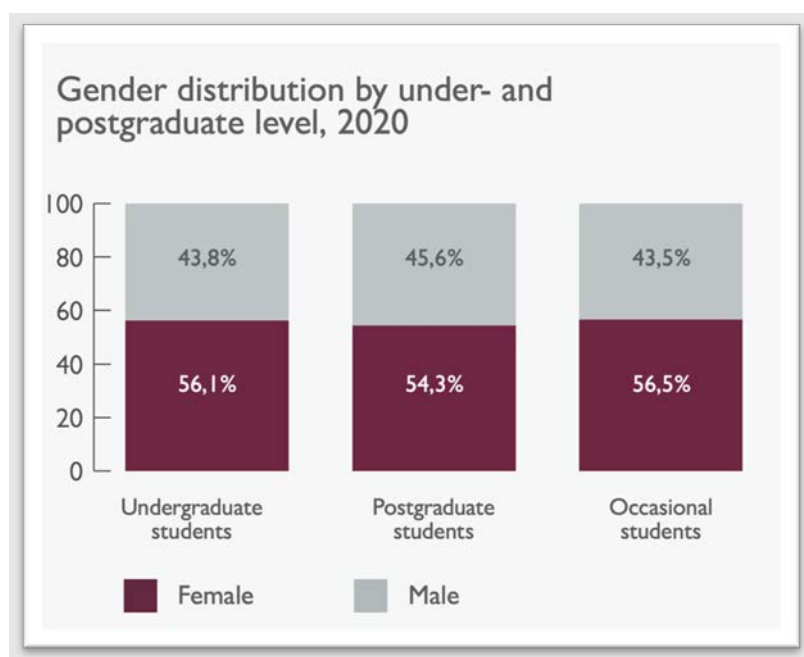
Figure [...]: Gender distribution by under- and postgraduate level, from SU's *Review 2020* report.

2.8 Student demographics: Nationality

SU was initially established as a regional university in the Western Cape, offering tuition to Afrikaans-speaking students, but since [tell the internationalisation story here, from the 1970's when the University "opened up" in selected courses, not offered by other universities] the number of international students has increased by [perhaps insert growth chart]. With a significant profile as an international university, the institution mostly enrols local South African students, the majority of whom are from the Western Cape, but we have a notable number of students from Namibia and other South African Development Community (SADC) countries, especially at the postgraduate level, where collaborative agreements with universities across Africa and in other international networks, attract students from all over the world.
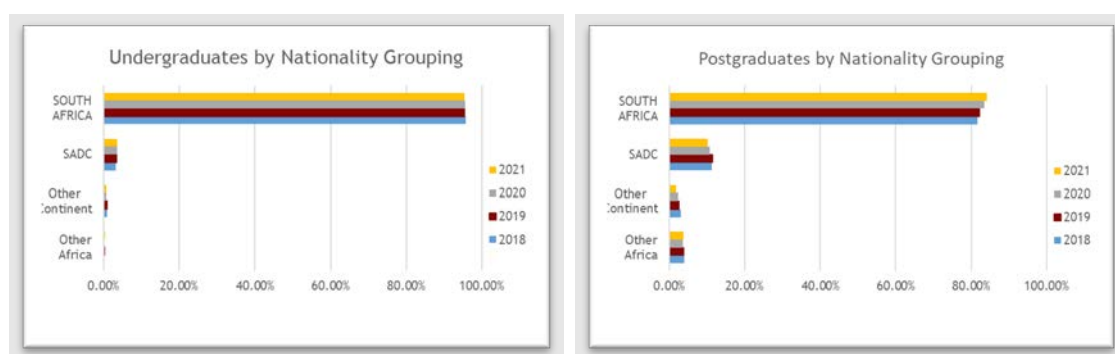
Figure [...]: UG and PG distribution of students according to nationality

(Consider including a world map infographic to show where UG and PG students come from.)

2.9   Student demographics: Schools

The following figure illustrates the University's student enrolments by school quintile. Public schools are categorised by a quintile system. There are five categories, quintiles one to five. This can be read as a scale. Schools that fall in the quintile one category are the poorest, while schools which are in the quintile five category are the more affluent public schools. Students whose schools fall the in the zero category may be from private schools, new schools, or non-South African schools. As can be seen from the bar graph below, SU draws most of its students from the more affluent public-school demographic.
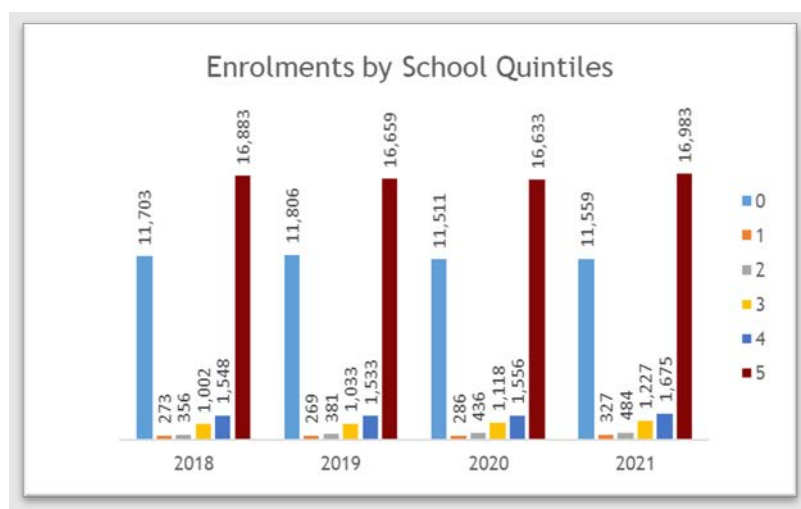
Figure […]:   Enrolments by School Quintiles.

2.10 Student demographics: Financial support

To extend the diversity profile of SU, the Recruitment Bursary Scheme was introduced [in …]. Recruitment bursaries were offered to black African, coloured, Indian, and Asian students who matriculated in 2019-2021, based on academic merit. The bursary covers the full cost of tuition, accommodation, textbooks, and meals. In 2020, 750 students benefited from this scheme.

There has also been an increase in the number of students who have benefited from the DHET NSFAS bursaries.

NSFAS Funding, 2018-2020			
	2018	**2019**	**2020**
Number of funded students (NSFAS and/ or DHET)	2,395	2,737	3,926
Total estimated amount	R223.8 m	R272.4 m	R434.4 m

Table […]:   NSFAS funding from 2018 to 2020.

2.11 Student demographics: Accommodation

While recognised as a residential university with an active campus life, the demand for affordable student accommodation far exceeds supply. In promoting a shared transformative student experience, residences and students who make use of private accommodation are grouped into "residential education" clusters, each with its own physical hub, where residence and day students can study, meet and socialise together. To further mitigate the great demand, the *Residence Placement Policy* (due to be reviewed in 2022) prioritises the placement of first-time enrolling students into residences.

Figure [...]:   Although SU is a residential university, less than 25% of students stay in residences.

With the construction of new buildings and the repurposing of existing buildings, student-centred facilities have been created to enable students to conduct group work and study via access to the University's electronic networks. [Reference and link to campus renewal plan.]
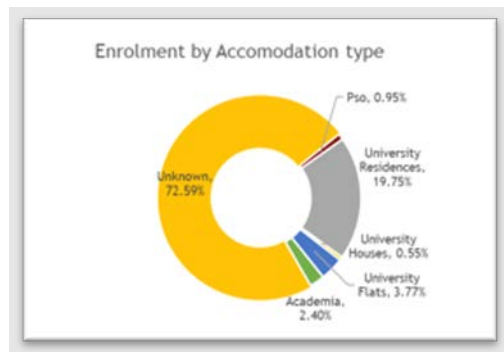
Figure [...]:   Enrolment by accommodation type, 2021.

Do we have a category for "institutional oversight" in terms of accommodation options? The *Manual* lists the options "residences, institutional oversight and private". This visual representation has a very high "unknown" percentage, which does not make sense. [Director: Applications, Student Accommodation and Client Services to contribute regarding NSFAS payment of accredited accommodation]

2.12 Staff demographics: employment equity

In addressing employment equity, the SU Code for Employment Equity and Diversity was approved by the Rectorate in 2019. A key provision of the Code is that 20%-25% of each staff member's key performance areas (KPAs) be dedicated to the advancement

of transformation. However, the criteria for this new KPA are still to be developed. [Formulate staff equity paragraphs. Academic staff seem to have a much lower EE profile than PASS staff. The Registrar's Division reported to the Rector until 1 August 2020] Perhaps we need not be too specific about the KPA not being developed. The transformation plans address these. Although, we need to say how we are addressing staff diversity since 2005 (when it was listed as needing attention.

EMPLOYMENT EQUITY PROFILE OF ACADEMIC STAFF AT SU, 2020

Faculty / Division	BCIA	White	With-held	Total	Foreign nationals BCIA	Foreign nationals Other	Foreign nationals Total	Grand total	Staff with disabilities	Percentages % BCIA	Percentages % White	Percentages % With-held	Percentages % Foreign nationals	Percentages % Staff with disabilities
AgriSciences	21	62	0	83	4	8	12	95	2	25	75	0,0	12,6	2,1
Arts and Social Sciences	45	131	3	179	5	9	14	193	5	25	73	1,7	7,3	2,6
Economic and Management Sciences	44	188	3	235	8	2	10	245	1	19	80	1,3	4,1	0,4
Education	22	14	1	37	1	0	1	38	0	59	38	2,7	2,6	0,0
Engineering	19	105	1	125	7	4	11	136	2	15	84	0,8	8,1	1,5
Law	10	22	1	33	1	2	3	36	1	30	67	3,0	8,3	2,8
Medicine and Health Sciences	68	109	1	178	4	6	10	188	2	38	61	0,6	5,3	1,1
Science	33	97	0	130	6	25	31	161	0	25	75	0,0	19,3	0,0
Theology	9	13	0	22	1	0	1	23	0	41	59	0,0	4,3	0,0
Vice-Rector (Research, Innovation and Postgraduate Studies)	1	0	0	1	0	0	0	1	0	0	0	0,0	0,0	0,0
Grand total	272	741	10	1 023	37	56	93	1 116	13	27	72	1,0	8,3	1,2

Table […]: Employment equity profile of academic staff at SU, 2020.

EMPLOYMENT EQUITY PROFILE OF EXECUTIVE AND NON-ACADEMIC STAFF AT SU, 2020

Faculty / Division	BCIA	White	Withheld	Total	Foreign nationals BCIA	Foreign nationals Other	Foreign nationals Total	Grand total	Staff with disabilities	% BCIA	% White	% Withheld	% Foreign nationals	% Staff with disabilities
AgriSciences	63	42	0	105	0	1	1	106	2	60	40	0,0	0,9	1,9
Arts and Social Sciences	51	34	1	86	0	1	1	87	2	59	40	1,2	1,1	2,3
Chief Operating Officer	390	209	4	603	0	0	0	603	6	65	35	0,7	0,0	1,0
Economic and Management Sciences	82	64	3	149	1	0	1	150	0	55	43	2,0	0,7	0,0
Education	32	9	1	42	0	0	0	42	0	76	21	2,4	0,0	0,0
Engineering	70	43	2	115	2	0	2	117	0	61	37	1,7	1,7	0,0
Law	10	10	0	20	0	0	0	20	0	50	50	0,0	0,0	0,0
Medicine and Health Sciences	237	122	5	364	2	7	9	373	1	65	34	1,4	2,4	0,3
Military Science	4	2	0	6	0	0	0	6	0	67	33	0,0	0,0	0,0
Rector	76	57	5	138	0	0	0	138	3	55	41	3,6	0,0	2,2
Science	89	85	0	174	4	2	6	180	1	0	0	0,0	0,0	0,6
Theology	8	5	0	13	0	0	0	13	0	62	38	0,0	0,0	0,0
Unknown	0	1	0	1	0	0	0	1	0	0	100	0,0	0,0	0,0
Vice-Rector (Learning and Teaching)	114	101	2	217	0	0	0	217	3	53	47	0,9	0,0	1,4
Vice-Rector (Research, Innovation and Postgraduate Studies)	78	59	1	138	2	1	3	141	1	57	43	0,7	2,1	0,7
Vice-Rector (Social Impact, Transformation and Personnel)	85	27	1	113	0	0	0	113	2	75	24	0,9	0,0	1,8
Vice-Rector (Strategy and Internationalisation)	33	38	2	73	2	0	2	75	0	45	52	2,7	2,7	0,0
Grand total	1 422	908	27	2 357	13	12	25	2 382	21	60	38,5	1,1	1,0	0,9

Table […]: Employment equity profile of PASS staff at SU, 2020.

EMPLOYMENT EQUITY PROFILE OF C2 STAFF

Faculty/ Division	Black African		Coloured		Indian		Unknown		White		Withheld		Grand Total
AgriSciences	4	4.3%	35	37.2%	1	1.1%	0		54	57.4%			94
Arts And Social Sciences	15	12.0%	44	35.2%	2	1.6%			62	49.6%	2	1.6%	125
Chief Operating Officer	65	10.8%	280	46.5%	9	1.5%			244	40.5%	4	0.7%	602
Deputy Vice-Chancellor (Learning And Teaching)	32	13.2%	94	38.7%	3	1.2%			112	46.1%	2	0.8%	243
Deputy Vice-Chancellor (Research Innovation and Postgraduate Studies)	30	16.9%	65	36.5%	4	2.2%			77	43.3%	2	1.1%	178
Deputy Vice-Chancellor (Social Impact Transformation and Personnel)	13	11.0%	72	61.0%	2	1.7%	1	0.8%	30	25.4%		0.0%	118
Deputy Vice-Chancellor (Strategy Global and Corporate Affairs)	9	9.8%	33	35.9%	3	3.3%			45	48.9%	2	2.2%	92
Division Of The Rector	10	7.3%	57	41.6%	5	3.6%	5	3.6%	60	43.8%			137
Economic and Management Sciences	11	7.0%	66	41.8%			1	0.6%	79	50.0%	1	0.6%	158
Education	8	16.7%	25	52.1%	1	2.1%			13	27.1%	1	2.1%	48
Engineering	40	24.8%	49	30.4%	1	0.6%			69	42.9%	2	1.2%	161
Law	8	27.6%	4	13.8%					17	58.6%		0.0%	29
Medicine And Health Sciences	119	16.6%	280	38.9%	30	4.2%			280	38.9%	10	1.4%	719
Military Science	2	28.6%	3	42.9%					2	28.6%			7
Science	21	11.4%	62	33.5%					102	55.1%			185
Theology		0.0%	10	58.8%					7	41.2%			17
Unknown		0.0%		0.0%					1	100.0%			1
Grand Total													

Table […] Employment equity profile of C2 staff at SU, June 2020.

Faculty / Division	Black African		Coloured		Indian		White		Grand Total
sciences	3	8.3%	32	88.9%			1	2.8%	36
and Social Sciences	2	11.8%	15	88.2%					17
f Operating Officer	14	19.2%	58	79.5%			1	1.4%	73
Deputy Vice-Chancellor (Learning And Teaching)	1	12.5%	6	75.0%			1	12.5%	8
Deputy Vice-Chancellor (Social Impact Transformation and Personnel)	2	40.0%	3	60.0%					5
Deputy Vice-Chancellor (Strategy Global and Corporate Affairs)		0.0%	2	100.0%					2
sion of The Rector		0.0%	7	100.0%					7
and Management Sciences	1	10.0%	9	90.0%					10
cation	2	16.7%	10	83.3%					12
neering	4	18.2%	17	77.3%			1	4.5%	22
	1	5.9%	7	41.2%			9	52.9%	17
icine and Health Sciences	18	28.6%	40	63.5%	1	1.6%	4	6.3%	63
nce	1	5.9%	16	94.1%					17
ology	1	100.0%		0.0%					1
Grand Total	**50**	**17.2%**	**222**	**76.6%**	**1**	**0.3%**	**17**	**5.9%**	**290**

Table [...]   Employment equity profile of C3 staff at SU, June 2020.

[Three new slides for consideration; new strands of narrative to be added]

Figure [...]:   Staff race and gender trends 2017 – 2021.

Senior positions by race
Job levels 1-6

Distribution by job level and race: June 2021

Position: June 2021	Grade	African	Coloured	Indian	White	Withheld	Foreigner	Total
Rector and Vice-Chancellor	1				1			1
Vice-Rector and Chief Operating Officer	2		1	1	3			5
Academic Deans, Chief Directors and Registrar	3	3	3		10			16
Senior Directors and Full Professors	4	1	3		12	1		17
Directors and Full Professors	5	10	28	13	238	3	46	338
Associate Professors	6	14	44	7	222	3	18	308
Total		28	79	21	486	7	64	685

2017-2021:
- African senior staff members grew from 2% to 4%
- Coloured senior staff from 10% to 12%
- **Total BCI from 15% to 19%**

Oversight visit of parliament's portfolio committee on higher education, science and innovation, 16 February 2022

Table […] Staff senior posts by race – Post levels 1 - 6

Senior positions by gender
Job levels 1-6

Distribution by job level and race: June 2021

Position	Grade	Female	Male	Total
Rector and Vice-Chancellor	1		1	1
Vice-Rector and Chief Operating Officer	2	1	4	5
Academic Deans, chief directors and registrar	3	7	9	16
Senior directors and full professors	4	7	10	17
Directors and full professors	5	116	222	338
Associate Professors	6	143	165	308
Total	Total	274	411	685

2017-2021:
- Female senior staff members **grew from 35% to 40%**

Oversight visit of parliament's portfolio committee on higher education, science and innovation, 16 February 2022

Table […] Staff senior posts by gender – Post levels 1 - 6

[Narrative to be entered on diversity figures, perhaps by Director: EE.]

2.13 Vision, mission, core strategic themes, and institutional goals

The vision, mission, core strategic themes and institutional goals of SU are discussed under Focus Area 1 of this SER and is contained in the University's *Vision 2040 and Strategic Framework 2019-2024*.

Document links: [...]   SU's *Vision 2040 and Strategic Framework 2019-2024, Institutional Intent and Strategy 2013-2018,* and *A Strategic Framework for the turn of the Century and beyond* (2000)

This document was adopted in 2018 and succeeded the *Institutional Intent and Strategy 2013-2018* and the *Vision 2030* statement, which was directly aligned with the *National Development Plan* and the *Millennium Development Goals* (now: *Sustainable Development Goals*).

For the purposes of this SER, which is a self-reflection for the period from 2018 to the present juncture, the continuity of, touch points with and differences to previous strategy documents (such as the *Overarching Strategic Plan* and *Hope Project*, or *Vision 2012)* are not discussed in any detail. To show continuity with and refinement of institutional thinking, though, the seminal planning document of SU called: *A Strategic Framework for the turn of the century and beyond* (2000), drafted more than two decades ago is made available to the audit panel.

2.14 Organisational structure

Stellenbosch University has ten faculties to which academic departments report, and six responsibility centres comprising the bulk of the university's professional academic and administrative support service (PASS) staff.

SU ORGANOGRAM: DIVISIONS
January 2020
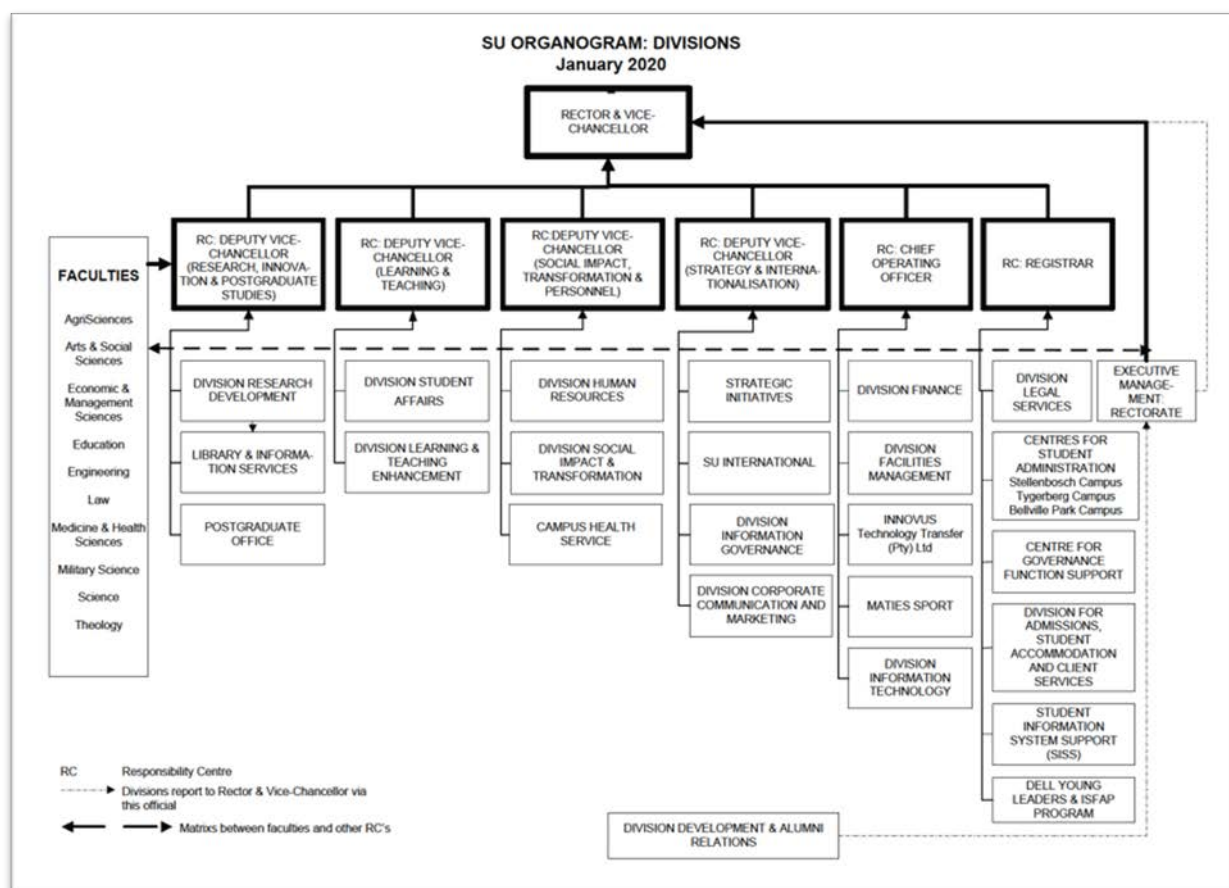
Document link […]:   SU's organogram 2022 [to be updated]

In addition to these overarching structures, the University also has centre-, institute-, and school (CIS) entities that are defined, classified, and approved according to the *Rules on academic entities within and alongside departments (or equivalent faculty-based structures) and faculties* (2018). [Insert the number of departments, schools, divisions, and CIS entities.]

Type 1 CIS entities typically report to departments while Type 2 entities report to faculties and Type 3 entities operate at faculty level, usually in an interdisciplinary space, alongside faculties.


Academic entity	Type 1	Type 2	Type 3
Operational framework	Reports to and is located within one SU department (or equivalent faculty-based structure)	Reports to and is located within a faculty, similar to an academic department (or equivalent faculty-based structure)	Reports at an institutional level and stands alongside the faculties, but does not confer its own degrees; brings additional value and does not compete with faculties
Purpose	Strengthening scholarly outputs of a department (or equivalent faculty-based structure)	Strengthening scholarly outputs of a faculty via interdisciplinary collaboration	Strengthening collaborative interdisciplinary and transdisciplinary research and student education and training across faculty boundaries, *inter alia* facilitated via external grant income
Line management	Departmental chair (or equivalent position)	Faculty dean	Vice-Rector (via an interfaculty steering committee)

Weblinks […]:   The *Rules* describing the classification of type 1, 2 and 3 centre, institute and school (CIS) entities.

3. Preparation of the Self-Evaluation Report

3.1   Ad hoc institutional audit committees

After the Council on Higher Education (CHE) initiated SU's institutional audit on 20 July 2021, the University immediately created a project management team, constituted a steering group, established an institutional audit self-evaluation committee (SEC), and scheduled meeting dates in line with the University Almanac.
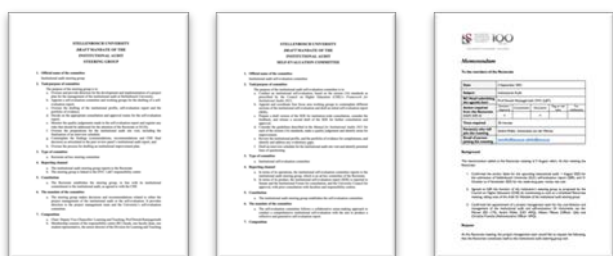
Document links [...]:   *Mandates* of the steering group and the self-evaluation committee and the memorandum to the Rectorate establishing the project management team

The process was coordinated by the Centre for Academic Planning and Quality Assurance (APQ), with guidance and support from the Senior Director: Learning and Teaching Enhancement (LTE), and the Deputy Vice-Chancellor: Learning and Teaching.

3.2   Collective sense-making and reflection

The Rectorate, Executive Committee of Senate and the Student Representative Council nominated representatives to serve in the self-evaluation committee (SEC).

The 22 SEC members originally worked on a sense-making document, identifying a key question(s) under each standard for faculties and RCs to consider, and then co-created a first SER draft, drawing on the all the answers received.

3.3   Reference groups

In addition to the ad hoc committees above, the following institutional committees are involved as reference groups to consider the first draft of the SER and to propose changes to the second draft:

- Quality Committee,
- Executive Committee of Senate,
- Faculty Boards,
- Student Representative Council,
- Academic Affairs Council,
- Institutional Forum,
- Senate, and
- Council.

The final draft of the self-evaluation report will be considered by Senate on 03 June 2022 and approved by Council: with or without amendments on 20 June 2022.

The consultation and approval timeline is provided below:

Timeline	Consultation and meetings
22 Feb	5th Self-evaluation committee (SEC) meeting
23 Feb	SER rough draft to Steering group
28 Feb	Steering group meeting
01 March	SER draft 1 to Institutional Forum, Senate, SRC and Council

01 March to 11 April	Consultation
	  – Students: SRC and AAC
	  – Faculties and RCs: SEC members to identify appropriate forums
	  – General: SER released on internal site, with google form

18 March	SER draft 1 discussed at Senate
23 March	Self-evaluation committee (SEC) meeting
11 April	SER draft 1 discussed at Council
13 April	6th Self-evaluation committee (SEC) meeting
04 May	7th Self-evaluation committee (SEC) meeting
17 May	SER draft 2 to Senate for final consultation
31 May	SER draft 2 to Council for approval
03 June	SER draft 2 discussed at Senate
20 June	SER draft 2 approved by Council: with or without amendments
30 June	SER submitted to the CHE

TABLE A1   Timeline for institutional audit self-evaluation report (SER) consultation and meetings

4. Reflection on the sixteen (16) standards

4.1　Structure of this self-evaluation report

Under each focus area, a short executive summary is provided, highlighting good practices and areas for improvement identified in the subsequent standards. The standards are discussed in detail to address all the guidelines associated with them, followed by a quality judgement on each, according to the prescribed scale, i.e., either classifying it as "not functional", "needs substantial improvement", "functional" or "mature".

Focus area 1	Focus area 2	Focus area 3	Focus area 4
Governance, strategic planning, management, and leadership support the core academic function	The design and implementation of the institutional quality management system support the core academic functions	The coherence and integration of the institutional quality management system support the core academic functions	Curriculum development, learning and teaching support the likelihood of student success

Internal SER links:　　Executive summaries of each focus area in this SER.

This SER and the portfolio of evidence is provided in electronic format only, with supporting documents uploaded to a SharePoint drive, with weblinks, document links, and internal SER links embedded in this SER.

The four standards in Focus Area 1 concentrate on the role that an institution's *governance, strategic planning* (as contained in its *vision, mission, and strategic goals), management and academic leadership* play in its quality management to enhance the likelihood of student success and to improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement.

In this focus area, reference is made to institutional governance, strategic planning, management, and academic leadership and how each of them impacts positively on student success and the core academic functions of the University, i.e., learning and teaching, research, and social impact (community engagement).

In terms of governance, a revised statute was gazetted in 2019, the *Statute of Stellenbosch University*. The *Statute* sets out the composition and functioning of SU's five statutory bodies, namely, Council, Senate, the Student Representative Council, Convocation, and the Institutional Forum. In this regard, the composition of the Council was reduced from 30 members to 25.
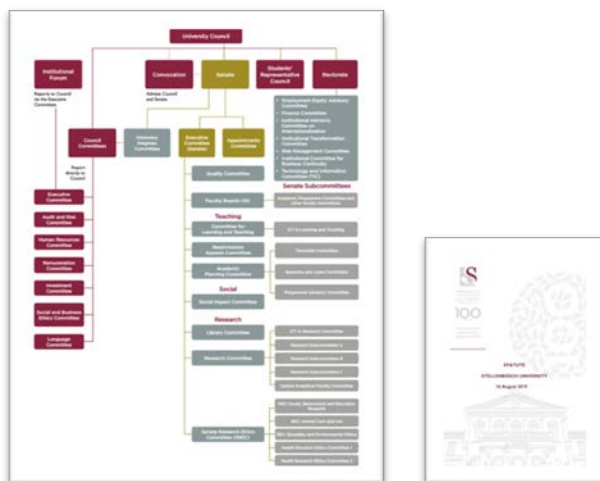
Document links […]:   SU's governance structure as mandated by SU's *Statute (2019)*

In 2019, SU elected a new chancellor, Justice Edwin Cameron, and in 2021 a new chair was appointed to Council, Mr Ainsley Moos. The membership of the Rectorate remained unchanged, except for the retirement of Prof Arnold Schoonwinkel, who was succeeded by Prof Deresh Ramjugernath in the position of Deputy Vice-Chancellor (Learning and Teaching) in 2021.

Under Standard 1, we reflect on our *Vision 2040 and Strategic Framework 2019-2024* and compare SU's current vision, mission, and values with those articulated in the preceding *Institutional Intent and Strategy 2013-2018* document.

As part of our self-evaluation, faculties and responsibility centres were asked to describe how we keep our environmental visions and missions updated and ensure alignment with the University's six core strategic themes. Under Standard 2, we identify some pressure points and offer recent examples of good practices which relate to local, regional, national, continental and/or international imperatives.

Under Standard 3, faculties and RCs uploaded their *Strategy Implementation Plans* (previously called "environment" or "business" plans) to the SER's portfolio of evidence. We explain our main goals and indicate the managerial and quality assurance mechanisms (e.g., strategic goal scorecards) used to track and manage progress within our different contexts.

Under Standard 4, we reflect on the effectiveness of our institutional and faculty committee and leadership structures, and how we ensure accountability.

Self-evaluation committee members consulted within their faculties and RCs to reflect on and respond to the following questions related to each of the standards:

Standard 1
Explain in one to three paragraphs how your faculty/responsibility centre has updated and aligned its mission, vision, and strategy documents (e.g., environmental plan or *Strategy Implementation Plan*) since 2018 onwards.

Standard 2
Identify any initiatives, good practice examples or projects since 2018 that relate directly to local, regional, national, continental, and international imperatives.

Standard 3
Explain what your faculty's main goals are and how you use different managerial and quality assurance (QA) mechanisms (e.g., strategic goal scorecards) to track and manage progress made with your plans, goals, and objectives. What information for improvement are you using to make data-informed decisions? What are your current pressure points and improvement actions?

Standard 4
Explain your academic committee and leadership structures and reflect on how effective the reporting and accountability measures are.

Our responses have been integrated into an institutional narrative for each standard, supported by faculty-, RC- and student-specific examples.

As an aside: The economic impact of Stellenbosch University on the local municipal area is estimated to be in the region of R5,644 million, according to a recent study by SU's Bureau for Economic Research (BER), published in 2018.

(a) Standard 1

The institution has a clearly stated vision and mission, and strategic goals which have been approved by appropriate governance structures, subject to comprehensive stakeholder engagement.

- The vision, mission and goals inform a shared understanding between the institution and its stakeholders, based on demonstrable and comprehensive engagement with appropriate categories of stakeholders.
- The vision, mission and goals have been approved by the institution's highest decision-making authority and are regularly reviewed.
- The vision, mission and goals are translated into an appropriate and aligned business model and value proposition, with due consideration for the academic- and quality risks to the institution.
- It is acknowledged that institutions are differentiated in terms of their mission and niche areas; this standard therefore provides for the contextual setting for the institutional differentiation within the other focus areas and standards.

Quality Judgement

In terms of standard 1, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

1.1 Reflection on guidelines

Stellenbosch University is guided by its *Vision 2040 and Strategic Framework 2019-2024,* which is freely available and published on the institutional website. The vision, mission, values, attributes, enablers, restitution statement and core strategic themes are clearly and concisely articulated and communicated in a variety of formats. Extensive institutional consultation accompanied the development and approval of these documents, and we judge them to be conceptually strong and well-motivated.

Document links […]: SU's *Vision 2040 and Strategic Framework 2019-2024, Institutional Intent and Strategy 2013-2018,* and *A Strategic Framework for the turn of the Century and beyond* (2000)

At an institutional level, the responsibility centre (RC) for Strategy, Global and Corporate Affairs oversees the development, implementation, and monitoring of the institutional strategy. As part of the annual planning cycle, the RC organises the Institutional Planning Forum (IPF), and facilitates the development of annual *Strategy Implementation Plans (SIPs),* as well as the *Institutional Plan* which is submitted to the Department of Higher Education and Training (DHET). (Initially, the *SIPs* were called "environment" or "business" plans, but during this review period, the naming was changed to "strategy implementation plans".)

The discussion points of all the institutional planning forums (IPFs) held since 2018 are uploaded to the SER's portfolio of evidence. [RC Strategy, Global and Corporate Affairs to perhaps consider the extent to which we can show that the IPF and planning processes are effective and strategic in nature]

PoE: IPF programmes and reports since 2018. Possible reflection on the effectiveness of the IPF and planning cycles; perhaps referring to "happy sheet" information submitted afterwards? PoE: Faculty SIPs and guidelines

Faculties and responsibility centres, typically schedule their own planning sessions soon after the *IPF* and reflect on and update their faculty- or RC-specific *SIPs* on an annual basis. The format of these *SIPs* has been condensed to a user-friendly set of guidelines, which enable environments to interrogate their unique rolling action plans in alignment with to the six core strategic themes of the University.

Departmental and PASS action plans are likewise structured according to the same six core strategic themes. Departmental chairs and PASS directors identify constraints and enablers within their environments, and interpret and translate the six core strategic themes into contextually relevant key performance areas (KPAs) and -indicators (KPIs) at the level of individual staff members' work agreements.

From the faculty and RC feedback received, there is a clear consensus that the six core strategic themes provide a useful framework within which to ensure alignment of different planning actions. The themes allow departments and PASS divisions the freedom to formulate their own differentiated vision and mission statements, without having to change faculty and RC priorities every year. It also allows for situational or contextual factors (e.g., findings of departmental self-evaluations and peer review processes) to be considered when *SIPs* are updated.

The *Vision 2040 and Strategic Framework 2019-2024* was adopted by Council on 18 June 2018, and since then the core strategic themes feature prominently in the *Management Reports* to Senate and Council, as well as in other documentation and

official communications released by the University, including the *Annual Integrated Report* and the University's Annual Performance Plan.

The strategic approach and the process with which it has been developed, are described in the *Vision 2040 and Strategic Framework 2019-2024* document itself.

