Quick Guide to

Teaching-Learning-Assessment

at

STELLENBOSCH UNIVERSITY

Purpose

The purpose of the Quick Guide to Teaching-Learning-Assessment at Stellenbosch University (SU) is to orientate lecturers in about teaching-learning-assessment (TLA) at SU.

We have compiled this Quick Guide to serve as your companion to find sources of information, advice, and support for your role as a lecturer, and to share the university's approach to TLA.

The Guide comprises the following sections, each with additional resources for you to consult, and with contact details for the relevant centre, department or division.

Contact the CTL Advisor in your faculty

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SU Vision 2040 and Strategic Framework 2019-2024 >

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01 # Introduction

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

The role of lecturers at SU involves three core elements: TLA; research; and social impact.

These roles are closely linked and interdependent. It is in the pursuit of the SU Vision that these three roles of academics are acknowledged, supported and rewarded. Read more about the three roles of academics in <u>**Section 13**</u>.

SU Vision 2040 and Strategic Framework 2019-2024

The **SU Vision 2040 and Strategic Framework 2019-2024** articulates SU's aim to be positioned as Africa's leading research-intensive university, with a global reach.

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

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

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

Faculties at Stellenbosch

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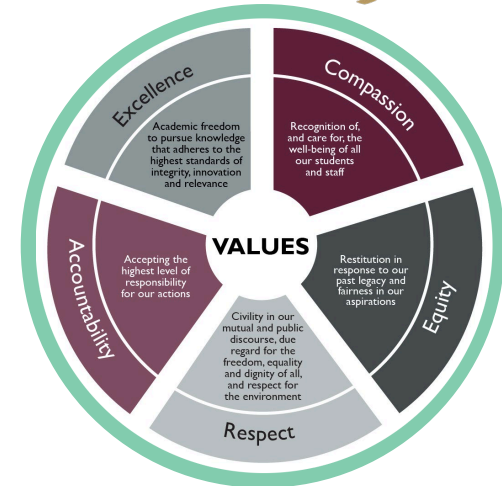
SU has ten faculties spread across five campuses. The University has a vibrant and cosmopolitan community of more than 32 000 undergraduate and postgraduate students, which include over 4 000 international students from 100 different countries.

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

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

Management

In this section, you will find more information about the general management at SU and the functions in the responsibility center of the Deputy Vice-Chancellor: Learning and Teaching.

General Management >

Learning and Teaching at Stellenbosch University >

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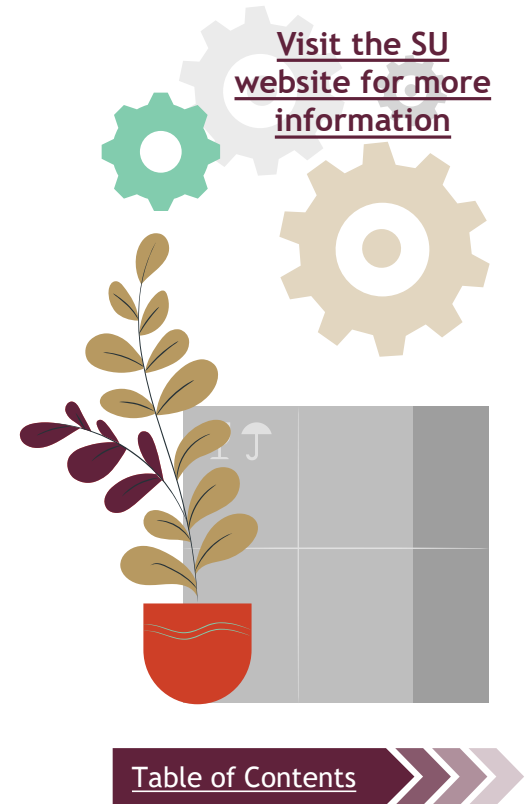UNIVERSITEIT

General Management

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

The purposes of HE as listed in the Education White Paper 3 provides the framework within which TLA at SU is guided. **Click here** to view these purposes.

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

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

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

Learning and Teaching at Stellenbosch University

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The responsibility centre of the Deputy Vice-Chancellor: Learning and Teaching strives to build on academic success and to provide the necessary support to academics and students alike.

