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REPORT BY THE VICE-RECTOR
(LEARNING & TEACHING)

To

Stellenbosch University Council

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Prof Arnold Schoonwinkel

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1. INTRODUCTION

This report describes the highlights of the activities of the Learning and Teaching responsibility centre (L&T RC) for 2019. The L&T RC serves students, academics and other SU entities through three divisions and their associated centres, as illustrated in **Figure 1**. In October 2019, the RC's permanent staff complement was 215, of whom 74% were female and 52% from the South African black, coloured and Indian population groups.

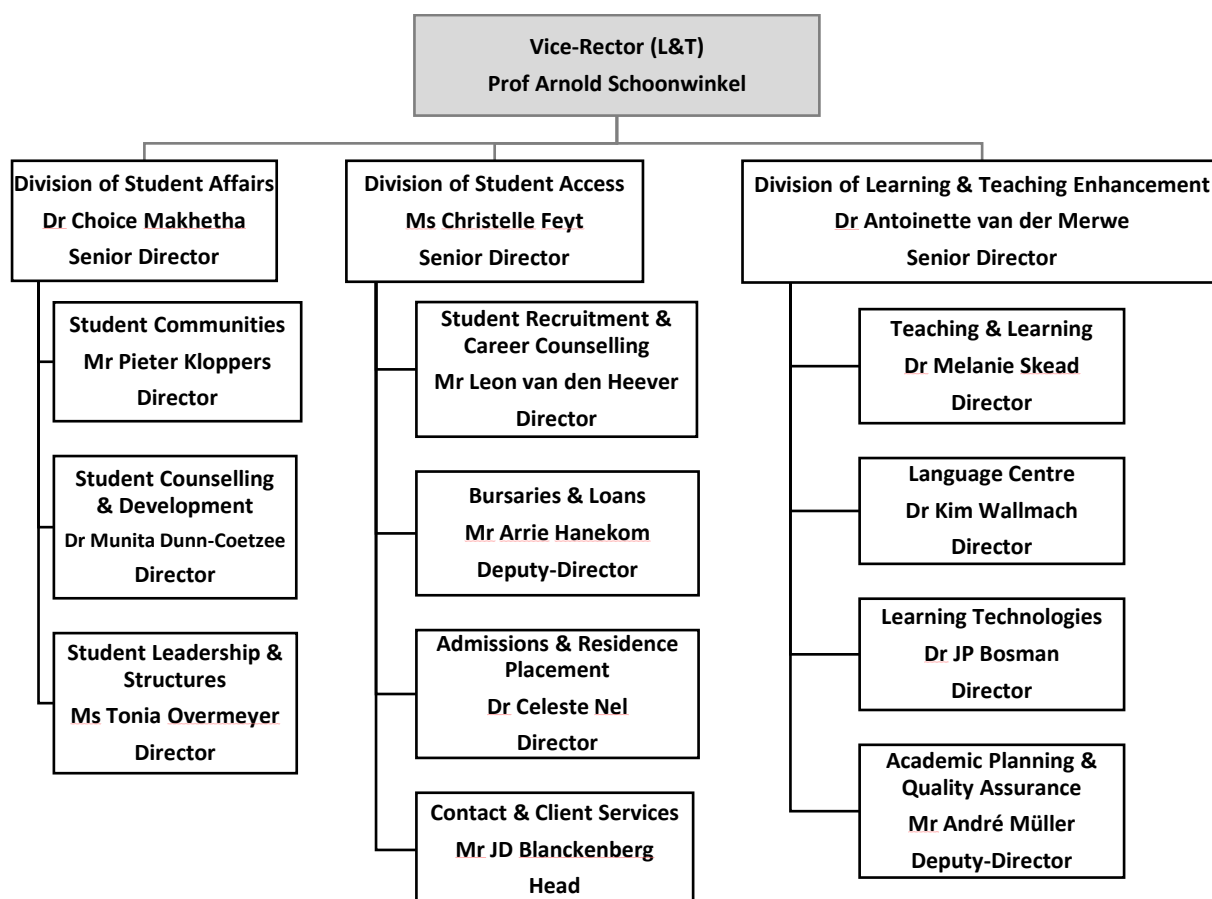


Figure 1: L&T RC organogram for 2019

2. Vision of the responsibility centre of Learning & Teaching

In support of Stellenbosch University's Vision 2040 of being "Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society", the vision of the responsibility centre of the Vice-Rector (Learning & Teaching) is as follows:

- Stellenbosch University (SU) is the preferred tertiary institution for learning and teaching of all South Africans, and is welcoming to international students.
- Our teaching pedagogies are learning-centred and attuned to the modern student's educational needs.
- SU produces world-class graduates who can make a positive difference in Africa.
- The divisions of the Vice-Rector (Learning & Teaching) support SU's teaching functions efficiently and cost-effectively.
- We follow a sustainable and long-term approach that promotes lifelong learning among students and staff.

The following sections report on the primary achievements of the L&T RC for 2019, and also present a synoptic overview of goals for the foreseeable future. This is done against the framework of SU's core strategic themes.

3. A THRIVING STELLENBOSCH UNIVERSITY

3.1 Current student count per faculty

The size of the University's student body largely determines SU's revenue, the extent of student support to be provided by faculties and support divisions, as well as the need for physical infrastructure. SU's shape refers to, inter alia, the undergraduate-to-postgraduate student ratio, the demographic composition of the student body, and student distribution across broad disciplinary groups.

Table 1 indicates the size and shape of the current SU student body by faculty and study level. Size and shape by population group is shown in **Table 4** in the section on "A TRANSFORMATIVE STUDENT EXPERIENCE".

Table 1: Composition of students by faculty and study level

Faculty	2019 student numbers (June survey)				
	Undergraduate	Postgraduate	Occasional students	Total	% share
Economic and Management Sciences	5 243	3 268	270	8 781	27,7%
Arts and Social Sciences	3 305	1 441	286	5 032	15,9%
Medicine and Health Sciences	2 565	1 890	324	4 779	15,1%
Engineering	3 019	912	71	4 002	12,6%
Science	2 266	811	97	3 174	10,0%
AgriSciences	1 567	564	42	2 173	6,9%
Education	1 137	634	9	1 780	5,6%
Law	473	449	7	929	2,9%
Military Science	342	154	2	498	1,6%
Theology	213	289	31	533	1,7%
Total	20 130	10 412	1 139	31 681	100,0%
% distribution	63,5%	32,9%	3,6%		

The student numbers in **Table 1** may also be arranged according to broad disciplinary groups to provide another perspective on the shape of SU's programme offering:

- The broad field of natural sciences (Medicine & Health Sciences, Engineering, Science, AgriSciences): 44,6% enrolment share
- The broad field of management sciences (Economic & Management Sciences, Military Science): 29,3% enrolment share

- The humanities (Arts & Social Sciences, Education, Law, Theology): 26,1% enrolment share

SU's shape points to a significant proportion of SET (science, engineering and technology) students. SET programmes are typically more expensive to offer, but fortunately have the potential to draw on a third income stream (i.e. revenue other than student fees and state subsidies) and help meet the need for scarce skills in South Africa.

Table 1 also indicates that approximately a third of SU's students are postgraduate, which is a pertinent feature of a research-intensive university. This is further supported by the fact that SU boasts the highest number of research outputs (master's degrees, doctorates and publication units) per full-time-equivalent academic in South Africa. Postgraduate students are crucial in the quest to multiply SU's research outputs, but generally require more individual supervision than undergraduates.

3.2 Teaching and learning as a source of income

Excellence in learning and teaching is primarily about the quality and effective delivery of academic programmes that students experience as valuable for their education and professional aspirations. This requires professional academics as well as skilled and dedicated professional and administrative support services (PASS) staff to deliver curricula and manage students' co-curricular development. Excellent learning and teaching remains what the vast majority of SU students expect, as well as the largest source of mainstream revenue (see **Table 2**). Quality learning and teaching also forms the basis for SU's other core functions, namely research and social impact.

Table 2: SU mainstream budget income from teaching and learning activities

	2019 budget	Percentage	2018 budget	Percentage
	R '000		R '000	
State subsidy	1 776 168		1 559 607	
Teaching input allocation	1 122 366	39,7%	1 005 986	39,7%
Teaching output allocation	200 196	7,1%	163 681	6,5%
Research output allocation	448 191	15,8%	380 782	15,0%
Institutional factor	5 415	0,2%	9 158	0,4%
Student fees	1 053 424		973 725	
Undergraduate student fees	841 129	29,7%	775 924	30,6%
Postgraduate student fees	209 596	7,4%	194 623	7,7%
International student fees	2 699	0,1%	3 178	0,1%
SU total main budget income	2 829 592	100,0%	2 533 332	100,0%
Total main budget income from teaching activities	2 163 691	76,5%	1 945 591	76,8%

It should be noted that the 76,5% of the SU main budget derived from teaching-related functions as per the table above is a conservative number. A significant portion of postgraduate fees is obtained from the teaching of modules in BHons degree programmes and postgraduate diplomas, while taught master's programmes, including MBA degrees, are another source of teaching revenue.