What follows, are some extracts from our current and preceding strategy documents to show the continuity between them and the evolving nature of our University.

1.1.1 Vision

SU's vision is an aspirational description of what the institution seeks to achieve in the long term. Our current vision is that, by 2040:

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

In SU's *Institutional Intent and Strategy 2013-2018,* the University used 2030 as its time horizon and positioned the University "for the 21st century" as follows:

> Stellenbosch University is **inclusive, innovative, and future focused**: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in service of all stakeholders

Comparing the two vision statements, the essence seems to have remained the same; however, the terms: "future focused", "a place of discovery and excellence" and "thought leaders" have been condensed to "leading research-intensive university, globally recognized as excellent". Also note the use of the first person, plural, "we", instead of "both staff and students".

1.1.2 Mission

SU's mission supports what we strive to achieve and how we intend to do it. It defines us as a university, why we exist and our reason for being.

To achieve our *Vision 2040,* the mission is as follows:

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

In SU's *Institutional Intent and Strategy 2013-2018*, a less succinct mission was formulated as follows:

> Stellenbosch University achieves its vision through sustained transformation and on its journey of discovery through academia in the service of the stakeholders to:
>
> − Create an academic community in which social justice and equal opportunities will lead to systemic sustainability
> − Investigate and innovatively implement appropriate and sustainable approaches to the development of Africa
> − Align our research with a wide-ranging spectrum of challenges facing the world, Africa, our country and the local community
> − Maintain student-centred and future-oriented learning and teaching that establish a passion for lifelong learning
> − Invest in the innovative scholarship and creative ability of all its people
> − Leverage the inherent power of diversity
> − Establish and extend synergistic networks in which the University is a dynamic partner.

Many of the elements listed in the 2013-2018 mission above have since been captured in a more detailed and systematic manner in the 2019-2024 institutional goals and objectives, e.g., the core strategic theme: *A thriving Stellenbosch University*, has the following institutional goals which speak to many of the previous mission points above:

- creating a financially sustainable organisation,
- cultivating an inclusive, transformative and diverse university,
- raising the standard of university facilities,
- ensuring environmental sustainability,
- regenerating our functions of SU, and
- creating an institution-wide entrepreneurial culture.

1.1.3 Values

The University's values – excellence, compassion, accountability, respect, and equity – are the core beliefs and attitudes which guide behaviour. All these values are equally important, interconnected and supported by SU's code of ethics.

In SU's *Institutional Intent and Strategy 2013-2018* our values were similar, but articulated slightly differently as: "excellence, shared accountability, empathy, innovation, and leadership in service of others".
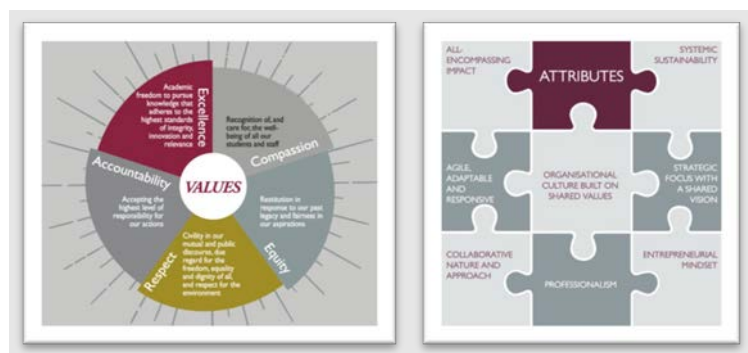
Weblinks […]:   Values and attributes of SU.

1.1.4 Strategic Framework

This SER must be read in conjunction with the *Strategic Framework 2019-2024,* as it provides the framework within which the University positions itself as a leading research-intensive university.

It is an important document to consider when contemplating the fitness-of- and fitness-for-purpose of the University's mission, management structures, and the system for quality assurance (QA) and enhancement (QE) at SU, as it describes the University's six core strategic themes and institutional objectives in greater detail than in this SER.

The document itself further explains the process which was followed in developing the vision, mission, and strategic framework, including the context in which it was conceptualised, as well as the strategic management indicators which were developed to measure performance. It also shows how the *Vision 2040 and Strategic Framework 2019-2024* is aligned with the *Institutional Intent and Strategy 2013-2018* which preceded it.

The key tenets of the current vision can be traced back to Stellenbosch University's *Strategic Framework for the turn of the Century and Beyond* (2000), as well as the University's subsequent *Vision 2012, Overarching Strategic Plan and Hope Project,* and the *Institutional Intent and Strategy 2013-2018*.

Further to *Vision 2040 and Strategic Framework 2019-2024,* all the *Strategic Implementation Plans (SIPs)* of the faculties and responsibility centres are uploaded in the portfolio of evidence.

1.1.5 Core strategic themes and institutional goals

As already noted above, the *Strategic Framework 2019-2024* articulates six core strategic themes which are also used for the annual integrated reporting and are found in faculty- and responsibility centre *Strategy Implementation Plans*. The themes are unpacked in clearly articulated goals, with progress measured in terms of strategic management indicators, developed for this purpose.

The core strategic themes are as follows:

1. A thriving Stellenbosch University
2. A transformative student experience
3. Purposeful partnerships and inclusive networks
4. Networked and collaborative teaching and learning
5. Research for impact
6. Employer of choice

1.1.6 Strategic management indicators

[Refer to Information Governance for further input.]

Five of the six core strategic themes are supported by 46 strategic management indicators (SMIs) which are measured at faculty and responsibility centre level, as well as at departmental (and in some cases, programme- and module-) levels, as well as at divisional levels, where applicable.

The purpose of the SMIs is to measure and monitor performance and progress made with the implementation of the core strategic themes and objectives. Faculties access them through visual scorecards, and different formats which form part of the Rectorate's regular *Management Reports* to Senate and Council.

The progress made in the development and implementation of SMIs as a management tool is a significant improvement since the institutional audit in 2005 and was a recommendation which was addressed in the *Quality Development Plan* (2007).

Good practice and improvement area:

The development of SMIs at SU is an example of good practice as SU is taking a sectoral lead in this regard. However, there is also institutional recognition that it remains an area for improvement. The medium- to long-term plan on the SMIs is to move to a dashboard format of key indicators which will provide in real-time the University's progress regarding all its strategic objectives.

Currently, useful indicators are yet to be determined for measuring progress on the core strategic theme, *Networked and collaborative teaching and learning.*

1.1.7 Stakeholder engagement

The University's *Vision 2040 and Strategic Framework 2019-2024* informs the official communication of Council and the Rectorate, and is routinely referenced by all internal role-players when interacting with external stakeholders.

SU maintains a variety of interactions and proactive engagement with prospective and current students, parents, alumni, employers, industry stakeholders, professional bodies, university partners, donors, research foundations, funding bodies ... and .... Referencing SU's strategy documents ensures consistent messaging to stakeholders, through a variety of formal and informal communication strategies.

Concerning internal stakeholders, all new policies (as well as existing policy and management documents, when reviewed), take the University's current vision and key strategy documents as the points of departure.

~~The University firmly adheres to an annual planning and management cycle, starting with an *Institutional Planning Forum* scheduled at the beginning of each year. Usually, this is followed by faculty- and RC-specific planning sessions, with a mixture of top-down and bottom-up planning which happens at departmental and professional academic and administrative support service (PASS) levels, where faculty- and RC *SIPs* are updated, and where priorities are agreed upon.~~

Engagement with students in terms of leadership training, annual conversations within residential education clusters and co-curricular experiential learning are informed by the *Vision 2040 and Strategic Framework 2019-2024* as well as other relevant institutional policy and management documents. The cycle of planning, management and reporting by student leaders typically coincide with the SRC's terms of office, which runs from September to August from the one year to the next. Newly elected student leaders attend training sessions and are encouraged to practice values-driven leadership and show alignment with and contribute to the institutional goals and planning processes of the University.

Monitoring and reporting of activities at faculty and RC level happen in each of the two terms in a semester and are recorded in the four *Management Reports* tabled at Senate and Council meetings.

In developing new academic programmes, the rationale draws on the core strategic themes, as well as the institution's envisioned graduate attributes, as formulated in the *Learning and Teaching Strategy*. This is also true for new co-curricular experiential learning opportunities.

1.1.8 Integrated reporting

To serve the needs of our stakeholders, the University publishes two annual reports, the *Annual Integrated Report* and an *Annual Review*.

Document links: SU *Annual Integrated Report 2020* and *Review 2020*.

The *Annual Integrated Report* meets the requirements of the Department of Higher Education and Training (DHET)'s *Regulations for Reporting by Public Higher Education Institutions* and is guided by the principles of the *King IV Report on Corporate Governance for South Africa 2016 (King IV)*.

A separate stakeholder report, the *Annual Review,* is a more targeted publication aimed at public dissemination.

The purpose of the annual integrated reporting is to provide an integrated picture of the strategic and operational activities of the University in support of the attainment of its strategic objectives. It covers the planning and application of the financial and human resources required to this end, and explains how the systemic sustainability (including environmental sustainability) of the institution is safeguarded.

The latest publications, as well as the annual reports archived since 1997, are available on the University's website.

1.1.9 Business model, value proposition, academic and quality risks

Here we need a few paragraphs on SU's current business model, its value proposition as a residential university (how this was impacted by Covid: ERTLA and ARTLA and the

risks for academic quality). From a sectoral perspective , the dwindling govt subsidy, forcing institutions to fundraise at unprecedented levels etc. It all adds to a high pressure environment that at times has serious consequences for the academic project.

- Refer to the *Annual Integrated Report*?
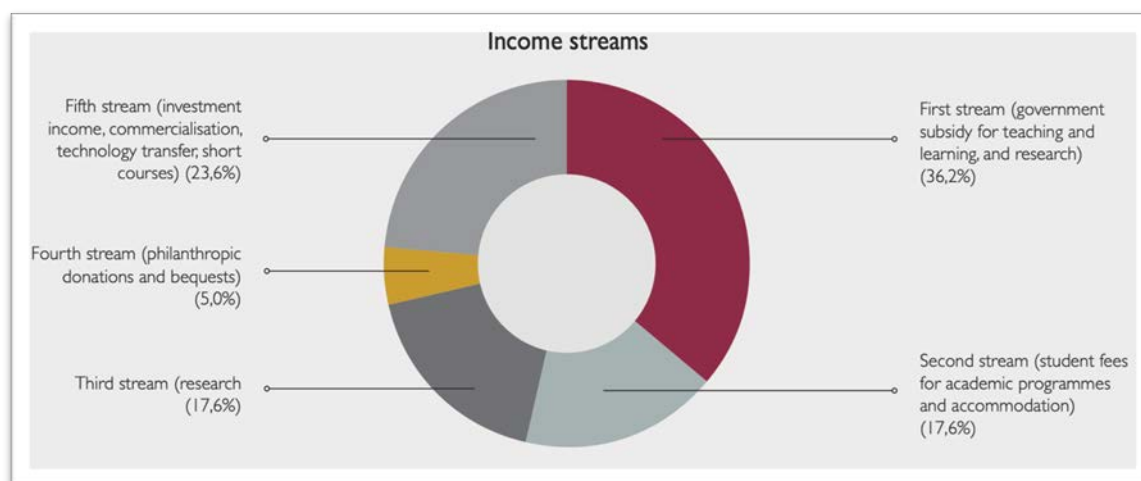
Figure […]:   SU's five income streams, from SU *Annual Integrated Report 2020*.
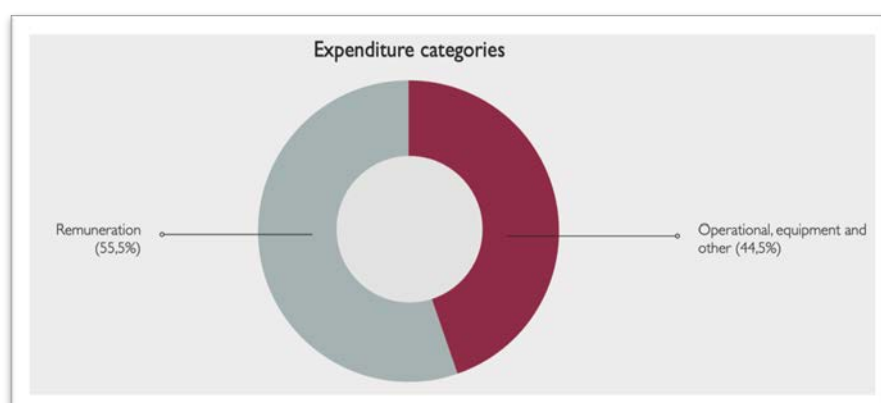
Figure […]:   SU's expenditure categories, from SU *Annual Integrated Report 2020*.

1.2 Faculty examples

Examples of updated and aligned faculty visions, missions, and strategy documents since 2018 onwards. Their responses have been uploaded to the portfolio of evidence.

1.3 Responsibility centre examples

Similarly, all six responsibility centres examples of updated and aligned visions, missions, and strategy documents since 2018 onwards are found in the portfolio of evidence.

Perhaps integrate the RC text in the main narrative, rather than include as examples? Or source answers for all six. Much of the information is available in the Integrated Strategic Plan of the RCs.

(b) Standard 2

The stated vision, mission and strategic goals align with national priorities and context (e.g., transformation, creating a skilled labour force, developing scarce skills areas and a critical citizenry, and contributing to the fulfilment of national goals as informed by the NDP and related national planning), as well as sectoral, regional, continental, and global imperatives (e.g., Africa Vision 2063 or the Sustainable Development Goals).

- The institution has clearly formulated its alignment to local, regional, national, continental, and international imperatives in its vision, mission and goals so that these are fully appropriate to the South African context
- The most recent and relevant policy documents, guidelines and appropriate data and resources were used to formulate the institution's alignment with these imperatives.
- Regular reviews bring these defining documents under scrutiny, and changes are made as the need arises and as circumstances change.

Quality Judgement

In terms of standard 2, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

2.1 Reflection on guidelines

SU's *Vision 2040 and Strategic Framework 2019-2024* has drawn on relevant national and international strategic documents, including the National Development Plan 2030, Africa Vision 2063, and the UN's Sustainable Development Goals 2030.

As a research-intensive university, SU has an appropriate programme-qualification mix (PQM) which provides for both professional and formative undergraduate degrees, and a suitably specialised mix of disciplinary and inter/transdisciplinary programmes at postgraduate level.

Institutional expertise and research capacity allows for immediate and significant contributions to some of the most protracted challenges of our time, whether medical (tuberculosis, HIV and Aids), sociological or ecological in nature. In addition, the University hosts 38 research chairs, of which 24 form part of the South African Research

Chairs Initiative (SARChI), funded by the Department of Science and Technology (DST), through the National Research Foundation (NRF).

Given the available scarce skills developed at SU, e.g., in agriculture, sustainability studies, water management and data science, SU has been exploring different modes of delivery and the offering of a wider range of undergraduate qualification types (such as *Diplomas*) in a limited number of disciplinary areas. To regulate these developments, SU regularly reviews its policy and management documents, e.g., the presentation of short courses and the establishment of disciplinary and interdisciplinary schools, institutes, and centres, as well as through engagement with the *internationalisation strategy*. This ensures that the institution has a sufficiently flexible, yet integrated framework within which to manage competing demands and responding to needs.

<Possible improvement area: The establishment of type 2 and 3 CIS entities have increased the number of unique "departmental" evaluations to be facilitated during a QA cycle, requiring more capacity; Possible challenge: short courses being non-credit bearing, yet in some disciplines there is a need for stackable micro-credentialling, also nationally, long timelines for the promulgation of the Policy framework for internationalization, and the offering of joint and double degree programmes.>

The recent establishment of two Type 3 schools which operate alongside facultries is a good example of SU's responsiveness, even at a structural level. The two schools are the *School for Data Science and Computational Thinking* and the *School for Climate Studies*.

As part of continuing the developing of rounded and critical citizens, the *Strategy for Learning and Teaching* (2017) is currently under revision. The University has fully adopted its four graduate attributes, as articulated in the *Strategy*. These envision graduates who have **an enquiring mind**, are **engaged citizens**, **dynamic professionals**, and **well-balanced individuals**. These graduate attributes have enabled the Centre for Student Leadership, Experiential Education and Citizenship, situated in the Division for Student Affairs, to develop and recognise a range of co-curricular learning experiences with which students can develop competencies beyond the formal curriculum.

< Refer to the QEP reports for more information about the residential education and listening-living-learning environments created for students. >

In the context of the University's current transformation agenda and its active implementation, the University continues to transform and be responsive to national imperatives and moral purpose. [Examples to be added.]

For the purposes of this section of the SER, facultries identified initiatives, good practice examples and/or projects since 2018 that relate directly to local, regional, national, continental, and international imperatives. Provided below are examples of some responses.

2.2.1   Faculty of AgriSciences

Both the undergraduate and the postgraduate academic programmes offered by the Faculty of AgriSciences address many of the environmental sustainability and food security issues our country and continent faces. Some good practice examples include the following:

- Plant Health Platform: Consolidating internal capacity and expertise with external needs and priorities, in support of food security, economic growth, rural development and job creation.
- Agro Data and Innovation Hub: Establishment of a dedicated platform directed at the promotion of data-analytics and innovation associated with the introduction of 4IR and smart farming technologies in support of sustainability and profitability of local and regional agriculture and related economic development.
- Centre for Food Safety: Establishment of a national centre of excellence in food safety with the objective to promote the productions and distribution of safe food products linked to food security, consumer welfare and mitigation of business risks.
- Programme on Regenerative Agriculture: A multi-disciplinary research programme with internal and external collaborators directed at the promotion of sustainable agriculture and resource conservation.

2.2.2 Faculty of Arts and Social Sciences

The Faculty of Arts and Social Sciences' Graduate School, which has been running since 2010, is an example of good practice. It is linked to an African collaborative PANGEA network, consisting of nine universities on the continent, and has produced 114 PhD graduates in Africa, with an average completion rate of less than three years. This network also produces collaborative research projects. In addition, as an excellent example, the PANGEA-Ed initiative empowers mid-career scholars with skills related to academic management and leadership through the hybrid-learning short course for doctoral supervision (funded by a Leipzig grant) and is offered by the Centre for Research on Evaluation, Science and Technology (CREST) .

Aligned to national priorities, the Faculty of Arts and Social Sciences hosts three research chairs in Gender Politics; Land, Environment and Sustainable Development; and Science Communication.

2.2.3 Faculty of Education

The Faculty of Education has a focus on the training of high-quality teachers, which speaks to the education and training (NDP #7) and quality education (SDG #4) themes of the National Development Plan (NDP) and Global Sustainable Development Goals (SDGs). The Faculty delivers quality academic programmes, which equip educational practitioners for the sector and aims to contribute to all the key societal and ecological challenges and eradicate the challenges of our South African past. Some good practices we would like to highlight, include the:

- New training opportunities we have introduced at SciMathUS since 2018.

SciMathUS offers learners who have already passed Grade 12 (with an average of at least 60%) but who do not qualify for higher education admission, a second opportunity to improve their NSC results in specific subjects to enable them to re-apply for enrolment in disciplines such as medicine, natural sciences, engineering, and business and accounting Over the years SU has produced a multitude of graduates from the SciMathUS "bridging course".

− ~~AdvCert (After-school Care) designed by the Department of Educational Psychology. This new academic programme responds to a unique need in South African schools.~~

− Variety of *Advanced Diploma in Education* programmes offered by our SU Centre for Pedagogy (SUNCEP) for working practitioners, and

− Hybrid mode of offering of our *Bachelor of Education Honours (BEdHons)* programmes. This has been a well-contemplated innovation in response to the needs of our postgraduate students.

2.2.4 Faculty of Economic and Management Sciences

The Faculty of Economic and Management Sciences strives to engage in research that is socially responsive. Some examples include:

− Dr Nthabiseng Mohlakoana and her colleagues at the Centre for Sustainability Transitions (CST) are undertaking work on [just energy transition],

− The Bureau for Economic Research (BER) has worked with the National Planning Commission to develop meaningful indicators with which to measure South Africa's progress in a concise and meaningful manner [NDP],

− Over the last two years, the researchers at the GENS Trilateral Chair in *Mainstreaming Gender for Energy Security in Poor Urban Environments* under the leadership of Prof. Josephine Musango have been building research capacity and producing knowledge across Africa concerning gender-informed innovation and commercialization opportunities in alternative energy technology and services,

− Prof Nicolene Wesson has compiled the first comprehensive share repurchase data study in South Africa, which enabled her to test global theories on share repurchases in the South African environment. Influence of her work can be seen in more transparency in annual report disclosure. She worked with the Financial Services Board (FSB, now the Financial Sector Conduct Authority, FSCA) and the Johannesburg Stock Exchange (JSE) to review current JSE listing requirements on disclosure of share repurchasing activities in annual reports.

At a postgraduate level, the following entities are examples of good practice:

− The Graduate School of Economic and Management Sciences (GEM) provides PhD support programmes aimed at addressing various national priorities as outlined in the National Development Plan (NDP). First, the Graduate School's full-time PhD programme is aligned with the vision of establishing South Africa as a regional hub for higher education which attracts a considerable proportion of international talent: approximately two-thirds of the 78 PhD candidates who have been enrolled in the programme are from outside South Africa. Secondly, the PhD support programmes offered to South African academics address the

objective of increasing the proportion of academic staff with PhDs at South African higher education intuitions as expressed in the NDP. Descriptions of the full-time and staff support programmes are provided in the Graduate School's 2021 [annual report].

– The Africa Centre for HIV/AIDS Management focusses on education, research, and community outreach related to HIV and AIDS management in the world of work.

– The University of Stellenbosch Business School (USB) focuses on the needs of organisations and the world-of-work, seeking opportunities to benefit both parties. Relationships with business partners may include direct student support, teaching contributions, research funding and access and support to governance, but also a degree of access to curriculum formation, research agenda-setting and particularly to the USB intellectual product. Through USB Executive Development (USB-Ed), a significant contribution is made to increase management skills and capacity across business organisations.

Further to these examples, the Faculty of Economic and Management Sciences' academic offerings relate to local, regional, national, continental, and international imperatives.

– The Centre for Sustainability Transitions (CST) brings together complexity thinking, sustainability science, and transdisciplinary research methodology which aligns closely with the Sustainable Development Goals,

– The *Diploma in Public Accountability* is aimed at developing the skills and competencies of employees in public service organisations, specifically municipal workers. This Diploma aligns with the national imperative of developing a state capable of serving its people as per the NDP,

– The new *Bachelor of Data Science* programme aims to develop graduates who are equipped for the Fourth Industrial Revolution. Work across nearly all domains is becoming more data driven, and this continued transformation of work requires a substantial cadre of talented graduates with highly developed data science skills and knowledge. A qualification in *Data Science* is highly desirable and should lead to many job opportunities.

2.2.5   Faculty of Engineering

The main value proposition of the faculty is the advancement of knowledge in service of society by providing professional engineering resources and world-class research outputs to contribute towards the development of the SA economy and improvement of the quality of life of all our citizens. The major contribution is reflected in the many engineering graduates delivered each year. The faculty constantly reviews the curriculum and research focus to ensure that it aligns to local, regional, national, continental, and international imperatives. The most recent undergraduate focal area introduced, is *Data Engineering*, which is well-aligned with the Digital and Fourth Industrial Revolutions.

2.2.6   Faculty of Law

The review, reconceptualisation and renewal of the *Bachelor of Laws (LLB)* curriculum is a good practice example of purposeful alignment with national and international imperatives; not merely training legal practitioners but equipping students to become jurists with expert knowledge of law.

At the postgraduate level, the faculty introduced new Master's programmes, including the *LLM (Public Procurement),* which has responded to the scarce skill needs in the sector.

Apart from its academic offering, the Faculty of Law actively participates in national policy review processes, including, e.g., the revision of Section 25 of the *Constitution*, i.e., the property clause. In this instance, the staff members from the departments of Private Law and Public Law and the NRF Research Chair in Property Law, participated in the review process of the property clause in the period 2018-2021, up until the culmination of the process, when the *Constitution Eighteenth Amendment Bill* was put to a vote on 8 December 2021. Faculty involvement included making written and oral submissions to Parliament since the commencement of the process. Other initiatives included a public seminar hosted by the Research Chair in Property Law dealing with the publication of the *Final Land Panel Report on Expropriation with Nil Compensation* on 25 September 2019 and a workshop on 15 January 2020 that dealt with the *Draft Constitution Eighteenth Amendment Bill* specifically. Various commentaries were further submitted in the course of 2020 and 2021 as part of a broader team of experts, including members of North-West University, Wits, UCT, and the Human Rights Centre of the University of the Free State.

Additional examples include:
  − Annual Social Justice Conferences,
  − N-fund, focused on NDP projects, [Explain what N-fund is and how it relates to NDP projects]
  − Short Course offered on Labour Resolution Practice (which attracts 170 participants each year),
  − POPIA amendment act,
  − Prof Sandy Liebenberg's participation at the United Nations level, and
  − [Prof Oliver Ruppel's high profile newsletter].

2.2.7   Faculty of Medicine and Health Sciences

The Faculty of Medicine and Health Sciences, through its learning and teaching, research,, and social impact contributes significantly to the achievement of the *Promoting Health* (NDP #8) and *Good Health and Well-being* (SDG #3) goals.

Recent good practice examples include:
  − The improvement of educational infrastructure, with the refurbishment of the Faculty's 3,000 m^2 library [video] in May 2018, the launch of a new state-of-the-art multimedia studio, which opened in October 2020, and a new ultramodern simulation and clinical skills unit, launched in May 2021.
  − The construction of SU's Biomedical Research Institute (BMRI): When

completed, the BMRI will form a fully integrated research complex, dedicated to understanding the genetic and biomolecular basis of disease in Africa.
- Work related to treat TB, HIV, NCDs, as well as research related to Covid-19, as described in the Faculty's 2020 annual publication.

Document link: *Faculty of Medicine & Health Sciences Stellenbosch University Annual Publication 2020.*

2.2.8 Faculty of Military Science

The Faculty of Military Science introduced several changes in terms of its learning and teaching, and social impact activities. Some examples include:
- Developing a clear career and progression pathway from matriculation to a *Master of Military Science* programme for the South African National Defence Force (SANDF) officials who are attending their senior courses at other SANDF Colleges.
- Expanding the Faculty's international profile, by signing memorandums of understanding with the United States Military Academy (in April 2022) and the Royal Military Colleges in Canada; introducing student and staff exchange opportunities with the French Military Academy, Saint-Cyr; participating in the Saudi Arabia Military Education programme development and participating in the Erasmus+ exchange programmes with General Tadeusz Ksciuszko Military University Land Forces, in Poland.
- Implementing clauses from the Memorandum of Agreement with the Department of Defence (5 October 2017) to actively improve the facilities, equipment, and general maintenance and upkeep at the Saldanha Campus.
- Expanding on the Faculty's student driven MASIZA social impact projects and the Trans Enduro Exercise in which students have participated for more than 30 years. Nine teams, including land, running, log, signal, media, cycling and sea teams, travel from the Eastern Cape to Saldanha over a period of ten (10) days, staying over in towns along the way. While the cycling team covers a certain distance on bicycles (100 km), the sea team travels along the coast with two rubber dinghies, and the land team drives with vehicles from town to town, undertaking fundraising events, while the log team prepares for the following team's arrival. There is also a running team that covers 10 km each day. At certain points the teams change. Also, it is a tradition that the mayor of each town writes a short letter of goodwill to the mayor of the next town. The letter is handed to the exercise commander who delivers it to the mayor of the next town. Each morning will see a short opening ceremony as organised in conjunction with the various mayoral committees of municipalities along the way.

- The Security Institute for Governance and Leadership in Africa (SIGLA) took part in the Military Ombud stakeholder perception survey that took place between 2020 and 2021. The *Military Ombud Act, No. 4 of 2012* mandates the Office of the South African Military Ombud (MO) to investigate complaints lodged in writing from current and former members of the South African National Defence Force (SANDF) regarding their conditions of service, as well as members of the public regarding the official conduct of a member of the SANDF. A report (submitted as Evidence to Standard 2 folder) presents the findings of a stakeholder perception survey conducted in five provinces to assess perceptions of the MO amongst relevant stakeholders. A mixed method approach was employed: for uniformed members of the SANDF (the Army, Navy, Air Force, SA Military Health Service, and Reserve Force), 1,559 survey responses were received encompassing 20 bases); for Public Service Act Personnel (PSAP) members, 107 responses were received from a separate survey and for members of the public 54 semi-structured interviews were undertaken across four provinces; finally, eight survey responses (to 20 surveys distributed) were received for current and former Members of Parliament's two defence committees. The survey found that the majority of SANDF uniformed members knew about the MO, but the significant number knowing about the MO does not translate to deeper knowledge of the MO's mandate and how the MO can assist uniformed members. Outreach activities and bulletin boards appear to play dominant informative roles to fill the knowledge voids of how the MO can assist, whilst a notable trend was requests for more information about the MO. For uniformed members, opportunity exists to raise the awareness level, whilst with the PSAP and public segments the need was greatest as very low levels of knowledge and awareness of the MO were exhibited. For PSAP members and respondents from the public the noticeable call for more information feature prominently in their responses while the public also called for more physical outreaches by the MO to communities.

2.2.9 Faculty of Science

Due to the growing importance of data analysis and the demand for data analysts, including in the biological sciences during this review period, the Faculty of Science:
- Participated in the design and development of the interdisciplinary newly accredited undergraduate programme, the *Bachelor of Data Science*, offering several different focus areas streams in this programme.
- Established the Centre for Bioinformatics and Computational Biology and subsequently introduced the *Bachelor of Science Honours, Master of Science* and *PhD* programmes *in Bioinformatics*. This required a minor redesign of undergraduate programmes to offer an interdisciplinary stream in the *Bachelor of Science* degree and allow articulation with the postgraduate programmes.
- Redesigned the *Computer Science* stream in the *BSc (Mathematical Sciences)* programme into a fully accredited *Bachelor of Science in Computer Science*.
- Introduced a structured *Master of Science in Machine Learning and Artificial Intelligence,* in collaboration with leading industry experts, to service the need for such a qualification and to also offer some of these modules for the learn-

and-earn market as short courses.

- − Collaborated with the establishment of the *School for Data Science and Computational Thinking* and the *School for Climate Studies* to strategically position SU as a leader in these fields.

2.2.10 Faculty of Theology

During this review period, we embarked on the renewal of our *Bachelor of Theology* programme. The curriculum conversations with students opened-up discussions on the visual redress of faculty spaces and will lead to three further programme renewal activities, looking towards the formalisation of an extended curriculum programme (ECP) for the *Bachelor of Theology*, also offering it in a hybrid modality and contemplating our *Postgraduate Diploma* programmes within the faculty.

2.3 Responsibility centre examples

Responsibility centres (RCs) have identified initiatives, good practice examples and/or projects since 2018 that relate directly to local, regional, national, continental, and international imperatives.

2.3.1 Registrar's Division

Since 2017, there has been a concerted effort by the Registrar to redefine the role of the Division, benchmarking its work with national and internationally accepted standards, and expanding the activities and staff complement to support and execute the different functions.

The following functions that had previously resorted under other divisions were brought back under the auspices of the Registrar's Division in accordance with the general structure of such divisions:

- − The processing of student applications within a newly configured Central Applications Office, residence placements and the accreditation of private student accommodation within the Student Accommodation Office, and Client Services under the leadership of a director that reports to the Registrar.
- − The Centre for Student Information System Support was moved back to the Registrar's Division as their work underpins the processes for academic and student administration which are being revised and renewed towards greater standardisation across the institution with a view to enhanced efficiency and effectiveness. This endeavour is dependent on and goes together with the implementation of a new student information system (SIS) which will replace 32 student administration capabilities as hosted in the 20+ year old legacy system. The new SUNStudent system will address each phase of the student lifecycle, from recruitment to graduation and beyond. The system implementation project was launched in 2019 and is currently being phased-in, with the phased implementation to conclude by 2023. In addition to the SUNStudent project, other initiatives as driven by the Deputy Registrar:

Student Administration, include the establishment of the Assessment, Academic Records and Graduation Office (AARGO), the digital upload and processing of assessment papers, the renewal of graduation ceremonies and the reorganising of the Programme and Student Administration Section for improved governance and QA of the work done is support of the faculties. [See organogram in PoE.]
- Legal Services moved from the RC for *Social Impact, Transformation and Personnel* with an increase in staff capacity to attend to the functions of Legal Advice, Student Discipline, Compliance and Contract Management. [See organogram in PoE.]
- The Centre for Governance Support Functions (CGSF) was expanded and additional staff was appointed to support the extensive committee structures of Council and Senate. Documents were digitised and processes, e.g., elections were digitalised to a greater extent than before (this process already started in 2003 but was fast-tracked significantly by the increased demand for online meetings due to the Covid-19 pandemic) in accordance with the international move to a digital meeting culture. [See PoE for examples of document bundles for Council and Senate which are available in digitised format only.]
- The need for a web-based central records management system was addressed through the development and institution of a digital records management system. [See PoE for the structure of this system.]
- A new website for inaugural lectures was also established and which provides an additional option for virtual inauguration ceremonies was also established.

2.3.2 Responsibility Centre for Social Impact, Transformation and Personnel

Examples from the Responsibility Centre for Social Impact, Transformation and Personnel are as follows:
- The Ubuntu Dialogues is a joint international partnership between the Stellenbosch University Museum and the African Studies Centre at Michigan State University, in the United States of America. This Andrew W Mellon Foundation-funded partnership is geared towards (a) transforming the function and practice of the museum as an institution, both within Africa and around the world; (b) establishing new and strengthening existing connections and cooperation between universities, museums and communities, and (c) developing a replicable framework for universities and museums across national and other divides to collaborate in producing dynamic sites for the co-creation and dissemination of knowledge and practice. The project includes three main components: virtual student dialogues, a seminar speaker exchange programme, and a student internship programme.
- A *Transformation Learning Network* has been established as a community of practice for university staff and students who provide leadership on transformation within the institution.
- The Stellenbosch University Choir is one of the most successful nexus points between the University, Stellenbosch community, South Africa, and the world. The international success of the choir and its deep-seated commitment to music is arguably successful vehicle for human communication continues to

bring joy to the communities of Stellenbosch, South Africa and beyond. The framework of operation for this unit remains that of offering performances throughout the year.

2.3.3 Strategy, Global and Corporate Affairs

Internationalisation is a major focus of the RC, guided by the SU Internationalisation Strategy, which aligns the various related activities with the institutional strategy. Initiatives in this sphere serve both continental and international imperatives, such as the African Doctoral Academy, Global Citizenship programmes, and SU Credentialling Unit, among others.

<Consider including a few paragraphs on the Internationalisation strategy>

Document link: SU's Internationalisation Strategy

Local, regional and national imperatives are served through the work of all four divisions, in particular the Issue Management structure within the DVC's office, communication campaigns and projects aimed at various stakeholder groupings (internal and external), the development of the new SU brand, the management of the Strategic Fund, and the development of the SU Score Card, among others. (Refer to the RC's Annual Report 2021 for details about these initiatives.) Strategy and Internationalisation Annual Report 2021

There is demonstrable strategic alignment between the institution's quality management system for core academic activities across all sites and modes of provision and its vision, mission, and strategic goals, as well as its governance and management processes.