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

Prof Deresh Ramjugernath
Vice-Chancellor: Learning & Teaching

Division for Learning and Teaching Enhancement

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One of the divisions grouped under the responsibility centre of the Deputy Vice-Chancellor: Learning and Teaching is the Division for Learning and Teaching Enhancement (DLTE). DLTE works in collaboration with faculties to enhance the TLA experience for academics and students, and to produce and share context-specific research. This division has five centres under the leadership of a senior director and each centre is headed by a director. The division also heads up Hybrid Learning under the auspices of the Deputy vice-chancellor T&L.

The five centres within the Division for are:

Centre for Teaching & Learning

Language Centre

Centre for Academic Planning & Quality Assurance

Centre for Learning Tech-nologies

Hybrid Learning

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

Visit the SU website for more information

The Five Centres

Hybrid Learning Project Manager: Vacant

SU and edX partner to increase access to high quality online education. **Hybrid Learning** is a new unit, formed from a cross-cutting team of specialists, at Stellenbosch University and situated within the DLTE.
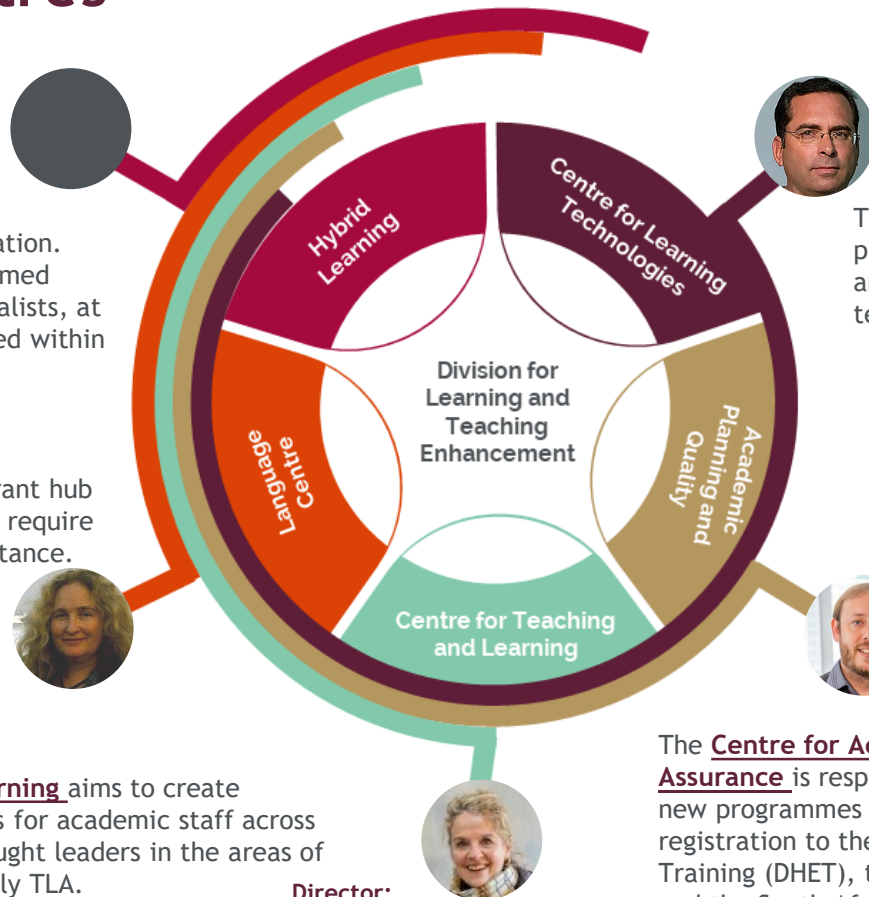
The **Language Centre** offers a vibrant hub for students, staff and clients who require language and communication assistance.

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

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

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

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

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

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

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

Director:
Dr Nicoline Herman
nherman@sun.ac.za

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The Five Centres

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

- the enhancement of the TLA experience for students and academics;

- professional learning of academics;

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

- the promotion of individual as well as institutional multilingualism;