3.3 Student success

Student success is regarded as a combination of students' academic performance in the programme for which they have registered, as well as their co-curricular (out-of-classroom) achievements during

their time at university. The co-curricular dimension of student development is described in the section on “A TRANSFORMATIVE STUDENT EXPERIENCE”.

Student success is a product of sound partnerships: between students and SU, as well as between faculties and support services.

SU is acknowledged for its high-quality academic programmes as well as its good graduation throughput rates. In fact, according to throughput tables published by the Department of Higher Education and Training (DHET), SU is the top performer in terms of student success in South Africa.

Table 3 shows the graduation throughput rates for undergraduate and honours degrees, as well as the average module success rates for undergraduate programmes.

Table 3: Student success rates in SU’s taught programmes

Three-year undergraduate degrees

<i>Year</i>	2010	2011	2012	2013	2014
<i>Throughput rates* minimum + 2 years</i>	71,5%	68,6%	76,7%	72,4%	71,8%

Four-year undergraduate degrees

<i>Year</i>	2009	2010	2011	2012	2013
<i>Throughput rates minimum + 2 years</i>	77,0%	73,5%	76,2%	75,0%	74,0%

Honours degrees

<i>Year</i>	2012	2013	2014	2015	2016
<i>Throughput rates minimum + 2 years</i>	87,3%	87,8%	86,0%	87,0%	88,4%

Module success rates (undergraduate)

<i>Year</i>	2014	2015	2016	2017	2018
<i>Success rates**</i>	86,0%	86,9%	86,6%	87,2%	86,7%

** Degree throughput rates: Cohorts up to and including those who graduated in 2018 within the minimum duration plus two years were considered. The four-year throughput rates include Extended Degree Programme (EDP) students. ** Module success rates: Only undergraduate figures are reported here. The percentage comprises the average number of students who passed each module, divided by all students enrolled in that module.*

3.4 Welcoming students

The energy and talents of new students contribute to a thriving SU. After the official welcoming of more than 5 000 new first-years at the Danie Craven stadium in early 2019, they were accompanied by the Rectorate, deans and the Stellenbosch mayor on an euphoric “Dream Walk”, pinning their cards with aspirations to the trees lining Victoria street (pictured on the cover of this report). This was part

of a welcoming and orientation period aimed at properly integrating them with the residence and PSO (Private Student Organisation) environments.

Also in January 2019, the Faculty of Medicine and Health Sciences (FMHS) and the Division of Student Affairs collaborated to host the **first-year welcoming programme** at Tygerberg campus. A highlight of the welcoming by the FMHS dean was the reading of the Faculty's undergraduate commitment in all 11 official South African languages as well as South African Sign Language. The reading instilled a sense of connection and belonging in newcomers and their parents.

3.5 Student leadership development

SU continues to invest significant time and resources in student leadership development. This is a key contributor to a thriving SU student community, equipping students with desired graduate attributes, such as being engaged citizens who are capable of leading, collaborating and operating effectively in a diverse society.

In February and March 2019, SU's Students' Representative Council (SRC) and the Tygerberg Student Council (TSR) attended a team-building exercise to foster better relations among team members. The programme was designed to encourage student leaders to think creatively and work as a unit towards a common goal.

The Centre for Student Communities has quarterly group consultation sessions with the SRC and the TSR to offer students a chance to reflect on the performance of the various SRC portfolios. The Centre for Student Leadership & Structures, in turn, also checks in on the student leaders' well-being and academics.

On 13 April, the Academic Affairs Council (AAC) hosted a workshop to equip the class representatives in all eight faculties on Stellenbosch campus to integrate their student leadership role with the classroom. This forms part of efforts by the AAC and faculty student committees to make a positive contribution to students' in-class teaching and learning experience.

The Division of Student Affairs hosted the Global Summit for Student Leaders from 23 to 27 June. This was done in collaboration with the International Association for Student Affairs and Services, of which Dr Birgit Schreiber (then still Senior Director: Student Affairs) is vice-president. The summit hosted 55 students from 16 countries to discuss mental health in higher education and explore how they can enhance and support their own and fellow students' mental well-being through agency and sustainable collaboration.

Finally, the 2018/19 SRC successfully completed their term and presented their reports to an evaluation committee. An event recognising and appreciating the outgoing SRC's contribution to the SU community took place on 26 September at STIAS. In partnership with SU International, five SRC members also participated in an African student leadership exchange at the University of Lagos, Nigeria.

3.6 Quality assurance

To achieve excellence, SU must have processes in place for continuous quality enhancement and regular quality assessment by respectable external peers.

During 2019, the Quality Committee (QC) reviewed the reports of the following entities that had gone through an external evaluation process, and recommended certain improvements:

- Faculty of Engineering: External evaluation of the BEng programmes by the Engineering Council of South Africa (ECSA) (all programmes have been accredited up until 2023):
 - Process Engineering
 - Industrial Engineering

- Civil Engineering
- Electrical and Electronic Engineering
- Mechanical Engineering
- Mechatronic Engineering
- Faculty of Theology
- Faculty of Arts & Social Sciences
 - History
 - Philosophy
- Faculty of AgriSciences
 - Agronomy
 - Agricultural Economics
 - Plant Pathology
- Faculty of Military Science
 - School for Geospatial Studies and Information Systems
 - School for Science and Technology
- Faculty of Economic and Management Sciences
 - Statistics and Actuarial Science
 - School of Public Leadership
- RC of the Chief Operating Officer (COO)
 - Maties Sport

The following entities submitted their two-year follow-up reports on improvements implemented after their external evaluations to the QC:

- Faculty of Science
 - Physiological Sciences
 - Mathematical Sciences
- Faculty of Arts & Social Sciences
 - Modern Foreign Languages
 - Information Science
 - Visual Arts
- Faculty of Economic and Management Sciences
 - Logistics
- Faculty of AgriSciences
 - Horticultural Science
 - Food Science
- RC of the Vice-Rector (Social Impact, Transformation & Personnel) (VR(SITP))
 - Division of Human Resources

- SU Museum
- RC of the Vice-Rector (Learning & Teaching) (VR(L&T))
 - Division of Student Affairs
 - Division of Student Access (formerly Division of Prospective Students)
 - Division of Learning and Teaching Enhancement
- RC of the Rector
 - Registrar's Division (formerly Division of Academic Administration)
 - RC of the Vice-Rector (Strategy & Internationalisation) (VR(S&I))
 - Division of Information Governance (formerly Division of Institutional Research and Planning)

4. A TRANSFORMATIVE STUDENT EXPERIENCE

4.1 Student demographics

One way to ensure a rich and relevant learning experience at Stellenbosch is by having a diverse student community. Student enrolment management is accomplished by means of annual discussions with deans to set targets for undergraduate and postgraduate intakes per programme, as well as for student racial demographics. Actual and projected student numbers as at the end of June 2012, 2019 and 2025 are shown in **Table 4**.

Undergraduate diversity (i.e. students from the black African, coloured, Indian and Asian (BCIA) population groups) grew from 37,9% in 2018 to 38,7% in 2019, while at postgraduate level, diversity increased from 50,4% to 51,8%.

Table 4: Current-state and future projections for all SU students by study level and race

Study level Race	ACTUAL		PROJECTED		Compound change 2019 (actual) - 2025
	2012	2019	2019	2025	
First-time entering first-years					
White/unknown	3 067	3 134	3 242	3 081	-0,28%
BCIA	1 072	1 909	2 129	2 597	5,26%
TOTAL	4 139	5 043	5 371	5 678	2,00%
%BCIA	25,9%	37,9%	39,6%	45,7%	
Undergraduate					
White/unknown	12 553	12 348	12 331	11 823	-0,72%
BCIA	4 595	7 782	7 874	10 123	4,48%
TOTAL	17 148	20 130	20 205	21 946	1,45%
%BCIA	26,8%	38,7%	39,0%	46,1%	
Postgraduate (pre-master's)					
White/unknown	1 702	1 832	1 952	2 173	2,89%
BCIA	1 717	2 122	2 177	2 394	2,03%
TOTAL	3 419	3 954	4 129	4 567	2,43%
%BCIA	50,2%	53,7%	52,7%	52,4%	
Postgraduate (master's)					
White/unknown	2 831	2 322	2 330	2 459	0,96%
BCIA	2 151	2 499	2 284	2 481	-0,12%
TOTAL	4 982	4 821	4 614	4 940	0,41%
%BCIA	43,2%	51,8%	49,5%	50,2%	
Postgraduate (doctoral)					
White/unknown	730	838	859	879	0,80%
BCIA	506	799	747	775	-0,51%
TOTAL	1 236	1 637	1 606	1 654	0,17%
%BCIA	40,9%	48,8%	46,5%	46,9%	
Postgraduate (total)					
White/unknown	5 263	4 992	5 141	5 511	1,66%
BCIA	4 374	5 420	5 208	5 650	0,70%
TOTAL	9 637	10 412	10 349	11 161	1,16%
%BCIA	45,4%	52,1%	50,3%	50,6%	
Occasional students					
White/unknown	786	839	978	895	1,08%
BCIA	252	300	319	409	5,30%
TOTAL	1 038	1 139	1 297	1 304	2,28%
%BCIA	24,3%	26,3%	24,6%	31,4%	
All students					
White/unknown	18 602	18 179	18 450	18 229	0,05%
BCIA	9 221	13 502	13 401	16 182	3,06%
TOTAL	27 823	31 681	31 851	34 411	1,39%
%BCIA	33,1%	42,6%	42,1%	47,0%	

4.2 Multilingual programme offering

SU is positioned as a world-class multilingual South African university – one of only a few in this category – which is sorely needed in a country with 11 official languages. It is therefore vital for the University to ensure that language does not serve as a barrier to access, but as a tool for success, especially in diverse educational settings. This makes the promotion of multilingualism without exclusion a key distinguishing feature of SU.

