

Guidelines for Programme Committee Chairs and Programme Leaders

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1. INTRODUCTION

- 1.1 The management of the quality assurance (QA) and quality enhancement (QE) of academic programmes at faculty level is the responsibility of the Dean.
- 1.2 In support of the Dean, each faculty has an existing and evolving committee system which makes specific provision for the quality assurance activities of the faculty. For the purposes of this document, all the committee system functions that relate directly to the QA and QE of academic programmes are collectively referred to as a faculty's "Programme Committee"; however, it is accepted that the naming, scope and functions of committee systems differ across the faculties.
- 1.3 This management document provides the generic guidelines for all (a) Programme Committee Chairs in faculties, and (b) Programme Leaders of academic programmes. It is intended to be used and adapted by faculties, to ensure a common understanding of the minimum requirements and good practices of QA- and QE-related activities for new and existing academic programmes offered within departments and faculties, across faculties and between different universities or partner institutions.
 - a. A *Programme Committee Chair* refers to a full-time or part-time management position in a faculty, to which a member of the academic staff, in some cases the Vice Dean (Teaching), is appointed, with particular oversight and management functions related to the quality assurance of especially the teaching and learning function of the faculty, inter alia through the work of the faculty's Programme Committee. (In instances where the QA- and QE functions of academic programmes are distributed across a committee system within a faculty, the roles, duties and responsibilities attributed to a Programme Committee Chair would need to be clarified in the work agreements of the chairs of the respective (sub-)committees.)
 - b. A *Programme Leader* is an academic staff member, appointed by a Faculty Board of the home faculty in which the programme is situated to lead, manage and coordinate a particular academic programme for a fixed, rotating term. (An academic programme can be situated within a single department, offered across multiple departments in the same faculty, or across more than one faculty, and in some cases in collaboration with other higher education institutions.)
 - c. For some academic programmes, a *Focal Area Coordinator* may be appointed to share some of the roles, duties and responsibilities of a Programme Leader for a particular set of elective modules that is managed in a cohesive manner within the programme.
- 1.4 These guidelines are aligned with the draft *Quality Assurance Policy* of the University, and are "...intended to contribute to a continuous culture of quality enhancement, where information for improvement is used for sense-making, self-insight, decision-making and strategic planning".
- 1.5 This version of the *Guidelines* includes commonly used acronyms and definitions, and refers to the supporting and related documentation that should be read in conjunction with this text; it speaks to the "Programme Renewal Project" as funded by the University Capacity Development Grant (UCDG) and is aligned with the *Vision 2040 and Strategic Framework 2019-2024*.

- 1.6 The responsibility for good teaching and learning remains a shared commitment between all staff and students, and as such staff engagement and student participation in QA- and QE-related activities are strongly encouraged.

2. IMPLEMENTATION OF THE GUIDELINES

- 2.1 These guidelines are to be implemented by the Dean and Programme Committee Chair of each faculty, and the Programme Leaders of each academic programme, in consultation with the Departmental Chairs/Heads of Departments (HoDs), where applicable.
- 2.2 The Division for Learning and Teaching Enhancement (LTE), specifically the Centre for Academic Planning and Quality Assurance (APQ), curates the guidelines and coordinates the QA system at SU.
- 2.3 A range of Professional Academic Support Service (PASS) divisions and centres support the implementation of these guidelines, in particular the Division for Learning and Teaching Enhancement (LTE), the Division for Research Development (DRD) and the Division for Information Governance (IG); the Centre for Academic Planning and Quality Assurance (APQ), the Centre for Teaching and Learning (CTL), the Centre for Learning Technologies (CLT), and the Centre for Business Intelligence (CBI).
- 2.4 The Vice Rector (Learning and Teaching), also in his/her capacity as chair of the Academic Planning Committee (APC), the Programme Advisory Committee (PAC), the Committee for Learning and Teaching (CLT), and the Quality Committee (QC), provides an important leadership, management and oversight function in terms of the implementation of these guidelines.

3. PURPOSE OF THE GUIDELINES

- 3.1 The purpose of the *Guidelines* is to describe the roles, duties and responsibilities of Programme Committee Chairs and Programme Leaders who work within and across departments and faculties at Stellenbosch University.