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

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

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

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Hybrid Learning

Centre for Learning Technologies

Division for Learning and Teaching Enhancement

Academic Planning and Quality

Language Centre

Centre for Teaching and Learning
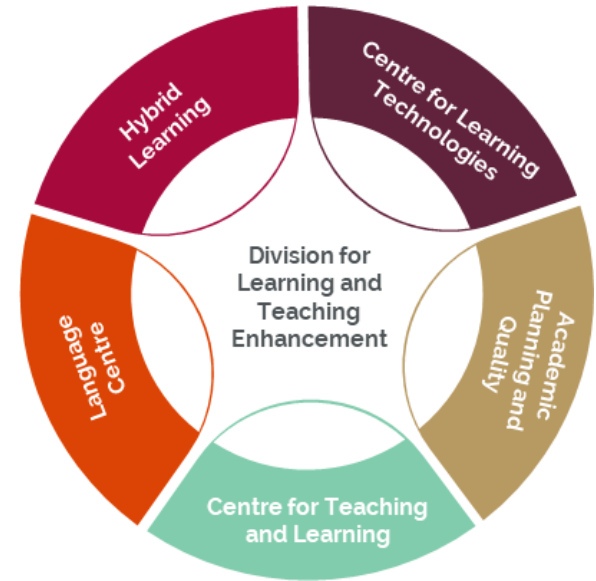
Senate sub-committees

The Senate has two important sub-committees dealing with matters pertaining to TLA:

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

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

Regulation for the Committee for Learning and Teaching

Anthea Jacobs
jacobsa@sun.ac.za

Centre for Teaching and Learning

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

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Centre for Teaching and Learning

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

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

Offers a variety of support activities, such as professional development programmes, workshops and seminars, and works with academics who want to improve their teaching-learning-assessment and their students' learning outcomes

Has advisors who work in faculties to assist with activities that relate to teaching-learning-assessment

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

Visit our website

Contact the CTL Advisor in your faculty

Stellenbosch University's approach to TLA

The approach to TLA are guided by the T-L Policy, the Assessment Policy and the Strategy for Teaching-Learning. This section contains a summary and links to further resources describing the approach to TLA at SU.

The Teaching - Learning Policy >

The Assessment Policy>

The Strategy for Teaching and Learning >

Other policies and documents related to TLA at SU>

Contact the CTL Advisor in your faculty

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The Teaching - Learning Policy

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*This policy has been renewed and awaiting approval from Senate.

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

Contact the CTL Advisor in your faculty

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

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

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

The Strategy for Teaching and Learning

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- The ***Strategy for Teaching and Learning 2017–2021** describes SU's approach towards TLA, while operationalising the vision and strategic priorities for TLA in terms of graduate attributes.

- The Strategy promotes the professionalisation of teaching at SU for various reasons, including –

  - ✓ affirming the value of teaching-learning-assessment to enhance the intrinsic and extrinsic motivations of academics;

  - ✓ improving the morale and professional identity of all academics;

  - ✓ providing guidance, especially to newly appointed academics, for teaching-learning-assessment at SU;

  - ✓ providing opportunities for all academics to explore, become more reflective and research-oriented about their teaching-learning-assessment;

  - ✓ enabling all academics to enhance their teaching-learning-assessment, also by innovating and problem solving; and

  - ✓ contributing to the realisation of the SU graduate attributes and student success.

  *This strategy is currently under review

Click here to view the SU Profile of a Graduate

Contact the CTL Advisor in your faculty

The Assessment Policy

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

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

Assessment is viewed of, for and as learning.

Assessment for learning focuses on learning from feedback on an assessment, while assessment of learning is planned before the learning activities, but executed as part of or after those activities. Assessment as learning refers to student judging their own performance.

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Other policies and documents related to TLA at SU

SU has a range of additional policies and guidelines that aim to guide and facilitate quality TLA and the alignment of teaching activities with the University's Vision and Mission. The list below offers a broad description of the most prominent policy and guideline documents on TLA at SU.

- ✓ Student Feedback Policy (under review)
- ✓ SU Language Policy
- ✓ Recommendations of the Task Team for the Promotion and Recognition of Good Teaching (under review)
- ✓ SU Policy on Plagiarism (under review)
- ✓ Early Assessment Protocol
- ✓ Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) (under review)
- ✓ AI guidelines document
- ✓ Regulation for internal and external moderation (pending approval)

Other policies and documents related to TLA at SU

The Student Feedback Policy

Provides detailed regulations about obtaining and utilising student feedback. Student feedback supports and promotes quality teaching at SU. The new policy will promote both formal end-of-semester feedback and continuous formative feedback.

The SU Language Policy

seeks to contribute to the realisation of mulitlingualism and the ideal language of a favourable TLA environment for the benefit of students. The Language Plan sets out the possible language options for use in TLA. The academic Calendar stipulates the language option for each module.

The Recommendations of the Task Team for the Promotion and Recognition of Good Teaching

Aims to contribute to an institutional culture that focusses on promotion and recognition of good teaching and facilitates effective, active learning. This is TLA that requires an affordable level of resources and provides for the requirements of research and community interaction.