SU's 2016 Language Policy was challenged – first in the high court, and then in the Constitutional Court – on the premise that it did not afford equal rights to students who preferred to study in Afrikaans. SU maintains that its Language Policy does indeed give equal access to all South African students. This was also confirmed by the Constitutional Court in its judgement on 10 October 2019, which clearly declared SU's Language Policy as constitutionally justified. The court also confirmed the goal of the Language Policy, namely to promote access to and multilingualism at the University, and to support the academic and career success of students and staff. In addition, the court found that the process that the University had followed to adopt the policy was “thorough, exhaustive, inclusive and properly deliberative”.

SU keeps track of its multilingual undergraduate teaching offering, as **Table 5** below shows. The tabulated numbers have been calculated by first summing the total number of module credits offered in each of the three language modes, and then working out the relative percentages.

From 2018 to 2019, the number of parallel-medium module credits remained nearly the same, a moderate decrease in dual-medium modules and a notable increase in single-medium modules. An increase in single-medium module credits was primarily seen in the faculties of Economic and Management Sciences, Education, and Arts and Social Sciences. This recent increase in single-medium instruction is mostly due to a larger number of appointed academics being proficient in English-only teaching. Note, however, that supplementary learning facilitation (e.g. tutorials) is available to students in both Afrikaans and English, and sometimes in isiXhosa, in all teaching modes.

Table 5: Undergraduate teaching offering by language mode

	2014	2015	2016	2017	2018	2019
Afrikaans and English to PARALLEL class groups (parallel-medium)	16,6%	15,4%	17,5%	20,9%	21,6%	20,7%
BOTH Afrikaans and English in the SAME class group (double-medium)	62,9%	69,5%	69,5%	64,6%	62,0%	59,6%
SINGLE-LANGUAGE Afrikaans or English to the entire class group (single-medium)	20,4%	15,1%	13,0%	14,5%	16,1%	19,7%

4.3 Developing intercultural competencies

With an increasingly diverse student body at SU, and in a world where communication across cultures is a given, intercultural competence and the ability to communicate effectively across cultural boundaries are indispensable skills for all students.

Sadly, utterly insensitive incidents of racial stereotyping still occur on SU campuses from time to time. At its meeting of 31 May 2019, Senate firmly responded to one such event, namely the publication of the research article “Age- and education-related effects on cognitive functioning in Colored South African women”. Senate unanimously adopted a motion that, among others, tasked SU's Academic Planning Committee to investigate the possible introduction of modules on anti-racism, democracy and critical citizenship for all students.

Dr Choice Makhetha (who took over the reins as Senior Director: Student Affairs on 1 August) and staff from the PASS environment subsequently met with each faculty's deputy dean for teaching and other colleagues to establish:

- what material on the above subjects was already available from offerings in the co-curricular space (see example of "Shared Humanity" below);
- what teaching material on these subjects was already available in the faculty's academic offering;
- in which modules offered by the faculty had such subject matter been, or could it be, introduced as part of existing module credits; and
- how the faculty's programme renewal process could be utilised to ensure that every student in every programme is well informed on anti-racism, democracy and critical citizenship.

These meetings revealed that the subject matter was unevenly dealt with in SU's academic programmes. The Academic Planning Committee has since been asked to make recommendations on measures to ensure that all SU students develop intercultural competencies.

In August, the Co-Curriculum Office located in the Centre for Student Leadership and Structures launched the pilot programme Shared Humanity. This programme had been conceptualised in conjunction with Prof Jonathan Jansen, who was joined by other respected experts from the SU academic community to present on critical topics, as listed in **Table 6** below. The programme was offered to second-year students in a blended format. It attracted diverse participants across faculties, which enriched discussion and encouraged students to view contextual issues through lenses different from their own. The programme aim was to measure and track the development of critical thinking competency in students.

Table 6: Schedule for the pilot Shared Humanity programme

SHARED HUMANITY: HUMAN CONNECTEDNESS IN A COMPLEX WORLD SIX LESSONS IN CRITICAL THINKING				
UNIT	DATE	DISCIPLINE	LECTURER	CRITICAL QUESTION
Unit 1	6 Aug 2019 (Tuesday)	Law	Prof Thuli Madonsela	What does it mean to be fair?
Unit 2	21 Aug 2019 (Wednesday)	History	Prof Jonathan Jansen	Why does our past keep showing up?
Unit 3	4 Sep 2019 (Wednesday)	Medicine	Prof Jimmy Volmink	What we know that isn't so?
Unit 4	25 Sep 2019 (Wednesday)	Geography	Prof Guy Midgley	Is the climate really hotting up?
Unit 5	9 Oct 2019 (Wednesday)	Philosophy	Prof Anton van Niekerk	What is the human question in artificial intelligence?
Unit 6	22 Oct 2019 (Tuesday)	Psychology	Prof Pumla Gobodo-Madikizela	What are 'the things that sit with us'?

Some faculties have already incorporated intercultural communication and competence content into credit-bearing modules. One excellent example is Business Communication 142 in the Faculty of Economic and Management Sciences. In 2019, four credits (an additional 40 notional hours of learning) were incorporated into this module to establish a solid theoretical foundation regarding intercultural communication. Students were asked to analyse various intercultural scenarios and sensitised to barriers to effective intercultural communication, such as stereotyping and prejudice.

An exciting first for SU is the transformation charter of the Faculty of Medicine and Health Sciences launched in October 2019 in English, Afrikaans and isiXhosa. It was developed by a task team of the Dean's advisory committee on transformation led by the Student Affairs manager at Tygerberg. The charter commits all staff and students of the Faculty to the following:

- “Celebrating all forms of diversity on our campuses, including, but not limited to: ability, sexuality, gender, origin, language, race, culture and belief system.
- Ensuring that all individuals on our campuses enjoy a sense of belonging.
- Cultivating empowering environments in which individuals are able to express themselves freely, while considering and respecting the rights and freedoms of others.
- Fostering an environment in which everyone can learn, work and thrive; thereby enabling individuals to reach their full potential and become active citizens.
- Nurturing learning, teaching, working and research environments in which we engage with all our stakeholders with dignity, respect, fairness and transparency.
- Protecting the human rights of all our stakeholders and striving to ensure a positive impact on the communities we serve.”

4.4 Providing care

Globally, universities are increasingly recognising their responsibility to attend to students' mental health. In this regard, individual psychosocial and psychotherapeutic student consultations and group-work sessions are being provided by SU's Unit for Psychotherapeutic and Support Services (UPSS) in the Centre for Student Counselling and Development (CSCD) on an ongoing basis. In 2019, the number of consultations increased dramatically, along with the intensity of the presenting problems and the number of subsequent diagnoses. External consultants had to be contracted regularly to help UPSS cope with the workload. For Mental Health Month (October), UPSS also launched various activities to raise awareness of the student support services available at SU.

More particularly, trauma counselling had to be provided to student communities who had been severely affected by events such as the fire at Huis ten Bosch, student deaths or serious injuries sustained in unnatural circumstances, as well as gender-based violence on SU's campuses. Students at Tygerberg campus had to be supported to an even greater extent to deal with the trauma associated with patients' health conditions. Some of the methods for dealing with this trauma included creating safe spaces for discussing gender-based violence, bereavement counselling, trauma debriefing, and providing information on how to identify depression and anxiety. Various talks on student mental health were also held in academic departments and student living environments.

Student leaders too are often subjected to severe pressure by the communities they serve, and to cope with their portfolios alongside their academic obligations. To assist them, the CSCD hosted a workshop for the SRC in April. The aim was to reflect and debrief on the first quarter and provide training in self-care.