- The vision, mission and goals translate into a strategic plan with measurable objectives, clear timeframes and resources allocated towards the achievement of the goals set.
- The strategic plan articulates the relationship between the institution's goals and its quality management system.
- The strategic plan is unpacked as planning documents and instruments, such as operational- and annual performance plans or scorecards that are negotiated with the staff responsible; such plans are realistic and implementable, with adequate performance and monitoring criteria included, as well as consequence management of these plans.
- The strategic plan, as well as the operational and annual performance plans, is subject to regular review.
- The institution is governed in a manner that is consistent with the vision, mission, goals, and strategic plan, as well as its core academic mandate as described in Standard 1.
- The highest decision-making authority in the institution regularly holds the executive management of the institution to account for its implementation of the strategic plan.
- The highest decision-making authority focuses on providing strategic direction and its responsibility for fiduciary oversight but does not become involved in the operation of the institution to the detriment of quality.
- The responsibilities at executive management level for the realisation of the institution's mission, vision and goals, and the implementation of the strategic, operational, and annual performance plans are appropriately allocated, implemented, and monitored for effectiveness.
- Executive management regularly reviews the nature and extent of institutional responsiveness, with special reference to ethical leadership and resource allocation, and to quality management to enhance the quality of student experience and the likelihood of student success.

Quality Judgement

In terms of standard 3, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

3.1 Reflection on the guidelines

The six core strategic themes of the *Vision 2040 and Strategic Framework 2019-2024* are derived from and aligned to the learning and teaching, research, and community engagement (social impact) roles a university fulfils. In addition, it speaks to an engaging institutional culture, both for students and staff.

Faculties and RCs interpret themes within their own contexts and align their *Strategy Implementation Plans* accordingly. These are translated into manageable goals and measurable objectives, with human and financial resources allocated towards the achievement of them.
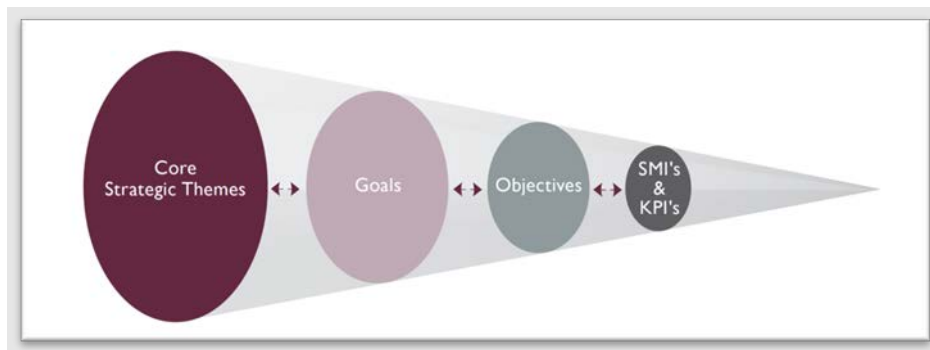

Figure […]:   Relationship between components of the Strategic Framework

As is the case with the CHE criteria related to quality assurance, the quality assurance system at SU focuses mainly on the learning and teaching- and curriculum-related aspects located within departments and academic programmes. But in addition, there also is a focus on departments' organisational structure, and its research and social impact activities.

Documents […]:   *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019), *Themes and Criteria: Evaluation of departments and programmes*, and the *Baldrige Approach: Framework for the self-evaluation of support services.*

Good practice improvement area

Since the approval of the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019), the Centre for APQ has workshopped its current themes and criteria for departmental and PASS evaluations and is in the process of producing a *good practice guide with themes and criteria for self-evaluations*.

This document will be introduced as a series of online resources for departments, PASS environments and programme teams for conducting productive self-evaluations and peer reviews in the future.

This remains an improvement area for the Centre for APQ, to provide optimal, distributed just-in-time support, given the limited personnel in a small centre.

When conducting a self-evaluation, departments and PASS environments are required to contextualise their functioning within the changing strategy and policy landscape of the University, and of the faculty or responsibility centre within which they are located. Similarly, these contextual factors are also contemplated when designing a new academic programme or when undertaking a programme review and renewal project.

According to our judgement, the University Council and Rectorate function well. There is good fiduciary oversight and transparent financial planning and reporting. The revised *Statute* (2019) has reduced the number of people serving in Council and has ensured a clear delineation of responsibilities regarding the statutory bodies of the University.

Good practice and improvement area:

Since the establishment of an Institutional Secretariat within the Registrar's Division (which was a recommendation that emanated from a self-evaluation and peer review process), the good practice of drafting and updating *mandates* for all statutory committee structures, has been implemented successfully. This ensures clear roles and responsibilities for all statutory committees. An improvement action remains to encourage all operational committees to do the same.

3.2 Faculty examples

Under this standard, faculties were asked to list their main goals and how different managerial and quality assurance (QA) mechanisms (e.g., strategic goal scorecards) are used to track and manage the progress made with their plans, goals, and objectives. They were asked to look at information for improvement they use to make data-informed decisions and indicate current pressure points and improvement actions. A brief synopsis of their responses is provided below.

3.2.1   Faculty of AgriSciences

The faculty uses different QA mechanisms for the management of learning and teaching, research and innovation, social impact, administration, and infrastructure.

Learning and Teaching
− **Enrolment targets**: Faculty targets are set, monitored and reported on in

conjunction with the Division for Information Governance, which provides real time information on performance in dashboard format to Faculty management.

- **Student success**: Student success on the level of individual performance, module success rates and graduation rate are monitored by the faculty through the office of the *Co-ordinator: Academic and Student Affairs*. Information on student-, module- and graduation success is provided by the Division for Information Governance and incorporated into various institutional reports.
- **Curriculum development**: The ongoing process is governed by the faculty's Academic Planning Committee, reporting to various institutional forums, and drawing support from, e.g., the Centre for Academic Planning and Quality Assurance (APQ) and the Centre for Teaching and Learning (CTL).
- **Co-curricular initiatives:** Specific initiatives include the *Leadership Entrepreneurial Application Programme (LEAP)* and well as various initiatives on entrepreneurship and innovation in collaboration the Launchlab and Innovus.

Research and Innovation
- **Enrolment targets:** Faculty targets are set, monitored and reported on by Faculty management in conjunction with the Division for Information Governance, which provides real-time information on performance in dashboard format. The decline of postgraduate bursary support from amongst others the NRF has become a major point of concern in securing a steady uptake of postgraduate students, to the extent that alternative strategies had to be devised on various institutional levels to respond to that.
- **Academic success and throughput rates**: Real-time information is provided by the Division for Information Governance and acted upon by Faculty management. Good progress has been made with improving throughput rates while maintaining high levels of academic success, i.e., graduation.
- **Research funding**: Is being reported and monitored in conjunction with the Division for Research Development (DRD) on an ongoing basis. The decline of funding through conventional channels in support of higher education objectives is an area of concern to the faculty and specific strategies are being developed to grow existing and alternative streams for research funding.
- **Research and Innovation outputs**: These are recorded and monitored by the faculty, in collaboration with the Division for Research Development (DRD), the Division for Information Governance and Innovus to which faculty management responds on an ongoing basis. The current research output of the faculty is above the institutional average.
- **SU efficiency Index:** Both Learning and Teaching, and Research and Innovation inputs and outputs are measured by the Division for Information Governance and are expressed as an efficiency index on both faculty and departmental level.

Social Impact
- All social impact initiatives are registered on an institutional database, capturing target groups, timelines and expected outcomes.
- The faculty's *Social Impact Committee* oversees additional internally funded social impact initiatives and report on the nature, progress, and impact of these initiatives to the Faculty Board and Senate.

Administration
- − **Budget/Resource allocation:** Detailed information on budget planning and financial management is available on various institutional platforms through the Division of Financial Services and the Division for Information Governance. Financial management information is monitored and responded to by Faculty Management on an ongoing basis.
- − **Faculty Staff Plan**: Annual submission and approval of the faculty staff plan with a three (3) year forecast, capturing current detail of staff, together with promotion, retirements, and new positions.
- − **Staff transformation targets:** Targets are set and monitored in accordance with the University's Transformation Plan in conjunction with the Human Resource Division.

Infrastructure
- − Upgrading and adaptation of Learning and Teaching infrastructure.
- − Renewal Plans for experimental farms: Welgevallen and Mariendahl.
- − Proposal on the development of an Agri Precinct at Welgevallen Experimental Farm.

3.2.2 Faculty of Arts and Social Science

FASS's faculty-renewal plan specifies all the key actions that have been tracked since 2018. As far as departments are concerned, our annual action plan meetings are used to measure progress, and Power-BI data is used to, e.g., track research outputs and teaching.

Pressure points and interventions are identified every year, e.g., we have 30 to 40 *Master of Arts* students enrolled annually, but the throughput is not deemed to be good enough. Interventions include improved monitoring, feedback, offering more colloquia and seminars in the department, students and supervisors working towards mid-year feedback sessions, and introducing signed memorandums of agreement (MoA) or understanding (MoU) between students and supervisors. The postgraduate pipeline and the enrolment planning and management are pressure points in the faculty, with constraints identified at departmental level.

In terms of the regular QA cycle, ordinarily departments are good at sticking to the timelines, and it is an extremely useful exercise, with panels that typically point out bold suggestions, actions, or proposed interventions for improvement, which are then incorporated in their action plans, with a two-year feedback report submitted to the Quality Committee. Some QA processes take longer to complete, but every single year, there are alignment conversations and action plans which emanate from the QA conversations.

Undergraduate programme renewal is constantly on the agenda. During this evaluation period, we have done away with *Social Dynamics* and *Socio-Informatics* which were found to be unsustainable. The pressure point of managing 1,100 undergraduate

students, mostly enrolled in broad, formative *Bachelor of Arts* programmes, remains a challenge. With a multitude of module combinations offered to students, we need to identify potential overlaps, collapse programme options, where applicable, and manage both low and high enrolment numbers (e.g., in Psychology).

A pressure point for the entire University these past two years during the Covid-19 pandemic, has been the issue of staff wellness. The constant mode switching between ARTLA and ERTLA arrangements has tested people's resilience. How long can this pressure be sustained remains an open question.

In terms of financial management, we have worked at a budget benchmarking model with which to interrogate the "optimal" number of staff needed to deliver on our undergraduate teaching, postgraduate supervision, social impact obligations, and research output. Benchmarks are being established within a variety of environments (e.g., the benchmark for a Department of Social Work seems to be seven, yet we only operate with five staff members). These benchmarks will be different within the *social sciences, arts*, and *language* departments.

3.2.3 Faculty of Economic and Management Sciences

The EMS faculty engages in strategic planning at both the faculty and departmental (or school/centre) level.

Faculty level

Each year the dean, vice-deans, faculty director and human resource (HR) practitioner meet individually with each of the twelve heads of departments (HoDs) and directors for three hours to discuss the medium-term plan for the specific environment. At that meeting, the director of faculty management presents the detailed metrics for the specific environment (department/school/centre) regarding enrolments (by module, race, and gender), staff diversity and financial sustainability. These detailed discussions culminate in an agreed-upon budget and staff plan for the following year. The detail from these twelve "environmental" discussions then feed into the faculty's strategic planning, which is largely undertaken by the dean, vice-deans, and faculty director.

The faculty has a strategic indicator scorecard that articulates, in a summarized format, the faculty's priorities, description of goals reached and future challenges. This scorecard is structured according to the University's six core strategic themes and in this way the faculty aligns decision-making with the institutional goals and objectives. The scorecard is updated on an annual basis and guides the managerial decision-making to track and manage progress. All the data is collated in the Division for Information Governance platform. For most of these indicators the tracking is done up to departmental level and continuously used in decision making.

The pressure points and improvement actions are listed in our *EMS Strategic focus and targets*. In summary, the following require attention at a strategic level:

- The faculty has challenges to grow its external income streams. To remain a thriving faculty, it will have to align its focus to the new market trends, be responsive to the needs of students and prospective employers, and explore externally funded opportunities.
- The faculty must improve on the diversity and transformation of its student intake. In 2020, the black African, coloured, Indian, and Asian first-time entering students in the undergraduate programmes was standing on 27,1% which is only 69.3% of the 2026 target.
- A further challenge for the faculty is to grow our number of postdoctoral research fellows. This untapped strategy is mainly constrained by funding opportunities and collaborations with industry which are challenging to establish in the business sector.
- Transformation of staff: Of the total staff profile a third of staff are from the black African, coloured, Indian, and Asian (BCIA) population groups (G1). However, the figure for permanently employed academic staff stands at only 18.4% (G2), and for staff on post-level 6 and higher is at only 9,3% (G3).

Departmental level (example from the School of Accountancy)

SoA (document: *SAICA monitoring visit – SU Self Evaluation Report 2020: section 4.5.1 and 4.5.2*):

Within the School of Accountancy (SoA), the management of the quality control of programmes offered at both undergraduate and postgraduate levels is the responsibility of the Director of the SoA, in cooperation with the joint programme leaders.

The accredited programmes offered by the SoA are largely dependent on the Competency Framework of the South African Institute for Chartered Accountants ('SAICA') and are designed to meet at least the requirements of this framework. In addition to complying with the requirements of the Competency Framework, the programmes are designed to produce a well-balanced trainee accountant and future CA(SA), by also including other topical and relevant matters.

Each divisional head in the SoA is co-responsible, with the joint programme leaders, to consider and evaluate the various modules of the programmes offered and their content. They meet regularly to discuss topical issues that might have an impact on the development of the respective modules of the programmes offered. Care is taken to cover the requirements of SAICA's Competency Framework, as well as to include other relevant and topical matters.

Programmes are continuously monitored and reconsidered, which gives rise to proposals for additions, modifications, redesign, and improvement of programmes from time to time. These are discussed by the Programme Committee of the faculty, and eventually subsequently recommended to and approved by Senate via further committee structures. Both the Director and the Deputy Director: Learning and Teaching of the SOA are members of the Faculty's Programme Committee.

Quality control over teaching methods and learning material in the SoA is in the form of regular feedback from class representatives on these aspects and formal student feedback.

3.2.4 Faculty of Education

The faculty aligns itself with the University's six core strategic themes. To be a sustainable faculty is one of our main goals, with quite a few initiatives that try to address the following, the:
- Optimisation of our institutional effectiveness,
- Succession planning, especially in terms of high-performing researchers nearing retirement,
- Mentoring of junior lecturers,
- Transformation of our staff,
- Improvement of postgraduate throughput, recognising the fact that they are mostly working professionals,
- Increasing the bursaries available to students, seeing that NSFAS has withdrawn its funding for the *Postgraduate Certificate of Education (PGCE)* in 2021.

3.2.5 Faculty of Engineering

The faculty's three main strategic objectives are as follows, to:
- Maintain and enhance our ECSA accredited undergraduate programmes focused on a cost-effective, high-quality programme offering with renewed emphasis on solving complex engineering problems and exposing all BEng students to data sciences; (aligned to SU Core Strategic Themes 1, 2 and 4).
- Grow our postgraduate programmes, especially the number of doctoral candidates and postdoctoral fellows, while maintaining the current high throughput rate and simultaneously growing the faculty's Scopus footprint; (aligned to SU Core Strategic Themes 1, 2, 3, 4, and 5.)
- Improve the interaction with and support by industry for the faculty and its various research and training programmes including the development of key international partnerships with partner universities and funding agencies to ensure the relevance and sustainability of our research programmes and increase the third-, fourth- and fifth-income streams of the faculty (aligned to SU Core Strategic Themes 1, 3, 5 and 6.)

We track and manage our progress on these objectives, with a set of key strategic indicators that measure the faculty's performance in the main areas that support the main goals of the faculty. Many of these indicators are similar to the University's Strategic Management Indicators.

Principal Indicators	Target	Secondary Indicators	Target
P1: Third, Fourth and Fifth Stream Income to Total Recurring Income (all five streams) of the Faculty	>45%	S1: Ratio of First and Second Stream Income directly allocated to the Faculty in the annual Main Budget	>55%

P2: Throughput Rate: % of UG Students who graduate in n+2 years	>76%	S2: Average number of years to complete a research master's degree	<2.2 Years
P3: Ratio of CBIA students of total student body	>50%	S3: Average number of years to complete a doctoral degree	<3.5 Years
P4: Ratio of permanent academic staff with doctorates	>75%	S4: Ratio of international students, UG and PG combined	>15%
P5: Number of weighted research outputs per permanent and fixed term (more than two years) FTE-SLE (Quantity)	>5.0	S5: Number of articles in high-quality journals per permanent and fixed term (more than two years) FTE-SLE (Quality)	>1.5
P6: Ratio of CBIA all staff [at all job levels]	>55%	S6: Ratio of female permanent and fixed term (more than two years) academic staff	>30%

Table […] What do the colours of the table imply?

There are multiple data sets available to help ensure that the faculty makes data-driven decisions. These include financial, staff and student numbers and demographics, utilisation of facilities, graduations, and research outputs.

The main challenge the faculty faces is to recruit a sufficient number of new first-year students, especially from the designated groups due to the challenges in the South African primary and secondary education systems.

3.2.6 Faculty of Law

The Faculty of Law uses the data on the Power-BI system as supplied by the Division for Information Governance. This includes information on enrolment planning and diversity. In addition, ad hoc polls and surveys are also used, e.g., recently we processed feedback from 500-odd alumni as part of our curriculum renewal project.

The main goals of the faculty relate to our learning and teaching, research, social impact, and internationalisation initiatives, and are articulated in our SIP. We use the University's work agreement and performance appraisal system to ensure that staff's KPAs and KPIs relate directly to those of the departments and faculty. Current pressure points include:
 − Managing Covid-19 related disruptions and changes to accommodate ERTLA and ARTLA,
 − Managing the research outputs of the faculty,
 − Ensuring sustained transformation,
 − Introducing the new curriculum, while phasing-out the old one, along with enrolment planning.

3.2.7 Faculty of Medicine and Health Sciences

The faculty has six key strategic focus areas as can be seen in the *faculty strategy 2019-2024*. We use strategic management indicators (SMI's) to measure performance against set targets at faculty level. These indicators include:
 − Percentage (%) of Academic Staff with a Doctorate,
 − Student success and throughput rates,

- Composition of the student body,
- Income composition,
- Weighted research outputs per academic

At departmental level each department develops their targets to ensure alignment with the faculty and institutional targets, with performance then monitored using SMIs.

3.2.8 Faculty of Military Science

In terms of the Public Service Regulation (PSR), 2016 (Reference A), the Minister of Defence and Military Veterans (MOD & MV) shall determine a system for performance management of all employees in the government's Department of Defence (DOD).

The Performance Management and Development System (PMDS) is based on measuring and evaluating the tasks inherent to an official's post (Key Responsibility Areas). Applicable to the Faculty, we have the following Key Responsibility Areas:
- Conducting research
- Facilitating teaching and learning
- Participating in social impact activities
- Pursuing personal development
- Performing managerial functions

The system for Performance Management and Development (PMDS) manages performance in a consultative, supportive, and fair manner to enhance efficiency and effectiveness, linked to the achievement of results. The primary orientation of the process is developmental but allows for effective employer response to consistent inadequate performance as well as for recognising outstanding performance.

This system was identified as the best possible system for DOD requirements, based on the guidelines and prescripts received from the Minister of Defence and Military Veterans in 2010. Another opportunity for growth and change arrived through the DOD, namely, to improve on the application of the PMDS for the 2018/2019 assessment cycle.

Every year, each member compiles a workplan, there are three quarterly interviews regarding progress and to see if intervention is required, and during the fourth quarter the assessment is done. An example of the PMDS Excel Spreadsheet is attached as evidence to Standard 3.

3.2.9 Faculty of Science

A current **pressure point** is the availability of the most recent data to monitor progress and to make decisions. The faculty cannot accurately base its decisions on data that is two years old (i.e., audited HEMIS data), but must base decisions on the most recent provisional data, even on the proviso that it is unaudited.

That said, we do make use of the following information for decision-making purposes:
- **Student data**, including the enrolments on programme and module level, gender, race, nationality, language, school marks, student success regarding modules and graduation. Most of this information is provided by the Division for Institutional Governance and constantly informs all decisions the faculty must take.
- **Staff data**, including the equity and diversity profile, qualifications and the post levels of staff (academic and professional and support staff (PASS). Most of this data is sourced from the SUN-e-HR system as well as provided by the Division for Institutional Governance.
- **Research output data**, including publication output, postgraduate student supervision and graduation, research funding and grants received. This information is available on different sites, but most of it also provided by the Division of Institutional Governance, or the Division for Research Development. The quality of our research outputs is important to the faculty. Therefore, the emphasis is not only on quantity. Guidelines are provided to examiners for evaluating the quality of students' theses, and researchers are encouraged to publish in journals in the top quintiles of their disciplines. Some of the factors used for promotion and appointment are citations of publications and co-authorship with national and international collaborators. These criteria are not currently included in the **Strategic Management Indicators** of the SU.
- **Efficiency ratio**, which is a tool developed by the Division for Institutional Governance to compare and include all the data mentioned above to score an efficiency ratio for the faculty and different departments and to monitor progress. This also informs the **Strategic Management Indicators** for the faculty.

3.2.10 Faculty of Theology

As articulated in the faculty's *Environment Plan* for 2021, the faculty's goals and associated actions can be summarised as follows:

Goal	Actions
Cultivate a SU characterised by inclusivity, deep and intentional transformation, and diversity	The Transformation Committee has finalised its Terms of Reference and drives the faculty's transformation agenda.
Create opportunities for the advancement of multilingualism in academic, administrative, professional and social contexts whilst recognising the intellectual wealth inherent in linguistic diversity	According to the faculty's *Language Implementation Plan* most first and second year modules are offered in Parallel Medium. Other modules are presented in double medium. Tutorials are presented in Afrikaans, English and sometimes isiXhosa.
Create a financially sustainable organisation	The faculty's budget is currently sustainable and checks and balances are in place to ensure that this remains so.
Raise the standard of the University's facilities and infrastructure to those of a	Existing spaces will be repurposed in 2022 to create postgraduate research facilities. This is part of a master plan to redesign

world-class research-intensive university, while embracing visual redress	student spaces into communal areas and establish a Research Commons.
Strengthen strategic enrolment management to enhance access and inclusivity	The faculty engages in proactive recruitment particularly via church partners; enrolment management finds a balance between targets and aspects such as inclusivity.
Enhance our student success rate through educational innovation	A learning coordinator was appointed in 2020 with a view to providing academic support to undergraduate students. Students in the extended degree and hybrid programmes attend academic workshops over weekends. Academic mentorship is provided on different platforms, e.g., church, hybrid programme, etc.
Build effective collaborations through partnerships, alliances and networks with other universities, institutions and organisations, where such collaboration contributes to excellence in teaching and learning, outstanding research and social engagement and impact	Two churches recently signed new partnership agreements with the SU (now a total of six church partners). The faculty's most recent MOU's are with Gothenburg and NLA – this is besides many existing MOUs with institutions in Africa and elsewhere.
Foster interdisciplinary and inter-professional teaching and learning by empowering students to participate in a learning community where staff and students work together to learn, solve problems, research and innovate	A good example is the recent Nagel Project sponsored research spearheaded by Prof Nadine Bowers Du Toit which focussed on inequality in Stellenbosch – the outcomes included a short course.
Promote the professionalisation of academics in their teaching role, and the scholarship of teaching and learning	Academic staff regularly attend workshops and conferences equipping them with good teaching and learning practices. The faculty has also produced a number of research projects focusing on teaching and learning.
Expand on SU's knowledge offering to serve new student markets, including the faculty's short courses strategy	Four short courses were rolled out in 2021, one of which focuses on preparing students for the BTh Hybrid Programme; The first cohort of BTh Hybrid Programme students started in 2019, with a second cohort in 2021. This programme is aimed at students without the time or money for full-time studies and addresses a great need in local faith communities.
Promote the continuous renewal of the University's academic programmes by means of a systemic process with clearly assigned roles and responsibilities of the various role-players	The BTh programme was renewed in 2020 following a long process of consultation with all stakeholders, including students and church partners.

	The BTh Hybrid programme is currently in the process of ongoing development. The Postgraduate Diploma in Theology is currently being redesigned in hybrid mode for implementation in 2023.

There is a clear understanding of and demonstrable adherence to the different roles and responsibilities of the governance structures, management, and academic leadership.

- A clear institutional or corporate governance structure indicates the regulatory hierarchy and processes, which identifies institutional powers, and the lines- and delegation of authority for carrying out institutional operations.
- The roles, responsibilities, and membership composition of the governance structures, institutional and/or corporate management and academic leadership are clearly and distinctively defined.
- Criteria for the recruitment and selection of staff are clear and include the knowledge, skills and experience required for effective working of the governance structures, management, and academic leadership.
- Members are empowered and enabled to effectively play their roles, take responsibility, and make decisions with integrity.
- The governance structures, management, and academic leadership each have effective reporting and accounting mechanisms for their roles and responsibilities and performance in general.
- Meeting expectations, proceedings and protocols of the different structures are clearly established.

Quality Judgement

In terms of standard 4, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

4.1 Reflection on the guidelines

SU has highly functioning and mature governance, management, and committee structure, with academic leadership roles and responsibilities which are distributed throughout faculties and departments, PASS divisions and centres. Statutory structures are governed by the *Statute of Stellenbosch University* (2019), with standing- and ad hoc institutional and faculty committees that are formed with clear *Mandates* which explain the constitution, task, purpose, reporting lines and powers of disposal of each committee.

Good practice and improvement area:

The roles of the *Council* and *Senate*, *Institutional Forum* and *Student Representative Council* are generally well understood. This is also the case for the committees of Senate and the EC(S), e.g., the Academic Planning Committee (APC) and the Quality Committee, and advisory committees, like the Programme Advisory Committee, which reports to the APC.

Roles and responsibilities are also clearly delineated at the individual staff member level. Human resource protocols require that all advertisements adhere to a set format, with job requirements articulated at the correct *Peromnes* job-grade level and including the duties/responsibilities and equity considerations listed in the advertisement. Once appointed, work agreements are drafted according to key performance areas, with measurable indicators that are discussed and signed-off as part of annual performance appraisal conversations. Work agreements are accompanied by personal improvement plans, as prescribed by the Division for Human Resources.

The *Student Constitution* (2018) stipulates the roles of student governance and leadership structures and the procedures for the election and ex officio appointments to the Student Representative Council (SRC). Each residence, private student organisation and registered student society has a constitution which is updated in accordance with its own stipulations. Potentially an improvement area to ensure alignment between residence constitutions, the *Student Constitution* and the University's *Vision 2040 and Strategic Framework 2019-2024.* <Draw on further input from DSAf and SRC>

4.2 Faculty feedback

Faculties show some contextual differences (e.g., in what they name their portfolios and committees), but in general they all have highly functioning management structures, with well-defined portfolios for the deans' office, with two or three vice dean portfolios, depending on the size of the faculty, and committees which oversee undergraduate teaching and learning, as well as postgraduate education and research.

After the #FeesMustFall protests, many faculties decided to introduce a Transformation Committee. This has opened up the opportunity to talk about visual redress and other salient issues, including the "decolonisation of the curriculum", language usage, practices of inclusion/exclusion, etc.

The feedback from faculties is included below., but we will have to consider whether we include them all or only select one or two as examples, perhaps of the Humanities, Management Sciences and SET environments. There are some areas for improvement, though, that we do not necessarily want to "lose".

4.2.1 Faculty of AgriSciences

The management structure of the faculty allows for broad participation by and contributions from all faculty members on a wide range of operational, administrative, academic, and strategic matters of concern. It ensures effective reporting at different management levels and holds individuals and the structures accountable for delivering on their mandates.

- The **Faculty/Deans office** with a clearly defined portfolio and reporting structure, with regular (biweekly) meetings.
- **Executive Management Committee**: made up of the Dean; Vice-Dean: L&T; Vice-Dean: RIPS and the Faculty Manager. Conducting biweekly meetings with reporting to the Departmental Heads Forum and Faculty Board.
- **Departmental Heads Forum**: made up of the Faculty EXCO, all Heads of Departments (x10) and Directors of incorporated Institutes (x4). Holding meetings every six weeks.
- **The Faculty Committee**: provides for oversight regarding postgraduate registration, examination, and graduation, as well as exemptions regarding undergraduate programmes.
- **Academic Planning Committee**: is responsible for external and internal consultation and oversight regarding programme structuring, curriculum development as well as academic requisites and requirements.
- **Social Impact Committee**: coordinating and facilitation of various dedicated social impact initiatives as well as linking R&I outputs to community impacts through facilitated uptake.
- **Faculty Board**: the agenda of the Faculty Board makes provision of reporting by each of the management portfolios, i.e., the Dean, Vice-Deans and Faculty Manager, the Faculty Committee as well as the Academic Planning Committee.
- **Annual Strategic Planning Session**: with participation of the management structures as above together with managers of strategic initiatives/projects.

4.2.2 Faculty of Arts and Social Science

The standing committees of the faculty are as follows:
- Higher Degree and Research Committee,
- Academic Appointments and Promotions Committee,
- Learning and Teaching Committee,

- Marketing Committee,
- Social Impact Committee,
- Transformation Committee,
- Academic Offering Committee,
- Faculty Committee (two vice-deans, deans, chair of other committees, faculty administrator, academic representative), with *Bachelor of Arts* Student Committee (BASC) representatives.

Previously, the faculty had three vice deans who represented the three clusters (arts, languages, and social sciences) in the faculty, but that was done away with during this evaluation period. We now have two vice-deans who focus on Research, and Teaching and Learning for the entire faculty. This structure seems to be more effective; previously, the vice-deans would become very involved in their cluster-related issues, including human resource (HR) issues. However, all HR issues are now devolved to the level of the heads of departments, and resolved with the Dean, if/as needed.

The faculty committees aim to be clear and transparent on all issues, especially finances. HR issues are dealt with the necessary confidentiality, but the process is made clear to all those involved.

Currently, the faculty's Transformation Committee is writing-up its *Mandate*. It has had some very productive meetings since its inception. Other faculty committees are very broad-based and have existed for a long time; therefore, they do not all necessarily have clear mandates currently. The faculty's Social Impact (SI) Committee has been drawing-up a protocol for the recognition of SI initiatives; the HDRC has approved postgraduate guidelines which are posted online; the Marketing and Recruitment Committee, Teaching and Learning Committee, and Academic Offering Committee are somewhat technical committees, approving, e.g., joined registration, and using a magnifying glass on new programme submissions and changes to existing modules.

Improvement area:
The faculty's structures do not always have the capacity to provide considered feedback on or input into institutional policy development. This is currently a challenge, which could be addressed by critically reviewing our different committees' mandates and specifically writing it in as part of its role/task.

4.2.3 Faculty of Economic and Management Sciences

The Faculty of Economic and Management Sciences is subject to the general University decision-making hierarchy that governs academic and strategic planning. The University is committed to decentralised management as a strategic priority. In keeping with the policy of decentralisation, the faculty enjoys autonomy in the running of its day-to-day business, the implementation of academic programmes approved by Senate, and the allocation of discretionary funds. Within departments and schools, there is room for departmental leadership structures that serve the environment well. <Perhaps use this paragraph as a general introduction>

The faculty management is structured to provide for optimal reporting and accountability and therefore "mirrors" the institutional structure to some extent. The departmental chairs/directors play a key role in the management of the respective environments with reporting lines to the Dean. In the departments, fit-for-purpose managerial structures exist with reporting lines to the chairperson. For the centres, institutes and bureaus, formal advisory boards exist which help to align and adapt to the newest market needs.

Refer to document EMS Management and Committee Organigram document for an outlay of these structures (graphics below).

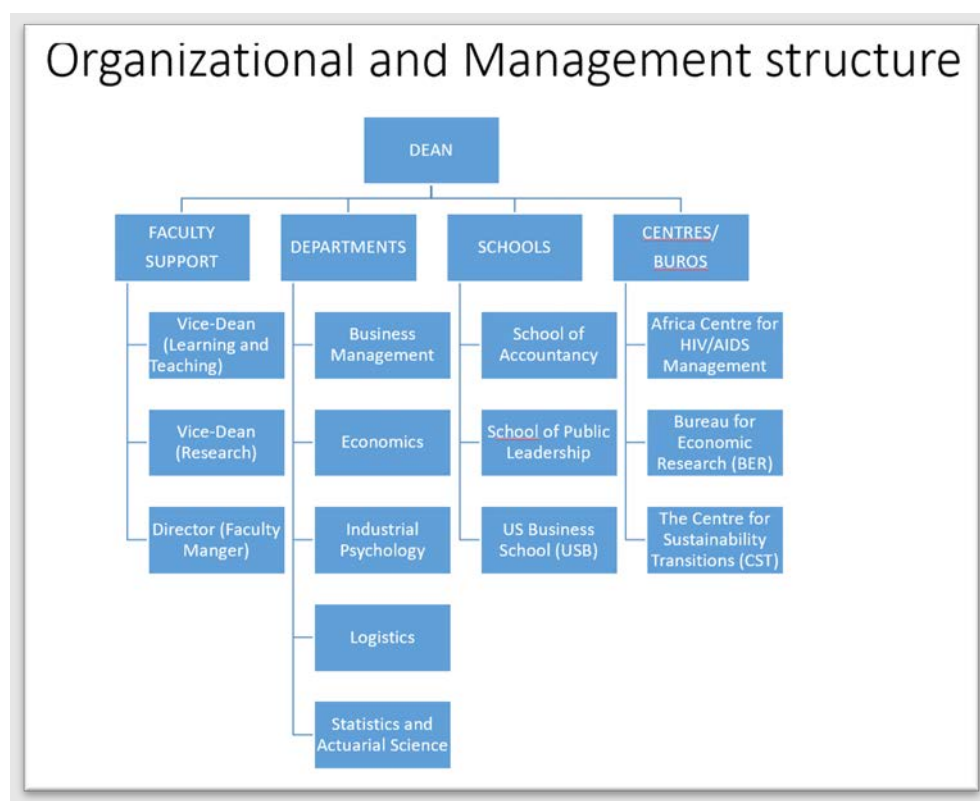Figure […]   EMS management and committee organogram.

Faculty support at Dean's level has changed considerably over the last five (5) years. The most significant aspects to mention are:
- Vice-Dean (Social Impact and Transformation): Various lessons have been learned in defining this supporting role. After the conclusion of the five-year term of the first Vice-Dean for SI&T the transformation committee set up a task team to reflect on the way forward. This document is included as Report from the Task Team on Vice-Dean for Transformation and the response from the Dean is included as Dean's Response to the TT report VD Transformation. In summary, the view the committee reached is that responsibility for transformation must come from the top, i.e., the Dean must be accountable for transformation and must drive a clear and focused strategy. Programmatic support should be provided to ensure that the strategy is implemented. To this end, the faculty has created a full-time role for a *Transformation Manager*. This position has been advertised in 2021 and should be filled in early 2022.

- Financial and Operating Manager: This position was filled to support the entire faculty more effectively regarding financial and operational needs. This position has been filled successfully.
- New division and reporting line (CST): A new centre which was part of the School of Public Leadership has been structured to ensure a more optimal interdisciplinary role in the faculty namely: *Centre for Sustainability and Transitions (CST)*.

The overall management structure of the faculty is deemed effective and draws heavily on the roles of the chairs/directors to manage the respective environments to be accountable for the day-to-day management of the environments. The importance of the role of the chairs are acknowledged by the University in that training is offered. The vice-deans and faculty manager report directly to the Dean.