4. AIMS OF THE GUIDELINES

- 4.1 To define key concepts related to the roles, duties and responsibilities of Programme Committee Chairs and Programme Leaders.
- 4.2 To identify areas of potential collaboration between Heads of Departments, Programme Committee Chairs and Programme Leaders.
- 4.3 To create an enabling environment for the continuous improvement of academic programmes at Stellenbosch University.
- 4.4 To list the roles, duties (minimum requirements), and the desired responsibilities (good practices) of Programme Committee Chairs and Programme Leaders.

- 4.5 To strengthen the Scholarship of Educational Leadership (SoEL) role of Programme Committee Chairs and Programme Leaders within Stellenbosch University, in line with the *Teaching and Learning Policy* at SU.

5. PRINCIPLES THAT INFORM THE GUIDELINES

These *Guidelines* are informed by the principles articulated in the *Teaching and Learning Policy* and the draft *Quality Assurance Policy*, as well as the concept of the *integration of the three roles of teaching, research and social impact*, including that:

- 5.1 Quality teaching and learning should be informed by scholarship;
- 5.2 The Scholarship of Teaching and Learning (SoTL) and the body of knowledge underpinning it, should inform both the *professionalization of academics in their teaching role* and the *scholarship of their teaching practice*;
- 5.3 The appointment of qualified and committed staff and a system that supports continued professional development are key requirements for excellence;
- 5.4 Student and stakeholder participation in quality assurance activities is encouraged on all levels;
- 5.5 Quality control, assurance and enhancement at the University form an integral part of the normal and continuous activities of each member of staff, with oversight provided by staff members in managerial positions (such as Responsibility Centre (RC) Heads, Deans, Division Heads, Chairs/Heads of Departments and Programme Leaders).

6. GUIDELINE PROVISIONS

These *Guidelines* describe the roles, duties and responsibilities of Programme Committee Chairs and Programme Leaders, and their collaboration with Heads of Departments, where applicable, within different organizational structures (such as schools and departments) of the University.

6.1 Collaboration within and across the Organizational Structures of the University

- 6.1.1 Academic programmes at SU adhere to the Council on Higher Education (CHE)'s *Criteria for Programme Accreditation (CHE, 2004)* and are approved, accredited and registered to be offered by Stellenbosch University on particular campus(es) and in a particular mode(s) of delivery.
- 6.1.2 Faculty and departmental organizational structures and institutional committees are internal mechanisms that assist in the management of SU's academic programmes, which are often offered across faculties, departments, and/or centres, schools and institutes (CSIs).
- 6.1.3 Academic programmes differ in terms of their purpose, design, mode of delivery, focal areas, student intake, etc. and could contain modules from a single department only, from multiple departments within a single faculty, or from multiple departments from different faculties. In addition, joint/double degrees typically include modules offered

by partner higher education institutions as well. The scope and complexity of the roles, duties and responsibilities of a Programme Leader is dependant on these variables.

- 6.1.4 Similarly the organizational structures of faculties differ in terms of the number and size of departments in the faculty, the grouping of disciplines within schools or subject groups, and the number and type of centres, schools and institutes hosted in the faculty or affiliated with its departments. As such, the exact composition, functioning, naming, number and scope of faculty programme committees and sub-committees also differ from one faculty to the next; some only dealing with undergraduate and structured postgraduate programmes, while others process, manage and review all programmes, including research degrees such as full-thesis Master's programmes and PhDs. These factors influence the scope and complexity, and the the roles, duties and responsibilities of Programme Committee Chairs.
- 6.1.5 The University makes use of faculty, school and departmental structures for the management of academic environments. In terms of these structures, Deans, Vice Deans, Heads of Schools and Heads of Departments (HoDs) are appointed with operational management and academic leadership roles, duties and responsibilities. Within these structures, the purposeful collaboration of HoDs with Programme Committees and Programme Leaders is crucial for the successful offering, management and renewal of academic programmes. In this regard, it is important to ensure that the roles are clarified within work agreements of individual staff members, especially with regard to departmental or programme evaluations that are conducted for the purposes of an internal or external evaluation, national review or evaluation by professional bodies.
- 6.1.6 In terms of professional academic support service (PASS) environments, the University makes use of a line function matrix model with Responsibility Centre (RC) Heads to whom Divisions and Centres report – and the purposeful collaboration within and between RC Heads, Divisions and Centres is essential in providing integrated support and advice to Deans, Vice Deans, Programme Committee Chairs, Programme Leaders and HoDs.