4.5 Co-curricular development

In addition to having access to a high-quality academic offering that leads to success, students also derive great value from SU's comprehensive co-curricular offering. To help students identify co-curricular development opportunities that match their interests and needs, the SU Co-Curriculum Office has published a co-curricular prospectus that provides information on the wealth of experiential education opportunities available at the University.

A competency framework was also developed in 2019 to clearly indicate what students would be required to achieve to have their co-curricular development recognised on their degree transcripts. This makes the achievement of graduate attributes and co-curricular competencies tangible and explicit to future employers and clients.

Through innovative learning delivery, some of SU's co-curricular offerings have been extended beyond our own campuses. One example is the JustLead online short course, which saw its second offering in

2019 attract a diverse pool of participants from across South Africa. Altogether 88 students enrolled, representing 25 different higher education and community organisations. Induction sessions were held in Cape Town and Johannesburg. The residential component, which took the form of a leadership camp, was held in Stellenbosch over three days in March. For the remainder of the programme, an online environment was used to establish a connection with and between the participants and promote online interactive learning. JustLead 2019 integrated themes of leadership and social justice. The eight modules focused on:

- practising authentic leadership;
- critical engagement;
- co-creating a just society;
- living inclusivity;
- media and leadership;
- looking at our present through the lens of our past;
- active citizenship in a democracy; and
- “stepping into” one’s leadership.

4.6 Access for students and staff with disabilities

SU envisions a transforming university that welcomes a diversity of people on its campuses. People with disabilities form part of the inclusion and diversity that SU embraces. The University’s Disability Unit consistently advocates the values of caring and compassion in the faculty and PASS environments so that all staff and students can thrive.

The Disability Unit recently updated SU’s Disability Access Policy via the proper channels and committees. A team drove the implementation of the updated policy, which applies to all students and staff on campus, ensuring that all role-players at SU are familiar with their rights and responsibilities around disability. The first disability access report was also presented to and well received by the Rectorate. Matters requiring attention in terms of facilities, classroom support and learning support systems were identified, and are being addressed.

4.7 Eliminating discrimination and violence

SU is committed to eradicating all unfair discrimination and any form of harassment and violence on its campuses. The University continues to invest resources in its well-established organisational structures to achieve this goal. The Equality Unit (EqU) is now aligning more effectively with the Institutional Transformation Committee and the Transformation Office to intervene in unofficial complaints in faculties and divisions. Moreover, seven new advisory panel members have been trained to assist with preliminary investigations into official unfair discrimination and sexual harassment complaints.

In addition, the DHET has released a policy framework to address gender-based violence in the post-school education and training system. This framework will inform the reconfiguration of SU’s existing Unfair Discrimination and Harassment Policy so as to address gender-based violence, HIV/Aids, sexual assault, harassment and unfair discrimination in an integrated, comprehensive manner. The DHET policy framework provides a solid footing for SU to systematically enhance gender non-violence (GnV).

A student manual on gender dynamics, rape culture and sexual harassment is also being language-edited, while the Rape Culture Monitoring Committee has started implementing some of the findings of the 2017 #EndRapeCulture report. The committee’s biannual reports serve before the Rectorate. During the last term of 2019, the Rectorate had numerous in-depth engagements with activists against gender-based violence as well as the formal student leadership from both Stellenbosch and Tygerberg campuses. From these meetings, a comprehensive list of identified actions was drawn up. Work groups comprising SU staff and students have subsequently been tasked to plan interventions that would give effect to these actions.

4.8 Linking to the world of work

SU also strives to prepare students for, and link them to, career opportunities after graduation. To this end, the Unit for Graduated Career Services again hosted the annual Accounting, Engineering and general career fairs. Various companies used the opportunity to exhibit their career opportunities to SU students. The general career fair took place in marquee tents on the Rooiplein on 6 August, comprising 39 companies exhibiting in 43 stands. The Accounting career fair the next day had the same format, with 38 companies exhibiting in 50 stands. At the Engineering career fair in Academia's recreational hall on 8 August, 16 companies exhibited in 18 stands. The three events were attended by approximately 8 000 students. The fairs represent a unique networking opportunity for students to engage with employers, establish what employers expect from graduates as potential employees, and explore the opportunities on offer.

4.9 Access through recruitment processes

Faculties and the Division of Student Access collaborate to actively recruit students with academic merit and offer them access to SU's learning opportunities. In February and March, the student recruitment and career advice team undertook various marketing activities, including school visits, parent evenings, study career counselling sessions, psychometric assessment and on-campus information sessions on SU's application process. During the first semester, the team of advisors visited schools in the Western Cape, Gauteng, Eastern Cape (Port Elizabeth and East London), KwaZulu-Natal (Pietermaritzburg and Durban), Limpopo (Nelspruit) and the Southern Cape (George and Oudtshoorn).

In addition, SU hosted its annual Open Day on both Stellenbosch and Tygerberg campuses on 23 February. More than 8 500 senior learners from as far as Namibia attended. Learners, their parents, educators and guidance counsellors were offered an opportunity to gain first-hand information on study programmes from the respective faculties, and to learn more about student life, residential and private accommodation, financial aid and the vast array of other student support services.

According to a survey on the event:

- the South African learners who attended hailed from all nine provinces, with most residing in the Western Cape, Gauteng and KwaZulu-Natal;
- learners expressed an interest in the programme offerings of all faculties, with the information sessions of Medicine and Health Sciences, Science, Economics and Management Sciences, Engineering and Law proving particularly popular;
- 97% of the respondents in Grade 12 were planning to enrol at SU in 2020; and
- 85% of the respondents confirmed a high satisfaction level with the quality of the event.

Study applications with a view to 2020 opened on 1 March 2019. The trend in the first month already pointed to an increase in the total number of applications received, from 9 601 the previous year to 10 360 for the 2020 admission. The most significant increase in applications was among black African students, from 3 568 for the 2019 intake to 4 617 for 2020.

4.10 Residence placement

The Residence Placement Policy plays a significant role in providing access and ensuring a diverse student community in SU's student housing. Student housing occupancy is summarised in **Table 7**.

Table 7: SU residence occupancy according to housing type, 2019

University housing type	Occupancy
Stellenbosch senior	548
Stellenbosch undergraduate male res	2 508
Stellenbosch undergraduate female res	2 913
LLL houses	192
Maties Sport (Huis Neethling)	103
Tygerberg junior	660
Tygerberg senior	548
Student leadership houses (PSO)	96
Total occupancy	7 723

*NB: These numbers exclude the 188 international placements made by SU International.

Student diversity in SU residences is depicted in **Figure 2** below.

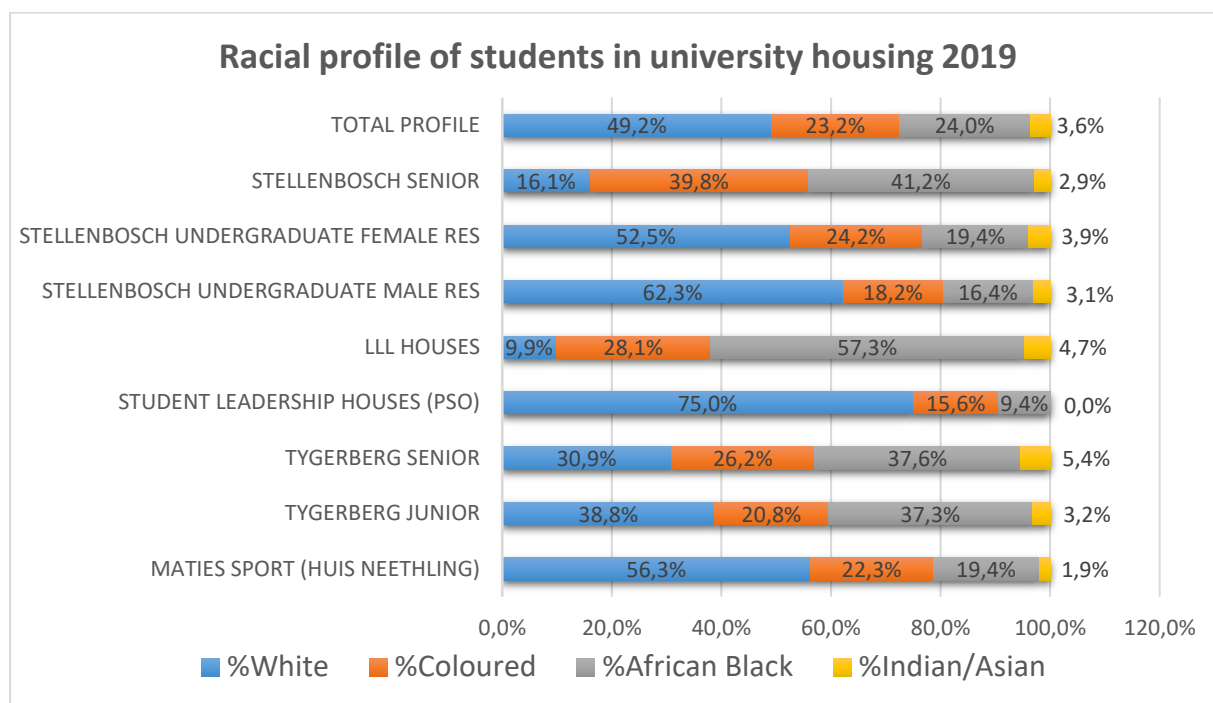


Figure 2: Racial diversity of students in SU residences

Key conclusions from Figure 2 are as follows:

- Nearly half (49%) of all students in SU residences are white, while just over half (51%) are black African, coloured, Indian and Asian.
- The majority of students in undergraduate residences are white, while the majority in senior residences are black African.
- As per SU’s residence placement strategy, there has been a steady increase in student diversity in residences over the past three intake years.
- More female than male students reside in university housing, at a ratio of approximately 60:40.