The position of the vice-dean (teaching and learning) has evolved since the appointment of the first vice-dean (teaching) in 2011. At that time the position was filled as a secondment to the Dean's office for 30% of the person's time; however, this has increased incrementally over the years. The portfolio grew into a full-time fixed-term position with the growth of the Learning and Teaching portfolio and the expansion of the responsibilities of the vice-dean (teaching and learning). Much of the added responsibilities addressed quality assurance monitoring and enhancement. (ref doc: VD (T&L) job description). The vice-dean is supported by members of the Learning and Teaching hub, namely the *Programme Renewal Coordinator* and a representative of the Centre of Teaching and Learning (20%). The vice-dean reports to the Dean.
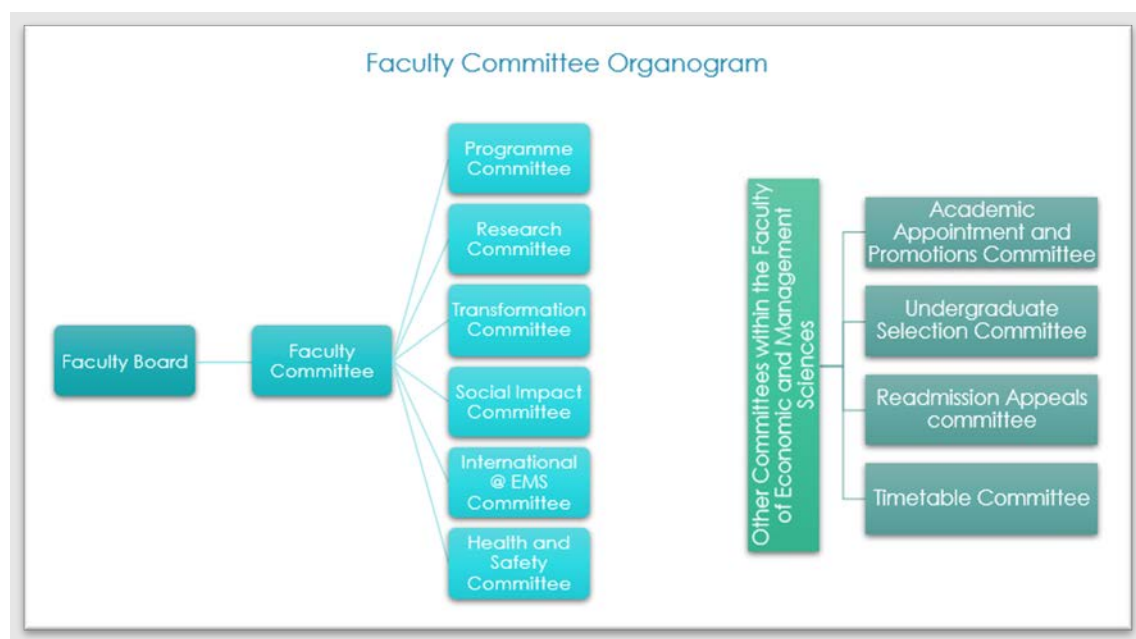

Figure […]   Faculty committee organogram.

The programme committee within the faculty provides the structure for Teaching and Learning matters and is chaired by the vice-dean (learning and teaching). This committee was formed in 2010 to mirror the institutional Programme Advisory Committee. The committee meets five times per year and is an advisory committee

that reports to the Dean via the Faculty Committee. The committee includes fixed members that are programme leaders and/or chairs of departments and represents all the programmes and/or environments within the faculty. These members are appointed by the Faculty Board.

The committee is responsible for the advancement of the Teaching and Learning initiatives of the faculty and focuses especially on the academic programme matters (for example, new programme development, programme renewal, quality assurance, assessment, and calendar changes). The roles and responsibilities of the programme leaders focus mainly on programme leadership functions and quality assurance matters (Reference: Roles and responsibilities document).

The Faculty **Research Committee** serves as an advisory body to advise the Dean of the Faculty of Economic and Management Sciences on research-related matters via the Vice-Dean: Research and the Faculty Committee. The committee reports to the Dean via the Vice-Dean: Research. The committee meets four times a year and is responsible for research-related reporting, policy-making and the development of strategic initiatives to support the continuous development of the faculty's research agenda, as set out in the Committee's Terms of Reference.

According to its Terms of Reference, the Faculty **Social Impact Committee** attends to all matters related to the strategic social impact goals of the faculty. The Committee recommends all such policies and plans to the Dean for support and approval. In particular, the Committee is required to provide advisory and oversight role on social impact programmes and workshops. The Committee consists of a single entity with a mandate to work in co-operation with different representatives and entities of the faculty, including all academic and administrative staff, students, other faculties and entities of the University, relevant higher education institutions, and related institutions that affect its activities. A minimum of four scheduled meetings per year are held. A member of the Committee is appointed for a three-year term and is eligible to serve an additional term. The Committee consults broadly with stakeholders in performing its functions including the relevant decision-makers in the different environments within the faculty.

The Faculty **Transformation Committee** attends to all matters related to the strategic transformation goals of the faculty. The Committee recommends all such policies and plans to the Dean for support and approval. In particular, the Committee is required to review, propose and monitor targets in each of the transformation dimensions, and propose relevant corrective measures to be addressed by the Dean and Faculty leadership. The Faculty Transformation Committee consists of a single entity with a mandate to work in cooperation with different representatives and entities of the faculty, including all academic and administrative staff, students, other faculties and entities of the University, relevant higher education institutions, and related institutions that affect its activities. A minimum of four scheduled meetings per year are held. A member of the Committee is appointed for a three-year term and is eligible to serve an additional term as per its terms of reference.

The Faculty established an **Internationalisation Committee** in 2021. The Committee consists of representatives from all environments. Previously the internationalisation activities of the faculty were taking place in an ad hoc and informal manner. The aim of the committee is to ensure that international partnerships are conducted with fewer partner institutions but in a deeper and more meaningful ways. The committee enables regular broad consultation with environments in a structured manner to work towards implementing a coherent faculty internationalisation strategy.

Health and Safety Committee of the faculty is directly aligned with the heads of divisions as given in the organisational structure. Thus, the Faculty Committee of the faculty takes ultimate responsibility for Health and Safety issues of the faculty, and every six months has a specific agenda point to address issues. During the last two years Covid-19 protocols and related health issues also were part of this committee's responsibilities. Below this committee is a structure of Health and Safety Committees per building, which reports to the central faculty committee.

Developmental areas:
Not all the committees within the faculty have formal mandates and this could be regarded as an area for improvement. The faculties/schools/centres in the faculty each have a specific management structure best suited and fit for purpose for the size and type of environment.

Reflection:
The Committees have developed together with the needs and goals of the faculty. In the future the faculty might explore renaming the Programme Committee to the Teaching and Learning Committee as well as developing sub-committees such as the Programme Renewal Committee and the Hybrid Learning Steering Committee.

4.2.4 Faculty of Education

We have a dean, two vice-deans (for learning and teaching, and research and postgraduate supervision, respectively), a faculty manager, faculty administrator, three (3) heads of departments (Curriculum Studies and Centre for Higher and Adult Education, Educational Psychology, and Education Policy Studies), as well as the director of SUNCEP.

<Do these have approved mandates? If not, perhaps identify as an area for improvement.>

Our Management Committee consists of the dean, vice-deans, and the faculty management), our Executive Committee includes all the HOD chairs, vice deans and dean).

Our standing committees are the: Research Committee, Teaching and Learning Committee, and Social Impact Committee; however, we also have Programme Committees for the *BEd (Intermediate phase), BEd (Foundation Phase)* and *PGCE-,* as well as *BEdHons* programmes, and a master's and doctorate committee, which all report to the standing committee of T&L, chaired by the vice-dean (T&L).

We have an active student class representative system. The faculty's student representative council chair serves in the University's Academic Affairs Council, and the chair and vice-chair sit on our Faculty Board.

> **Improvement area:**
>
> We have recently developed the *terms of reference* for a Transformation Committee, and a Communication and Marketing Committee is to be established soon. We are considering the introduction of a 4IR committee, and there is currently a working group on internationalisation, guided by the PASS division, Stellenbosch University Internationalisation (SUI).

4.2.5 Faculty of Engineering

The Faculty is managed by the Dean, supported by two Vice-Deans, one focusing on Research & Industry Liaison, and the other on Teaching & Quality Assurance. Each department is managed by a chair supported by a departmental management committee. The dean, vice-deans and all five departmental chairs form the Faculty's Management Committee. The Management Committee also includes the Faculty Director and two additional members to broaden the diversity of the Committee.

<Some faculties call these managers, and some call them directors. Should there not be a general remark to indicate that they have the same responsibilities? To avoid confusion.>

In addition to the Management Committee the following committees support and advise the Management Committee:
- Faculty Board;
- Faculty Committee;
- Programme Committee;
- Research Committee;
- Risk Committee;
- Transformation Committee;
- Marketing Advisory Committee;
- Faculty of Engineering Advisory Board.

Academic matters within the faculty are governed as follows:

A faculty **Programme Committee** considers matters related to academic governance (such as proposed changes or additions to the existing academic programme, assessment rules, rules for moderation and internal- and external examination, language implementation, etc.) and makes recommendations to the **Faculty Committee**. Where applicable, the input from the institutional **Programme Advisory Committee** is solicited and duly considered; while matters tabled, or to be tabled, at the Senate **Committee for Learning and Teaching** are shared or discussed.

The Faculty Committee considers recommendations from the faculty Programme Committee, as well as from Departments (research topics and supervisors for post-

graduate students, post-graduate examination results, appointment of external- and internal moderators and -examiners, etc.) and presents its decisions to the **Faculty Board** for approval. From there the usual and relevant institutional approval process follows via the **Academic Planning Committee**, and by the Faculty Board to **Senate**.

Student representatives are included in the faculty Programme Committee as well as the Faculty Board.

Departmental Management Committees consider departmental matters and quality assure documents that are to be submitted for consideration at the Faculty Committee.

The Faculty of Engineering Programme Committee is chaired by the vice-dean: T&L and consists of
- The Dean and both Vice-Deans;
- Departmental programme coordinators, typically one undergraduate and one postgraduate coordinator per Department. Some departments have more than one post-graduate coordinator;
- A representative from the Faculty of Science, since numerous FoS service modules are included in the Engineering programmes;
- Two student representatives, from the duly elected Engineering Student Council.

The Faculty Committee of Engineering is chaired by the Dean and consists of:
- The Dean and both Vice-deans,
- Faculty Director,
- Departmental Chairs,
- The Faculty, Who?
- Two additional academics,

Reflection on effectiveness:

The academic governance in the faculty effectively ensures reporting and accountability. Its effectiveness is enhanced by the inclusion of departmental programme coordinators both in Departmental Management Committees and in the faculty Programme Committee. Departmental Chairs (of the DMCs, and Departmental meetings) are assisted by programme coordinators, and represent their departments on the Faculty Committee. Various faculty documents detail rules and procedures within the faculty, which aid in clear communication and effective governance.

At departmental level: Module coordinators (lecturers) draft module frameworks to a standard template. All module frameworks are signed off by the relevant departmental Programme Coordinator to ensure adherence to the various academic requirements (including credit types and load, content, and assessment including graduate attribute requirements). Departmental marks meetings are conducted at the end of each term (often as part of the termly Departmental meeting), where marks statistics for all

modules are collected and discussed to identify any problems that may need to be addressed.

Student voice: The Engineering Student Council directly engages with faculty management. Student representatives are included in academic committees. Class representatives are elected per year group per Department and mid-semester meetings take place between them and the Departmental Chairs (or the Dean in the case of first years) to allow timely intervention if problems arise. Student feedback is solicited for each module presented in the faculty, although the response rates have dropped markedly since the feedback system moved to an online mode.

4.2.6 Faculty of Law

The Faculty of Law identified an improvement on the updating of committee mandates.

The faculty uses its departmental structures. As the *Bachelor of Laws (LLB)* programme is shared by all the departments, though, the Programme Committee looks at all undergraduate and postgraduate taught programmes, while the Research Committee oversees the *doctoral (PhD)* programmes. The Faculty of Law is a relatively small faculty; therefore, there is more fluid and regular communication within the Deanery, but the faculty also makes use of the Faculty Board, and the Transformation Committee.

In addition, there is a Library Committee, Events Committee, ad hoc committees, and most of these contain student representatives from the student society, called the "JV" ("Juridiese Vereniging"). Within the Faculty there are two people who attend specifically to SI projects.

4.2.7 Faculty of Medicine and Health Sciences

The faculty (FMHS) functions according to a very efficient and robust, well-established structure of programme committees as set out below:
- Undergraduate programme committees (UPCs) for each of the six (6) undergraduate programmes at the FMHS, who report to the Committee for Undergraduate Teaching (CUT); and
- A series of postgraduate programme committees (PPCs), which are linked to either a department or a division to help manage specific programmes, and that report to the Committee for Postgraduate Research (CPR) in the case of 100% research programmes (e.g., *Master of Science* full-thesis programmes and *PhDs*) or to the Committee for Postgraduate Teaching (CPT) in the case of structured postgraduate programmes.

The CUT, CPR and CPT are chaired by the relevant vice-dean and report, in turn, first to the Faculty Committee and then, in the last instance, to the Faculty Board. Depending on the nature of the recommendations resulting from this process, and the power of disposal (to have the mandate to act on an issue) granted, some recommendations may be ratified by the Faculty Board and implemented as final decisions, while others must be submitted to Senate first. The UPCs are headed by programme leaders, while the

PPCs are headed by either programme leaders or academic staff from the department or division concerned. Together with the committee members, they must quality assure their activities. Furthermore, they should follow certain guidelines regarding their reporting duties and the format of these reports. The PCs consist of competent persons who represent all the relevant and required areas of expertise.

In addition, we have oversight from statutory bodies for our undergraduate programmes (HPCSA and SANC) and for some of our postgraduate programmes (HPCSA and CSMA) in terms of the national requirements for these professional qualifications.

> **Improvement area:**
> We currently have no organogram for these structures, nor mandates, but we have noted the desirability of creating such documents.

4.2.8 Faculty of Military Science

There are several academic committees within the faculty, established to facilitate the effective functioning of the faculty. All members of faculty are expected to be active participants in the committees on which they serve. All faculty members must serve on at least one committee. As the Faculty expanded and adapted in line with the requirements of the University, some of the committees have changed in their operation. The list below reflects the committees as set out in the Standard Working Procedures (SWP) of the faculty (compiled in 2011) as well as their current operations.

- **Programme Committee:** The committee is chaired by the Dean, who appoints the Vice-Dean Teaching, Learning and Research, the programme co-ordinators of the five academic programmes as well as other co-opted personnel as may be needed, from time to time, such as the TE Co-ordinator and the Faculty Projects Co-ordinator. ~~The functions of this Committee are to: Ensure the maintenance of programme identity, ensure that programme outcomes are reached; Ensure success in the integrated presentation of programmes; Monitor student throughput through the different programmes; Evaluate student feedback on the programmes; Continuously liaise with representatives of the SANDF about their evaluation of, and recommendations regarding these programmes.~~

- **Cost Centre Management Committee**: As determined in the memorandum of agreement between Stellenbosch University and the DoD, the DoD remains responsible for the operational budget of the faculty. The faculty is provided with a separate budget allocation within the wider Military Academy budget and is responsible for the expenditure in terms of the budget allocation. <more information available>

- **Social Impact Committee:** This Committee comprises of a Chair (who is currently the Vice-Dean Social Impact and Personnel), representatives of the five Schools of the Faculty and a student representative. The aim of this committee is to: Promote social impact initiatives of staff; Facilitate social impact funding applications to the Social Impact Committee of Senate; Support social impact initiatives of students; Liaise with external community partners to facilitate support for community social impacts initiatives and projects

where appropriate.

- **Research Committee**: Comprises of a few members of the faculty with a keen interest in research. The functions of the Research Committee are to: promote research in the faculty; formulate the Faculty Research Plan; Promote the Faculty research focus areas; consider applications for post graduate studies at the Faculty and recommend appropriate supervisors; Evaluate research proposals – supervisors should ensure that postgraduate students do not forward their research proposals to other institutions before subject and school chairs have reviewed such proposals, with the committee only playing an advisory role; promote the MA on an all relevant international research platforms; and promote the interests and accreditation of *Scientia Militaria*.

- **Staff Development and Service Conditions Committee:** The functions of this committee are to: Supervise service conditions of faculty members and advise appropriate structures on related matters; Disseminate information on developmental opportunities and facilitate the utilisation thereof; Advise the faculty about appropriate staff development policies.

- **Teaching and Learning Committee**: This committee is *ex officio* chaired by the Vice-Dean Teaching, Learning and Research. The functions of this committee are to: Serve as communication link between the faculty and the SU Learning and Teaching Committee for the dissemination of mutual inputs and feedback; Develop a strategy for learning and teaching in the faculty in accordance with the institutional plan of the SU; Advise the Dean on the implementation of the institutional and faculty specific strategies for teaching and learning.

- **Teaching and Learning Technology Sub-Committee**: At least one representative from each School must serve on this committee. The functions of this committee are to: Provide management information with respect to technological support required in the faculty; Advise the Faculty Management with regard to the acquisition of technology to support learning and teaching in the faculty; Support the Faculty with regard to training in the technology of learning and teaching. The functions of this committee have been taken over by the Edu-Tech Department, who in collaboration with the Blended Learning Centre of SU ensure facilitate training and implementation of teaching and blended learning technologies within the faculty.

- **Library Sub-Committee:** The functions of this committee are to advise the librarian in charge regarding: The needs and requirements of faculty and students; how best to assist the faculty and students as a research library with the resources available.

- **Roster Sub-Committee**: The functions of this committee are to prepare residential and TE contact session class rosters as well as test, examination, and re-evaluation timetables for residential and TE students in accordance with the prescripts contained in the Calendar of the Faculty and the best interests of all stakeholders.

- **Faculty Ethics Screening Committee (FESC):** The Committee is chaired by the Faculty Representative serving on the Research Ethics Committee (REC) of SU. The Committee comprises of the Chair, representatives from each School, a student representative as well as a legally qualified member. The functions of

this Committee includes the following: screening all ethics application from the Faculty of Military Science; approving low risk ethics applications before referral to the REC; facilitating medium and high-risk ethics application to the REC; providing and/or facilitating training and support to supervisors and students in all matters relating to research ethics; and ensuring implementation and adherence to all policies and procedures prescribed by the REC.

The Dean may from time to time constitute ad hoc committees within the faculty when required on matters not falling within the purview of any of the abovementioned committees.

The faculty is managed by the Dean through a system of interactive structures and appointments all reporting in the final instance to the Faculty Board on academic matters and the Faculty Executive Committee on operational matters.

- **Dean:** The Dean is the appointed head of the faculty and is appointed in accordance with prescribed SU procedures.
- **Vice-Deans:** The faculty currently provides for two Vice-Deans, namely, the Vice-Dean Teaching, Learning and Research with the responsibility areas of teaching and learning (serving as ex officio Chair of the Faculty Teaching and Learning Committee), as well as research; and the Vice-Dean Social Impact and Personnel with the responsibility areas of social impact, human resource related matters, including staff wellness, transformation and internationalisation. The Vice-Deans are nominated and seconded by a member of Faculty and subsequently elected by the Faculty Board, consisting of permanent academic staff. The result of the election serves as a recommendation to the SU Appointments Committee of Senate which ultimately makes the appointment. The appointed Vice-Dean must preferably be in possession of a PhD and serves a minimum of three years. Where a candidate with a master's degree is elected, the candidate will serve for one year with the possibility of re-election. Vice-Deans are members of Senate.
- **Faculty Manager:** The Faculty Manager is responsible for all non-academic matters that include, *inter alia*, management of business services for finance management, procurement, student administration, information technology, facilities, international engagement, and projects.
- **Executive Committee:** The day-to-day management of the faculty is conducted by the Executive Committee of the Faculty. This Committee consists of the Dean, the Vice-Deans, Chairs of Schools, the Director of the Centre for Military Studies (CEMIS), the Telematic Education (TE) Co-ordinator, the Faculty Officer (who functions as the secretary), as well as the representative of the Military Academy Student Council (MASC). The Director Faculty Management serves on the Executive Committee in an ex officio capacity as support staff. The Executive Committee meets once a week. Other members of Faculty (e.g., Chairs of Committees) advise the Executive Committee and may attend meetings on an ad hoc basis as necessary. The aim of the Executive Committee is to streamline decision-making by reducing the volume of bureaucratic/administrative work filtering through to the rest of the faculty.
- **Schools:** The faculty is organised into five schools as multidisciplinary centres

of excellence in a military contextualised focus area. They are the: School for Defence Organisation and Resource Management, School for Geospatial Studies and Information Systems, School for Human Resource Development, School for Science and Technology, and the School for Security and Africa Studies. Chairs of Schools are nominated and seconded by members of their respective Schools and are then elected by the members of the school, with franchise in the Faculty Board. The results of the election serve as recommendation to the Appointments Committee of Senate, who approves the appointment. The imperatives of transformation of race and gender are considered during the nomination and election of all School Chairs. **Departmental Chairs:** Departmental Chairs are ultimately responsible for the academic integrity of their respective subjects. Chairs of Departments are elected by members, with franchise in the Faculty Board, belonging to the specific department, each for an agreed upon term of office. Where a department is unable to reach a decision with respect to appointment, the Dean in consultation with the Chair of the School will make an appointment.

Improvement area:

The Faculty of Military Science has experienced an unprecedented attrition rate of experienced and senior academics within faculty. This has been due to a few factors, mainly precipitated by the non-implementation of a competitive remuneration dispensation by the DoD. This has resulted in junior members being required to step into management roles without extensive managerial and leadership experience. This has resulted in challenges with the management of various aspects within faculty.

Consequently, the Dean has created an ad hoc task group to design and implement a restructuring of faculty management and ensure accountability at all levels of faculty for matters pertaining to the faculty. The task team held extensive consultations with all members of Faculty within the schools and have drafted an interim report. Members have been tasked to ensure that the strategic goals of faculty, specifically regarding the restructuring, is in line with the strategic goals of Stellenbosch University. Once the strategy is finalised, the task team will integrate the strategy with the proposed restructuring and commence with implementation. The restructuring will further necessitate a re-organisation of the existing academic committees to align with the proposed new structure.

4.2.9 Faculty of Science

The Faculty has a **management committee** that consists of the Dean, two Vice-Deans, Director Faculty Management, the eight Heads of Department, the three division heads of Mathematical Sciences and the HR practitioner. This FM committee meets every six weeks.

- The Dean meets with every HoD independently every six weeks to discuss department-related issues.
- The faculty executive meets every fortnight: Dean, two Vice-Deans and Director Faculty Management, followed by fortnightly meetings between the Dean and each Vice-Dean independently.

- The Dean holds quarterly meetings with the Directors of the Level 2 centres.

See: Summary of committee structures and members of the faculty attached

In terms of learning and teaching, the faculty has an **academic committee** that oversees the academic offering of the faculty: The Dean, Vice-Dean T&L, Coordinator Academic and Student affairs and the Director Faculty Management sits on this committee. This committee makes the major decisions w.r.t enrolment planning, programme directions and other teaching related issues.

This committee also oversees the Language Implementation Plan of the faculty and feedback w.r.t language offering or deviations for the biannual Language Report. It also oversees the moderation reports and follow-up actions if needed for all modules offered.

Additionally, the faculty has the following sub-committees:
- **Programme committee**: The Vice-dean T&L is the Chair of this committee, which includes the programme leaders of all UG programmes, the Coordinator for Academic and Student Affairs, the Director Faculty Management, the Faculty Administrator (on invitation). This committee meets at least four times per year to discuss changes or amendments to the academic programme offerings (including the need for new programmes), new or module changes, assessment policy and structures.
- The faculty has an active **Science Teaching Forum** where all the lecturers can meet with the programme leaders to discuss and share teaching and learning related issues, new developments, curriculum design etc. These discussions and innovation feed into programme and module design in all the academic offerings of the faculty.

In terms of research and postgraduate training, the **Faculty Committee** is a sub-committee of the Faculty Board and approves postgraduate related matters, academic offerings, and other institutionally related decisions. The Dean chairs this committee, which includes the Vice-Dean Research and Postgraduate Students, senior representatives from departments (elected by the Faculty Board) in Biological Sciences, Physical Sciences and Mathematical Sciences and the Faculty Administrator. The members serve for a period of three (3) years in this committee and they are not all elected at the same time. This ensures institutional memory is kept and that rules and regulations are followed conscientiously.

The Faculty Committee approves all PhD and MSc nominations, including candidates, supervisors and co-supervisors and examiners and external assessors. Examiner, supervisor, and final examination panel reports of PhD students are also evaluated by this committee. Examination reports for MSc candidates are screened by the Dean and evaluated by a departmental examination panel. Other matters that are considered by the committee are guidelines and application for upgrade of master's to PhD candidates. The Vice-Dean Research and Postgraduate Students chairs the Animals Research Facilities and oversight committee and oversees:

- Postgraduate examination procedures and guidelines resulting in regular review of processes to be clear, sound, and fair.
- Progress of postgraduate students and flow-through.
- Offers workshops for postgraduate students, addressing generic skills and graduate attributes.
- Postgraduate bursaries management and allocation.
- Innovation committee: Oversees the implementation of innovation and entrepreneurship enhancing actions in the faculty, including the curriculum. It is chaired by a senior academic. Dean, Vice-Dean Research and Postgraduate students and several academic staff members, representative of Innovus and the Director of the SU Launch Lab serve on the committee.

The **Faculty Board** is the official institutional structure that must approve postgraduate results, academic offerings, and other institutionally related decisions. The members consist of every academic appointed in the faculty, four members representative of the PASS staff, two representatives from the Natural Science Student Committee and on approval (non-voting) members from other departments or faculties associated with the FoS. *Faculty Board statute document attached*

Our Faculty of Science **Social Impact Committee** is chaired by an appointed SI coordinator. Members represent all the departments of the faculty and other important SI role players. The committee meets bi-annually and aligns the SI activities of the faculty. The Chair is elected by the Faculty Board and represents the Faculty on the Institutional SI Committee. *SI committee attached*

The **Faculty of Science Transformation Committee (FoSTAC) is** chaired by an appointed academic staff member, elected by the Faculty Board Representatives, and is constituted by an academic and PASS staff member from each department, as well as other key role players. They meet at least twice per year. The role of this structure is to inform and assist the faculty on transformation issues. *FoSTAC Terms of reference document attached*

4.2.10   Faculty of Theology

The basic structures in the faculty are the Dean's Office (including support staff), and three discipline groups: Old and New Testament, Practical Theology and Missiology, Systematic Theology and Ecclesiology.

The core committees are the Committee for Research and Publications, the Programme Committee (teaching and learning), the Social Impact Committee, and the Transformation Committee. These committees report to the Faculty Committee, which consists of the Dean, the Faculty Manager, the Faculty Administrator, and the chairs of the three discipline groups and four core committees. The Faculty Committee reports to the Faculty Board, which consists of the members of the Faculty Committee plus all academic staff, two representatives from other faculties, two student representatives, and one support staff representative. The Faculty Board reports to the University's Executive Committee of Senate.

The faculty has found that there is duplication between the Faculty Committee and the Faculty Board and is in the process of addressing this. The "flat structure" of the faculty was also discussed at the strategic session in November 2021; this will be further addressed at the next strategic workshop in February 2022.

Focus area 2

The four standards in Focus Area 2 concentrate on how the *design and implementation of an integrated quality management system* in the institution enhances the likelihood of student success and improves the quality of learning, teaching and research engagement, as well as accommodating the results of constructive, integrated community engagement within the context of the institution's mission.

Stellenbosch University has a well-established culture of continuous quality enhancement. This is evidenced by good practices in and institutional support for all the activities relating to the core academic functions of the University, i.e., promoting excellence in learning and teaching, research and social impact (community engagement), and also in terms of the professional academic and administrative support (PASS) functions that contribute to the organisational management and institutional effectiveness of the University (e.g., the Finance Division, Human Resources, ICT, Registrar's Division, Student Affairs, etc.).

The management of quality happens in a distributed manner across the University, but it is supported by a formal system for quality assurance (QA) which dates back to 1993. Today, the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019) articulates the principles and provisions for its system. Quoting from the *Policy:*

> The **quality management system** provides for the regular evaluation of academic departments and professional academic support services according to a **fixed cycle** for quality assurance and enhancement. The system also provides for the **periodic review and renewal** of faculties, organizational structures, and academic programmes and qualifications, taking into account the scheduling of national reviews, and evaluations conducted by professional bodies.
>
> Besides the formal quality management system, a range of **continuous** activities for the control, assurance and enhancement of quality are **standard practice** at Stellenbosch University. These activities include, but are not limited to, the appointment procedures for academic staff; regulations for internal and external moderation and the processing of results; ethical clearance for research proposals, and the approval processes for new academic programmes and changes to the existing academic offering.

Members of the self-evaluation committee consulted with their faculties and RCs to reflect on and respond to the following questions for each of the respective standards of Scope Area 2:

Standard 5

5.1 In terms of learning and teaching: How does your faculty engage in enrolment planning, evaluate the student experience, and ensure academic integrity in terms of assessments, internal and external moderation, and examination practices?

5.2 In terms of research: How does your faculty develop, support and reward researchers at various levels in terms of their career path, and how does your faculty evaluate the impact (qualitatively and quantitatively) of the research output?

5.3 In terms of social impact: What programmes are currently active, and how do we ensure ethical, safe and sustainable interactions with the communities we engage with?

Standard 6

6   How do you manage staff wellness within your faculty, and ensure that the financial and infrastructural resources (including specialist laboratories) are well managed?

Standard 7

7   Explain what the main data sources are and which inform decision-making at faculty and departmental level. E.g., is there a systematic process for evaluating and improving the throughput rate of gate-keeping modules?

Standard 8

8   What information for improvement and decision-making at faculty and departmental level is currently lacking or hard to come by?

(a) Standard 5

A quality assurance system is in place, comprising at a minimum of: (i) governance arrangements, (ii) policies, (iii) processes, procedures, and plans, (iv) instructional products, (v) measurement of impact, and (vi) data management and utilisation, as they give effect to the delivery of the HEI's core functions.

- One or more policies, duly approved by the appropriate governance structures, establish, and regulate the system for quality assurance ✓ and for the support, development, enhancement and monitoring of the core functions of the institution, i.e., learning and teaching, research, and community engagement as these would have been differentiated by the evaluation for Standard 1.
- Plans and processes in the institution, duly approved by the appropriate governance structures, support, implement, monitor, and enhance the quality assurance system.   ✓
- Clear lines of authority and accountability determine how the quality management system is implemented in the institution.   ✓
- All participants in the quality management system of the core academic functions are demonstrably held to account for the way in which they execute, support, improve, enhance, and monitor quality   ✓
- The institution's engagement with the QEP process and its focus areas, where and when relevant, form part of the institutional self-reflection   ✓

Quality Judgement

In terms of standard 5, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

5.1 Reflection on guidelines

Stellenbosch University has a formalised quality assurance (QA) system in place, which is governed by a Council-approved policy.

In the 1990's, the QA system was initially administered by the Registrar's Office but soon shifted to a central Office for Academic Planning and Quality Assurance (APQA), which became a separate entity in 2004 – established in preparation for the first round of institutional audits. The Office for APQA introduced a six-year QA cycle for all departments and established the procedure for an internal self-evaluation, followed by an external peer review, where the findings and recommendations would be responded to in writing, and tabled for discussion at a Quality Committee (QC) meeting, with the key findings reported to the Executive Committee of Senate.

Thereafter, the department is expected to submit a two-year follow-up report to show how the identified improvement actions were addressed.

In 2008, the Office for APQA merged with the Centre for Strategic Information to become a Division for Institutional Research and Planning (IRP) with a staff complement of nine people. Soon after the merger, the Office was renamed the Centre for Academic Planning and Quality Assurance (APQ). During this period, Senate approved a procedure for the evaluation of support services (now called "PASS environments"). The Centre for APQ subsequently introduced supporting documents, including *Themes and criteria* for both departmental evaluations, and for support services. During this period, the positioning within IRP allowed for greater access to institutional information and the Director: Institutional Research would compile core statistical reports for each departmental evaluation, based on the University's key drivers at that particular point in time (including research output, student success, module throughput, and diversity/transformation of students and staff).

In 2017, the Division for IRP was restructured and moved to a new reporting line, changing its name to the Division for Information Governance. The Centre for APQ, though, remained in the Deputy Vice-Chancellor: Learning and Teaching's RC and was repositioned to report to the Division for Learning and Teaching Enhancement (LTE), with its capacity strengthened from three staff members to four, and then to six staff members shortly thereafter. Whereas the QA portfolio was initially managed by one administrative staff member only, the post-level was raised to an *Advisor: Quality Assurance* level, and an additional *Officer: Quality Assurance* position was created to support the increase in the number of evaluations per year.

The current staff complement of the Centre for APQ is as follows, with job descriptions uploaded to the portfolio of evidence:

1. Deputy Director/Centre Head
2. Advisor: Academic Planning – and secretariat to the *Programme Advisory Committee*
3. Advisor: Programme Review and Renewal
4. Advisor: Quality Assurance – and secretariat to the *Quality Committee*
5. Officer: Quality Assurance
6. Part-time (5/8) Administrative Officer

Insert DVC: L&T organogram.

In terms of QA, the Centre for APQ provides centralised support and advice to faculties, departments, CIS, RCs and PASS environments regarding their scheduled self-evaluations and peer reviews. It manages the institutional QA schedule and provides secretarial support to the Quality Committee which processes all the QA reports.

For more information on the Centre for APQ, the *Self-evaluation report of the Division for IRP* (2017), the peer review report and *LTE's follow-up report* (2019) can be accessed, including its Vision, Mission, Values and Priorities (2021).

In 2019, the University replaced its *Points of Departure and Framework for Quality Assurance (2011-2016 cycle)* with a new *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019). This elevated the position of the QA practices from a Senate-approved management document to a Council-approved university-wide policy.

The adoption of the *Policy* heralded-in SU's fifth (5th) QA cycle. It was drafted in line with the CHE's discussion document, *An Integrated Approach to Quality Assurance in Higher Education* (2017) and articulates the principles and provisions for QA and QE at SU, as well as the roles and responsibilities of deans, departmental heads, RC and PASS heads in relation to the institutional QA system.

Good practice

The consultative approach used when drafting, reviewing, and approving policy or management documents is a good practice at Stellenbosch University and which allows for faculties and other role-players to contribute to policy formulation.

The quality of the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019) is of a high standard and is fit-for-purpose. It prescribes a cost-effective system which assures institutional quality and contributes to the purposeful transformation of the University. It allows all departments and PASS environments to also contemplate their fitness-of-purpose, given changing contextual circumstances.

Improvement area

An improvement action which has been identified has received a lot of attention within the Centre for APQ in recent times is the development of a new comprehensive guideline document for self-evaluations which is underway. With a mature quality culture, the guiding questions and types of nuanced evidence required for a thoughtful, *collective sense-making* effort to take place requires a whole range of tools, methodologies and sharing of good practice across the University.

These draft guidelines are scheduled to be workshopped with role-players for final approval and adoption in 2022, with the idea to create online videos and tools to provide just-in-time support for all self-evaluation committees and sub-committees.

For the purposes of this focus area and related standards and guidelines, much of the evidence relating to the QA cycles can be verified by accessing the SharePoint database and *QA schedule*. Supporting documents, including procedures, themes and criteria and guidelines for self-evaluation and peer review of academic departments and professional academic and administrative support service (PASS) environments are available on the Centre for Academic Planning and Quality Assurance (APQ's) website.