6.2 Programme Committee Chairs

6.2.1 Appointment, Term and Reporting

- a. In each faculty, the Faculty Board appoints a senior¹ member of its academic staff who is responsible for the coordination of the faculty's academic programme function; usually this person is the faculty's Programme Committee Chair.
- b. The roles, duties and responsibilities of the faculty's Programme Committee Chair are included in the work agreement of the designated person. Provision is made that the designated person has the time and capacity to carry out these functions. The performance of the designated person as Chair of the Faculty's Programme Committee forms an integral part of that person's annual performance appraisal. It is especially important that the authority of the Chair of the Faculty's Programme Committee is formalised across departmental boundaries, so that

¹ This does not imply that the person needs to be at the level of professor or associate professor. "Senior" indicates that the person needs to be an academic staff member who has the necessary stature and reputation to carry out these duties effectively.

s/he, on the authority delegated to him/her by the Dean, can play this executive role in the faculty.

- c. Faculties decide on the appropriate title for this function, possibly Associate Dean or Vice Dean (Teaching). Faculties make their own arrangements within their own constraints and possibilities to provide for all the requirements stipulated in this document.
- d. Faculties make appropriate arrangements to ensure continuity in the execution of this function (including that the faculty decides on the term of appointment of the Chair of the Faculty's Programme Committee and that the faculty makes an appointment according to that). In cases where the appointed Programme Committee Chair will not be able to fulfil the role for an extended period of time (e.g. sabbatical), the Faculty Board appoints an interim Programme Committee Chair.
- e. The Programme Committee reports to the Faculty Board and liaises with institutional committees such as the Programme Advisory Committee, the Academic Planning Committee and Senate via the Faculty Board reports. In this manner the authority of Programme Committee Chairs is formalised across faculty boundaries.

6.2.2 Roles, duties and responsibilities

A Programme Committee Chair has particular roles, duties and responsibilities related to the academic planning and approval processes, and the QA and QE of academic programmes at faculty level.

6.2.2.1 Academic Planning

The Programme Committee Chair:

- a. Chairs the Faculty's Programme Committee meetings;
- b. Supports the Dean (in his/her capacity as academic leader of the faculty) to ensure that the faculty's vision and goals in the area of academic programmes materialise;
- c. Coordinates the implementation of the University and the Faculty strategies for learning and teaching, the University and the Faculty assessment policies, the University and the Faculty regulations for the *Recognition of Prior Learning (RPL)* and *Credit Accumulation and Transfer (CAT)*;
- d. Liaises, on behalf of the Faculty, with all the relevant institutional role players and PASS divisions regarding the academic programmes of the Faculty to ensure that the Faculty meets the institutional and national requirements, as well as the requirements of professional bodies, if applicable;
- e. Facilitates cooperation between different departments in the Faculty (and, where necessary, between different faculties) to ensure that programme outcomes are achieved, and play a facilitation and/or mediation role where conflict exists.

6.2.2.2 Academic Approval Processes related to New Academic Programmes and Annual Changes to the University Calendar

The Programme Committee Chair:

- a. Initiates and leads the development of the Faculty's procedures (aligned with University policy and management documents) for the development of new academic programmes and the adaptation of/changes to existing programmes and modules;
- b. Supports programme leaders, departments and individual lecturers by providing support and advice with regard to the development of new programmes, the changing of existing programmes (including the introduction, termination or changing of modules and all related matters), and the interpretation of institutional and faculty-specific policy and management documents relating to the academic project;
- c. Monitors and checks submissions of new programmes and modules, and proposed changes to existing programmes and modules, and gives feedback to faculty and institutional programme (advisory) committees and departments;
- d. Ensures that the Faculty's documentation regarding programmes and modules is submitted according to the target dates for the meetings of the Faculty Board, the Programme Advisory Committee (PAC), the Academic Planning Committee (APC) and Senate;
- e. Monitors all submissions to the PAC and subsequent communications to and from the other faculties' programme committees to Senate, to identify changes that could impact the academic offering of the faculty;
- f. Represents (on invitation) the Faculty at meetings of the Programme Advisory Committee (PAC) and/or the Senate's Academic Planning Committee (APC);
- g. Coordinates the follow-up work resulting from the different institutional committees during the processes of programme design, review and renewal to ensure that all the internal and external conditions are met and that re-submissions are correct and submitted on time;
- h. Liaises continuously with the faculty administrator regarding the administration of the academic offering of the Faculty (which may include the preparation of the Faculty's Calendar Part/Year Book).

6.2.2.3 Quality Assurance and Quality Enhancement Activities related to Academic Programme Evaluation and -Renewal

The Programme Committee Chair:

- a. Coordinates the quality assurance processes of the faculty in the area of academic programmes;

- b. Coordinates the Faculty's annual, cyclical and thematic programme review and renewal processes²;
- c. Develops capacity in the Faculty regarding the development, review and renewal of academic programmes;
- d. Monitors the success rates (including retention rates, pass rates, throughput rates and graduation rates) of academic programmes³;
- e. Develops a faculty plan and procedures for tracking graduates, measuring the development of graduate attributes, and obtaining information for improvement from employers and industry partners/stakeholders (e.g. through Advisory Boards), where applicable, reasonably practicable, and sufficiently supported by institutional systems (e.g. a tracking system and student programme feedback forms that capture data in a useable manner);
- f. Develops a faculty plan and procedures for systematically tracking unsuccessful students and identifying trends in the drop-out rates in modules and programmes offered in the faculty;
- g. Shares good programme design, review, evaluation and renewal practices within the Faculty and across the University through relevant institutional committee structures and Scholarship of Teaching and Learning (SoTL) forums;
- h. Participates in the Scholarship of Educational Leadership (SoEL) activities of the University and identifies potential areas for SoTL and institutional research related to the quality enhancement (QE) of academic programmes.

6.3 Programme Leaders

6.3.1 Appointment, Term and Reporting

- a. Faculty Boards appoint a Programme Leader for every academic programme (i.e. undergraduate and postgraduate programmes);
- b. A Programme Leader may be appointed as Programme Leader for more than one programme, taking workload considerations into account and agreeing to the roles, duties and responsibilities listed below, as adapted by faculties and included in the Programme Leader's work agreement;
- c. A faculty makes appropriate arrangements to ensure continuity of programme leadership and makes its own decisions about the terms of office of Programme Leaders; however, the appointment of programme leadership cannot be delegated without consultation with the Programme Committee Chair and Dean;
- d. In most cases, a Programme Leader has a programme-specific team to support him/her in the coordination of the programme, and for particular programmes an

² This implies that all faculties run a formal annual process for the review of all their programmes to consider any incremental improvements and/or minor changes to be made to the University Calendar; however, this does not mean that all programmes are necessarily changed every year. Beyond the annual review of programmes, more comprehensive cyclical or thematic reviews, national reviews or accreditation site visits, as well as departmental or faculty evaluations may require a programme review as part of the self-evaluation.

³ The Division for Information Governance provides this data to the Programme Committee Chairs and Programme Leaders.

additional Focal Area Coordinator(s) may be appointed to assist the Programme Leader with the duties and responsibilities related to a focal area(s);

- e. Programme Leaders report to the Chair of the Faculty's Programme Committee in terms of their QA and QE roles for academic programmes, and to their Heads of Departments in terms of their appointment within a department.
- f. Faculties clarify the role differentiation between Programme Leaders and Heads of Departments, where applicable, to ensure purposeful collaboration within and across faculties, with sufficient authority assigned to the position of a Programme Leader where programmes span across multiple departments and/or faculties.

6.3.2 Roles, duties and responsibilities

A Programme Leader has particular roles, duties and responsibilities related to the academic planning and approval processes, and the QA and QE of a particular academic programme.