The SU Policy on Plagiarism

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

The Early Assessment Protocol

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

The Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)

Provides a quality assurance framework for the recognition of prior informal, non-formal and formal learning as well as a mechanism for promoting articulation between qualifications within a sub-framework of the National Qualifications Framework (NQF).

AI guidelines document

These institutional guidelines describe SU's interim approach to the ethical and responsible use of AI tools in assessment practices.

The DeLTA Framework

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

DeLTA is a framework that illustrates the iterative nature (cycle) and the steps of the Teaching, Learning, and Assessment (TLA) process. The DeLTA framework guides academics through the iterative and cyclical process of designing, facilitating, and reflecting on TLA @ SU towards promoting a transformative student learning experience in service of society.

The graphic on the right gives a summary of the complete DeLTA framework:
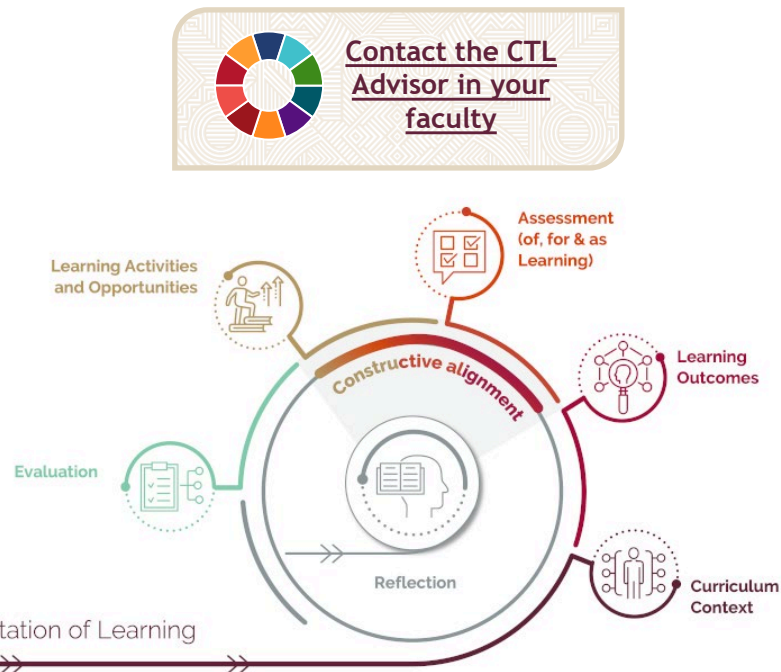
Initiatives to professionalise
the scholarly TLA role at SU

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

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

The professional learning opportunities are:

✓ **PREDAC >**

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

✓ **Learning and Teaching Enhancement Seminars >**

✓ **Faculty- specific workshops >**

✓ **Blended Learning short course (offered by Centre of Learning Technologies) >**

✓ **Auxin >**

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

✓ **Scholarship of Teaching and Learning Short Course >**

✓ **Assessment short course>**

✓ **AI short course>**

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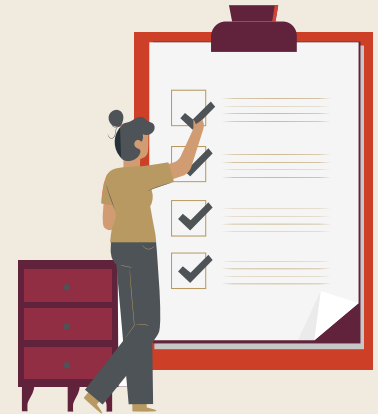
PREDAC

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

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

Contact Person

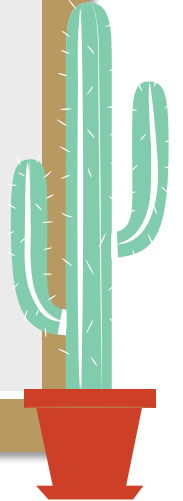**Claudia Swart-Jansen Van Vuuren** claudias2@sun.ac.za

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

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

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

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Scholarship of Teaching and Learning (SoTL) Conference

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

CTL Contact Person

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- ✓ share best practices, research findings and innovative ideas about TLA;

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

- ✓ celebrate TLA.