Submissions for the two phases of the CHE's Quality Enhancement Project (QEP) are also uploaded in our portfolio of evidence.

5.1.1 Learning and teaching

For teaching and learning at undergraduate and postgraduate level:

- Enrolment planning, recruitment and (re-)admission of students, including credit accumulation and transfer (CAT);
- Design and development of curricula and learning materials
- Delivery of all aspects of learning, teaching, and assessment, including learning material, Work-Integrated Learning (WIL) and curricular community engagement, as well as the mode of provision (e.g., contact, blended, fully online, distance, etc.);
- Integrated academic support, such as academic orientation, tutoring and advising;
- Student support and related psycho-social services for the holistic well-being, safety and security of students (including, for example, mentoring and counselling, opportunities for social-, cultural- and sporting engagement, where relevant
- Appropriately conceived student governance structures that function
- Mechanisms for student appeals and complaints at various levels of the institution
- Mechanisms for evaluating student satisfaction and the student experience
- Student assessment, including internal moderation and external examination
- Procedures for appointing internal and external examiners;
- Certification of qualifications
- Offering of short courses and part-qualifications

SU's enrolment planning targets are finalised in consultation with faculties and agreed with the DHET in terms of its enrolment planning cycle. The University has a dedicated Centre for Prospective Students, situated in the Registrar's Division. Faculties, departments, and programme teams make use of specific practices aimed at the recruitment of students. Generally, SU manages to meet its enrolment targets and compares well against peer universities in South Africa.

< Consider including DHET enrolment planning templates, and include policy and management documents regarding (re-)admission, CAT and RPL; include faculty-specific examples perhaps >
< Refer to comparative over/under-enrolment figures of public universities in South Africa >
< Is it true for 2022 as well? Or has Covid influenced enrolment trends? >

The design and development of curricula and learning materials are the responsibility of academic staff. Centrally, the Division for Learning and Teaching Enhancement (LTE) provides support by means of the Centre for Teaching and Learning (CTL) advisors, and blended- and hybrid-learning support from the Centre for Learning Technologies. The Language Centre provides a range of simultaneous interpreting and translation services.

The responsibility for the design and development of curricula and learning materials for undergraduate modules is primarily with departments and programme teams themselves, with faculty oversight by programme committees and institutional oversight by Senate. Support is provided through the Academic Planning Committee (APC) and the Committee for Learning and Teaching (CLT), which are two standing committees of Senate. Detail feedback on proposed calendar changes and new programme submissions is given by the Programme Advisory Committee (PAC) as a sub-committee of the APC. The PAC is supported by the Centre for APQ.

In the period from 2018 to 2022, Stellenbosch University submitted [number] new academic programmes to the DHET for PQM approval and to the HEQC for accreditation.

Insert aspects of AP report here < Add a quality judgement, based on the success of our application system; provide examples of PAC feedback and maybe some faculty programme committee notes as well… >

SU is a contact institution which makes ample use of blended learning technologies to enhance the learning experience of its students. In addition to the formal curriculum, there is a well-developed and quality-assured co-curriculum support systems, including, e.g., tutor and mentorship training for senior students.

< Perhaps add co-curriculum experiential learning prospectus and/or template for co-curricular recognition >

Academic support is integrated into the delivery model of modules, e.g., tutorial work, group projects, laboratory work, etc. The impact of academic support is contemplated as part of departmental and programme evaluations, and is reviewed by professional bodies, where relevant.

The Division for Student Affairs (DSAf) provides holistic support and development opportunities for students.

< Add a reflection here on, e.g., the CSCD/SSVO's successes and challenges and the different centres within DSAf; also refer to the QEP reports i.t.o. the BeWell system, etc. >

The *Student Constitution* (2020) determines the student leadership and governance structures at SU, including the Student Representative Council (SRC), Prim Committee, Academic Affairs Council (AAC), Societies' Council, Tygerberg Student Council (TSC) and Military Academic Student Council (MASC).

< Perhaps add how SRC nominations are not based on party politics, and reflect on the induction programme for new student leaders, and accountability measures, e.g., SRC portfolio evaluations >

Various avenues are available for students to raise concerns or complaints, whether academic or general in nature, and these are articulated in the General Calendar as well as in policy and management documents. The University also has an Ombud to whom complaints can be directed.

SU uses a multipronged approach in measuring student engagement, student satisfaction and student experience. For modules, standardised student feedback is used as well as the class representative system to establish student satisfaction. Programmes make use of focus group interviews with students and interviewing those recently graduates and employers. During departmental reviews students are members of the self-evaluation committees. Peer review panels interview students from different year groups to verify the claims made in the departmental self-evaluation reports. Stakeholder satisfaction surveys are conducted when judged necessary. At the institutional level, the Division for Information Governance conducts a range of surveys.

In 2021, the *Assessment Policy* was reviewed, and the Committee for Learning and Teaching requested that the review of the *Regulations for Internal and External Moderation and the Processing of Results* be scheduled for 2022. The practice of internal moderation for all modules, and external moderation for all exit-level modules is well established at SU. As a long-standing practice, academics act as external moderators and examiners for many universities and private higher education institutions, especially in South Africa.

The Registrar's Division oversees the certification of all qualifications, and the *Short Course Policy* is implemented by the *Short Course Division* within *InnovUS*. No part-qualifications are offered by SU.

5.1.2 Research

For research:

- The development and support of researchers at various levels in the academic career path, including the use of reward structures
- The inclusion of research ethics as part of the programme
- The evaluation and impact of the research output, using quantitative and qualitative performance measures
- Research supervision is *not* being covered in this round of audits due to the recent National Review (NR) of the doctoral qualification. Once the NR process has been completed, postgraduate supervision will be re-introduced into institutional audits

< The first and third bullet have not been adequately addressed under this section but I have seen references to these topics under other sections. I would suggest that those be untangled from elsewhere and formulated here. >

Research for Impact at SU implies optimising the scientific, economic, social, scholarly and cultural impact of research. Our focus is on interdisciplinary research that benefits society on a national, continental and global scale, without foregoing the value of basic and disciplinary research excellence, as it forms the basis for applied and translational research.

SU wishes to achieve this by pursuing excellence, remaining at the forefront of its chosen focus areas, gaining standing based on its research outputs, and being enterprising, innovative, and self-renewing. This requires a careful balance between,

on the one hand, continuity and consistency, and transformation and rejuvenation of SU's academic researcher cohort, on the other. At the same time, SU research strives to be socially relevant. Ultimately, the research efforts are not only aimed at academic success, but also at making a significant impact in the world.

The institutional goals related to the core strategic theme of *Research for impact* are as follows:

- Develop a research agenda derived from SU's values, societal needs, and the sustainability imperative.
- Conduct research of significance based on selected, focused strategic research areas.
- Inform the future research agenda and strategically involve our stakeholders.
- Conduct collaborative and interdisciplinary research that addresses the grand challenges of society.
- Create an embedded culture of innovation and entrepreneurship in our research.

Strategic research areas

SU has refocused its thinking and strategic planning on ways it can hone the strengths of the University to become a leading 21st-century institution, by simultaneously addressing some of the pressing needs of our country, as well as delivering on the challenges brought by, inter alia, the expanding knowledge society and economy, while accounting for the effects of globalisation.

With due cognisance of the challenges of relevance and significance, and in the light of the developmental needs of our region, SU has identified five strategic research areas (SRAs) which will drive the research agenda for the next few years:
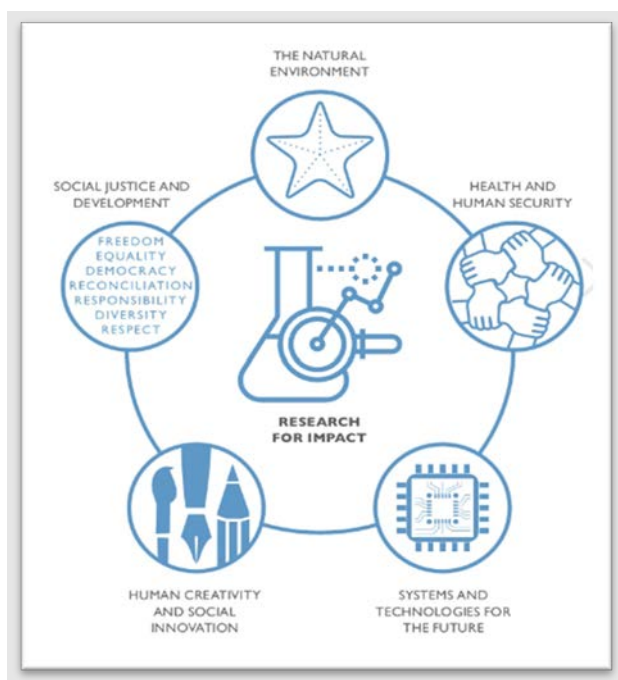

Figure […]:   Five strategic research areas for Stellenbosch University.

The SRAs allows the University to strategically cluster, support and grow its existing research initiatives, with a strong focus on strengthening trans-disciplinary research collaboration, societal impact, and sustainability. Under each of the broad SRAs, there is now a focus on the establishment of new "high rises" which will continue to transform our research portfolio.

The full spectrum of knowledge creation which contributes to these five themes – from basic to applied research – receives strategic support at Stellenbosch University. Although strong emphasis is placed on the translation of research outcomes for the benefit of society, full cognisance is also taken of the critical need for support in the underlying fundamental and theoretical research areas.

Research ethics

Stellenbosch University (SU) is committed to applying the values of inclusivity, accountability, excellence, compassion, equity, participation, transparency, service, tolerance and mutual respect, dedication, scholarship, responsibility and academic freedom in all its activities (as contained in the SU Vision Statement). This includes, by definition all research which is conducted at the University. The research programme of SU encompasses all the research activities which are conducted at the University whilst research ethics involves the application of fundamental ethical principles to all SU's research activities.

SU first introduced guidelines on ethical aspects of scholarly and scientific research in 1996. A more comprehensive policy on the responsible conduct of research was approved in 2009. A revised version of this policy was approved in 2013. *"SU is of the view that good science assumes ethical accountability according to internationally acceptable norms and that the responsibility for this lies with every person conducting research under the auspices of SU"* (Policy for Responsible Research Conduct at Stellenbosch University, 2013, p.1). SU appointed a Research Integrity Officer in 2016.

The 2013 Policy for Responsible Research Conduct is currently under revision by a task team appointed by the Senate Research Ethics Committee (SREC) and will likely be approved during 2022.

The purpose of this policy is to:
- promote and ensure research integrity and ethical research conduct at Stellenbosch University.
- establish the fundamental principles for the promotion of responsible conduct of all research undertaken at this university

Objectives of the policy include:

- formally endorse the Singapore Statement of Research Integrity and the Global Code of Conduct for Research in Resource-Poor Settings
- establish principles and responsibilities for research with human participants, animal care and use for scientific purposes, and biological and environmental safety
- establish principles and responsibilities for research collaboration, supervision/ mentorship, and authorship
- establish principles and responsibilities for data acquisition and management
- ensure compliance with this policy and other applicable research related norms, standards, and regulations
- address other research related issues such as financial management, management of conflict of interest, intellectual property and the investigation of scientific misconduct, by referring to other relevant SU policy or procedural documents.

Disciplinary steps may be instituted against any person who is found to be in breach of any requirement of this policy. Such a person may be found guilty of research misconduct and may be censured in accordance with the provisions of the University's disciplinary codes. Scientific misconduct and the investigation thereof, is covered in detail in the SU Procedure for the investigation of allegations of breach of research norms and standards (2014).

Other policies at SU that support and promote responsible research conduct are the:
- *Policy on Plagiarism in Support of Academic Integrity,*
- *Commercial Exploitation of Intellectual Property Policy,* and the
- *Conflict of Interest policy.*

STRUCTURES SUPPORTING THE PROMOTION OF RESPONSIBLE RESEARCH AT STELLENBOSCH UNIVERSITY
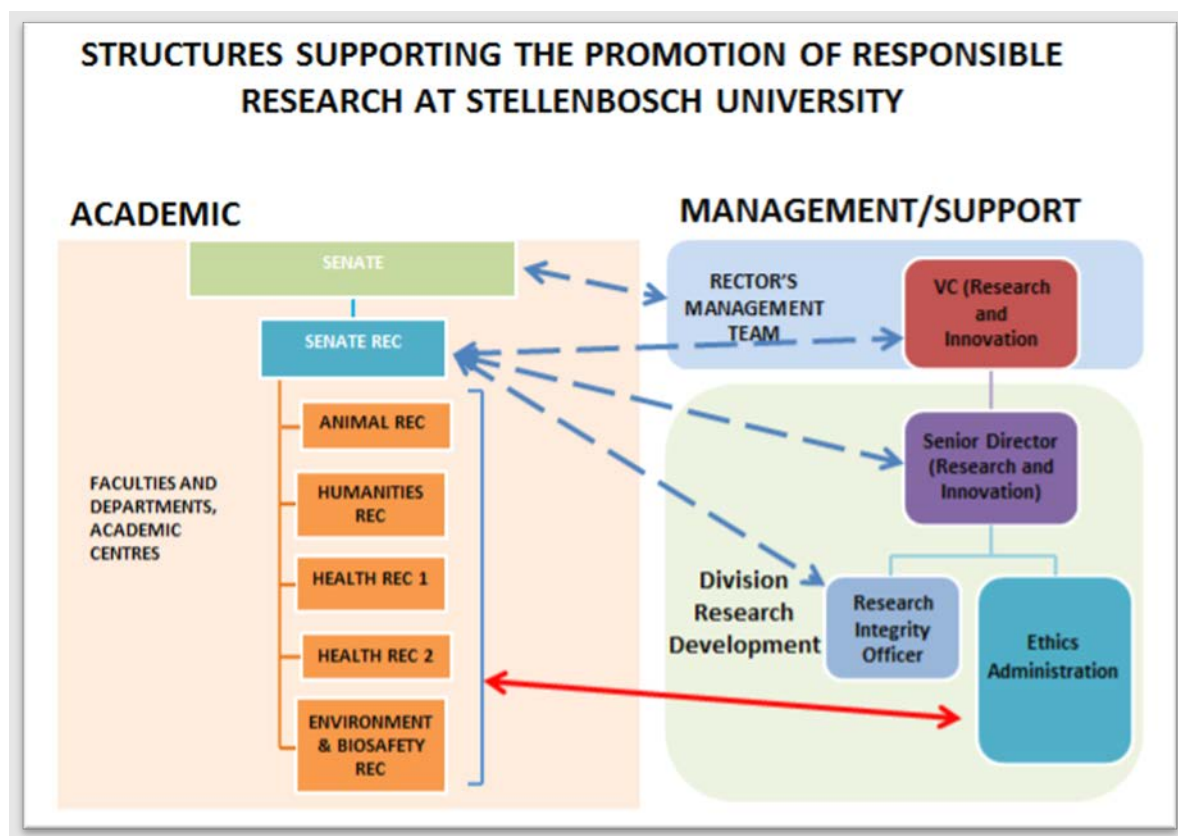
Figure […]   Structures supporting the promotion of responsible research at Stellenbosch University.

SU has five Research Ethics Review Committees which function under the Senate Research Ethics Committee (SREC):
  − Research Ethics Committee: Social, Behavioural and Education Research (REC: SBE)
  − Health Research Ethics Committee 1 (HREC 1)
  − Health Research Ethics Committee 2 (HREC 2)
  − Research Ethics Committee: Animal Care and Use (REC: ACU)
  − Research Ethics Committee: Biological and Environmental Safety (REC: BES).

Ethics clearance applications, review and approvals are all processed online via Infonetica *'software used to manage the full life cycle of all ethics applications from researcher to reviewer'*. The Infonetica Ethics Review Manager is available 24/7, and records (and logs?) are kept of everything entered into the system.

The respective committees review applications for ethics clearance, provide ethics approval and monitor research through the receipt of annual progress reports. The composition, training and functioning of these committees are in accordance with the requirements specified in the DoH 2015 and SANS 10386:2008 guidelines and set out in respective terms of Reference and Standard Operating Procedures for each committee such as the Research Ethics Committee: Biosafety And Environmental Ethics Standard Operating Procedures.

Terms of Reference and Standard Operating Procedures
  − HREC (2019)
    http://www.sun.ac.za/english/faculty/healthsciences/rdsd/Pages/Ethics/SOP.aspx
  − REC: SBE (2020) http://www.sun.ac.za/english/research-innovation/Research-Development/Pages/REC-Documents.aspx
  − REC: ACU (2011) http://www.sun.ac.za/english/research-innovation/Research-Development/integrity-ethics/animal-ethics (currently under revision by REC:ACU appointed task team, anticipate revised version approval by SREC in 2022)
  − REC: BES (2020) http://www.sun.ac.za/english/research-innovation/Research-Development/integrity-ethics/rec-bee-documents

SU actively promotes the responsible conduct of research through the provision of annual training and information sessions on research ethics and integrity. The Division for Research Development offers the following:
  − Annual research ethics and integrity information sessions
  − Annual Research Indaba
  − Ad-hoc research ethics training/workshops on REC specific standards and topics.

Weblinks: The *Division for Research Development* publishes a *Research at Stellenbosch* report each year, showcasing the progress we are making on our five strategic research areas Identify key documents to upload regarding research

5.1.3 Social Impact (Community engagement)

For community engagement:

- Philosophy, scope, and purpose of the institution's social engagement with the community
- Compliance with the legislative environment in working with vulnerable communities
- The ethics of the engagement and the protection of communities from exploitation by researchers
- The ethics of the engagement and the protection of communities from exploitation by researchers
- The impact and sustainability of the community engagement

SEC to request SI to draft a few paragraphs relating to these guidelines i.t.o. this standard.

5.1.4 Quality Assurance

For quality assurance:

- The use of self-reflection and improvement plans following previous external quality assurance activities (where relevant) such as CHE audits, the QEP process and HEQC decisions regarding accreditation and national reviews
- Internal quality assurance plans, processes, reports, reviews, self-reflection, and improvement plans

< *APQ to give access to peer review panel to SharePoint site; improvement area to give deans and departmental chairs access to the site as well* >

~~SU's institutional audit report (2005) and *Quality Development Plan,* as well as its submissions to the two phases of the *Quality Enhancement Project* are available on the CHE website.~~

The University has an excellent track record with national reviews and professional body evaluations. Since 2018, the national review for the *Bachelor of Laws*, and the national review of the doctoral qualifications were conducted by the CHE, and the resulting findings and recommendations were reflected on and have been or are in the process of being addressed. The same is true for the professional body evaluations of

the Accounting, Actuarial Science, Education, Engineering, Health Professions, Social Work, and other professional programmes.

Academic departments typically review themselves once every six years, and since the 2011-2016 QA cycle, all professional academic and administrative support service (PASS) environments have conducted a self-evaluation, followed by a peer review site visit. All QA reports and two-year follow-up reports are readily available on the Centre for APQ's SharePoint site.

5.2 Faculty examples

The CHE's *Manual for Institutional audits 2021* provides a range of guidelines that apply to learning and teaching at undergraduate and postgraduate level, research, and community engagement. These are broad themes that relate well to four of the University's six core strategic themes, i.e., *A transformative student experience*; *Networked and collaborative teaching and learning*; *research for impact*; and *Purposeful partnerships and inclusive networks*.

Faculties responded the following questions:

- − In terms of learning and teaching, faculties were asked to reflect on their engagement in enrolment planning, evaluate the student experience, and ensure academic integrity in terms of assessments, internal and external moderation, and examination practices.

- − In terms of research, the development, support and reward of researchers at various levels in terms of their career path, and their evaluation of the impact (qualitatively and quantitatively) of the research output.

- − And in terms of social impact, faculties were asked to list their current programmes, and explain how ethical, safe, and sustainable interactions with the communities they engage with is ensured.

5.3 Responsibility centre examples

RCs who provide support and services relating to learning and teaching, research, and community engagement (social impact) provided comprehensive responses.

(b) Standard 6

Human, infrastructural, knowledge management and financial resources support the delivery of the institution's core academic functions across all sites of provision, in alignment with the concomitant quality management system, in accordance with the institution's mission.

- The number, experience, and seniority of staff in the institution whose primary function is to execute, support and promote the quality management system in the institution, is appropriate to the nature, mission and size of the institution
- Financial resources, appropriate to the nature and size of the institution, are sufficient to allow for the planning, implementation, improvement and monitoring of the institution's quality management system
- Information and communication technology infrastructure, appropriate to the nature and size of the institution, facilitates the quality management
- Appropriate infrastructure such as specialist laboratories, including computer laboratories that are required for the programmes on offer are available and sufficient
- WIL is suitably organised and supervised, and all sites of learning are monitored
- Library services and resources, appropriate to the nature, size and mode of provision of the institution, actively support the core academic functions
- Adequate and appropriate ICT facilities for both students and staff are provided
- Adequate and appropriate academic environments are provided for on campus and in residences (where appropriate).
- Academic staff development for the professionalisation of teaching in various modalities (e.g. face-to-face, blended and online) is provided for staff; the function is adequately staffed, and is supported throughout the institution
- Mechanisms for evaluating and acting on staff wellness and satisfaction work well

Quality Judgement

In terms of standard 6, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

6.1 Reflection on guidelines

At SU, many of the QA functions are distributed to faculties (deans, vice-deans, departmental chairs, programme committee chairs, programme leaders and lecturers), responsibility centres (RC-, PASS division- and centre heads, and individual staff members) and students themselves (including student leadership structures), as described in the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019). Centralised support is provided by the Centre for Academic Planning

and Quality Assurance (APQ), which reports to the Division for Learning and Teaching Enhancement (LTE) in the Deputy Vice-Chancellor: Learning and Teaching's RC.

Health and safety protocols and specialised equipment are managed in their different settings, as required, and staff and students receive the prerequisite training for the use of any potentially hazardous materials or dangerous equipment. The Division for Facilities Management oversees the Campus Renewal Plan as well as all maintenance issues related to the physical infrastructure of the University at the different campuses, while the Division for Information Technology and the Centre for Learning Technologies ensure adequate access to internet and our SUNLearn platform.

Good practice and improvement area

Facilities Management has a rigorous project management methodology which was developed and implemented in 2017. This gated methodology ensures that projects are delivered on time and in budget. The DHET has complimented SU on the way in which our projects are executed and the pace at which we are completing our construction projects.

The Campus Renewal Project is addressing the academic and support buildings backlog maintenance and upgrade. Whilst a great deal has been spent on our residences we do have concerns about the maintenance state of some of our residences that will need to be addressed.

(One or two high-level priorities from the campus renewal plan to be described here.)

Within the South African higher education sector, there is no prescribed or standardised structure for QA entities responsible for the centralised functions related to, e.g., academic development, academic planning, curriculum renewal, enrolment planning, higher education environmental scanning, institutional information, institutional research, policy development, quality assurance, quality enhancement and risk management. Quality assurance is primarily the responsibility of each University, which must determine the final arrangements for the assurance of institutional quality. This approach, while supported, apposite and sensible, complicates any sector-based benchmarking activities. However, it is anticipated that a comparative analysis of institutional audit self-evaluation reports, as produced for this cycle of audits, will make it easier to make a recommendation on whether the Centre for APQ may require more capacity, etc., and whether specific distributed functions, currently managed by Deans and Vice Deans: Learning and Teaching in faculties, need to be strengthened as well.

What can be verified, though, is that the required educational levels and years of experience as stipulated in the job descriptions of the Centre for APQ's deputy director, three advisors, one officer and one part-time administrative officer are appropriate for the levels at which staff are appointed. Ample ad hoc positive feedback from self-evaluation committee chairs point to high levels of satisfaction with the support and advice provided by the Centre for APQ in relation to academic planning and quality management processes and support.

The financial resources for conducting self-evaluations and peer review site visits (including at least one international panel member in most peer review panels) are located within faculties and RCs. The Centre for APQ keeps a record of all QA-related expenditure, which it analyses after each QA cycle and reports to the institutional Quality Committee. In terms of the Centre for APQ's budget, while modest, is adequate and provides for staff's needs in terms of professional affiliations with the Southern African Association for Institutional Research (SAAIR), national (and on occasion, international) conference attendance and day-to-day operational costs.

<Analysis of QA budgets since 2018, and APQ budget>

In terms of the quality management system, the Centre for APQ uses SharePoint as a repository for all self-evaluation, peer review, follow-up, and Quality Committee reports. Departmental and PASS environments increasingly use MS Teams as a collaborative working space to draft self-evaluation reports and compiling portfolios of evidence, and the Division for Information Governance and Centre for Business Intelligence oversees the data integrity of the SUN-i system, which is used by the Centre for APQ to compile core statistical reports for departmental self-evaluation committees to reflect upon.

The current structure and resourcing of APQ is fit-for-purpose, given the Centre's mission to pursue a scholarly and collaborative approach. However, its staffing requirements may need to be increased to provide the value-add services beyond compliance and meeting regulations. An increasingly mature quality culture, where self-evaluations are not aimed at demonstrating mere compliance or the meeting of minimum requirements, seems to require an increased amount of higher order thinking time and engagement with departments and divisions. And to be truly of meaningful assistance to departments and PASS environments, staff need to demonstrate some scholarly insight into the disciplinary differences and operational challenges of entities across the institution. By way of example, academic planning workshops no longer merely focus on the completion of templates; they engage with the very essence of contentious curriculum transformation issues. Answers to the question of APQ staffing will only become apparent, though, once the resource requirements for the implementation of the CHE's new *Quality Assurance Framework* (QAF) is clarified and implemented.

SU has sufficient human, infrastructural, knowledge management, ICT, library, and financial resources to support the delivery of its core academic functions. Quality Committee reports show that peer review panels often laud SU staff for working at full capacity – which, although always framed as a commendation, could be deemed an institutional risk as well. There are institutional pressure points such as staff capacity and aging infrastructure within the institution, but as noted in review reports, successful national reviews, professional accreditation visits and departmental reviews, as well as different kinds of comparative benchmarking and ranking mechanisms, SU is comparatively well-resourced and fit-for-purpose, with no serious risks to quality which undermine the academic project.

Good practice and improvement area
How we ensure student and staff wellness at the institution is currently a focus of the University, given the multiple pressures that staff deal with daily. The stressors impacting on staff increase when financial constraints are experienced, whether related to operational budgets or bursaries made available, tutor funding, etc.

Include the Campus Health Plan and more on the Employer of Choice.

In 2017 and 2019 a Well-being, Culture and Climate at Work Survey was undertaken to determine quantitatively the well-being and "happiness-at-work" levels of staff, and to obtain the views of staff about the culture and climate within the University environment. A total of 1,095 completed submissions were received in 2019, which was an increase of 52.1% compared to the 720 staff members who participated in the University's first culture and climate survey conducted in 2017.

The survey found that there is a general feeling that staff are proud to work at the University, are positive about its future and are well aware of *Vision 2040*. It is also encouraging to note that staff indicated that they enjoy their work and feel it is meaningful, and that their contributions to SU make a difference.

Regarding well-being, the survey found staff members above the age of 60 and younger than 30 were significantly happier than their colleagues in other age-groups. Several factors were listed as contributing to an unhappy work environment. This included low staff remuneration packages, lack of recognition for achievements, and a lack of communication from management. Staff also indicated that a lack of promotion opportunities impacted on their well-being and concerns were raised around equal treatment, promotion opportunities for women, and bullying. While the results indicated that staff had a positive approach to transformation, concerns were raised around inclusion at the University.

With the survey report completed and adopted, the Rectorate and other institutional stakeholders had reliable data to utilise as a baseline to develop, implement and

measure interventions and solutions, and intensifying interventions underway in the different responsibility centres and faculties.

The recommendations emanating from the survey report, include the following:
- A focus on wellbeing of staff through the implementation of various initiatives;
- Strengthening of existing initiatives and structures for transformation on institutional and environment levels;
- Finalising the work of the Task Team for the Upward Mobility of PASS Staff, and ensuring the affordability of academic promotions;
- Recommendations for recognition and appreciation of all staff must be explored by the Task Team for Incentivising; and
- Strengthening of structures and initiatives that focus on equality.

As outlined in *Vision 2040*, SU's goal is to enhance the well-being of all staff by creating and promoting an enabling, inclusive, equitable, healthy and safe working and learning environment that encourages each of staff member to maximise their productivity, and where they all feel valued and are able to contribute to SU's excellence. To measure progress in terms of meeting this goal, there is a commitment to repeat the SU Well-being, Culture and Climate at Work Survey in 2022.

6.2 Faculty examples

Faculties were asked to explain how we manage staff wellness and ensure that the financial and infrastructural resources (including specialist laboratories) are well managed.

6.2.2 Faculty of Arts and Social Science

Starting with wellness, in FASS we have a specific vice-dean who is the wellness interface between the RC for Social Impact, Transformation and Personnel, and our faculty. There is a dedicated Wellness Room at the Dept of Foreign Modern Languages to "chill out", with cushions and candles in place.

Reviewed two years ago the wellness survey run by Information Governance provides data and feedback to faculties, with data disaggregated to faculty level. Given FASS's renewal and financial stabilisation, our wellness level was quite low, with one of the major issues being promotions. As financial stability has been reached, promotions have since been made.

Wellness also relates to professional recognition based on merit for promotion – that there is a career trajectory for staff. 10-15% of staff promoted annually, and in terms of wellness this is important.

People thrive in non-toxic environments without the constraints imposed by external issues over which they have no control where feeling of no agency lead to unwellness.

In departmental action plans, constraints in terms of learning and teaching, research, SI and *transformation* are regularly identified. The locus of control in addressing these needs begins with individual staff members. Departments need to be able to achieve their objectives, and incentives and (financial) rewards as aligned with faculty goals (e.g., research coffers).

Wellness is also about accountability for oneself and not abdicating responsibility. Within the DNA of the faculty, it is in our nature to be critical, and wellness is a "soft target" and is easily ridiculed and dismissed.

In terms of infrastructure, there is a good relationship with the Facilities Management team as the Arts environments are in constant need for continuous upgrades, e.g., at the Adam Small Theatre with lists of continuous maintenance which needs to be done. Wi-fi within Conservatorium, Visual Arts building; Visual Arts (e.g., with gas burners up to standard) are normal maintenance issues requiring attention.

A large infrastructural project run by Facilities Management, is the FASS building in need of an upgrade. Previously called "densification", but now called an optimisation project. (Enlargement of spaces, allowing for more conducive spaces for colleagues to interact with one another is scheduled for attention in 2025.

Improvement area
We need to focus on the optimisation and redesign of our workspaces, to introduce more light and fresh air, and allow social distancing between people. More frosted glass spaces, instead of the locked-off cubicle-feel to the building, would be an improvement. It is about ensuring an environment where all staff have sufficient workspace.

Dept of Geography and Environmental Studies: Rolf Stumpf report recommended to move to the faculty of Science; particular infrastructural needs; Centre for Geographical Analysis (requiring huge servers for data analysis, GIS training and contract work). R850,000 from faculty operational funds to upgrade their server. FASS no longer in a phase of austerity. Laboratory spaces to be upgraded; optimisation of spaces.

There is a sense of being beleaguered, with arts departments relying on cross-subsidisation. However, faculties cross-subsidised each other, e.g., EMS had a shortfall in 2022 and had to be cross-subsidised. This is the nature of a university; rather a social democracy than a dog-eats-dog world. Organisational structure of arts departments needs to be addressed; on the Dean's to-do list; crucial issue to resolve.I am unsure about including the example of a specific other faculty here.

IG power-BI analysis for faculties (on which action plans are based); arts departments to be reconsidered according to a new "financial and organisational architecture". University's full cost model: overheads that they pay, the m^2 are up to 40% of their deductions, which is where their major shortfalls come from; distribution factor is the subsidisation level. Music department: 70-80%, while they are in deficit, they get back

80c to the Rand (as opposed to faculty's 49c). Income and overheads, though, put them in deficit. (Bottom left quadrant of the BI-report.) Limited number of students, intensive teaching. Aware of the context. What needs to be done, is to consider the budget model of the University, in particular to utilise large spaces (also a challenge at AgriSciences), use an external consultant to consider a different financial architecture, where there is joint ownership of the spaces that these also contribute to the University's public image, e.g., choir, Endler, Adam Small theatre, that function as the "crown jewels" of the University.

The algorithmic model used by the COO needs to be more transparent after the Covid-19 pandemic, needing a redesign. Secondly, a different organisational structure should be considered, e.g., a flagship arts organisation, in the form of, e.g., a school/college of the arts, still part of the faculty, but perhaps a type 2 CIS, separate organisationally, within a financial architecture where staff and students are safe and well. Currently, there is some unhappiness because departments feel as though they are being held responsible for the financial challenges of the faculty.

The nature and sustainability of interdisciplinarity centres is a challenge in managing tensions between disciplines and interdisciplinary fields. Sustainability of type 2 centres is a challenge. A good example of a financially viable entity is CREST. Other CIS entities, such as RADAR and Centre for the Reparative Quest (historical trauma and transformation); degrees lie within departments; right to supervise students in existing programmes (e.g., Africa Open Institute, using MMus degree), but need to interface/liaise with Music Dept.

Improvement action:
Draft protocol for interdisciplinarity and co-supervisions, … overheads associated with programmes linked to departments with FET students; cost-allocation and interface. Departments are the custodians of the quality process when, e.g., appointing examiners and supervisors, costs carried by department; main income from supervision should go to where the TIU subsidy and teaching output subsidy should…

6.2.5 Faculty of Engineering

The Faculty is concerned about the wellness of its staff and has conducted a number of wellness surveys in the last five years. It has taken several steps to manage the wellness of staff including conducting wellness sessions. An "open door" management approach is maintained and staff are encouraged to report and engage on wellness-related concerns. Each department monitors the workload of staff and ensure an even distribution of responsibilities.

The Faculty instituted "Townhall Meetings" and departmental transformation committees to ensure that there are additional, less-formal communication channels where staff can raise their concerns. Two "safe persons" have been identified where staff and students can report their concerns without having their identities disclosed to the management structures.

Ensuring a productive workforce is supported by and includes the following: the Faculty's promotion criteria are clear; performance evaluation is aligned with promotion criteria; Sabbaticals are available; there are coffee machines/break-out rooms and excellent facilities; extensive administrative and technical support is provided; there are clear mandates and guidelines from management to staff in terms of teaching expectations, processes, moderation, assessments, etc., with meaningful and plentiful training opportunities for staff to upskill in the context of offering high level of autonomy in execution of daily tasks.

- Attach promotion criteria & performance evaluation doc.
- Attach example of work allocation (IE)

The primary source of funding to ensure strong financial and infrastructural resources is through the annual budget allocation to the faculty. In especially a STEM type faculty, a further and important source of funding is through contract research and other research and donation funding that primarily funds the needs of the postgraduate programmes. Both types of funding are carefully managed on an ongoing basis and where there are significant changes in the number of resources available, timely interventions are designed and implemented to counter any negative impacts.

Equity in the allocation of the annual budget allocation between the respective departments is attained through a continuously refined budget allocation model developed over many years in the faculty. An important foundation pillar of this model is that it strongly correlates with how income is generated by the faculty through the DHET subsidy, student fees and research contracts by each department. Departments with growing student numbers and teaching and research outputs will receive a proportionately larger portion of the annual budget compared to departments with decreasing student numbers, and teaching and research outputs. By doing so departments are required to manage student numbers and outputs carefully and are incentivised to increase student numbers as per the enrolment planning finalised each year and outputs annually. Within the annual budget allocation model there are also further norms and minima to which departments must adhere to ensure sufficient resources are allocated to operational, equipment and human resources budgets on an annual basis.