4.11 Student financial aid

Government is supplying significant financial aid for undergraduate students from the poor and “missing middle” income bracket. The DHET **NSFAS** bursary scheme provides full subsidies to students

from households with a combined gross family income of up to R350 000 per annum. As **Table 8** indicates, an increasing number of SU students have been receiving this form of financial aid.

Table 8: Number of recipients of the new DHET NSFAS bursaries

Year	Number of funded students (NSFAS and/or DHET)	Total estimated amount
2017	855	R51,9 m
2018	2 395	R223,8 m
2019	2 737	R272,4 m

The Ikusasa Student Financial Aid Programme (**ISFAP**) was piloted in 2017 following a ministerial task team’s recommendation of a funding model based on a public-private partnership. ISFAP aims to increase graduation rates and subsequent employment in occupations in high demand. Apart from full-cost funding for the full duration of undergraduate studies, the ISFAP model also includes a structured “wrap-around” student support programme to improve success.

Table 9 provides an overview of the number of ISFAP bursary recipients per study programme at SU, as well as the monetary value of ISFAP’s investment.

Table 9: ISFAP aid recipients at SU

Cohort of recipients	Programme	Total number of recipients per programme	Total amount (R)
2018 first-years (first intake)	BAcc	37	15 329 889
	BEng	59	
	MB,ChB	37	
2018 total		133	
2019 second-years (returning)	BAcc	33	13 350 834
	BEng	42	
	MB,ChB	35	
Total		110	
2019 first-years (new intake)	BAcc	16	6 432 674
	BEng	37	
	MB,ChB	0	
Total		53	6 432 674
2019 total		163	19 783 508

A highlight in 2019 has been the collaboration between SU’s ISFAP Office and the Centre for Student Leadership and Structures (CSLS) to develop and pilot a support programme for second-year ISFAP students offered through hybrid learning. The support offering called the Universal Skills Programme (USp) consists of eight modules on topics such as communication, learning preferences, leadership, critical engagement, future visioning, personal branding and multiculturalism. Six of the modules are offered online via the SUNLearn platform. ISFAP has applauded the USp as an example of best practice.

Moreover, SU’s **recruitment bursary project**, which is funded from its main budget, remains one of the major recruitment strategies to attract top-achieving black African, coloured, Indian and Asian students to the University. In 2019, a total of 677 top achievers received a recruitment bursary covering tuition fees. **Table 10** shows these registrations by faculty and population group.

Table 10: Recruitment bursary distribution by faculty and population group, 2018 vs 2019

Faculty	Population group									
	Asian		Black		Coloured		Indian		Total	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
AgriSci		1	20	9	14	16	2	2	36	28
EMS	1	3	59	22	99	68	36	27	195	120
FMHS	1	2	80	82	67	68	19	18	167	170
Eng	1	1	46	33	71	51	18	20	136	105
FASS	2	2	15	24	71	85	6	3	94	114
Science	4	1	23	20	53	36	15	9	95	66
Education			3	1	20	23			23	24
Law (LLB)			12	9	28	25	2	5	42	39
Theology					4	4			4	4
SciMathUS			1	1	3	6			4	7
Total	9	10	259	201	430	382	98	84	796	677

In 2019, SU was able to review the utilisation of its support funds, which had traditionally been allocated to extremely poor students, i.e. those with an annual family income of less than R240 000. This was because the NSFAS bursary scheme would in future be supporting all students in financial need with an annual family income of less than R350 000. As a result, the University implemented a new **SU loan scheme** to further support students from the missing middle (with an annual family income of between R350 000 and R600 000).

Students in the missing middle are undoubtedly in as great a financial need as other aid-deserving students. In most cases, this group cannot afford to study without financial support, although their parents have limited access to credit from financial institutions. For this reason, SU has redirected its support funds to provide a loan that covers these students' tuition fees. The loan is interest-free for the study period, and repayable at a fixed annual prime rate after graduation.

SU makes optimal use of the new NSFAS bursary scheme, the ISFAP bursary scheme along with its own student bursary/loan funding from the institution's main budget. Pressures on the SU budget have sadly necessitated a decrease in bursary funding from the University's own resources. Despite this, the total amount of financial aid for students administered by SU has drastically increased in recent years, as shown in **Figure 3**. The total value of bursaries managed by the Centre for Undergraduate Bursaries and Loans (CUBL) increased by R217 million, or 48%, between 2017 and 2019.

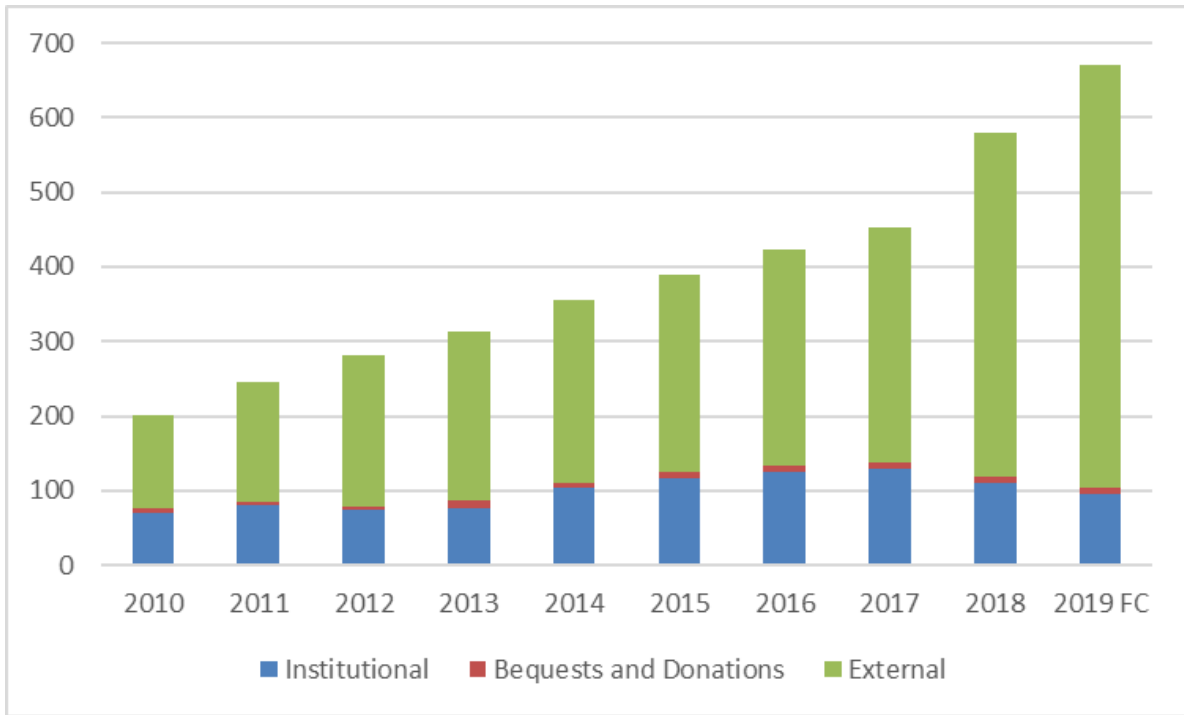


Figure 3: SU institutional funds, donations and external funds for undergraduate bursaries and loans

The graph in **Figure 4** illustrates the total value of bursaries disbursed by the CUBL by racial group from 2012 to 2018.