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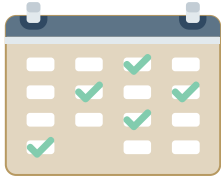
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Learning and Teaching Enhancement (LTE) Seminars

During each term, the Deputy Vice-Chancellor: Learning and Teaching hosts a T&L seminar, the purpose of which is to promote the scholarship of teaching and learning.

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

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

Contact Person

Karin Cattell-Holden
kcattell@sun.ac.za

Faculty- specific workshops

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

CTL staff members in faculties design faculty-based TLA workshops on request.

Contact the CTL Advisor in your faculty
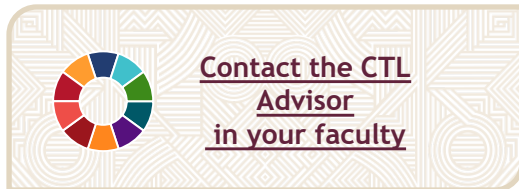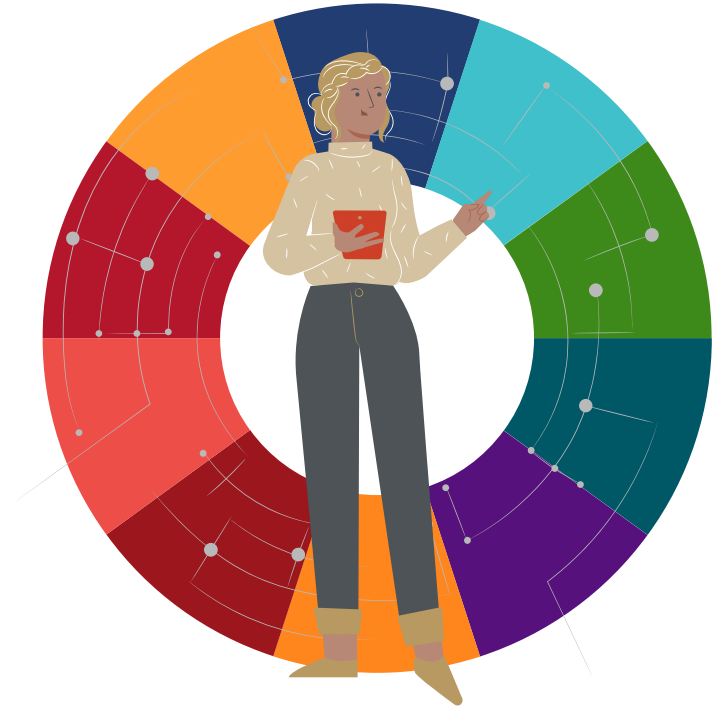
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Auxin

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

Auxin offers:

- windows for innovative teaching and assessment practices on campus;

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

- a route for scholarship of TLA on the growth journey of becoming reflective, scholarly and leaderly lecturers.

Auxins take place six times per year from 13:00 to 14:00.
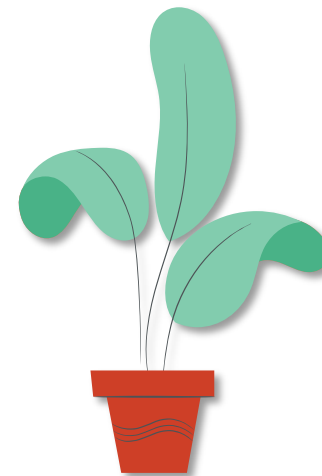
Contact Person

Simbongile Ntwasa
Sim@sun.ac.za

Scholarship of Educational Leadership (SoEL) Short Course

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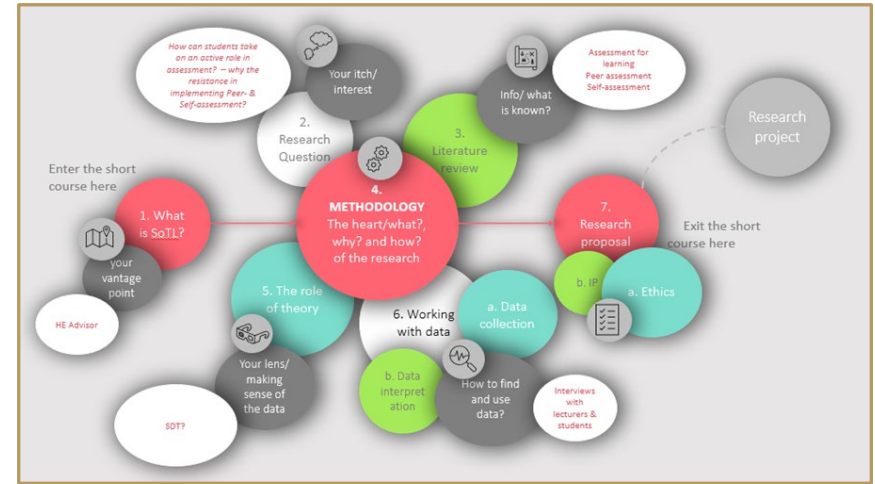
Contact Person