A further annual activity to ensure human resources are effectively and efficiently deployed in the faculty is through Personnel Plans which not only drives the utilisation of the allocated human resource budget allocation to departments but also diversity and equity priorities within each department and the faculty. It is through these annually updated plans that departments ensure the necessary human resource capacity is available and managed according to the required needs of the department which will include the specialist laboratories and the necessary staff required to manage them efficiently and effectively.

Risk management is a continuous process monitored quite carefully and regularly (at least quarterly at the faculty level, monthly at departmental level and daily by the

Laboratory Managers) to ensure the necessary interventions are in place to support a safe working environment and to adhere to all legislation in this regard.

Furthermore, as all the Engineering undergraduate programmes are accredited by the Engineering Council of South Africa (ECSA), each of these programmes are scrutinised on a five-year cycle by ECSA to maintain its accreditation. This scrutiny by an external stakeholder is comprehensive and not limited to only programme matters but also includes analysis relating to ensuring sustainability to deliver these programmes from a financial, infrastructural, and human resources perspective.

Through engaging with risk management process as well as identifying strategic and operational needs, the faculty communicated its future needs and concerns regarding its infrastructure requirements to university management. By doing so on an ongoing basis, plans were developed to support these needs and address the concerns for a 30-year horizon. Through this planning exercise the Faculty of Engineering Refurbishment Project was initiated and will be completed in the next five years. It entails a comprehensive refurbishment of all infrastructure required by the faculty.

6.2.6 Faculty of Law

The Faculty conducted an ergonomic evaluation for any staff member who elected to participate, with new office chairs and footrests purchased. The leave register is checked pro-actively to monitor whether staff are taking leave (and to encourage staff to take leave regularly).

Open agenda discussions are held by the Dean, with indabas, HoD and Leadership coaching sessions. There are good library resources; however, Covid-19 has definitely placed additional stress on colleagues.

Within the Faculty and in the departments, we have established a workload pattern; there are typically no surprises in terms of, e.g., lecture load or subject material.

Other practices include:
– Coffee with the Dean, at least once in an annual 1:1 with every staff member.
– The transformation Committee also has regular sessions, Siyakhula; and Mentor programme.
– Financial and infrastructural resources are well maintained.

While there is a challenge of Heritage Council requirements and our interactions with it (e.g., simply getting approval for painting of the building) maintenance is completed with building restoration covered by the University's maintenance budget

The Institutional promotions' guidelines are implemented. However, the Faculty may want to develop faculty-specific ones.

As a transitional issue, some frustration exists in terms of ICT in specific lecture venues, where too much time is required for an average academic staff member presenting a

~~lecture needing to correctly setup the ICT before time (e.g., for hybrid learning). The Legal Education Coordinator (BLC), though, lends significant support. Before the upgrade of the Extended Learning Space, the equipment worked, but now there are some difficulties to adapt to new Wilcocks/Krotoa building's lecture ELS venue.~~

6.2.7 Faculty of Medicine and Health Sciences

Additional measures for mental health support were initiated during the pandemic to support staff in the clinical settings. This includes support by a psychologist who is available 24 hours a day.

Credible and reliable data (for example, on throughput and completion rates) are systematically captured, employed, and analysed as an integral part of the institutional quality management system so as to inform consistent and sustainable decision-making.

- An electronic, protected and legally compliant data-management and retrieval system in the institution has the capacity to provide accurate, complete and on-time information to support the quality management of the core functions
- A variety of different types and sources of data are used by the institution, e.g., quantitative and qualitative data, input and output data, data required by legislative agencies (such as on HEMIS and HEQCIS) and specifically-sourced data (such as through student and staff surveys)
- The institution develops the capacity to interpret the data and to act on the results
- An evidence- and data-led approach is used to improve teaching, student success, the student experience, differential success rates, etc

Quality Judgement

In terms of standard 7, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

7.1 Reflection on guidelines

Of notable strength for the University is the *SUN-i Business Intelligence System* at SU is a joint data warehouse initiative by the divisions for Information Governance and IT. The objective is to provide management information to support decision making at the middle- and strategic management levels. Information is integrated from different environments to create a holistic perspective for the end-user.

Users can access SUN-i via dynamic MS Excel reports and interactive Power-BI reports. Standard Excel templates are available and users, such as faculty managers, can customise their MS Excel reports to suit their faculty needs. Only registered SUN-i users can access the reports.

The information available includes programme applications, student enrolments and qualifications, module enrolments and examination results, student retention and

throughput rates, bursary applications and awards, staff reports and DHET Higher Education Management Information System (HEMIS) reports.

< Insert screen shots of available dashboards >

The SUN-i information is mostly quantitative in nature, but in terms of information related to the tracking of student development, qualitative information is integrated into the reporting system.

<Expand on SUNSuccess UCDG project>

As part of the Quality Enhancement Project, SU reported on its *BeWell Mentor Wellness Tracking System*. In addition, qualitative information is regularly gathered by the Division for Information Governance using the following instruments, the:
 − Stellenbosch University Baseline Survey for Incoming First-Year students,
 − Newcomer Welcoming Questionnaire,
 − Private Student Organisation (PSO) Satisfaction Survey,
 − Graduate Destination Survey,
 − SU Well-being, Culture and Climate at Work Survey.

The above does not preclude surveys on request, which are offered as a service by the Division for Information Governance, nor the electronic student feedback system which is administered by the Centre for Teaching and Learning.

The *SUN-i Business Intelligence System* is a valued and well-used system. It supports planning and resourcing functions of the University. It is also a great source of data for the education and research functions of the University in terms of planning, implementation, reviewing and improving the core mandates of the institution. Its accessibility and user-friendliness for those who have access make it a ubiquitous and invaluable tool for the effective and efficient functioning of the University. Consequently, while there are always areas for improvement, this standard is evaluated as 'mature'.

7.2 Faculty examples

The main data sources used that inform faculty and departmental decision making and, by way of example, whether there are systematic processes to evaluate and improve the throughput rate of gate-keeping modules.

The positive feedback from faculties is uploaded to the portfolio of evidence and confirms that the data provided by the Division for Information Governance is actively used, along with other sources of data or information, such as that supplied by the Division for Finance and the Division for Research Development.

One example drawn from all the faculty responses, the Faculty of Economic and Management Sciences, discusses its decision-making processes as follows:

7.1.3 Faculty of Economics and Management Sciences

To evaluate the throughput and pass rates of all undergraduate modules and programmes, EMS uses Information Governance data and the Power BI data software. The data source provides affordances to track year-on-year data and determine gate-keeping modules within programmes. This data informs the annual discussions of the Vice-Dean: Learning and Teaching with departmental chairs/directors to determine possible drivers of results and to craft improvement plans. Departmental chairs and lecturing teams critically engage with student success rates to determine improvement strategies to investigate possible determinants, positive and negative, of module pass rates.

For many years, the faculty's module mentor programme served as additional student support to improve at-risk of failing student performance and overall student performance. In recent years, however, the module mentor programme has shifted from a faculty programme to support at the departmental level such as the offering of hot seats, tutors and question-and-answer sessions.

Individual lecturers also make use of SUNLearn data in terms of learner- and learning analytics to track student progress.

Faculties and departments also members of national and international organisations and networks, and in some cases have strong links to industry, with formally established advisory forums. These formal and informal connections assist the faculties to do environmental scanning, identify trends and interpret data in a contextualised manner.

<Perhaps the Division for Information Governance could expand on this particular standard?>

(d) Standard 8

Systems and processes monitor the institution's capacity for quality management, based on the evidence gathered.

- Decision-makers at all institutional levels have ready, but appropriate and protected, access to sufficient, reliable and current electronic evidence (data, information and institutional knowledge) that allows them to make informed decisions on the quality management of the core academic functions of the institution
- Regular, substantive and documented engagements among staff, and among staff and students, on all aspects of quality management (implementation, support, enhancement and monitoring) take place at all institutional levels
- The systems and processes for quality management during times of disruption are continuously and effectively monitored.

Quality Judgement

In terms of standard 8, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

8.1 Reflection on guidelines

The responses to this standard must be read in conjunction with the other standards above as they overlap and provide the justification for the judgement which is made above.

Stellenbosch University's data and information management systems support strategy and policy development at all institutional levels. Through extensive data analysis, focused business intelligence and innovative scientific modelling, the Division for Information Governance supports decision making in the core academic functions, scenario-planning and future projections relating to key aspects of the institution's systemic sustainability drives in line with the University's vision and mission.

The following accurate and reliable, audited, and current information is available on the University's Information Dashboard, with access restricted to SU staff:
- Planning and financial information (including breakdown per faculty)
- Full-time equivalent (FTE) student information
- FTE ratios by study level per staff member

- – Strategic Management Indicators
- – Staff information
- – Qualifications awarded
- – Student enrolment and demographic data
- – Infographics
- – Information on ranking scores and indicators
- – Regular reports

Stellenbosch University protects the privacy of our students, employees, and partners, in line with the *Protection of Personal Information Act 4 of 2013 (POPIA)* as well as related South African legislation, global leading practices, and its commitment to institutional good governance. To help achieve this goal, SU has established a *Data Privacy Regulation* to articulate the institutional stance on privacy, and clarify POPIA's principles in relation to SU's institutional context and values.

As already noted elsewhere, staff and students regularly participate in the well-established QA cycle for self-evaluations of departments and professional academic and administrative support service (PASS) environments, followed by a peer review, improvement plan and two-year follow-up report to the Quality Committee (QC). The QC monitors and records the commendations, recommendations and follow-up actions emanating from these engagements and reports it to the Executive Committee of Senate as per the *Stellenbosch University Mandate of the Quality Committee.*

In preparation for a faculty or departmental self-evaluation (SE), SE committees receive a *Core Statistics* report (see examples uploaded in the portfolio of evidence) from the Centre for APQ which provides information specific to a faculty or department's strategic management indicators, total number of module enrolments, FTE-student enrolments, FTE-staff, FTE students per FTE teaching/research staff members, publication units per FTE-SLE per department and faculty, post-level utilisation as it relates to teaching/research staff with permanent appointments, undergraduate module results according to module, race and gender, number of postgraduate qualifications awarded according to major field of specialisation, graduation rates for postgraduate programmes, and study history of all enrolled postgraduate students in the year of evaluation. Additional data or information can also be requested from the Division for Information Governance.

< Business continuity document for the University which includes teaching, learning and research >

Although the *Policy for Quality Assurance and Enhancement at Stellenbosch University* does not have policy provisions explicitly written for times of disruption, it is informed by principles that require entities to demonstrate accountability and transparency, and to measure themselves against the highest standards of integrity, renewal, and relevance. SU follows a holistic and systemic approach, supported by an enabling culture that considers the wellbeing of staff and students. Therefore, the provisions of

the *Policy* allow for continuity *and* adaptability, whereby, if needed a department or PASS environment could request a postponement from the Quality Committee, if supported by the Deans or RC heads.

During the Covid-19 pandemic, the arrangements for such postponements were successfully and expeditiously formalised with individualised *memoranda* between the DVC (L&T) and all Deans and RC heads.

> **Improvement area:**
> Since the possibility for disruption seems to have become a new norm within universities, future policy review teams could consider including provisions that would pre-emptively address these, where possible.

8.2 Faculty examples

Faculties provided responses in terms of suggested improvements and decision-making mechanisms for use at faculty and departmental level. The responses are as follows:

8.2.1 Faculty of AgriSciences

Economic/Socio Economic impact of research outputs are hard to obtain.

8.2.2 Faculty of Arts and Social Science

> **Improvement area:**
> HODs require training and development, where HR and financial systems need to be carefully explained to them so that they are familiar with and are able to work with them in the context of understanding their responsibilities. Being an HOD is not a desirable role to fulfil. (Cf. the Netflix move titled 'The Chair) There is also the risk that some HODs are not that effective and where interventions are perhaps needed.

8.2.3 Faculty of Economic and Management Sciences

From a social impact perspective, there are various debates on social impact performance and the type of impact measurement, instruments, tools, approaches and models that can be utilised. The data for the measurement of social impact is currently a gap.

From a teaching and learning perspective, the representativeness of the following information is not sufficient for decision-making given the low response rates:
- Student/class feedback;
- Programme-wide feedback.

The Faculty would benefit from the availability of alumni data, specifically employability data which provides information on employed graduates, including where

they are employed and in what types of positions/job levels. Such data source would also afford the Faculty/departments/schools the opportunity to elicit feedback from alumni, particularly for programme renewal purposes. SU's Commercialisation Division is currently developing a platform to address this need. It is, however, in the concept phase and a fully operational platform will take another one to two years to be implemented.

8.2.5 Faculty of Engineering

The Faculty does not lack any information and data to make informed decisions. However, some of the data sets are not regularly updated and it may take months before information become available.
- Cohort analysis: Logistic regressions of probability of success (graduation), throughput rates,
- vs KPIs (race, gender, programme, selection criteria).
- Cohort analysis based on starting programme (EDP in, graduate anywhere in SU)
- Exit surveys, Graduate surveys.
- National rankings (per faculty).

8.2.6 Faculty of Law

The Faculty requires graduate tracking data. For this, there is a need for improved collaboration between Graduate Services, the Alumni Office and Information Governance, because individual graduates may be alumni from different faculties.

From a student support perspective, i.e., SUNStudent (Student Information System), SUNSuccess tracking/dashboard system, tutorials, class tests, etc., which create a holistic view of a student's progress, can still be improved. (In the past the First-Year Academy appeared to add value, as it focused on support for students.)

Currently, the averages for master's students are still calculated by hand, which will hopefully be remedied soon through automation.

8.2.7 Faculty of Medicine and Health Sciences

The following information is difficult to obtain:
- Student level: student needing support; 'missing middle',
- Diversity level: hard to make sense of data linked to our joint appointment staff who are substantive part of the faculty resourcing but where the EE data rests with the NHLS and Western Cape Government,
- Graduate tracking,
- Postdoctoral information,
- Impact of our research – qualitative data.

4.2.9 Faculty of Science

Some information, such as student success on programme level is only available after several years, and it is thus difficult to address problems immediately. Research output data, such as publication data, was also only available after it had been audited, but is now available as provisional data, which helps with monitoring of trends more effectively.

Conclusion

An analysis of the above responses shows that there is always room for improvement and that while some improvements have been identified and are in the process of being actioned, other still require agreement to schedule for implementation. It must be noted, nevertheless, that there are highly effective and functioning University data and information management systems in operation.

Focus area 3

The four standards in Focus Area 3 concentrate on the coherence and integration of the various components comprising the institutional quality management system and on how these work in concert to support the likelihood of student success and improve the quality of learning, teaching and research engagement, as well as accommodating the results of constructive integrated community engagement in accordance with the institution's mission.

Quality is managed in a distributed manner across the entire university, with key responsibilities assigned to those who are appointed in managerial positions, such as deans, vice-deans and responsibility centre (RC) heads; departmental chairs; programme leaders, and heads of PASS environments and other organisational entities at the University.

These responsibilities are listed in the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019). The extract below illustrates the level of detail in which these are articulated:

9.2.3 **Deans** and **responsibility centre heads** are to promote a culture of continuous quality enhancement by implementing this policy and its supporting documents. Their responsibilities are the following:

a) Budget for time and resources within a particular quality assurance cycle for the self-evaluation and peer review to be completed for all entities reporting to or forming part of the faculty or the responsibility centre's line function.
b) Ensure that self-evaluation committees are constituted appropriately and adhere to the principles stipulated in this policy.
c) Set an appropriate standard for self-evaluation reports by reading, commenting on and approving reports received, or by referring them back for further editing or more rigorous self-reflection.
d) Formally invite the peer review panel to a site visit; appoint a suitable chair; send them the self-evaluation report and meet with the panel during their site visit to the campus.
e) Attend the verbal feedback session of the peer review panel and get confirmation on a target date for the submission of their written report.
f) Accept the report from the chair of the peer review panel or request changes, if necessary, and send the report to the head of the environment for them to prepare a response to it.
g) Identify the key commendations, recommendations, and actions for improvement for the Quality Committee's agenda in consultation with the departmental chair,

programme leader or head of the professional academic support service or organisational structure concerned, in terms of the self-evaluation committee's response to the peer review report.

h) Oversee the implementation of actions for improvement as reported by the Quality Committee to the Executive Committee of Senate, and approve the environment's follow-up report, before it is tabled at the Quality Committee (two years later).

i) Mitigate any tensions that may arise for the evaluation processes conducted within the faculty or line management function.

j) Share good practice, when identified, with the broader University community.

The *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019) also describes the responsibilities of self-evaluation committees and peer review panels, and the institutional Quality Committee.

Under this focus area, faculties were requested to respond to the following questions related to the four respective standards:

Standard 9

9. Explain how planning, management and QA processes are used in a coherent way within the faculty and at departmental level. What are the pressure points or tensions that need to be managed?

Standard 10

10. Explain how good practices (in terms of learning and teaching, research, and social impact) are shared within the faculty and across the institution.

Standard 11

11. How is the annual planning of the academic workload undertaken?

Standard 12

12. How does the faculty engage in annual budgeting discussions and allocate funds towards specific quality assurance or enhancement actions?

An evidence-based coherent, reasonable, functional, and meaningfully structured relationship exists between all components of the institutional quality management system.

- An approved system monitors and evaluates the quality of the core functions of learning and teaching, research, and community engagement in the institution. Such a system supports the implementation of the core functions as well as any additional support offered, as well as the introduction of any new developments and enhancements to a particular function.
- The performance of staff engaged in core academic functions – and as primary support of the core academic functions – is managed in accordance with an approved performance-management system that holds such staff to account for the management of quality in their functional areas
- An integrated and meaningfully structured relationship exists between quality assurance measures in respect of the academic core functions of the institution, the support for such measures, the continued development and enhancement of such measures, and the monitoring of the measures
- Evidence supports the notion that the quality management system in and across the core academic areas are integrated and not contradictory

Quality Judgement

In terms of standard 9, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

9.1 Reflection on the guidelines

The quality assurance system at SU is well-established and functioning with all academic departments and PASS environments ensuring the management of quality. As already noted in prior responses, self-evaluations and peer reviews are implemented as found in the six-year review schedule. The themes and criteria for self-evaluation are based on the CHE's *Criteria for Programme Accreditation* (2004) while PASS environments typically adapt the *Malcolm Baldrige approach* for their self-evaluation and peer reviews, drawing on professional criteria, where applicable.

Adequate flexibility is allowed for faculties and responsibility centres to broaden or narrow the scope of a QA process to, e.g., to focus on an entire faculty as unit of evaluation, or to focus on a centre, institute, or school (CIS entities). There is also

provision for a thematic review or identify a curriculum review and renewal project to be conducted.

Human resource work agreements and performance appraisal systems at SU are well established, where individual staff KPAs are aligned to the KPAs of the department, faculty, PASS division and/or RC's KPAs, as relevant, and which in turn are aligned to the institutional academic core functions and the core strategic themes of the *Vision 2040 and Strategic Framework 2019-2024*.

In terms of the core academic functions of a university, i.e., learning and teaching, research, and community engagement, these are explained in the *themes and criteria* for departmental evaluations, and have been further enhanced with guiding evaluative questions, tools, evidence, and good practices in the new *Guidelines* document which also focus on entities' organisational structures. In addition to these, the PASS environments which provide support to faculties in terms of learning and teaching, research, and community engagement, conduct their own self-evaluations and undergo peer reviews.

9.2   Faculty examples

Faculties provided comment on their planning, management, and QA processes in the faculty and at departmental level. They also identify the pressure points or tensions which require management.

9.2.3 Faculty of Economic and Management Sciences

Pressure points and tensions:
Internal QA processes
A lack of knowledge and understanding of QA processes by staff results in significant pressures when engaging in formal QA processes such as conducting a self-evaluation exercise.

As deep reflection is a very specific competence, it is often not well developed because of the irregularity of QA processes (in terms of time). Those engaged in the process, therefore, often invest a significant amount of time. This could be addressed by creating a QA committee which supports academics during the QA process. Furthermore, the workload of the person taking the lead in the QA process must be considered. Bringing in skilled capacity or buying out teaching time can be included as part of the QA budget.

The current QA processes are focused on the curriculum, departments and academic structures. There is a need for QA of other institutional structures and support as well.

External QA processes
Over the years considerable work has been done to align the QA processes of environments that are subject to external QA processes with that of the University. As

many of these processes are conducted by external bodies, they are potentially labour intensive and costly. (This is especially true of USB).

Tension may potentially arise between SAICA expectations and teaching and learning practices at the School of Accounting (SoA). Professional bodies such as SAICA have a significant impact on accounting departments which offer programmes they accredit and whose graduates they register. Because of the unique nature of accounting education due to the influence of professional bodies (e.g., their influence on curriculum content versus institutional academic freedom and freedom of curricular choice), managing the relationship between the professional body, the SoA, the Faculty and the University may potentially be challenging.

SU's traditional embedded silo structure could be seen as a tension point in determining the quality assurance processes for inter-faculty programmes. As the BDatSci is a new programme, the Faculty will pay attention to how this plays out in terms of its QA. We expect some challenges in terms of differences between faculties, assessment policies and student experiences. These will be monitored and managed.

9.2.4 Faculty of Education

When it comes to departmental quality reviews, improvement plans are implemented, but the last review in the faculty was in 2012 because of a special request for postponement due to the Faculty Renewal Plan which was due to happen in 2018 and was postponed to 2020.

Most of the 2012 recommendations were included in the renewal plan. In 2021, having all the departmental reports at the same time was useful in feeding into a faculty report.

The time lapse between 2012 and 2022 in conducting reviews was a result of the previous dean departing in 2014 and thereafter only temporary deans holding the post for several years each until 2019.

Improvement area:
Ensuring continuity of and stability of dean posts in the faculty requires greater attention in future planning. This includes attention to succession planning and or timely identifying of external candidates.

Sufficient preparation time is needed for HODs to conduct self-evaluations, such that they operate, e.g., within work agreements to ensure that reviews are not experienced as a daunting tasks.

9.2.5 Faculty of Engineering

The Faculty has a well-developed system of Quality Assurance for all aspects of the academic process, including undergraduate and postgraduate degree programmes, including staff performance. Undergraduate and postgraduate programmes have an extensive system of class feedback via student representatives and designated staff,

departmental and faculty programme committees at which various aspects of each module (including the marks of each module) are evaluated each semester, a Faculty Management Committee and a Faculty Board, at each of which problems are discussed, and any new introductions are rigorously evaluated for quality. Staff have a yearly evaluation, and work within a system of line management. Planning is structured through the above committees in a well-established process, offering all staff the opportunity for input and wide consultation, ensuring quality at each level, creating structures for roll-out and execution, etc.

As all these systems are very well-established and functioning, few pressure points exist.

9.2.8 Faculty of Military Science

Improvement area:
In terms of the Quality Assurance with the respective schools and centres, this is a responsibility of the Vice-Dean Teaching and Learning to ensure that each school or centre adheres to the five-year cycle of QA Evaluation. Currently, the point that needs attention is the requirement for specialised training of our academic staff regarding QA processes, especially Chairperson of the Schools and Directors of Centres.

9.2.9 Faculty of Science

See Focus Area 1, Standard 1 and Standard 4 for planning, management and processes.
Pressure point:
To get every department to align all their priorities with the main strategic initiatives and actions of the faculty.

[A summative comment could include that they system is working well overall and that ongoing attention to ensuring the sharing of good QA practice continues to occur, where relevant across all sections of the University – see Standard 10.]

Evidence-based regular and dedicated governance and management oversight of the quality assurance system exists.

- Staff whose primary function it is to participate in the quality assurance system, as reflected in the policies, procedures, and practices of the institution, are regularly, e.g., at least once per semester, held to account by line managers for the manner in which they execute their quality-related functions
- Clear lines of authority exist and are implemented at all institutional levels, up to the level of executive management, to report on and be held accountable for, quality management
- Good practice is reported and celebrated at various levels of the institution
- Non-compliance with the quality assurance system is identified and dealt with appropriately at various levels of the institution
- The highest decision-making authority in the institution holds the executive management of the institution to account on at least an annual basis for all components of the quality management of the institution

Quality Judgement

In terms of standard 10, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

10.1 Reflection on guidelines

The APQ Centre staff provide the primary support to faculties and PASS environments who develop new, or review and renew existing academic programmes, or conduct a departmental or PASS self-evaluation and review.

In terms of committees, there are two secretariat functions located in the Centre for APQ. The Advisor: Academic Planning is the secretary of the Programme Advisory Committee (PAC) which reports to the Academic Planning Committee (APC); and the Officer: Quality Assurance is the secretary of the Quality Committee (QC), which reports to the Executive Committee of Senate, EC(S). The scheduling of all institutional committee meetings is coordinated to ensure that all reporting happens in a systematic manner and feeds into the Senate meeting of each term.

In terms of the line management function, the APQ staff report to the Deputy Director of APQ, who reports to the Senior Director of the Division for Learning and Teaching

Enhancement (LTE). APQ staff meet every second week as a Centre, and once per month with the SD (LTE) present. The agendas and minutes are saved on an MS Teams site for the Centre for APQ. Staff have one-on-one meetings every alternate week with the DD: APQ, where any issues that need to be escalated to the SD: LTE or DVC (L&T) are identified, if/as needed.

QA processes, however, "belong" to environments themselves, whether a faculty, department, RC or PASS environment, and the oversight and management responsibilities of Deans, departmental chairs, RC heads and PASS directors are well articulated in the *Policy for Quality Assurance and Enhancement at Stellenbosch University* (2019).

Improvement area:
The reporting and celebration of good practice is considered an area for improvement. Currently, commendations are reported by the QC to the EC(S), but not necessarily collated in a *Good Practice Report*. However, many events, such as *Learning and Teaching Enhancement Seminars*, Auxins and the annual Scholarship of Teaching and Learning (SOTL) Conference create spaces for good practices to be shared. The QC creates a space where such examples are captured and shared.

The QA schedule, progress with a particular cycle, and the new academic programmes submitted for approval, accreditation and registration are all captured in the management reports to Senate and Council, at least on an annual basis.

The QC sets the standard for departments and PASS environments regarding the quality of their written responses to the findings of reviews, and the completeness of their two-year follow-up reports that discuss the progress made with their identified improvement actions. On occasion, if needed, the QC requests entities to resubmit their reports when any information is deemed to be insufficient or incomplete.

10.2 Faculty examples

Faculties were asked to explain how they share good practices in terms of learning and teaching, research, and social impact in their faculties and across the institution in general.

10.2.3 Faculty of Economic and Management Sciences

EMS and its individual departments and schools provide various formal and informal platforms to showcase good practices in learning and teaching, research and social impact.

The sharing of good learning and teaching practices includes the following:

- The Faculty hosts annual Teaching@EMS days where T&L matters are discussed, and good practices shared (See: 3.1. 2019 Teaching@EMS programme, 3.2. 2021 Teaching@EMS invitation).
- The Faculty has developed a resource repository on SUNLearn that serves as platform for good practices over the broad domain of teaching and learning.
- EMS lecturers share good practices with their colleagues throughout the University during the annual SoTL conference.
- Topics at USB's lunch-time workshops for teaching staff include how to create a teaching and learning philosophy and student engagement.
- Since the onset of Covid-19, the Vice-Dean: L&T has communicated with lecturers by means of T&L-related newsletters. They often contain good practices and were especially important during the height of ERTLA/ARTLA when lecturers had to adapt practices almost daily to the ever-changing pandemic circumstances (See: 3.3. Teaching and learning matters June 2020).
- During the first meeting of new Professional Educational Development of Academics (PREDAC) participants, lecturers who were among the Top Lecturer Award winners of the previous year, are invited to chat with new lecturers and answer their questions.

Departments/schools also engage in context-specific sharing of good practices, e.g., the School of Accounting (SoA) organised a number of workshops and colloquia to upskill academic staff in preparation for the implementation of the CA2021 competency framework. Details of the colloquia offered during 2021 are as follows:

- 3 March 2021: Digital acumen (hosted by Information Systems colleagues) as well as citizenship (presentation by Judith Terblanche, UWC)
- 14 May 2021: Ethics (hosted by SoA staff who teach Business and Professional Ethics)
- 30 August & 30 September 2021: Integration between subjects and between subjects and support modules (hosted by colleagues who present support modules, such as Mercantile Law, Business Management, Statistics and Economics)
- 28 October 2021: Critical thinking (hosted by Lanelle Wilmot, WITS)
- 4 November 2021: Mini-SoTL conference where SoA colleagues discussed the work-in-progress for the implementation of the CA2021 competency framework, as well as related innovations.
- When new teaching and learning ideas and requirements are formally introduced in the Faculty, department-specific opportunities are created to share good practices in support of this, e.g., the new Undergraduate Assessment Regulation.
- The Faculty's Programme Committee sometimes offers a platform to other institutional committees (e.g., the Committee for Learning and Teaching) to share good practices.

The sharing of good research practices is mainly specific to the academic domain and takes place within departments. On faculty level, the GEM/StEM programme offers PhD candidates opportunities to share good practices via the following mechanisms:

- At the beginning of their PhD studies, both the GEM and StEM students participate in a comprehensive orientation programme. Topics include effective literature search strategies; research data management; research evaluation; the University and Faculty's guidelines to doctoral studies; research design; research ethics and the ethical clearance process; research methodology and research project management. The orientation programme therefore provides the generic skills which candidates require at the beginning of their doctoral studies.

- PhD candidates also take part in a skills assessment process in their first semester of study to determine each person's skills needs. These needs are usually addressed by providing access to training opportunities that are available within academic departments or through on-campus training providers such as the African Doctoral Academy.

- An information session is also arranged annually for final-year PhD candidates to discuss the expectations and requirements of the PhD examination process.

- In addition to these formal sessions, there are several opportunities for candidates to meet and share ideas using interactive platforms, including a weekly seminar series where full-time GEM PhD candidates present their work and share ideas, as well as an annual colloquium for StEM staff members. Weekly Write Club sessions also provide an opportunity for candidates to write together and learn from each other.

- Finally, information sharing opportunities with our international partners have proven invaluable. Examples of sharing ideas and best practices across institutions include: i) an inter-institutional conference was arranged in 2020 for the commerce faculties of the University of Namibia and SU; and ii) a series of topical research-related discussions were arranged in 2021 with speakers from the Faculty of Management and Commerce of the University of Fort Hare, the SU Faculty of Economic and Management Sciences and the Faculty of Humanities and Social Sciences of the University of Bath.

Good practice and improvement area:
In short, the GEM and StEM programmes provide ample opportunity for candidates to share and learn best practices in addition to the opportunities provided by SU's Postgraduate Office and opportunities available within departments. It could be considered as a worthwhile improvement to increasingly open up these opportunities to the faculty's broader PhD community in the future.

In terms of social impact, each EMS environment maps out its own social impact activities that are inherently and inextricably interconnected based on a needs assessment, profile of clients and stakeholders, and relevant expertise. Collectively, these activities advance a shared vision of the social impact goals of the University in general and the faculty, in particular.

Many good practices emanate from working together, and with diverse stakeholders, as these involve the management of policies, programmes, plans, projects utilising participatory processes and local knowledge, and monitoring planned interventions on

a continuous basis for accountability purposes. A crucial principal benefit leans on creating and generating new knowledge and using theoretical and practical underpinnings to inform our teaching and teaching practices.

Good practice:
A good practice which has been strengthened during Covid-19 is the regular meetings held by deans, vice-deans and faculty manager forums. These SU forums meet frequently during the year and play an important role to co-ordinate and share information and practices across faculties.

10.2.5 Faculty of Engineering

A recommended *Engineering Educational Practices* SUNLearn module for Engineering staff contains best practices, case studies, recordings of past Teaching Morning workshops, selected SoTL presentations etc.

Annual REEP workshop facilitates dedicated time for approximately 20 faculty teaching champions to plan T&L research projects and collaborate.

- REEP document
- REEP website link

10.2.6 Faculty of Law

One good practice which has emerged from the Covid-19 pandemic is that at the institutional level the deans and vice-dean groups shared many challenges and good practices across the faculties, which would not have ordinarily happened.

Good practice:
BLCs also share good practices across faculties in terms of SUNLearn; similar support is received from the CTL advisor who also serves in the institutional PAC.

Good practices are also shared within the student context by the Academic Affairs Council, in which the JV chair serves *ex officio*.

10.2.7 Faculty of Medicine and Health Sciences

Annual Academic Day: a faculty-wide event to promote research. Always a 'class-free' day for all students.

Good practice:
Annual faculty glossy publication/Faculty newsletter/Media Outputs (see examples), and good practices which are shared in the Centres' reports/Advisory Bodies reports/Research reports.

Social impact initiatives are captured on the institutional database and are shared within the governance structure of the Senate Social Impact Committee.

From a communications perspective, the faculty's Marketing and Communications Division produces a variety of content about successes in the learning and teaching, research and clinical services and social impact spheres, including articles and videos. This content is shared with a diverse audience such as FMHS and SU staff, students, alumni and members of the public via a number of platforms, including the news area on the FMHS [website](), the faculty social media channels ([Facebook](), [YouTube](), [Instagram]() and [Twitter]()), four quarterly digital newsletters and an annual faculty publication which is produced in both a printed and digital format. Examples of newsletters and publications can be viewed [here]().

The Dean delivers a report at the quarterly Faculty Board meetings which highlights and recognises faculty achievements and developments, including academic appointments and promotions, new research funding, recognition by industry bodies such as medals, awards and scholarships, and new entities and partnerships.

10.2.8 Faculty of Military Science

Good practice:
The Senate Social Impact Committee hosts an annual seminar on various social impact matters. All faculties are invited to participate in the seminar which usually has initiative owners from various faculties and disciplines sharing their initiatives and good practices. This seminar is open to any member of the faculty who wishes to attend and the Vice-Dean Social Impact and Personnel is always in attendance.

Programme administration in the faculty falls under the Faculty Programme Committee which oversees the delivery of all academic content in line with the requirements of the University as stipulated in Calendar Part 1 and 13. This Committee is chaired by the Vice-Dean T&L and comprises of all the faculty programme coordinators. The main responsibility of this Committee is to focus on programme development, programme renewal, and quality assurance. This Committee reports to the Faculty Board and to the institutional Programme Advisory Committee.

10.2.9 Faculty of Science

Good practice:
The Faculty has a Science Teaching and Learning HUB that coordinates two annual events where good practices are shared amongst colleagues and where new approaches and strategies are discussed. The HUB also facilitates workshops on request per module/department/environment which supports the development and constant revision of faculty teaching and learning. Presenters from other SU environments are sometimes invited to facilitate discussions or inform our teaching staff on new institutional developments which impact on teaching and learning.

Newly appointed staff members are nominated annually to attend the PREDAC (Professional Educational Development of Academics) course for new lecturers which is offered by the Centre for Teaching and Learning.

The T&L HUB facilitates a research group for teaching staff who are interested to pursue education research and we support lecturers to apply for the institutional FIRTL (Fund for Innovation and Research into Learning and Teaching) grants and to apply for and prepare for presentations at the annual SU Scholarship of Teaching and Learning (SoTL) conference. All of these events offer opportunities for teaching staff to share ideas, experiences, and good practices. The research group is also currently involved in organising one leg of the online LCT3.5 conference: Around the world, around the clock (https://lctconferences.com/lct-around-the-world/). LINK NOT WORKING

Many of our staff has been awarded with prizes for best presentations, best research papers and delegates choice, at the conference. Furthermore, we have annual participants in the Scholarship of Education Leadership (SoEL) course and annual applications (of which the majority are successful) for the institutional teaching excellence awards.