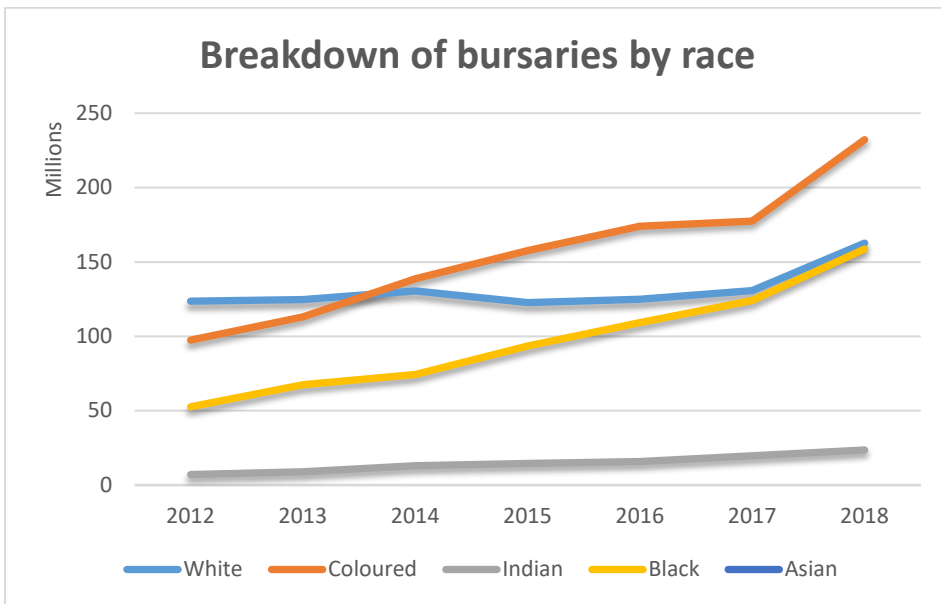


Figure 4: Undergraduate bursary disbursements by racial group, 2012 to 2018

Overall, the various bursaries and loans administered by SU have enabled the University to give access to a much more diverse student population in terms of both race and socio-economic status.

5. PURPOSEFUL PARTNERSHIPS AND INCLUSIVE NETWORKS

5.1 Internal

SU is in its second year of participating in DHET's University Capacity Development Programme (UCDP). The programme consists of eight projects that aim to enhance the teaching, learning and research experience at SU, including student tracking, online tutor training, early-career development and teaching fellowships. Project leaders drive individual projects in faculties and the PASS environments, while the Centre for Teaching and Learning provides the overarching project management function. Project evaluation is facilitated in close collaboration with the Centre for Research on Evaluation, Science and Technology (CREST).

The Co-Curriculum Office is setting standards and formalising processes for the recognition of SU students' co-curricular achievements. A collaborative partnership between the Centre for Teaching and Learning, the Centre for Student Leadership and Structures, the Centre for Student Communities and the Centre for Student Counselling and Development has been established to:

- build sustainable practices that will ensure that a high standard of programmes is presented to the Co-Curricular Recognition Committee, and that the credibility and quality of recognised co-curricular activities enhance institutional reputation once graduates start entering the world of work;
- embed quality assurance mechanisms and processes in the design, development, implementation, assessment, monitoring and evaluation of co-curricular programmes and activities, specifically to be able to show evidence of the development of graduate attributes;
- offer training and development opportunities to co-curriculum experiential educators in PASS environments and faculties; and
- initiate and foster an experiential educators' community of best practice.

In addition, the Tygerberg Student Affairs manager and colleagues from the Transformation Office collaborated with faculty members to offer a two-day workshop on person-centred care in the module Doctor as Change Agent for fifth-year MB,ChB students. The workshop took place in August as part of the students' curriculum, and addressed topics such as intercultural communication, power, privilege, cultural humility and gender fluidity. It also included a segment during which the Equality Unit introduced its service offering.

SU Museum along with the Simon Nkoli Collective and the Equality Unit are also hosting a five-month exhibition in honour of the late apartheid struggle icon and equality activist Simon Nkoli. Among the well-known guest speakers at the exhibition launch in mid-September were Justice Edwin Cameron and Dr Beverley Palesa Ditsie. The exhibition, called *Black Queer Visibility: Finding Simon*, emerged from ongoing conversation on Nkoli's political life and aims to compel people to reflect on the question of solidarity against deepening inequalities towards social justice. In 2017, SU named the building that houses the Equality Unit and Disability Unit after Nkoli.

5.2 Regional

The Disability Unit (DU) continues to work closely with the Stellenbosch Disability Network on common disability-related matters, and to share information with our various sectors of disability inclusion in the Stellenbosch municipal area. Additionally, DU is represented on the Stellenbosch Mobility Forum, which is part of Stellenbosch Municipality, where specific accessibility issues that fall within the municipal sphere, such as accessible pavements and municipal walking spaces, are highlighted for action. The Development and Alumni Relations Office also provided great support in liaising with funders for various disability community projects.

Staying within the region, SU, the Cape Peninsula University of Technology (CPUT) and the University of the Western Cape (UWC) have agreed on a revised memorandum of understanding (MoU) to continue the joint offering of a Postgraduate Diploma in Higher Education to university staff. The

Centre for Higher and Adult Education (Faculty of Education) will be SU's representative in this collaboration from 2020, while the Centre for Teaching and Learning (CTL) and the Centre for Learning Technologies (CLT) will provide capacity and expertise for some modules. SU has already issued a call for its academics to apply for this diploma course, which is closely aligned with the professionalisation of the teaching role.

5.3 International

The Frederik Van Zyl Slabbert (FVZS) Institute for Student Leadership Development is involved in the SU/KU Leuven Think Tank, which is already in its fifth year. The purpose of the Think Tank, which forms part of the initial preferential partnership between SU and KU Leuven, is to offer students who excel academically an intercultural/international experiential learning opportunity. It further aims to equip the next generation of academic scholars with the co-curricular skills required to perform optimally in an interdisciplinary research setting and a globally connected world. This year's theme, "Health and wellbeing – the future of healthcare", has resulted in a critical interdisciplinary exploration of the impact of (un)healthy global citizens.

Thirty-three students were selected from both institutions across various faculties based on their academic excellence. The Leuven participants visited their SU counterparts in the first semester for an intense focus group week, after which work on their group research projects continued. The final projects will be exhibited in Leuven in December 2019.

6. NETWORKED AND COLLABORATIVE TEACHING AND LEARNING

6.1 Continuous programme renewal

Programme renewal is a highly collaborative activity involving faculties and support divisions, and draws on networks across department and faculty boundaries. It is an essential feature of quality enhancement, and an integral part of continuous improvement at SU. Although it can take on different forms and employ different approaches, some linear and others less structured, it is important to ensure that the process is comprehensive, thought-provoking and collaborative to add value to faculties and departments' educational practices.

The SU programme review and renewal project gained momentum in the past three years through the following initiatives:

- Securing UCDP funding from DHET for the first three years of the SU project (2018-2020)
- Planning and operationalisation of faculty-based programme review and renewal projects, and the budgets to support those projects
- Developing and implementing a 12-credit Scholarship of Educational Leadership (SoEL) short course
- Obtaining Senate approval for a set of guidelines for programme committee chairs and programme leaders in November 2018 following extensive consultation at faculty and institutional level
- Conducting various capacity development initiatives, such as workshops and discussion groups, to support the programme review and renewal projects at institutional and faculty level
- Initiating the drafting of a new Policy for Quality Assurance and Enhancement at SU
- Establishing a focus area of programme review and renewal in the Centre for Academic Planning and Quality Assurance to complement the existing two focus areas of academic planning and quality assurance

- Appointing an advisor on programme review and renewal in the Centre for Academic Planning and Quality Assurance

A good example of networked and collaborative institutional learning was the interfaculty programme renewal workshop that took place on 12 September 2019. A total of 44 programme chairs, programme leaders, blended-learning coordinators and advisors from the centres of Teaching and Learning, Learning Technologies as well as Academic Planning and Quality Assurance took part in discussions on the programme renewal projects currently under way in faculties. The workshop provided an opportunity to reflect on and record progress with faculty programme renewal projects using the elements of a logic model. The participants defined potential progress indicators for tracking purposes, and identified and shared programme renewal enablers and challenges that faculties were experiencing. The feedback has confirmed vast progress in terms of programme renewal at SU since the UCDP project was initiated in 2018. Another workshop took place on 18 October for those faculties who were unable to attend the September event.

In addition, the Programme Renewal Committee of the Faculty of Economic and Management Sciences has identified as one of its priorities equipping all first-years with foundational business communication skills. The Faculty has therefore requested the Language Centre to take the lead in developing and presenting a compulsory module (six credits) in the second semester of the first-year BCom and BCom (Management Sciences) programmes. This module must also function as preparation for a deepened focus on business communication skills in the senior-year modules, particularly in the so-called “writing and information-enriched modules”.

6.2 New SU programmes

In the reporting period, 18 new academic programmes received full accreditation and are ready for implementation in 2020 (see **Table 11**). Another 14 new programmes are currently being evaluated by the South African Qualifications Authority (SAQA) and could possibly also receive full accreditation before the end of the year (see **Table 12**). External approval by the Council on Higher Education (CHE), SAQA and DHET is still a frustratingly long process, which can take up to two years. Yet thanks to additional capacity at the CHE, the turnaround times seem to have shortened recently.