Nicoline Herman
nherman@sun.ac.za

The objectives and outcomes of the SoEL short course include:

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

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

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

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

Scholarship of Teaching and Learning short course

In the Scholarship of Teaching and Learning (SoTL) short course is a five credit short course aligned to Level 8 of the National Qualifications Framework (NQF). The objectives are conceptualising, designing and refining a SoTL research question, consulting literature, using educational theory as a lens, designing an appropriate methodology to gather and interpret data and translating this into a clear and comprehensive proposal that adheres to Stellenbosch University's (SU's) ethical principles and institutional permission principles.

Contact Person

Claudia Swart-Jansen Van Vuuren claudias2@sun.ac.za

Assessment short course

The Assessment short course (5 credits, NQF 8) creates opportunities to engage with colleagues across different faculties on assessment practices, the SU Assessment Policy (2022), and scholarly articles in order to design assessment strategies that promote student learning.

① Purposes of Assessment
② Constructive Alignment
③ Criteria and Principles of Assessment
④ Feedback

ASSESSMENT

⑤ Peer Assessment
⑥ Self-Assessment
⑦ Methods & Tools for Assessment
⑧ Online Assessment

Sentrum vir Onderrig & Leer
Centre for Teaching & Learning
Iziko lokuFundisa nokuFunda

Contact Person

Charmaine van der Merwe
cvandermerwe@sun.ac.za

AI in TLA Short Course

The short course Artificial intelligence (AI) in teaching-learning-assessment (TLA) offers participants the opportunity to reimagine their TLA in the age of easily accessible generative AI tools. It addresses questions such as: How can we redefine our teaching role? How can we preserve the productive struggle in our learning opportunities? Are our assessment opportunities AI-resilient?

This course is aimed at SU staff involved with TLA and is offered free of charge.

Offering:
- ✓ NQF-level 8; five credits and 50 notional hours.
- ✓ One intake for 2024: March – September.

Mode: Blended learning
- ✓ 3 face to face contact sessions.
- ✓ Asynchronous online learning.

Dates of contact sessions:
- ✓ Thursday 4 April 2024
- ✓ Tuesday 28 May 2024
- ✓ Tuesday 10 September 2024

Contact Person

Dalene Joubert
dvermeulen@sun.ac.za

Support for research on TLA

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

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

Writing retreats >

Fund for Innovation and Research in Learning and Teaching (FINLO) >

National TAU (Teaching Advancement at Universities) Fellowships >

Teaching fellowships >

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Support for research on TLA

Fund for Innovation and Research in Learning and Teaching (Finlo)

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

The fund aims to enhance and promote a culture of innovation and reflection in learning and teaching by encouraging a research-based approach towards TLA. Academics interested in enhancing their teaching or in conducting research on teaching in their disciplines, may apply for support of up to R60 000.

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

Writing retreats

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

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

Contact Person

Anthea Jacobs
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Support for research on TLA

National TAU (Teaching Advancement at Universities) Fellowships

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

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

Teaching fellowships

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

Contact Person

Karin Cattell-Holden
kcattell@sun.ac.za

Teaching and Learning Awards and Grants

<u>Teaching and Learning awards</u> are informed by the T&L Policy, which promotes the "acknowledgement of good teaching, as well as the recognition, reward and promotion of excellent teaching across all systems of the University. Good teaching is expected of all academics at any stage of their careers. In this regard, SU supports the professional learning of academics for their teaching role as critical and scholarly lecturers who design engaging curricula and deliver a dynamic and enriched campus experience".

The Awards and Grants offered by CTL are:

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

<u>SU Teaching Awards</u>

<u>First-Year Achievement Awards</u>

SU Teaching Awards (TAs)

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The aims of the **SU Teaching Awards** are:

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

✓ to generate a cadre of academics who are able to provide inspiration and leadership in TLA in their disciplines and across the institution;

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

✓ to advance the scholarship of TLA;

✓ to stimulate the growth of professional teachers; and

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

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First-Year Achievement Awards

First-Year Achievement Awards (FYAA) recognise lecturers who are identified by first-year students to have had a positive influence on their academic experience. It recognises the top 2 performing first-year students per faculty.