Good research practices are anchored in a healthy research culture that embraces excellence, ethics in research and publication of outputs in peer-reviewed academic journals. Annual workshops/webinars for staff and students further strengthen awareness of good research practices. Academic seminars within Departments and across the Faculty serve as a benchmark for research excellence. The Faculty's performance evaluation process promotes and rewards good research practices, while excellence, ethics and good research practices are emphasised on various platforms, such as in the Faculty Board and Departmental Staff meetings.

Good practice:
The Faculty also employs a full-time science writer to report on research outputs and social impact to internal and external audiences.

The Faculty has a Social Impact Committee with representatives from every department as well as from some centres. This also includes a representative from the Natural Science student committee.

A senior academic is appointed as Chair of the SI committee and represents the faculty at the Institutional Social Impact Committee. The FoS committee meets twice a year to discuss and share practices. All environments are constantly reminded to register their SI projects on the central database as well as share their projects and experiences on a faculty Teams site.

The SI projects which receive institutional funding must submit an official report on the project. Many individuals, departments or centres in the faculty are constantly involved in social impact projects of various types. Often times, the success of such an endeavour is notably associated with the energy and drive of an individual. It is particularly important that each of the respective environments share their projects, experiences,

and proposals to obtain greater cooperation in the activities, greater sustainability of these activities and to ensure a greater reach.

10.2.10   Faculty of Theology

Academic staff participate in numerous colloquia, workshops, conferences etc. which focus on and share good practices. Other ways of information sharing include:
- Annual reports to the ecumenical board,
- Theology discussion group four times a year is an informal discussion for all staff members with topics varying from student support available on campus to recent research by academic staff,
- Bi-annual meetings of the deans from the four South African faculties of Theology,
- SU Deans' Forum where all the faculty deans meet to discuss matters of mutual concern,
- Bi-weekly newsletters which highlight significant events and achievements,
- Newsworthy events are communicated to the University's central communication department for wider dissemination.

Planning and processes exist for the reasonable and functional allocation of resources to all components of the institutional quality management system.

- Annual budgeting discussions at all institutional levels include explicit decisions about budget allocations for the design and implementation of quality assurance measures, for their support, their development and enhancement, and the monitoring of such measures
- Budget allocations for the quality management system reflect the importance attached at all institutional levels to the provision of appropriate resources (within overall budgetary constraints) for quality management
- Annual planning of the academic workload is undertaken
- The allocation of the academic workload takes into consideration reasonable staff-student ratios as well as the time required for research and community engagement, where relevant

Quality Judgement

In terms of standard 11, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

11.1 Reflection on guidelines

Quality assurance is, in most cases at the University, not seen as an "add-on" or a mere bureaucratic 'tick-box' and compliancy-driven activity. On the contrary, the management of quality and assurance mechanisms are integrated in operational budgets, work agreements and quality enhancement activities, whether departmental self-evaluations, peer reviews or programme review and renewal projects. These occur in a well-planned and systematic manner, negotiated with departments and PASS environments to accommodate their time pressures and capacity issues.

In some cases, professional registration requirements can be onerous and costly, but SU has a very successful registration track record in this regard.

The costs related to review site visits are carried by the deans and RC heads who budget for the scheduled departmental or PASS self-evaluations and peer reviews according to the size and diversity of the review panel members to be invited. It is standard practice for review panels to include at least one international panel member and to which, while expensive, the University remains committed.

Improvement area:
As already noted elsewhere in this SER, an improvement area for consideration is the possibility for faculties and PASS environments to buy-in some additional capacity when they are scheduled for a self-evaluation and peer review.

Especially in times of disruption, it can be difficult to find the required intellectual space within which to conduct a series of collective sense-making workshops and draft a self-evaluation report. But even under normal circumstances, work pressures can make it difficult for a departmental chair or senior director to anticipate how much time a self-evaluation will take, or how to manage such generative-reflexive processes in a cost-effective manner, without outsourcing any of the self-evaluation parts that should be integral to it.

The buy-in of additional capacity could take many forms, but the idea would be to alleviate the self-evaluation committee chair of some administrative, teaching or research responsibilities so that he/she/they could attend to the coordination of a self-evaluation process.

<Consider testing different solutions regarding increased capacity for QA in faculties: do we need more de/centralized support or could there be ways of creating more time for departmental chairs and PASS heads as part of their work agreements for the year in which these processes are scheduled?>

11.2 Faculty examples

For this standard, faculties provided explanations on the annual planning of staff's workload distribution.

11.2.1 Faculty of AgriSciences

Academic workload is managed in a transparent manner at the departmental level, captured in the respective staff work agreements which are signed off by the faculty. The faculty monitors and manages overall academic workload in terms of staff-student ratios, staff lecture loads, staff supervisory loads of PG students. Specialisation and scares skills' domains often makes it difficult to obtain a fair and equitable distribution across all staff and departments.

11.2.3 Faculty of Economic and Management Sciences

The size of the faculty requires annual planning and workload allocation to take place within departmental structures under the leadership of departmental management teams. Very little monitoring is done at faculty level. In some of the larger schools the workload planning is delegated to a subject level. The plans make provision for department-specific scenarios (e.g., study leave,

maternity leave and lecturer buy-out for specific projects) and aim to allocate work in a fair and transparent way.

Example: Department of Industrial Psychology

The annual academic workload in the Department of Industrial Psychology is based on a norm that was established over years (2016-2018), involving the allocation of a weighting formula allocated to each undergraduate and postgraduate module (see: 3.4. 2018 Work distribution). The initial calculations were made using SPSS and were based on historical data (previous year outcomes per lecturer). Module weightings were further determined by hour units (on average) for module preparation, presentation, student enquiries, administration, marking, practical work and final evaluation. Gradually a norm was established: one that is still being applied and combined with an individual's annual workload discussions with the HOD based on principles of personal and career development (see 3.5. workload preparation and career planning). The norm, which contributes to holistic career planning, is further supported by the basic principles of transparency and equal involvement in teaching, research, committee work, professional supervision, and social impact.

After the individual workload discussions, a MS Excel document is compiled and circulated in the department and ultimately discussed and approved at a staff meeting (see 3.6. Staff Workload MS Excel example). The approved workload document is then contracted for each academic during the formal performance management contracting and evaluation discussion. This document contains every academic's main workload-related activity for a specific year. Honours and master's student allocation for research is directly linked to student intake for the relevant year (based on student intake targets and staff capacity ratio). Alignment to the Department's strategic objectives further informs workload allocations. The strategic focus for the period 2020-2023 – developing the doctoral and post-doctoral programmes further in the Department – also influences workload discussions. It remains challenging to differentiate between academic levels. An issue that is currently being discussed is to further balance the teaching and research load of staff members with a PhD, as well as to quantify the role of a programme leader and how that may influence workload allocations.

11.2.7 Faculty of Medicine and Health Sciences

Good practice:
The Faculty developed a software system (PlacementPlus) which assists in the faculty's departmental workload determination. This is a live system updated in real time with the ability to determine workload per programme, per department or per individual.

11.2.9 Faculty of Science

The distribution of the academic work is a consultative process performed in each department and is done annually at the end of the year to plan for the following year. The various disciplines do not all have the same academic workload norms regarding actual teaching hours, e.g., Mathematical Sciences staff have more formal teaching hours as compared to those in the Biological or Physical Sciences who have many more practical sessions included in their duties. However, each discipline has its own norms with regard to teaching hours and student contact time; as well as distribution of duties relating to module development, module coordination, assessment, moderation etc. These norms also distinguish between the various staff appointment levels. During this planning process consideration is also given to those staff members who are due for a sabbatical or research opportunity. Attached examples of workload distribution.

(d) Standard 12

The quality assurance system achieves its purpose efficiently and effectively.

- The resources (human, financial and infrastructural) allocated to the quality management system annually are used for their intended purpose.
- A form of performance management at all institutional levels ensures that resources allocated to quality management are utilised in a manner that benefits the institution
- Stakeholder engagements, including engagements with students, include reporting on and taking responsibility for the value that the resources allocated to quality management adds to the institution

Quality Judgement

In terms of standard 12, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

12.1 Reflection on guidelines

Quality management at SU happens in a distributed manner, with many role-players that participate in the management of quality, assurance, and enhancement of its core academic functions.

As already noted in Standard # above, at the central level the University has a lean, efficient structure *<see organogram>* with an Advisor: Quality Assurance and an Officer: Quality Assurance who provide guidance, advice, and support to all ten faculties.

The budgeting for self-evaluation, peer review and programme review projects rests with faculties and responsibility centres themselves. The distributed budgets allow for review panels to be appointed and for site visits to be conducted, which includes the appointment of at least one international panel member. Although postponements are sometimes requested, faculties and responsibility centres manage their budgets and ensure that adequate funding is available to also, in some cases, to buy-in additional capacity for self-evaluation committees, as needed.

After each departmental/PASS evaluation, the Centre for APQ requests a summary of all QA-related expenses, and at the end of each QA cycle, expenditure is analysed and reported to the Quality Committee.

< Perhaps include a report/summary of self-evaluation and peer review budgets >

A priority area that the Centre for APQ has identified for itself, is to expand the University's guidelines, themes and criteria, good practices and tools and approaches for conducting self-evaluations. A good practice from another South African university which the Centre would like to emulate, is to develop and offer a structured set of workshops which systematically guide self-evaluation committees through the self-evaluation process.

Most management of quality, assurance and enhancement activities are articulated within individual staff's work agreements and form part of the normal performance appraisal and human resource management system at SU. A concern that SU has identified for itself, is that the time constraints on departmental chairs and PASS directors make it difficult to those environments to conduct self-evaluations and the percentage of time allocated to vice-dean portfolios within faculties might also be inadequate. Currently, no workload estimate is available for how much time curriculum design, renewal, or departmental self-evaluations require.

As a research-intensive institution, the quality culture at SU is informed by a pursuit of scholarship, also in terms of the impact of the support provided by professional academic and administrative support service (PASS) environments. In this regard, the staff within the Centre for APQ pursue a scholarly approach and play an active part within the communities of practice to which it belongs nationally and regionally.

The annual integrated report provides information to all stakeholders on how funds at the University are spent and a high-level quality is maintained.

12.2 Faculty examples

Faculties provide responses on their annual budgeting discussions and the process to identify and allocate funds for specific quality assurance or quality enhancement actions.

<Is it possible that perhaps the Faculty of Agrisciences responses and examples are over-represented in the SER? While it is not a major problem, could other faculties be encouraged to review their responses in view of this rough draft to have greater representivity >

12.2.1 Faculty of AgriSciences

SU has a comprehensive process of engagement and management of the annual budget cycle that is disclosed upfront and makes provision for inputs,

consultation and reflection from the side of the faculty. The financial model for structuring of the budget and subsequent allocations is also an open and transparent process. On receiving its main budget allocation, the faculty submits a detailed allocation in support of its key activities (L&T, R&I) and components (staff, infrastructure, maintenance, new initiatives, etc.) in consultation with internal structures (EXCO, Departmental Heads Form, Faculty Board) for approval by Senior Management.

12.2.2 Faculty of Arts and Social Science

We have to ascertain whether an environment is over- or understaffed. This is the essence of a budgetary process. FASS has looked at its model for this, a teaching-driven capacity model, where staff can allocate to a staff member a term-free period to focus on research. Looking at the number of electives, to see whether those are all financially feasible (or perhaps detracts from the viability of the programme). We arrive at internal benchmarks, looking at the clusters within the faculty. There is some homogeneity in the social sciences and languages; but this is trickier in the arts. When there are issues, vacancies and retirements, we consider possible changes, e.g., Psychology being overstaffed vs. Social Work being understaffed.

If there are specific training needs or departmental strategic breakaways needed, we allocate the necessary budget to it. For example, we allocate a peer-to-peer ("tutor") support budget according to clear specifications (according to the new University's labour-stipulation arrangements). Departments complete a tutor template, and this is considered by the Dean and Faculty manager who review the academic rationale for such requests. Approximately, R4m is spent per year on peer-to-peer teaching.

12.2.3 Faculty of Economic and Management Sciences

The Faculty's approach to budgeting (including discussions and decisions) considers the following:
- Five-year enrolment plan discussion per programme and department.
- Five-year staff plan discussion taking into consideration vacancies, retirements, promotions, etc.
- Strategic plan (also known as the faculty's environment plan) is drafted with departmental inputs and initiatives.
- Hard budget planning: class fees, subsidy and other income streams are budgeted for, and a budget allocation is made (according to the SU budget model) to the faculty.
- Budget allocations are made to departments according to faculty-specific budget principles (see: 2.13: EMS Financial Management Guidelines).
- Lastly, another round of departmental discussions takes place to ensure that all

challenges will be addressed for the following budget year.

The EMS budget includes funds for quality assurance and enhancement actions. These funds are allocated to departments and schools to manage. There is also a whole range of QA and enhancement-related institutional projects which are institutionally funded. In addition, some institutional-level strategic funding is available for QA projects and can be accessed by means of an annual strategic funding application process. The faculty supplements this funding when necessary and possible.

Programme renewal forms an integral part of quality assurance processes and enhancement actions. To ensure that staff have the capacity to spend time on renewal activities, EMS applies for funding from, for example, the DHET-funded University Capacity Development Grant (UCDG) programme renewal project. This additional funding supports the funding allocated to departments for quality assurance specifically. Approximate R1,5 million of UCDG funding was allocated to the faculty during the first cycle (2018 – 2020), and good progress has been made with programme renewal.

So far, an allocation of R400 000 has been made for programme renewal projects within the second cycle of UCDG funding (2021-2023). Most of these funds were allocated toward buying out teaching time (including online learning assistants).

Improvement area:
The Faculty should consider formalising annual QA and quality enhancement planning. This will inform the Faculty's budget decisions.

12.2.4 Faculty of Education

The budgeting process for the faculty follows the University process.
- Budget discussions, with estimate of what output would be.
- Deans' discussions, with Rectorate and Senior Management to discuss the faculty allocation.
- When the faculty receives its allocation, we must look at our remuneration budget and operational budget; promotions, new appointments taken into consideration; Senate needs to approve if it wants to transfer operational funds to the remuneration budget line item.
- Specific needs of departments, main operations, requirements, and making sure that it is distributed accordingly. Specific needs of vice-deans' portfolios according to their strategic plans.
- Meeting with the faculty Exec Committee where we then discuss the money available and what is to be prioritised.

The decision making is done with participative input. The remuneration budget is the biggest driver as asset management is managed from the centre.

There are no operational financial issues in the faculty because the operational budget allows for, e.g., purchasing of laptops, etc. However, the remuneration budget, for example, the appointment of new staff, was constrained in the past, and promotions could not be effected. This constraint has been addressed by the Renewal Plan strategies. The faculty is now in a more sustainable position. Succession planning has been identified as being vitally important. The Dept of Education Policy Studies has two high research-output staff members who have a significant impact on the research output and funding income which comes from these outputs. To address succession planning, we have appointed a professor as a mentor for ten to twelve young academics.

12.2.5 Faculty of Engineering

The Faculty participates in the annual information sessions on the distribution of the University's Main Budget. It has limited control over, and therefore input into, the distribution of the University's first- and second-income streams.

There is a well-developed and trusted method used to distribute the allocation of faculty funds to its departments. This method is very similar to how the income is generated to ensure that the distribution is fair and that it rewards departmental fiscal behaviour.

There are some additional activities which are supported by a "top-slice" of the allocation of the budget to the faculty. This includes support to improve the quality of teaching as well funding to support student wellbeing. In particular, a senior academic is appointed to support the development of enhanced faculty teaching practices with two educational psychologists to support undergraduate students.

The following items are in the budget to ensure the quality assurance of faculty programmes:
– Vice-Dean Teaching and Quality Assurance for 60% of her time,
– An administrative support person,
– Additional administrative support when preparing for ECSA accreditation visits,
– The cost of ECSA accreditation visits,
– External moderators for the undergraduate and postgraduate modules,
– External examiners for postgraduate student degrees.

The annual budgeting discussions can be divided into a two-step process: (a) Initially, discussion with the management of the University regarding the

proposed budget allocation to the faculty for the following year, and (b) Discussions at faculty Management Committee level with the departments after the budget allocation model has been completed.

The initial discussions with the management of the University are informed by the estimated DHET subsidy for the following year, estimated student fee income based on projections in student numbers for the following year and estimated ICRR income for the following year. These different estimates are five-year rolling plans and based on five-year student registration plans for the different programmes agreed upon centrally with executive management. The University also makes use of a budget allocation model to allocate budgets to the different support divisions within the university and the faculties.

Once the allocation to the faculty is confirmed by executive management, the allocation is then divided between the different departments through the faculty budget allocation model. Using an agreed-upon model upfront has the benefit that departments do not "jostle" for the best allocation and that the allocation is based on objective (numerical) criteria. Within the model, the Dean's Division is also funded and within the Dean's Division provision is made annually for specific quality assurance or enhancement actions.

In parallel with these two steps, personnel planning and five-year rolling Staff Plans are updated to record the needs of departments to ensure the sustainable delivery of all the programmes managed by the departments. This includes the filling of vacant positions, identifying new positions which may be required, the promotion of current staff and succession planning for staff who will retire within the next 5 years. Should the needs expressed in these plans exceed the allocation to the department, a further round of prioritisation of these needs is embarked upon to finalise the Staff Plan for the ensuing year.

The routine quality assurance processes (external examination of master's and doctoral thesis and dissertations) and external moderation of undergraduate modules is budgeted annually by both the Dean's Division and the respective departments.

Furthermore, as all undergraduate engineering programmes are accredited by ECSA, each programme undergoes a rigorous five-yearly external accreditation process to ensure not only adherence to the ECSA minima regarding programme content but also the quality of assessments that measure the ECSA Exit-Level Outcomes and the marking of these scripts.

12.2.8 Faculty of Military Science

A significant challenge is that the CESM 16 – Military Science is not funded by DHET. Therefore, Military Science does not receive any DHET input or output subsidy for any registered students, including postgraduate students. This reduces the faculty's potential income-generating capacities, but also threatens the sustainability and quality of its master's and doctoral programmes.

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.

Under this focus area…

< draft text here >

the respective standards:

Standard 13

13.1   Explain how your faculty identifies the need for a new academic programme(s) and what the process for the development, design, and approval entails. List all new academic programmes developed since 2018.
13.2   Explain how your faculty reviews and renews modules and programmes.
13.3   Explain the main actions undertaken by your faculty to adapt to the Covid-19 pandemic (Guideline 13.4).

Standard 14

14.   How are students' voices included and discussion on, e.g., transformation encouraged at departmental, faculty and institutional level? List the main curriculum renewal activities undertaken since 2018 and how your faculty engages in the scholarship of education al leadership.

Standard 15

15.   Explain how student, graduate and employer feedback are gathered and used. What improvements would we identify for ourselves in this regard?

Standard 16

16.   List all the graduate destination surveys or similar studies conducted in the faculty. How do departments reflect on the employability and other economic activity of its recent graduates and act on these findings?

"Student success", as defined in the CHE's Quality Enhancement Project (QEP)

An effective institutional system for programme design, approval, delivery, management, and review is in place.

- Institutions have clear procedures for programme design and development, as well as for programme approval and review
- The procedures for programme design and development, approval, delivery (including assessment) and programme review are implemented and monitored.
- Coherence between the intentions articulated during accreditation applications and the implemented programmes is evidenced in programme reviews
- Decisions on curriculum, teaching and learning approaches, assessment and the role of technology during times of significant disruption are taken within the precepts of the institutional quality management system, for example, with reference to the CHE's *Quality Assurance Guidelines for Teaching and Learning and Assessment during the Covid-19 Pandemic (2020)* and *QA Guidelines during the Covid-19 Pandemic: An Abbreviated Resource (2020)*, and other CHE guidelines issued from time to time.

Quality Judgement

In terms of standard 13, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

13.1 Reflection on guidelines

Stellenbosch University has a robust and effective institutional system in place for the design, support, and approval of new academic programmes, and for the processing of changes to existing academic programmes. The SU programme approval structure is well-established and requires programme committees to undertake several collaborative discussions to enable holistic curriculum design. This structure aims to ensure the high quality of teaching and learning at SU while enhancing the academic offering.

Senate is the academic approval body at Stellenbosch University, and it is supported by two standing sub-committees in this regard, the Committee for Learning and Teaching (CLT) and the Academic Planning Committee (APC). *< include Mandates perhaps? >*

Programme committees in faculties are usually established when:
- a new programme idea originates (i.e., exploring a new knowledge market, registering a new field of specialisation), or

- professional bodies, revised national policies, or new national standards (e.g., South African Nursing Council, Minimum Requirements for Teacher Education Qualifications) require re-curriculation of existing programmes to create new programmes, or
- due to programme review and renewal, it was found that extensive changes to an existing programme require the submission of a new programme.

These programme committees are tasked to identify the programme's purpose, student profile, and design on macro, meso and micro levels. Support is available to the programme committee from the Division of Learning and Teaching Enhancement in academic planning, teaching and learning and learning technologies advisers. With an initial curriculum plan in place, support is provided by the faculty managers to consider the financial implications of curriculum decisions and human resources requirements.

SU utilises an internal programme specification document (Form A) based on the *CHE programme accreditation criteria* (amended as of January 2022) and CHE Framework for Qualification Standards in Higher Education, with additional information to support holistic curriculum design. For example, the inclusion of a thorough financial viability criterion (Criterion 10) requires financial planning and discussions with faculty managers to be considered during the curriculum design process, which will enable informed decision-making on enrolment planning, student fees and human resources implications for faculties. Due to the extended timeline for accreditation and registration of new programmes (at least two years), financial planning will also highlight any human resources, equipment and venue requirements that faculties should prepare (budget) for.

The CHE accreditation criteria do not have clear standards on the information included on the micro-level (individual modules). Although SU has used module specification documents (referred to within the institution as *Form B*) as part of all curriculum design requests, these documents have been amended in 2019 to allow for:
- clarity on constructive alignment (Biggs),
- thorough consideration on the use of learning technologies as part of the teaching and learning and assessment strategies, especially in the design of programmes offered via a hybrid mode of delivery,
- alignment to core SU strategies and policies, i.e., the new assessment policy, and
- assessment, facilities, and resources planning and, where applicable the requirements for workplace-based learning.

Following the initial curriculum design process, initial curriculum ideas serve at a faculty programme committee and faculty boards to ensure that discussions have occurred with fellow disciplinary specialists and, where necessary, across faculties where possible curriculum overlap could occur.

All new programme submissions serve at the Programme Advisory Committee (PAC), a sub-committee of the Senate's Academic Planning Committee supported by the Centre for APQ. As per the PAC's mandate, the committee is "an advisory body that advises individual lecturers, programme proposers, programme committees of faculties, deans/vice-deans and other decision-makers in faculties regarding submissions for new programme and curriculum initiatives as well as institutional clarification of programme matters and Calendar amendments".

All requests for new programmes must be reviewed by this committee (four opportunities are available throughout the year) and changes to existing programmes (depending on the faculty finalised at the end of March or early in April). To ensure that all aspects of new programmes or changes to existing programmes are considered, the PAC comprises of representatives of all the support divisions influenced by teaching and learning (Registrar's Division, HEMIS office, Timetables office, etc.), the programme committee leaders/Vice-Deans Teaching and Learning of all ten faculties, faculty managers and an additional senior academic from each of the faculties.

Good practice:
Preliminary notes are compiled on all requests to enable programme committees to discuss these comments and recommendations and provide informed feedback. Addressing more minor issues before the actual meeting (i.e., highlighting where answers can be improved, editorial aspects, etc.) allows for more in-depth discussions on curriculum matters to occur at the meeting. *< See examples of PAC agendas, preparatory notes and reports to APC >*

Senate then approves PAC recommendations via the Academic Planning Committee (APC) reports. No submissions for new programmes can be submitted for external PQM approval (DHET), accreditation (CHE) and registration (SAQA) without approval at Senate.

The procedures for programme design and development, delivery, and programme review-and-renewal are therefore implemented and monitored at faculty and departmental level, with some programmes managed by inter- or trans-faculty programme teams. Whereas faculties contemplate the coherence of programme design

within their frames of reference, the PAC creates the space for intra-institutional alignment and standardised approaches towards the interpretation of National Qualification Framework (NQF) levels, the level descriptors, credit-weighting, outcomes-formulation, and other curriculum design aspects. See Addendum x/PoE for an analysis of the new programmes submitted (2018-2021) – Melissa's contribution to Criterion 14.

< Consider a quality judgement i.t.o. whether these programme approvals' processes are working or not > < Include Deloitte external audit brief: Stellenbosch University – Internal control review on the quality assurance and the accreditation of new programmes >

Good practice:
An institution-wide programme renewal project to create capacity for programme renewal and research within faculties and to establish an institutional programme renewal practice that forms an integrated and integral part of quality assurance and enhancement at Stellenbosch University was also launched in 2018. SU has obtained funding from the DHET University Capacity Development Grant (UCDG) during two funding periods (2018-2020 and 2021-2023) for this initiative. The project has an institution-wide as well as faculty-specific focus.

To enable programme renewal activities according to the faculty specific roadmaps and institutional priorities (see Addendum for a list of SU dimensions of curriculum responsiveness applicable to programme review and renewal) as well as to ensure greater participation by academics, the UCDG funding is used for capacity building in four areas which were identified through focus group interviews with faculties as potential challenges:
- – Administrative support for programme renewal activities,
- – Partial teaching relief of key academics who drive programme renewal activities,
- – Breakaway sessions where programme renewal teams can spend collaborative, focused time away from their working environments,
- – Research projects about programme renewal activities.

See the 2018-2020 UCDG report as well as the October 2021 feedback for more details about the output and outcomes achieved, successes, challenges as well as lessons learned.

SU's quality management system ensures the cyclical self-evaluation and peer review of academic departments as the unit of analysis. Within departmental self-evaluations, postgraduate programmes and undergraduate modules are interrogated, which could lead to the identification of a module or programme renewal process to be initiated. In addition, many undergraduate and postgraduate programmes leading to professional registrations, such as for programmes in Accounting, Actuarial Science, Business Administration, Engineering, Industrial Psychology, Medicine and Health Sciences, Psychology, Social Work, and Urban and Regional Planning, show adherence to the

criteria prescribed by their respective professional bodies and are subject to regular review, as prescribed by their respective professional bodies.

This is not the case with formative undergraduate programmes at SU. Programmes such as the *Bachelor of Arts, Bachelor of Commerce* and *Bachelor of Science* are managed within programme teams and changes mostly happen at the module level. Attention is given to the 50% rule (not to change programmes more than 50% whereafter they would be deemed to be new programmes requiring CHE accreditation) to ensure the integrity of the programme accreditation criteria. Programmes requiring significant changes, or new programmes needed, are identified, and submitted for accreditation approval through the institutional and CHE processes.

< Consider including more information on programme reviews in general to better address 13.3, maybe with a possible improvement i.t.o. moving to more systematic programme reviews, after introduction >
<My suggestion is to include the faculty reports re programme renewal as an addendum / link in document. I think Melissa's report and the reference to PAC reports etc would suffice.>

The Covid-19 pandemic necessitated a range of teaching and learning as well as business continuity interventions. This required lecturers to actively engage in the revision of teaching and learning material to attain the specific module outcomes. Though it was very challenging, the focus shifted to achieving learning outcomes in a new manner and facilitating change and innovative teaching practices (e.g., strengthening the focus on threshold concepts; using streaming software to interact with students; and designing the learning management system (LMS) for student engagement and independent learning).

Assessment practices also had to change and refocus on assessment of higher order thinking more suitable for non-invigilated assessments. These changes are described in a Framework document that was compiled by the Vice-Rector (Learning and Teaching) in collaboration with the Vice-Deans (Learning and Teaching). *<Include Framework document of 2 April>* This document was discussed and finalised at a Committee for Learning and Teaching meeting on 2 April 2020. Based on this Framework document, the Executive Committee of Senate made several urgent decisions on 6 April 2020:
  - Adjust the SU academic calendar for 2020 by starting the Second Quarter three weeks later and starting the Second Semester one week later than in the original academic calendar for 2020.
  - All undergraduate teaching and assessments (including the 1st and 2nd exam opportunities) shall be online only for the remainder of Semester 1 of 2020, because we cannot assume that large group gatherings will be allowed. Postgraduate coursework teaching shall be online, and assessments may be online for the remainder of Semester 1.
  - For modules where professional bodies require invigilated examinations or in person moderation, faculties may only schedule these examinations after students have returned to campus, but before the start of the 2021 academic year, in consultation with the Registrar's Division. As a fall-back but not the scenario to plan for: the Registrar's division has a reviewed sit-down in-class exams calendar on campus for

Semester 1 modules, should it be possible for all students to return to campus in time.

- Should a scenario unfold that on-campus L&T and assessments are not possible in Semester 2 of 2020, the EC(S) will make further decisions, which might include scheduling additional examinations early in 2021.
- Waive the prerequisites for all modules where Semester 1 modules are required for admission to Semester 2 modules, to allow students to continue in Semester 2.
- All SU students who were registered in 2020 will be automatically readmitted for the 2021 academic year notwithstanding insufficient academic performance in 2020.
- For those students who could not digitally connect to SU's Semester 1 online learning and assessments, plan for a rerun of Semester 1 modules in hybrid learning mode (mostly online learning of archived 1st Semester lectures and other material with limited contact sessions) in the second half of 2020 and an exam opportunity in January 2021 for Semester1/2020 modules.
- Faculties should determine the details of changes to assessments (modes, procedures, etc.), academic programme level outcomes, or other SU Faculty specific Yearbook stipulations by 15 April 2020, and report to the EC(S) at its scheduled (online) meeting of 21 April 2020, via a special Academic Planning Committee (APC) meeting.
- All other decisions and regulations about changes to assessment practices and procedures (scheduling, weightings, etc.) which are not specified in the faculty-specific sections of the SU Yearbook are devolved to Faculties (Deans, with their executive faculty committees).

<Can supply minutes of the 21 April APC meeting where the changes (see point 7) served.>

A Business Continuity Stream for Teaching, Learning and Assessment was convened under the Senior Director: Learning, Teaching and Enhancement on 17 March 2020 to assist students and lecturers during ERTLA (Emergency remote teaching, learning and assessment) with representatives from the Centres for Learning and Teaching, Learning Technologies, the IT and Registrar's division (e.g., Exam's office and timetable and scheduling), International Office, Vice-Deans (Learning and Teaching) and Student representative Council. They met weekly to discuss the readiness of the Technology platform, support for students (online learning, laptops, and data bundles), support for lecturers (switching to Emergency Remote Teaching Learning and Assessment) and support for online assessment. This group coordinated all the support and training activities during ERTLA with many webinars and support documentation prepared for both lecturers and students. The *Guideline for Emergency Remote Teaching using the DeLTA (Designing Learning, Teaching and Assessment) Framework* <insert link> provides an overview of the Covid-19 Learning and Teaching arrangements as well as the support provided to support lecturers and students. The *Consolidated Assessment resource* <insert link> created in July 2020 provides an overview of the most pertinent assessment issues and support during ERTLA.

Donor funding from the Michael and Susan Dell Foundation, Oppenheimer Charitable Trust and the Harry Crossley Foundation as well as UCDG funding were made available to faculties to assist them with the shift to ERTLA both in terms of the development of

new learning material and assessment as well as tutors / mentors to provide additional support to students.

Aligned to the University-wide arrangements, faculties also made specific Covid-19 learning, teaching and assessment arrangements based on their own contexts.

< Include research and resources published, e.g., Evolving as a Digital Scholar>

13.2 Faculty examples

In the portfolio of evidence, faculties explain how they identify the need for new academic programmes and what the process entails in terms of programme design, development, and approval. Faculties list all the new academic programmes developed since 2018, explain how we review and renew modules and programmes, and how they responded to the Covid-19 pandemic (Guidelines 13.4).

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.

- Formal consultative and decision-making structures in the institution, at institutional, faculty/school and departmental levels, allow for engagement by staff and students on the transformation and/or reform and renewal of curricula, on innovation in learning and teaching approaches, including the role, function and administration of assessment, and the role of ICTs in the attainment of graduate attributes.
- Formal structures include curriculum transformation, reform and renewal, as well as methodological innovation and the use of ICTs in teaching and learning as standard items on meeting agendas
- The institutional culture is such that discussions on curriculum transformation/reform/renewal; teaching/ learning innovation and ICTs in learning and teaching occur regularly between staff, and between staff and students, and other stakeholders, such as professional bodies and the community
- Students recognise that the institution values their input into the curriculum and the learning discourse.
- The role of language in contributing to effective learning and teaching (for example in terms of academic literacy, epistemological access, multilingualism, and the development of all South African languages) is actively considered
- Decisions taken at formal institutional structures on any or all of these issues are implemented, and their impact on the quality of teaching and learning is regularly reviewed
- Curriculum renewal and transformation processes ensure that the overall curriculum remains aligned with the institution's mission, vision and goals and its particular context, and is responsive to changes in knowledge, in particular, local contexts and the expectations of relevant stakeholders
- Processes ensure that curriculum structures are appropriate and flexible to enhance the opportunities for success for a diversity of student needs
- Engaged scholarship and the scholarship around teaching and learning are integral to the delivery of the institution's curriculum, its approaches to learning and teaching, and improve educational provision
- The research activities of the institution inform curriculum development, where relevant

Quality Judgement

In terms of standard 14, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

14.1 Reflection on guidelines

Continuous curriculum renewal is supported and promoted at all levels within SU. For undergraduate modules and most postgraduate programmes, home departments ensure regular interaction with students, consultation with internal and external stakeholders and regular updating of curricula. Regarding undergraduate programmes,

the *Guidelines for Programme Committee Chairs and Programme Leaders* (2018) describe the roles and responsibilities of programme leaders. Good practices, innovations and research are shared at SU's annual Scholarship of Teaching and Learning (SoTL) conference, and the *Learning and Teaching Policy* (…) describes the expectations in this regard of lecturers as reflective practitioners and scholarly teachers, with the scholarship of educational leadership driven at the level of programme committee chairs and vice-deans: learning and teaching in faculties.