Table 11: Distribution of new academic programmes for 2020 by faculty

Faculty	Number of newly accredited programmes	Number of new programmes being evaluated by SAQA	Tentative total number of new programmes for 2020
Arts and Social Sciences	1	1	2
Economic and Management Sciences	1	2	3
Education	1		1
Engineering	3	3	6
Law	3		3
Medicine and Health Sciences	9	5	14
Military Science		1	1
Science		2	2

Table 12: Number of programmes approved by Senate during 2019 for possible introduction from 2021

Faculty	Number of new programmes approved by Senate
Economic and Management Sciences	2
Medicine and Health Sciences	8
Military Science	1
Science	3

6.3 Collaborative peer-group learning with mentors and tutors

Peer group learning and mentor/tutor assistance is becoming increasingly important at SU. A work group under the auspices of the Committee for Teaching and Learning is currently reviewing the categories, roles and responsibilities of learning and teaching assistants at SU. The aim is to provide guidelines on how to best assist learning beyond the lecture room. There are some excellent examples to draw on.

The tutor-mentor programme in the Faculty of Medicine and Health Sciences (FMHS), for instance, is a student-driven peer academic support programme. It focuses on supporting first-year students during the academic transition from high school to university, and second-years in preparing for an increased workload and exposure to the clinical environment. Senior students in the Faculty are selected as tutor-mentors (or “MenTuts”). The 2019 cohort of new MenTuts received time and stress management training in April, which was facilitated by CSCD educational psychologists and interns over six sessions. In July, the office of the Tygerberg Student Affairs manager also hosted a MenTut think tank aimed at reimagining how the tutor-mentor programme could be implemented in future.

Subject-specific tutoring forms part of the free supplemental peer academic support available to FMHS students. Student Affairs recruits senior undergraduate and postgraduate FMHS students to fulfil the roles of student coordinator and subject-specific tutor respectively. Tutors offer academic support focused on subject-specific (theoretical or practical) content to undergraduate students who request additional support. Tutor hours have been capped at eight hours per week to allow for balance in their daily schedules.

In September, 131 new MenTuts and 17 subject-specific tutors in FMHS received basic tutor skills training for the first time. The curriculum had been developed by the Tygerberg Student Affairs manager, and four students presented the workshop.

6.4 Hybrid-learning programme development

Hybrid learning (HL) is a delivery mode for academic courses that combines short periods of face-to-face contact between lecturers and students with significant facilitated online student learning. HL is particularly aimed at students who cannot afford the opportunity cost of full-time residential studies on the premises of an academic institution.

The motivation for SU’s expansion into HL is to provide access to students who would otherwise not have been able to study. An underserved market for SU’s academic offering is students who have already entered the workplace and prefer to further their education through online learning. SU has an outstanding graduation throughput rate for its full-time residential academic programmes, and therefore does not wish to significantly increase its fully online academic offering, which generally has a much poorer student retention rate.

Thus, the HL strategy combines SU’s existing strengths with opportunities to grow student numbers cost-effectively, without being subject to the current severe limitations on state subsidies and study

fees for full-time residential South African students. Furthermore, as the costly physical infrastructure for full-time residential students is not fully utilised for the entire academic calendar year, the block contact sessions associated with HL will also improve the occupancy of learning spaces.

Many contemporary students prefer online learning and the freedom of choice it offers. Growing internet connectivity and improved online learning management software further increase access to study opportunities, particularly for students in underdeveloped regions of the world. Africa has the largest and fastest-growing youth population in need of education. As the world's top academic institutions enter these markets, SU cannot afford not to take part.

SU has significantly grown its blended-learning capacity (pedagogically sound utilisation of technology to facilitate teaching and learning) over the past five years. This means the University can now expand the reach of its academic offering to new student markets. SU's HL delivery model exploits maximum synergy with the full-time residential academic offerings so that the latter students will also benefit from accessible digitalised material.

The *SU Vision 2040 and Strategic Framework 2019-2024* lists "Networked and collaborative teaching and learning" as one of its six core strategic themes. The strategic goal specifically served by this HL strategy is to "Expand SU's knowledge offering to serve new student markets". The strategy has also been incorporated into the 2019 environmental plan of the L&T RC, under strategic priority 4, "Appropriate ICT to support residential and hybrid learning students". In addition, the Hybrid Learning Business Plan for Stellenbosch University (2019) has been developed to document the HL strategy, illustrate its financial feasibility, and explain the opportunities and risks.

The most feasible academic offerings for SU in the medium term are short courses and taught postgraduate diplomas, honours-bachelor's and master's degrees. The knowledge areas of business and management sciences, medicine and health sciences as well as teacher continuous education offer the best prospects of attracting new student markets. Enrolment statistics of June 2018 indicated that SU already had 10,8% of its full-time-equivalent students enrolled in HL programmes (see **Table 13** and **Table 14**). The aim of SU's HL business plan, therefore, is to expand the full-time-equivalent (FTE) students in HL programmes to 25% of total SU student enrolments by the end of 2025. This entails incrementally expanding or adding 21 (one-year 120-credit) HL programmes, with at least 250 FTE students enrolled in each.

Table 13: Current SU hybrid learning offerings by programme type (June 2018 data)

Faculty	Programme/module title	Number of enrolments
Economic and Management Sciences	Master of Business Administration (part-time)	3 431
	Bachelor of Public Administration (Honours)	2 034
	Postgraduate Diploma in Business Management and Administration	1 527
	Postgraduate Diploma in HIV/AIDS Management	1 349
	Diploma in Public Accountability	377
	Master of Public Administration	234
Medicine and Health Sciences	Postgraduate Diploma in Nursing	2 298
	Master of Public Health Nutrition	210
	Master of Nursing	104
	Bachelor of Nursing (Honours)	26
Education	Bachelor of Education (Honours)	749
AgriSciences	Master of Food and Nutrition Science	69

Table 14: Current SU hybrid-learning offerings by student enrolments (June 2018 data)

Faculty	Total student enrolments (by headcount)	Total FTE students	Hybrid-learning FTE students	Hybrid-learning FTE students as a % of all FTE students
Economic and Management Sciences	8 927	7 026	1 451,1	20,7%
Medicine and Health Sciences	4 588	3 021	1 133,4	37,5%
Education	1 854	1 604	74,9	4,7%
AgriSciences	2 190	1 494	6,9	0,46%
Total	31 765	24 710	2 666,3	10,8%

Note: For master's-by-coursework programmes, an assumption is made that each module comprises 18 credits on average, and the degree programme comprises 180 credits per year. In other words, each student enrolment represents a 0,1 FTE student.

The financial model of SU's HL business plan is based on an existing successful Bachelor of Public Administration (Honours) programme. All income sources and all full costs of this programme were calculated using financial data from the 2018 academic year, and were then cast into a generalised profit-loss-breakeven financial model. The model indicates breakeven at 150 FTE students for a one-year postgraduate HL programme, and an annual profit of R2,575 million per programme offering at the target capacity of 250 FTE students, with all operational programme expenses having been accounted for. The development costs for three new HL programmes in each of the years 2020 to 2022 and four new HL programmes in each of the years 2020 to 2022 are calculated separately. In calculating cash flows, one year was allowed for HL programme development, and three years for a programme to reach its target enrolment capacity of 250 FTE students. The financial model indicates that, after an initial negative cash flow, breakeven for SU's HL offering should occur in 2025, while the full offering of 21 HL programmes should have a projected total profit of R54 million per annum from 2028 onwards.

SU has already established some human resources and technology to pilot a few current HL programme offerings. In the Centre for Learning Technologies (CLT), five blended-learning coordinators have been funded as fixed-term contract appointments for the past five years (using funds from Council's ICT in L&T project) to support faculty academics to incorporate blended learning into their modules. CLT also has one online learning designer, one instructional designer, a 5/8 multimedia designer and two student and faculty support staff members – all permanent appointments – working on HL programme development.

As per the L&T RC environmental plan and the HL business plan, additional SU human resources need to be put in place to support the HL expansion strategy. The Rectorate has approved the reallocation of financial reserves in the RC of the Vice-Rector (Learning & Teaching) to create an instructional HL seed fund. This funding allows for at least three years' expenditure on the personnel budgets in the L&T RC (R9 274 221 per annum) and the Division of Information Technology (IT) (R2 319 049 per annum). At the time of drafting this report, an SU Strategic Fund application was also pending for incentive seed funding in faculties to buy in extra academics for the development phase of HL programmes. These two seed funds should cover initial negative cashflows until student enrolments have grown sufficiently to sustain the expenses associated with offering new HL programmes.

SU already has examples of a short course and a module offered fully online and in HL mode respectively.