Each top student nominates one lecturer to attend a prestigious dinner with the student.

The event is hosted by the Deputy Vice-Chancellor: Learning and Teaching and attended by faculty Deans and Vice-Deans: Teaching and Learning.

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claudias2@sun.ac.za

Ongoing support for TLA
at Stellenbosch University

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

**Support for developing
Teaching Portfolios >**

**Peer-to-Peer
Facilitation of Learning
Training course >**

**The student
feedback system >**

Support for developing Teaching Portfolios

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Teaching portfolios have become an essential and valuable component of higher education worldwide. They are directly linked to the core business of academics, namely TLA. Portfolios are a tool to help academics reflect on their teaching and assessment and students' learning.

These portfolios help academics track their professional learning as teachers over their career, examining their successes and failures, the lessons they have learnt, and the teaching goals they would still like to achieve.

Portfolios also make it possible for academics to revisit their beliefs about TLA and the values they associate with it, grounding their teaching in their contexts and in their students' learning contexts. Portfolios encourage their approach to TLA and in the process validate their classroom practice.
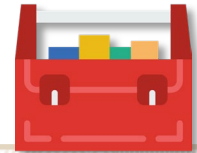
Contact Person

Karin Cattell-Holden
kcattell@sun.ac.za

or

Contact the CTL Advisor
in your faculty

The student feedback system

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

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

Contact Person

Veronica Kleinsmith
vfbeukes@sun.ac.za

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

It provides opportunities for formative, mid-semester and end of semester feedback.

Peer-to-Peer Facilitation of Learning Training course for students

CTL offers an online training course to all students who facilitate learning (i.e., demis, module, learning, teaching and assessment assistants). The training is available online and peer facilitators can complete it at their own pace.

The recommended time for completion is within 16 hours (or as recommended by your faculty). Peer facilitators must be recruited in their own departments/faculty; once appointed, they may enroll for the peer-to-peer facilitation of learning training course.

The training course is registered as a co-curriculum activity which means once completed, students will receive recognition for it on their transcripts. After the training, peer facilitators will be able to facilitate learning using effective learning techniques and strategies, and become an engaged leader who has good inter/intrapersonal skills.

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Contact Person

Simbongile Ntwasa
Sim@sun.ac.za

or

Johara Khan
joharak@sun.ac.za

Qualifications related to higher education TLA at Stellenbosch University

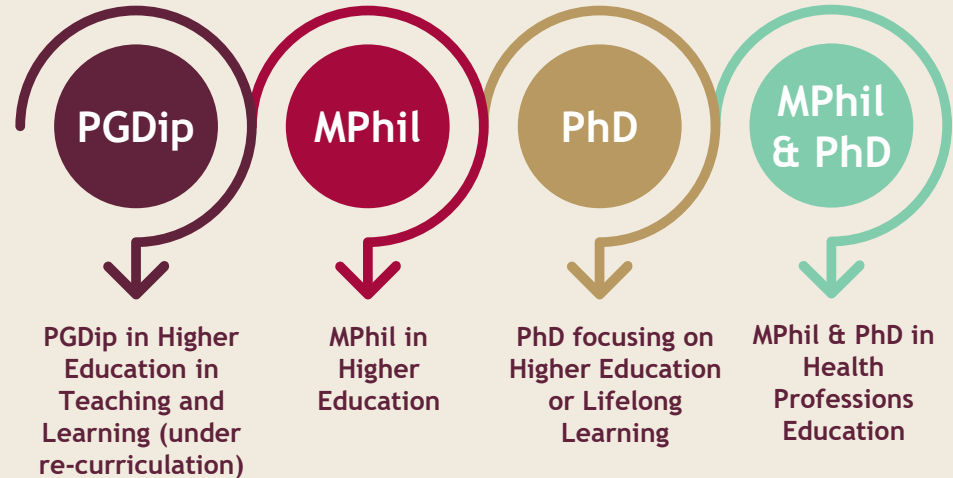Stellenbosch
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If you are interested in furthering your academic qualifications in the field of higher education, the Centre for Higher and Adult Education offers various qualifications focusing on T&L, namely the Postgraduate Diploma in Higher Education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

The Centre for Health Professions Education (CHPE) offers a MPhil and PhD in Health Professions Education.