Faculties have adopted different approaches toward transformation, and ways of responding to current debates, such as the call for a decolonised curriculum. (See, e.g., the formation of the *Transformation Committee* in the Faculty of Theology, or the *Transformation Charter* of the Faculty of Medicine and Health Sciences.) There are many potential entry points into discussions around programme review and renewal, and progress with faculty-specific projects are documented in our University Capacity Development Grant (UCDG) projects, in terms of the reports submitted to the DHET (see: programme renewal, and hybrid learning). Some examples of programme renewal activities in the faculties include:

- At the School of Accountancy, a curriculum renewal process, which has been necessitated by SAICA's recently released CA2025 Competency Framework, is underway. Due to a SU Teaching Fellowship that was recently awarded to Mrs Gretha Steenkamp of the SoA, it was possible to buy out a significant portion of her time to allow her to manage the implementation of the SoA curriculum renewal project. Although the renewal initiatives include some technical content changes to the curriculum, the major change is constituted by a greatly increased focus on the development of specific graduate attributes, the so-called "professional values and attitudes and enabling competencies/acumens". This implies changes in pedagogy, including a greater focus on self-directed learning to acquire these attributes.
- Engineering: CV, AB: IBE, MEM, DataIng new programme in E&E, DataIng module included in all BEng programmes; Intercultural communication 113
- Law Faculty: LLB renewal
- Three of the undergraduate programmes in the Faculty for Medicine and Health Sciences have been engaged in formal curriculum renewal processes since 2018. The review of the MBChB has intentionally sought to devise a curriculum which will ensure graduates who are not only clinically competent, but also critically conscious of the society which they will serve. The renewed curriculum will be launched in February 2022.
- In the Faculty of Science there have been many programme and curriculum renewal initiatives including introducing technology in the form of tablets into the Extended Degree Programme (EDP) biology classroom in 2016 to promote active learning and student engagement and a project in 2021 on Virtual Reality: Embodied Learning for Extended Degree Programme STEM Students at Stellenbosch University. Other curriculum renewal initiatives focus on address the high attrition rate at the first-year level as well as enhancing scientific writing support as a UCDG funded project, From Access to Success? Tracking the progress of Extended Degree Programme Students (in STEM fields) at SU using grade data. This is a one-year project (2021) and entails a retrospective analysis of the EDP students' study outcomes – those that enrolled

- between 2010 and 2016.
  - − The Faculty of Theology renewed its BTh in 2018/2019 and the EDP, PGDip and its hybrid offering should be completed in 2022.

For 2022, the University has allocated strategic funding to launch a series of institutional activities related to *assessment* in line with the recent review of the *Assessment Policy* (2021).

Faculties have employed Blended Learning Coordinators (BLCs) who liaise closely with the Centre for Learning Technologies and the Centre for Teaching and Learning's advisors in faculties to ensure the appropriate integration of learning technologies in the curriculum and learning activities. These BLCs played a vital role in the institutional pivot to ERTLA in March 2020. SU was fortunate to be able to build on 20 years of experience in using learning technologies in teaching and learning activities, but the shift to fully online did necessitate significant changes and support initiatives for both lecturers and students as indicated under Standard 13.

SU approved a Hybrid Learning Business Plan in November 2019 to enhance the reach and richness of the SU academic offering. The project started in June 2020 with the appointment of the HL Project manager. Hybrid learning (HL) is a mode of academic programme delivery that combines short periods of real-time engagement between lecturers, subject matter experts and students with sustained periods of self-paced, fully online learning by the students. See https://hybridlearning.sun.ac.za/ for more details about the project.

SU is continuing to invest in the streaming infrastructure in lecture venues to enable this type of hybrid offering as well as the Augmented Remote Teaching, Learning and Assessment (ARTLA) delivery model which had to be employed when the regulations allowed a return of students to campuses but with a 1.5m distancing rule which only allows for about a third of students to be physically present in class. By live streaming the lecture via MS Teams, the rest of the students can interact remotely as if they are in class. This project started in 2021 and to date 86 venues have been equipped with state-of-the-art streaming and recording equipment. A further 37 venues are planned for 2022 but the installations had to be delayed to June because of the world-wide shortage of computer chips which caused a delay in the procurement of required hardware.

< CLT and CTL to perhaps expand on Blended Learning Coordinators, hybrid learning, learning technologies, shift to online T&L, the extended learning spaces project, etc. >

The institutional culture values the input by students, recently graduated students, employers, and industry stakeholders. The Academic Affairs Council (AAC) is a student representative structure with ex officio representation in the SRC and many institutional committees. They are elected by students as class and faculty

representatives and often form part of curriculum review and renewal activities. These students also serve on committees in all faculties as the examples below attest to their participation and contributions:

- In the Faculty of AgriSciences, the student body is represented and consulted at all levels from module/class representatives, Agriculture Student Association (ASA), representation on various committee structures (Quality Committee, Academic Planning Committee, Transformation Committee) as well as the Faculty Board. The formal student (module) feedback also provides valuable insight and inputs in modules development, including curriculum/content, approach to assessment, outcomes/ attributes.

- In the Faculty of Economic and Management Sciences, student representatives (identified by the EMS student committee, the EBSK) participate in both the Faculty Transformation Committee and the Faculty Social Impact Committee. Students' voices are also heard via informal feedback, formal feedback (managed by CTL) and the class representative system (see: 2.5. Class representative policy). The class representative system has developed and changed over time to adapt to the changing student profile and needs of both students and staff. In addition, the EBSK acts as a liaison between faculty management and the student body and therefore serves as a consultative body. Its chair and two EBSK members represent the student body at Faculty Board level. Prior to Covid-19, the Faculty initiated lunch-time sessions called "Talk to the Dean" to encourage discourse between staff and students. These sessions were hosted by the EBSK but were not well attended. There are also student committees who concentrate on academic matters and provide opportunities for engagement with peers and lecturers, namely the Industrial Psychology Society, International Business Society, and the BAcc Committee.

- In Engineering …. CV, See answer at question 5.1 "Evaluate the student experience"

- Students are represented by the Chair of the student Council and can raise issues at the Faculty Board in the Faculty of Education.

- In the Law faculty, the Transformation Committee has UG and PG student representatives, students also serve in the TL committee and Programme Committee and the Faculty has a dedicated position of "Student Coordinator" whose focus is on students. An example of the consultation with students, include the consultation with students regarding the *Preamble of the Constitution* artwork. The Transformation Committee was established in 2017, after the #FeesMustFall movement. It has four sessions per year and is open to students and lecturers.

- It is standard practice in the Faculty of Military Science to include students in most Faculty committees. Amongst others, students are represented in committees such as the Social Impact Committee, Faculty Ethics Screening Committee, Telematic Education Forum, Faculty Executive Committee and Faculty Board. Constant feedback is always requested from students, there is a regular communication session convened by the Dean with students and ad hoc meetings with the Military Academy Students Council.

- Students serve in the programme-, social impact- and transformation committees as well as in several task teams within the faculty of Theology. Student leaders host crucial (courageous) conversation sessions.

Recently, the University reviewed its *Language Policy* (2021), which is aligned to the DHET's *Language Policy Framework* (2020). The language planning process is similar to the 2016 policy in that all faculties are required to review their language for learning and teaching and record the language arrangements in the faculty language implementation plan annually. This plan is then reported to Senate via the faculty board and Senate's Academic Planning Committee (APC). Senate has the power either to accept the faculty's language implementation plan or to refer it back to the faculty, with or without conditional changes. Once accepted, the language arrangements for learning and teaching of a particular module are published in the relevant module frameworks (see paragraph 7.4 Language Planning of the 2021 Language policy available at www.sun.ac.za/language).

A scholarly approach to Learning and Teaching as well as the Scholarship of Teaching and Learning is encouraged, supported, and rewarded at SU. The *Teaching and Learning Policy* (2016) (see graphic below), recognises it as one of the four interlinked dimensions to ensure quality Learning and Teaching:
- *the professionalisation of academics for their teaching role,*
- *the scholarship of their teaching practice conducive to a learning-centred approach,*
- *appropriate learning infrastructure and learning technologies, and*
- *continuous programme renewal.*

SU supports the Scholarship of Teaching and Learning in the following ways:
- Support from the Centres within the Division for Learning and Teaching Enhancement (Centres for Teaching and Learning, Learning Technologies, Academic Planning and Quality Assurance, Language Centre, and the Hybrid Learning Project).
- The FMHS has an in-house Centre for Health Professions Education which not only provides support and guidance for teaching and learning in the faculty but also supports educational leadership and scholarship through its postgraduate programme offerings and its research endeavours (Annual Report 2020 in repository).
- Scholarship of Educational Leadership short course presented since 2017 with annual participants from all faculties as well as PASS environments.
- Fund for Innovation in Research and Innovation in Learning and Teaching (FIRLT),
- Annual inhouse Scholarship of Teaching and Learning Conference where faculty members showcase both research and innovation,
- Fellowships,
- Teaching Excellence awards based on the submission of a portfolio of evidence that should also include evidence of scholarly activities and scholarship.
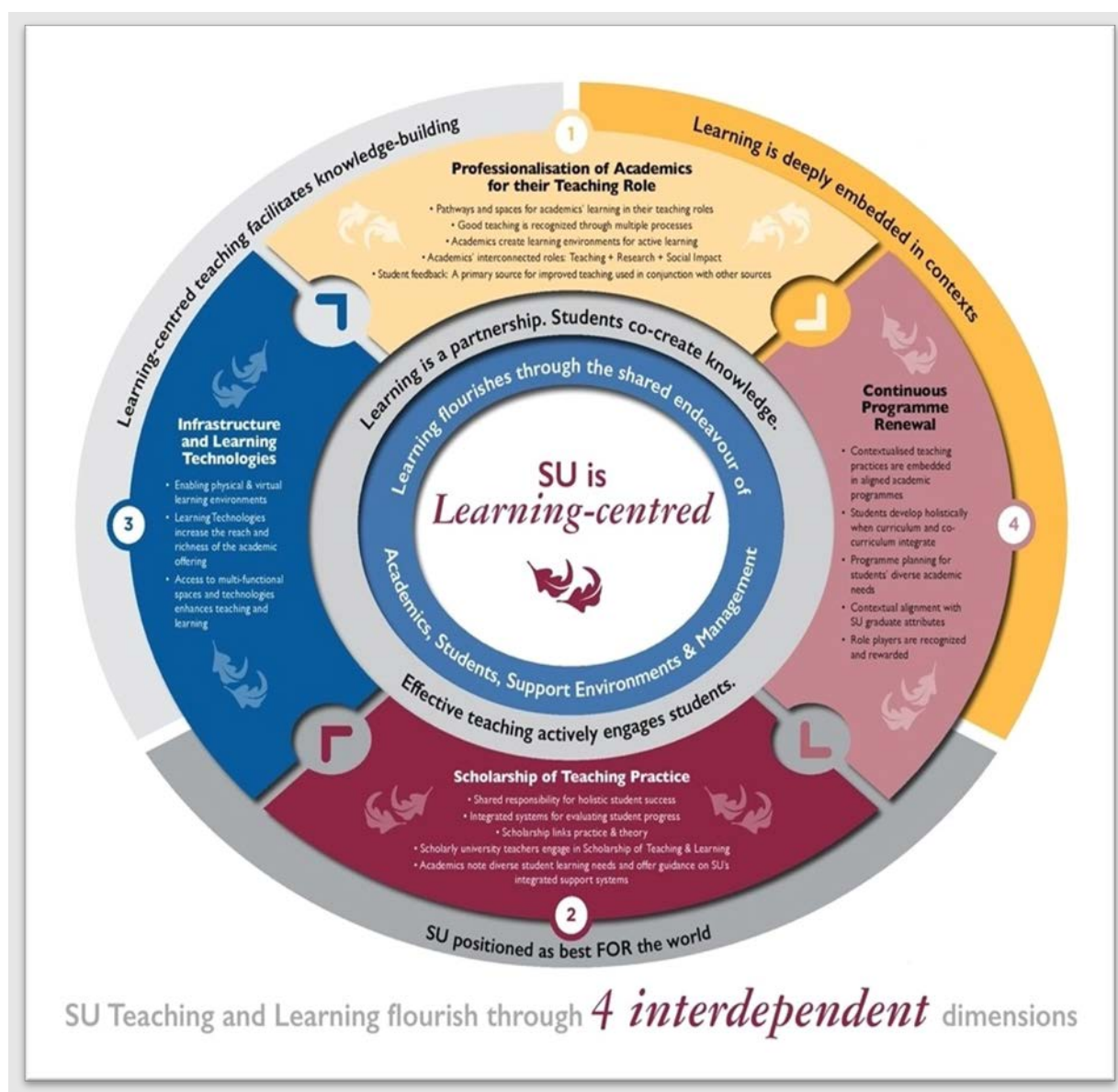
Figure 14.1: Infographic of SU's *Teaching and Learning Policy* (2018)

14.2 Faculty examples

Examples of Faculties scholarly activities are provided in the portfolio of evidence.

With the strong business intelligence system that SU has, faculties, schools and departments have the necessary access to information with which to track the quantitative indicators of success in terms of their modules, departments, and programmes, and identify potential areas for further institutional research or curriculum development, where relevant.

Improvement area:
At departmental level, student participation is essentially via the student feedback system, but since this has been changed from a paper-based to an online form, the participation from students have declined and the usefulness of the feedback is

therefore questionable. This issue will be taken up by the Committee for Learning and Teaching.

(c) Standard 15

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.

- Students are expected to provide feedback on the quality of the teaching and assessment in modules for which they are registered (including their engagement and interaction with support departments) and are given opportunities to do so.
- Graduates are required to provide feedback on the contribution made to their advancement and well-being by the programme for which they were registered
- Student surveys are conducted regularly at the institution to determine the quality of the student experience.
- Key outcome indicators of student success, as defined by the institution in its vision, mission and goals, are regularly monitored at all levels of the institution
- The results of student feedback and of student surveys are analysed, and the results are fed back to improve teaching and are also presented at appropriate decision-making structures for relevant action
- Decisions on curriculum, approaches to teaching and learning, and the role of technology during times of disruption are taken with due consideration for the needs and context of the entire student body
- Students have a sense of belonging that is actively fostered and supported in the institution by, for example, the non-academic support structures and the language and discourse in the institution CSCD to provide detail on services provided and increased demand during Covid-19
- The mechanisms for managing student complaints and appeals deal efficiently with these concerns
- All academic decisions taken during times of disruption are consulted with students, as far as is possible See Standard 13 where the COVID-19 arrangements were consulted by students with regular communiques by the ICBC to both students and staff – would be good if Mohamed could write a paragraph or two about the functioning of the ICBC and the communication of the ICBC.
- Culture surveys (or active discussions in smaller institutions) are conducted among staff at the institution, which include items about student success and the student experience
- Academic and support staff have individual experiences of the way in which their contribution to the core functions of the institution is validated; such experiences are enabled by institutional policies, processes and practices and by the culture of the institution Culture surveys?
- All support staff embody and promote a culture of service and continuous development
- Staff development policies and strategies promote the professional competence of academic, professional and support staff, and give particular attention to the development needs of new personnel. HR
- Staff performance appraisals, promotion- and reward systems foster the improvement of quality in learning and teaching

Quality Judgement

In terms of standard 15, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature

15.1 Reflection on guidelines

Under the core strategic theme of *networked and collaborative learning and teaching,* SU has articulated an institutional goal to "[c]reate an institution of continuous learning that is skilled at co-creating and sharing knowledge and insights".

The Universty focuses on learning-centred approaches to teaching and promote holistic understandings of teaching, learning and assessment. Student surveys are conducted regularly and include feedback on academic modules, as well as the student experience in general. All departmental peer reviews include interviews with students and graduates, and most professional academic and administrative support service (PASS) environments too. *< Consider including specific examples >*

The *Teaching and Learning Policy* (2018) is applied to all campuses, and "...student feedback serves as the primary source of information about students' experiences of teaching and learning"; however, the *Policy* prescribes that it "...should always be used in conjunction with ... a variety of perspectives and information sources (such as the Quality Assurance system; moderation; student feedback; programme committees; performance management) and evidence shall be used during the evaluation of teaching, drawing on criteria for quality teaching".

The student feedback system at SU is governed by a *Policy with regard to student feedback on Modules, Lecturers and Programmes*. This document is currently under review and the intent is to change the policy to a management document which would prescribe the minimum requirements, but also give good practice examples to lecturers on how to judiciously use and adapt the electronic questionnaires for modules and lecturers, and in conjunction with a wider range of methodologies, e.g., focus group interviews with recently graduated students, and employers. Currently all student feedback on both the module and the lecturer is solicited via an online questionnaire students complete anonymously. The aggregated results are shared in a report with both the respective lecturers and their deans. It has been found that the electronic student response rate is low and, therefore, the new management document could also include recommendations to obtain feedback via other mechanisms such as focus group interviews. The results are also only shared at the conclusion of a module, so the changes can therefore only be implemented during the next iteration of the module (and student group). It would be more ideal to also have a mid-semester feedback during the semester to ensure changes, if required, are implemented during the semester.

Improvement area

The *Student Feedback Policy* is currently under review. The uptake of the electronic questionnaires has not been encouraging thus far, and the good practice of sharing the findings of feedback with students themselves should not only be encouraged, but

embedded in the process. More focus group interviews could be introduced to strengthen the quantitative feedback.

15.2 Faculty examples

Faculties, such as the faculty of *AgriSciences* also make use of various structures and opportunities for student feedback exist within the departments, faculty and University through regular surveys, assessment, workshops, forums, and committees. AgriSciences does identify an area of further development to create formal and ongoing systems for graduate and employer feedback. The faculty has initiated the Agrijob-portal (https://www.agrijob.co.za) as a career platform for jobs, bursaries and internships in Agriculture, AgriBusiness and AgriFood in Southern Africa. A formalised information platform on the uptake of graduates in the formal and informal jobs markets will provide valuable information on which the faculties could act in relation programme renewal and new programme development.

To improve the information flow in the *Faculty of Economic and Management Sciences*, the EMS student committee (EBSK) will re-conceptualise its committee structure as from 2022. Some committee members will in future be elected by their peers in the same academic programme. These committee members will act as liaison between the student body and the departments to narrow the gap between the EBSK and the management team, and will improve information flow. Student feedback via class representatives to the EBSK will immediately be channelled to the relevant departmental leadership.

Student feedback opportunities have proven valuable in cases where lecturers and chairs engage with students to elicit feedback, e.g., through the class representative system. Many lecturers provide feedback opportunities throughout the semester to ensure timely adjustments to the module. The recording of lectures during ERTLA is such an example. Recordings needed to be light on data, and students provided feedback on aspects like the optimal duration of a recording to remain engaged. Opportunities should be utilised to gather more student feedback per module and per programme.

Many faculties including EMS have very few formal feedback mechanisms for employers, especially about "broad" degree programmes, so this is an area for development. However, some environments make extensive use of advisory boards and feedback via accreditation bodies to inform curriculum renewal and student development at school/departmental level. [Resources: Advisory Board documentation (USB, BDatSci, Industrial Psychology); accreditation results].

One example of where feedback did happen was during the during the pre-development phase of the Postgraduate Diploma in Strategic HR Management. An Industry Advisory Committee (IAB) was set up to ensure programme and module outcomes met the needs of industry and that the programme was relevant, current and at the cutting edge of presenting leading practices in HR strategy as well as aligned with business objectives. Overall, the IAB served as an external mechanism of quality assurance for the continuous improvement of the programme and to ensure that there were no obstacles to professional accreditation by the SABPP. The information obtained from the industry engagement process was included in subsequent module development. The first intake of the PG Dip was in 2021. As part of the SABPP accreditation process, the Department will engage with the IAB again for purposes of continuous programme renewal.

The *Education Faculty* has appointed one of its alumni as a staff member on a short-term contract to create a link with its past students to obtain feedback, e.g., by organising alumni seminars. The Faculty also has close links to the profession, and especially the schools within the Western Cape. Despite these close links, it identified the need for the creation of an active alumni network while using alumni and employer feedback to improve the curricula.

The *Engineering faculty* also has class representative meetings with management and student meetings with the dean. it also has an alumni survey, ad hoc industry contacts and an industry open day. it maintains links with potential employers through advisory boards, industry contacts and the ECSA accreditation report.

Alumni surveys were completed by the Student Coordinator in the *Law faculty* for the purposes of the LLB review process; over 500 alumni participated with a 12% response rate (by Alumni Office). Informal feedback is collected from alumni, recent graduates, recruiters, large firms, but not as much by way of response from smaller law firms. No major statistical survey has been conducted in the profession since 2012. Approximately only 24-26,000 graduates are active within the legal profession in the country, but the country produces more than 4,000 law graduates annually. Improvement actions include conducting a survey of final-year students in the second semester about their after-graduation plans and introducing a graduation destination survey with industry every five years.

The Faculty of Medicine and Health Sciences has close ties with the province health services and NHLS through its governance structures and engagement. Occasion-specific research is done, for example, the engagement with health settings of our first cohort of rural clinical school students (See articles in repository)

15.3 Responsibility centre examples

The Division for Student Affairs (DSAf) and the Division for Information Governance collaborate on a range of tracking and development services and surveys and questionnaires that include the following:

Student tracking and Development

- The BeWell Mentor Wellness Tracking System
- An Integrated Tracking and Development Solution for Stellenbosch University
- i-FlourishWell4Life: A Positive Education Initiative to Enhance Academic Success and Flourishing

Surveys and Questionnaires

- SUBSIFY: Stellenbosch University Baseline Survey for Incoming First Years Newcomer Welcoming Questionnaire
- The PSO Satisfaction Survey
- The Graduate Destination Survey
- The SU Well-being, Culture and Climate at Work Survey

Culture survey referenced earlier under a previous standard

Two undergraduate student language surveys were conducted in 2017 and a student and staff survey were conducted in 2019. The surveys show prominent levels of student satisfaction with the implementation of the current *Language Policy (2016)*, including the percentage of lectures available in students' language of preference. The staff survey shows similar levels of satisfaction. Interestingly, in the co-curriculum (out-of-class, residence, and campus activities), students prefer bilingual approaches, i.e., Afrikaans and English, to be used, instead of a single language or multilingual approach.

SU also conducted a survey in March 2020 to determine students' access to technology and devices during Covid-19. It became clear that many students did not have access to laptops and high-speed Internet. The University launched a loan laptop project where students could apply for a loan laptop to be couriered to them. These loan laptops are added to the students' accounts but if returned at the end of the year, the students do not have to pay for the laptops. SU also provided data bundles to students during ERTLA considering the specific needs and context of the entire student body when technology was extensively used in learning and teaching during these times of disruption.

Lecturers were also advised to prepare "data light" podcasts and voice-over PowerPoint presentation instead of real time live streaming of lecturers via streaming platforms such as MS Teams and Zoom. Not all SU students had equal access to data and the 30GB data bundles (20GB daytime and 10GB night-time) were not enough to

take part in streamed lectures if one considers that one hour of live streaming equals ±1GB of data.

Objectively, SU's student success figures, as compared within the sector, are amongst the highest of all public universities. These student success rates are indirectly based on the total number of modules passed by students each year relative to the number of module enrolments. It is calculated by dividing the total number of FTE degree credits (modules passed/completed, weighted by their respective credit values) by the total number of FTE enrolments (modules enrolled, weighted by their respective credit values)

< What would the most appropriate definition for "student success" be and what "student success rate" measures are used nationally? Are these printed in the CHE's Vital Stats?>

Success rates SU compared to a few contact universities

Include the success rates disaggregated per race for the Portfolio Oversight Committee meeting on 16 February 2022 – Antionette will see if there is anything in the presentation that can be used.
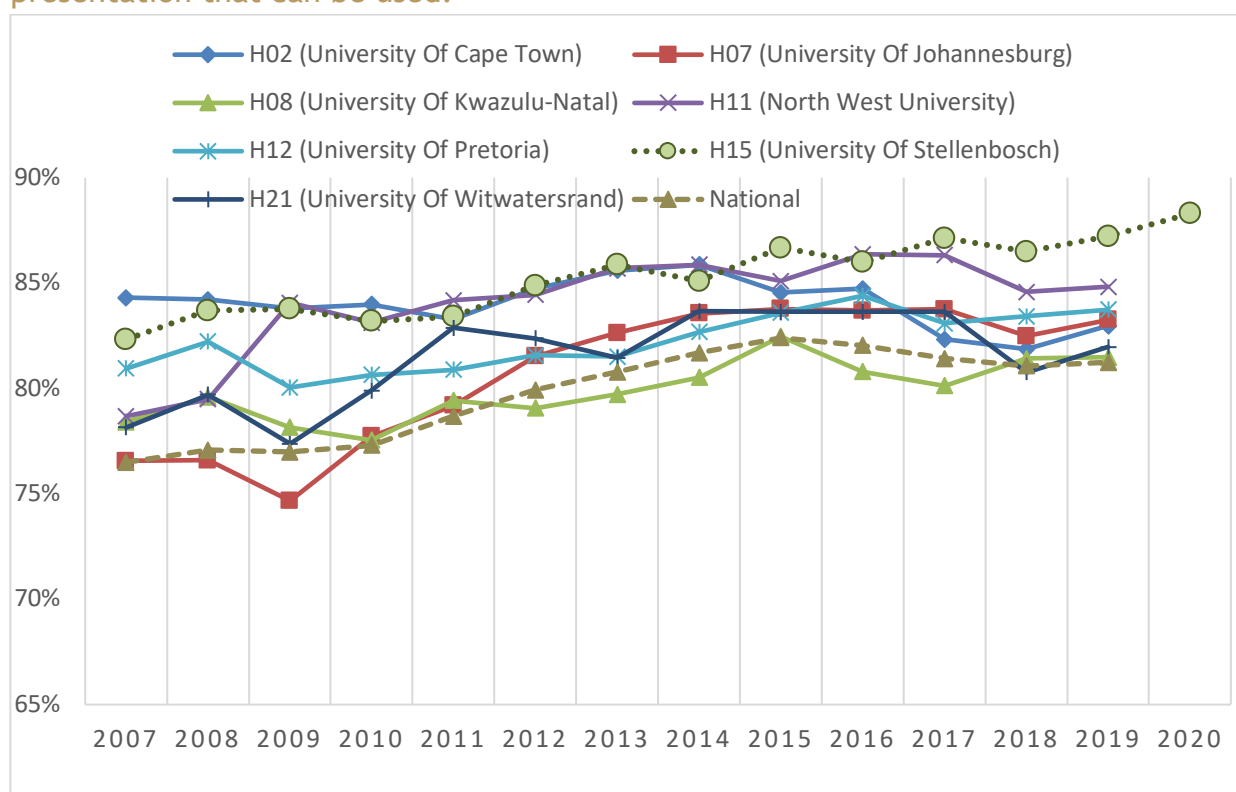
Figure 15.1: Student success rates are indirectly based on the total number of modules passed by students each year relative to the number of module enrolments

As part of the institutional self-evaluation reports for the two phases of the *Quality Enhancement Project*, the University reflected on student success, both in terms of the number of graduates and the attainment of graduate attributes.

Summarise the conclusions of the QEP in terms of number of graduates and attainment

of graduate attributes

One of the recommendations of the Task Team for the Promotion and Recognition of Teaching (2015) to consider the scholarship of teaching during the promotion evaluation process, has been implemented since the approval of the document. The Senate Appointments Committee, ASK(S) now also give consideration to an academic's teaching and learning in the appointment of associate professors and higher levels.

SU offers a short course for all newly appointed lecturers called PREDAC (Professional Educational Development of Academics). This programme has been in place since 1999 and is now also available as a short course that runs over a year.

Institutions engage with and reflect on the employability of their graduates in a changing world.

- The institution regularly undertakes graduate destination surveys to provide data on: (a) the number of aduates that are employed, have been employed or are self-employed; (b) how soon after graduation they become employed or self-employed; (c) the nature and expected duration of their employment or self-employment (for example short-term contracts versus permanent employment), and (d) whether their employment or self-employment is directly related to their programme of study
- The institution undertakes research and reflects on the employability and/or other economic activity of its graduates, and actively engages with and acts on the results of its findings
- Consistent efforts are made to ensure that alumni remain active in the affairs of the institution

Quality Judgement

In terms of standard 16, SU judges its meeting this quality standard as [needs substantial improvement | functional | mature].

Not functional	Needs substantial improvement	Functional	Mature8

16.1 Reflection on guidelines

Two of the University's core strategic themes, *transformative student experience* and *networked and collaborative teaching and learning* are translated into institutional goals aimed at "[d]evelop[ing] students' graduate attributes so they can be 21st century citizens and achieve their full potential".

This includes the objective to embed and integrate the graduate attributes (enquiring mind, dynamic professional, well-balanced individual and responsible citizen) in the formal curriculum, as well as in all the co-curricular experiential learning opportunities offered to students. Ways in which progress regarding this objective is measured, is through graduate tracking surveys, employer, and employee/alumni feedback on readiness in the workplace, and by counting the number of students participating in co-curricular activities (measured for different student categories). During departmental self-evaluations and reviews, industry stakeholders are often invited to serve on a review panel and/or focus group interviews are conducted with employers or members who serve in advisory forums.

Another institutional goal is to "[p]romote the continuous renewal of the University's academic programmes by means of a systemic process with clearly assigned roles and responsibilities for the various role-players". Some indicators and measures include the percentage of graduates employed within one year of graduation, and the percentage of students enrolled for postgraduate studies directly after completion of their undergraduate programme. Also useful, is the participation rate and quality responses to employer satisfaction surveys, and the success rate of students in explicit assessment of programme exit-level outcomes.

< What graduate destination surveys are currently being done? Do we actively track the employability of our graduates? How is this done within the different faculties? Engineering Alumni/employer feedback survey >

< Draw on Alumni relations information… >

16.2 Faculty examples

In many faculties, graduate tracking surveys and interaction with alumni and employers remain areas for development and institutional support might be required.

Faculty-specific examples of graduate surveys and interaction with alumni and employers include:

16.2.1 Faculty of AgriSciences

The faculty has initiated the Agrijob-portal (https://www.agrijob.co.za) as a career platform for jobs, bursaries and internships in Agriculture, AgriBusiness and AgriFood in Southern Africa. Only a few formal graduate destination surveys or similar studies have been conducted by the faculty over the past few years. Departments mainly use informal surveys and informal stakeholder feedback to reflect on the employability and/other economic activity of its recent graduates, and to act on these findings.

16.2.2 Faculty of Arts and Social Science

Some departments do graduate tracking, but it is not formalised within the faculty yet. In departmental action plans, departments often claim that they maintain contact with alumni, but the data is not empirically available.

Improvement area:
The faculty will do a stocktake and investigate how and to what extent departments are tracking their recent graduates. This could be supported by the faculty's Marketing and Recruitment office. Creating and maintaining an active alumni network is part of our faculty's SIP. This is crucial for our programme renewal, to measure quality and relevancy, including aspects in modules where students are exposed to the challenges of the world-of-work. We do not currently have the information to draw on whether modules prepare students for work or not.

Good practice:
Some departments have indicated that they add students to LinkedIn before they graduate, which enables them to keep track of students' career paths, and compile empirical and analytical reports; however, this is not currently the standard practice.

16.2.3 Faculty of Economic and Management Sciences

Graduates' destination is formally tracked in the case of full-time GEM doctoral graduates. Departments mainly use informal networks, advisory boards and collaborative networks to gather alumni information and to reflect on the employability rates and activity of recent graduates.

The Business School also has always regarded strong, vibrant and mutually beneficial organisational relationships as integral to its strategy and all its activities, and facilitates connections with practice through the following initiatives and channels:

The Business School's academic work (teaching and research): Academic programmes are enhanced through direct input from senior practitioners in the design and delivery of curricula. Research projects by students (compulsory for all master's students) are related to actual organisational questions, and via growing contract research in the School's research centres and analysis of African case studies, the knowledge link with real-world practice is strengthened. Part-time faculty contribute knowledge and bring experience from the world of practice into the teaching space.

Executive education via USB-ED: The growth in the turnover and extended African reach of USB-ED's open and customised executive education programmes bear testimony to the School's reputation in both the private and public sectors (see Chapter 6 for details). In-company learning is enabled throughout the duration and after actual learning interventions.
Advisory Boards: The Business School's Advisory Board is one of the most important bodies through which seasoned local and international practitioners engage with the School's strategic initiatives and overall governance. In a similar fashion, eminent business persons serve as non-executive directors on the USB-ED Board and on its International Advisory Council.

Public engagements, alumni events and career enhancements: The Business School stays in regular contact with the world of work through

the organisation of public speaker events at the Business School, corporate discussions and business events. Already in 2005, the School established a public and business engagement platform called Leader's Angle, which has been extended beyond Cape Town to Johannesburg, Durban, Windhoek and Dubai. Careers Office and the Alumni and Stakeholder Relations Office are important agents through which relationships are established and nurtured.

Consultancy work ensures contact with practitioners: Governed by the SU private work policy, a number of the School's academic staff members do consultancy work on a regular basis, while others keep in contact with practitioners in a variety of (semi-) professional bodies. This ensures relevance and sharpens the ability of faculty to address modern workplace challenges in the teaching space.

USB Corporate partnerships and sponsorships create further avenues for alumni tracking and feedback. Graduate tracking and feedback remains one of the developmental areas. What follows is an example of University of Stellenbosch corporate partnerships and sponsorships.

The University has established a task team to establish a graduation destination platform. This initiative will also play an important role to link prospective graduates with possible employers. This project will only be finished in 2023 at the earliest.

The School of Accounting (SOA) does not conduct formal graduate destination surveys or similar studies but has several informal discussions with partners and staff of employers at various events (organised by either the firms or the SOA) regarding accounting education in general, new challenges facing the profession and the quality of its graduates. This provides useful information regarding employability and strengths and weaknesses that then serves as input into the SOA's ongoing module and programme renewal initiatives.

16.2.4 Faculty of Education

16.2.5 Faculty of Engineering

Feedback is obtained from alumni, through various means, including occasional surveys. Departments and the faculty have Industrial Advisory Boards. These are the main fora for reflecting on the employability of graduates. In the different specialist areas, staff are closely aligned to industry partners, from which direct feedback is obtained. Input from all these fora is discussed, with appropriate actions implemented through the existing structures, or by creating new structures. In the past few years, this system has yielded far-reaching actions,

including various new academic programmes, new enrolment strategies, new research areas, and changes to administrative systems. [2018 graduate survey, UCDG alumni survey] Anecdotally, based on regular informal feedback from advisory boards, alumni, recent graduates, and the pool of prospective students that apply to SU, we seem to have good reputation. A current shortcoming, though, is that we do not have reliable information from small industry in terms of the uptake or overall levels of satisfaction.

16.2.6 Faculty of Law

The faculty has raised its profile on, e.g., social media platforms and the LinkedIn network quite active and garners interest. Deeper reflection on employability happened as part of the curriculum renewal, and within the co-curricular space, and through the assessment.

16.2.7 Faculty of Medicine and Health Science

16.2.8 Faculty of Military Science

Graduate surveys are performed centrally within the DOD. They are also used to inform the faculty of any improvements and renewal that is required. An example is the renewal of the BMil in Technology programme mentioned under Standard 13. In a similar manner, the SA Navy recently undertook a survey and approached the faculty to start a conversation for aligning our undergraduate offerings for the SA Navy Combat Officers with the military course they do after leaving our Faculty (Combat Officer Qualification Part 1 and 2). Our graduates who complete the Criminal and Military Law modules receive recognition of prior learning when they do their SA Army Advance Military Law course. This has been possible due to the results of several surveys that the DoD performs annually.

16.2.9 Faculty of Science

The Faculty of Science does not use surveys to keep track of their graduates or their employability. We do try to keep in contact with our alumni via the Alumni office but by also sending out a quarterly Faculty of Science newsletter to keep them informed and to request feedback.

They find that at departmental level they are much more successful and use various ways to keep track of their post graduate students and alumni through various forums and platforms such as LinkedIn and their own websites. Many departments also maintain close ties with industry and advisory boards as possible employers and to gain feedback on the academic programmes they offer.

The faculty management meets twice annually with the Faculty of Science Advisory Board, consisting of prominent members from industry and councils and in use this forum to discuss and address the need of skills and knowledge to ensure employability of our students.

It is very difficult to follow and establish the career paths of BSc graduate students. They are sometimes made aware of the path some graduates selected and with these we will follow up and keep track of them and try to establish collaboration.

[Attached minutes of the advisory board meeting which specifically addressed this issue Attached the list of members of the Advisory Board]