CREST obtained funding from the German Academic Exchange Service (DAAD) to develop a flexible study opportunity for academic staff, particularly novice doctoral supervisors at African universities, who are interested to advance their skills and networks in doctoral supervision. The highly interactive course was piloted in a fully online format to more than 100 active participants on the African continent over an eight-week period in October 2018. It obtained a very high course satisfaction rate, which reflected the success of the online design and facilitation strategies used to deliver the course content. Two repeat offerings of the course were implemented in 2019 – one in May, and the other in October – followed by an alumni networking event for a select group of invited course delegates on SU's campus in November.

An example of how HL modules can help students minimise their time to graduation has been Chemistry 164. The key purpose of designing this pilot hybrid module, which was implemented in the second semester of 2019, was to address problems associated with Chemistry 124 as a so-called "gatekeeper" module (i.e. a module that needs to be passed in the first year to allow progression to the second year). Chemistry 164 was created as a hybrid version of Chemistry 124 and allowed students who failed Chemistry 124 in the first semester (2019) to enrol for Chemistry 164 in the July recess. More than 80 students registered. The mode of delivery comprised online learning, which was supplemented by two intensive contact sessions during the recess period, to complete most of the learning before the second semester starts. Two exam opportunities are offered at normal exam times

thereafter. The strategic value of the hybrid model is significant: In this instance, a key intended outcome will be to allow students another (more flexible) opportunity to finish their degree without having to enrol for an additional year of study.

Examples of other hybrid modules/programmes currently being developed (the majority for implementation by 2020) include:

- Postgraduate Diploma in Strategic Human Resource Management (Faculty of Economic and Management Sciences);
- Biology 124 and Bio-Informatics (Honours) (Faculty of Science);
- MPhil in Cancer Science Research (Faculty of Medicine and Health Sciences);
- Structures in Fire (Faculty of Engineering); and
- Postgraduate Diploma in Forestry and Wood Sciences (Faculty of AgriSciences).

7. RESEARCH FOR IMPACT

7.1 Continued professionalisation of academics

Research on the pedagogy and leadership of teaching and learning in higher education is as important and relevant as research in any other academic discipline. This is why SU significantly invests in the continued professionalisation of staff in their teaching roles. One such approach commenced with an external short course offered by the University of British Columbia to ten Stellenbosch L&T leaders in 2017. The purpose of the course was to introduce academics to the scholarship of teaching and learning, and to equip them to publish in this field in addition to their subject disciplines.

SU has since developed its own **Scholarship of Educational Leadership (SoEL)** short course, and has offered it to two cohorts to date. The short course focuses on leadership in, and the scholarship of, teaching and learning. The first cohort of SU leaders who completed the short course were Prof Debby Blaine (Engineering), Prof Julia Blitz (FMHS), Prof Ronelle Carolissen (Education), Prof Karin Jacobs (Science), Dr Fankie Monama (Military Science), Dr Mary Nel (Law), Prof Aletta Odendaal (EMS), Dr Shantelle Weber (Theology) and, from the PASS environment, Ms Ruth Andrews (Co-Curriculum manager) and Dr JP Bosman (CLT). They received their certificates from the Vice-Rector (Learning & Teaching) on 12 April 2019.

The second and current cohort consists of ten academics and PASS staff, namely Prof Ada Jansen (EMS), Prof Maret du Toit (AgriSciences), Prof Mary-Anne Plaatjies von Huffel (Theology), Prof Trevor Haas (Engineering), Prof Faadiel Essop (Science), Dr Karin Baatjes (FMHS), Dr Michelle Nel (Military Science), Dr Lorna Dreyer (Education), Dr Kabelo Sebolai (Language Centre) and Dr Sonja Strydom (CLT). Their final contact session, on pedagogical leadership, took place on 13 September. During the online section before the contact session, participants engaged with literature on the topic, and shared their learning from the readings during a group activity. Participants also shared their SoEL research at the annual Scholarship of Teaching and Learning (SoTL) conference at the end of October and need to submit their two final assessment tasks by 30 November. A writing marathon is organised for November to create an opportunity for participants to finalise their summative assignments.

The 2020 cohort is currently being identified.

7.2 Scholarship of Teaching and Learning (SoTL) conference

SU's 12th in-house **Scholarship of Teaching and Learning (SoTL) conference** took place from 29 to 30 October, with seven pre-conference workshops hosted on 28 October. This event provides a platform for academics to:

- share best practice, research findings and innovative ideas about teaching and learning;

- reflect on and debate teaching and learning methods, trends and goals; and
- celebrate teaching and learning at SU.

A record number of abstracts (95) were received for this year's conference, which was themed "**(Your) Teaching Matters @ SU**". Dr Joy Mighty, associate vice-president of teaching and learning at Carleton University, Canada, and Prof Geo Quinot from SU's Faculty of Law were the keynote speakers. The University's T&L champions (i.e. HELTASA winners, SU fellows, TAU fellows, teaching excellence award winners) were also celebrated at the event.

7.3 Fund for Innovation and Research in Learning and Teaching (FIRLT)

The FIRLT aims to enhance learning and teaching for lecturers and students by funding innovative and research-focused learning and teaching projects. It is aligned with SU's aim of being "Africa's leading research-intensive university" and producing research for impact. The results of a recent evaluation by Prof Magda Fourie-Malherbe have confirmed the value of the FIRLT for enhancing learning and teaching at the University. In the past year, the regulations for the management of the fund have been revised and approved.

8. EMPLOYER OF CHOICE

Self-actualisation is one of the key motivators for high achievers. Therefore, the L&T RC strives to support academic and PASS staff in their development as scholarly teachers and in fulfilling their roles as educators in and beyond the classroom, and to recognise excellence.

8.1 Professional Educational Development of Academics (PREDAC)

PREDAC aims to enhance the professionalisation of academics as teachers in higher education through mixed-mode delivery platforms and collaborative learning spaces.

For this year's programme, 67 newly appointed academics from all ten SU's faculties gathered for the first interfaculty contact session at STIAS on 22 May. The theme of the day was "Teaching & Learning at SU 'out of the box'". The day was designed to illustrate that learning can be fun and active, to maximise networking opportunities and encourage participants to reflect on their own teaching.

Later in the year, the participants reconvened for a second interfaculty contact session themed "Teaching & Learning context at SU". This session was aimed at creating several networking opportunities for participants, both face-to-face and online, and again to encourage them to reflect on their own teaching practices. Thereafter, they continued working towards the final phase of PREDAC, culminating in poster presentations at the SoLT conference. Here, participants were required to report on an action research project implemented in one of their modules during the second semester.

8.2 Assessment short course

As part of the professionalisation of academics' teaching role, the CTL is designing a short course on assessment, which will be piloted in February 2020. This is in line with institutional and national policy requirements to offer academics opportunities for development as competent assessors, and thereby enhance teaching and learning in higher education. The official commencement of the short course will coincide with the planned implementation of the revised SU Assessment Policy in 2021. The course will be registered as a formal SU short course of six credits, running over a period of 12 weeks. An HL approach is planned, combining face-to-face contact sessions with online learning. Participants in the first intake will be nominated in consultation with all faculties and will be required to provide in-depth feedback on a range of course aspects.

8.3 Recognising excellence in teaching and learning

The Vice-Rector (Learning & Teaching) hosted the annual **first-year achievement awards event** at Neethlingshof on 10 April. The event honoured 32 top-achieving first-year students of 2018, along

with their nominated lecturers whom they felt had had a significant impact on their first-year learning experience. The students and lecturers received certificates and exchanged letters of congratulations and appreciation. The guest speaker was Prof Magda Fourie-Malherbe. She urged the students and lecturers to consider what the global future might look like, and what role South African university-educated students could play in leading our society into an unknown future.

Outstanding applications were also received for the **Teaching Excellence Awards**. The Committee for Learning and Teaching approved a new set of criteria, which were implemented during this round. A significant addition was the interviewing of all applicants to supplement their portfolio submissions. The selection committee met on 26 September and were struck by all candidates' dedication, professionalisation, innovation and deep self-reflection exhibited in the teaching portfolios and during the interviews. Three awards were subsequently made in the "Distinguished teacher" category and nine in the "Developing teacher" category. All applicants also received feedback on their portfolios. The handover of the Teaching Excellence Awards, together with SU's Research Excellence Award, will occur at a joint ceremony towards the end of 2019.

9. CONCLUSION

The L&T RC continues to systematically implement strategies in support of SU's institutional objectives. Many of the core strategies in SU's new strategic framework fall directly within the L&T domain. The RC's implementation plans take the form of agreements concluded with faculties, or initiatives taken by faculties themselves, recognising that achieving SU's vision and goals for learning and teaching will require a high degree of innovation and drive from management, PASS environments and all faculties alike.

The managers and PASS staff of the L&T RC extend their gratitude and appreciation to the faculties and other responsibility centres for working together to promote excellent learning and teaching at SU.