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

PGDip

MPhil

PhD

MPhil & PhD

PGDip in Higher Education in Teaching and Learning (under re-curriculation)

MPhil in Higher Education

PhD focusing on Higher Education or Lifelong Learning

MPhil & PhD in Health Professions Education

PGDip in Higher Education
in Teaching and Learning

Contact Person

Nompilo Tshuma
ntshuma@sun.ac.za

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

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

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

MPhil in Higher Education

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

Contact Person

Nompilo Tshuma
ntshuma@sun.ac.za

Visit the Centre for Higher & Adult Education

PhD focusing on
Higher Education or Lifelong Learning

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

- ✓ Creativity in higher education/lifelong learning

- ✓ Leadership in higher education/lifelong learning

- ✓ Curriculum development in higher education/lifelong learning

- ✓ Workplace learning

- ✓ Educational technology in higher education

Contact Person

Nompilo Tshuma
ntshuma@sun.ac.za

Resources for online TLA

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

The Lecturer Support for Teaching Online Website

Resources for online assessment

The DeLTA Framework

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SUNLearn support for online TLA

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

Lecturers who cannot access the module, can request help via the **SUNLearn helpdesk**.

Lecturer Support for online Teaching

Contact the CTL Advisor in your faculty

Resources for online assessment

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

Click here to access the resource

Contact the CTL Advisor in your faculty

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Further support for SU academics

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Division for Social Impact

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

Ernestine Meyer-Adams
emeyeradams@sun.ac.za

Division for Research Development

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

Therina Theron
ttheron@sun.ac.za

SU Library

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

+27 21 808 4883

Information Technology

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

help@sun.ac.za

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

SU Calendar

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

info@sun.ac.za

Postgraduate Office

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

Sarah Howie
sarahhowie@sun.ac.za

Human Resources Division

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

sun-e-HR@sun.ac.za

Academic Administration, Facilities Management and Telephones

Student Administration office

Student Administration office is responsible for the coordination of drafting and publishing of class, test and examination timetables and the booking of venues. The office also assumes the responsibility for venue bookings for presentations and tutorials, as well as bookings for ad hoc use by internal and external client groups, and the optimisation of venue utilisation during peak times.

Stellenbosch campus
Tygerberg campus
Bellville campus

Facilities Management

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

fmhelpdesk@sun.ac.za

Telephones

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

telecom@sun.ac.za

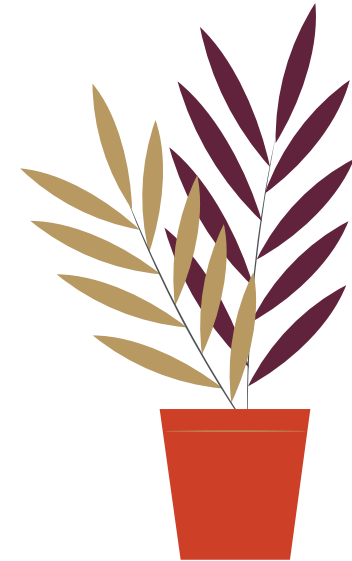**15 Glossary**

of abbreviations and acronyms used in this Guide

Glossary - Internal to Stellenbosch University (A – E)

AAC	Academic Affairs Council
APC	Academic Planning Committee
APQA	Academic Planning and Quality Assurance
CLT	Centre for Learning Technologies
CLTA	Committee for Learning, Teaching and Assessment
CPS	Centre for Prospective Students
CSCD	Centre for Student Counselling and Development
CTL	Centre for Teaching and Learning
DeLTA	Designing Learning, Teaching and Assessment
DHET	Department of Higher Education and Training
DVC (L&T)	Deputy Vice-Chancellor (Learning & Teaching)
EC(C)	Executive Committee of Council
EC(S)	Executive Committee of Senate

Glossary - Internal to Stellenbosch University (F – V)

ECP	Extended Curriculum Programme
Finlo	Fund for Innovation and Research in Learning & Teaching
IF	Institutional Forum
IT	Information Technology
LC	Language Centre
LTE	Learning and Teaching Enhancement
PAC	Programme Advisory Committee
PREDAC	Professional Educational Development for Academics
RMT	Rector's Management Team
SoTL	Scholarship of Teaching and Learning
T&L	Teaching and Learning
TLA	Teaching-learning-assessment

Glossary - Acronyms used more widely in HE

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