6.3.2.1 Academic Planning

A Programme Leader:

- a. Convenes a Programme Team consisting of a representative grouping of academic staff members who offer modules that form part of a particular academic programme, including the Focal Area Coordinator(s), if applicable;
- b. Chairs the Programme Team meetings and Programme Review discussions;
- c. Coordinates and facilitates the activities of a particular Programme Team, including liaising (where applicable) with other faculties and departments regarding the delivery of (service) modules to the programme;
- d. Provides information and advice regarding the programme to lecturers involved in the offering of the programme, and to the designated staff member(s) whose responsibility it is to handle enquiries from prospective, current and past students and parents;
- e. Liaises continuously with stakeholders in the world of work (including professional bodies where appropriate), to ensure the impact and responsivity of the programme;
- f. Ensures that the programme continues to meet the requirements set for professional accreditation (where relevant), including that the prescribed syllabi are incorporated into the curriculum.

6.3.2.2 Academic Approval Processes related to New Academic Programmes and Annual Changes to the University Calendar

A Programme Leader:

- a. Initiates and leads the annual programme review discussion(s) with the Programme Team to consider any incremental improvements and/or minor changes to be made to the University Calendar;

- b. Documents proposed programme changes resulting from the annual programme review discussion;
- c. Presents the proposed programme changes at meetings of departments, if applicable, and of the Faculty's Programme Committee;
- d. Considers and responds to any advice or recommendations from the Faculty's Programme Committee or the institutional Programme Advisory Committee;
- e. Implements the changes as approved by Senate.

6.3.2.3 Quality Assurance and Quality Enhancement Activities related to Academic Programme Evaluation and -Renewal

A Programme Leader:

- a. Leads cyclical and thematic reviews according to the *Procedure for Programme Evaluations and Thematic Reviews*, as prompted by the Programme Committee Chair in the faculty to investigate, monitor and take action where issues for attention arise related to:
 - i. The achievement of the exit-level outcomes,
 - ii. The use of appropriate assessment criteria, -methods and -tools for integrated assessment to take place,
 - iii. The use of feedback from students, lecturers, graduates, employers, and external moderators and examiners, where applicable, in consultation with the Heads of Departments and the Programme Committee Chair;
 - iv. The provision of feedback to students on QA and QE processes related to the offering of the academic programme;
 - v. The selection of students to a programme;
- b. Leads, if assigned the responsibility to do so, the periodical internal and external programme evaluation processes for e.g. national reviews and accreditation visits by professional bodies, and participates in Departmental and Faculty reviews as part of the self-evaluation criteria related to the particular programme, in collaboration with HoDs and other role players;
- c. Participates in programme renewal activities, as agreed upon with the Programme Committee Chair.

7. CONFLICT SETTLEMENT

- 7.1 The guidelines in this management document may be adapted by faculties to be fit for the purpose of the different contexts.
- 7.2 Policy documents receive precedence over management documents and, if a conflict occurs between e.g. these *Guidelines* and approved policies, the *Guidelines* are to be adapted by Faculty Programme Committees or revised by the Committee for Learning and Teaching.
- 7.3 These *Guidelines* allow for Programme Committee Chairs, Programme Leaders and HoDs to enter into regular conversations on the QA and QE of academic programmes. Conflicts

related to e.g. modules that form part of multiple programmes or are offered by departments outside the faculty in which the programme is housed, can be escalated to the Programme Committee Chair(s) of the respective faculty/faculties, in cases where they cannot be resolved in a collegial way between the Programme Leader and Head of Department.

8. GUIDELINES CONTROL

8.1 Roles

8.1.1 The **owner** of this management document is the Vice-Rector (Learning and Teaching) whose role is to:

- a. Oversee the development of these guidelines and related policy and management documents;
- b. Appoint a curator for the guidelines from the Division for Learning and Teaching Enhancement (LTE) or the Centre for Academic Planning and Quality Assurance (APQ);
- c. Ensure that the curator functions effectively;
- d. Ensure the appointment of Programme Committee Chairs in each faculty.

8.1.2 The **curator** of this management document as appointed by the **owner** of these *Guidelines* (cf. 9.1.1) from the Division for Learning and Teaching Enhancement (LTE) or the Centre for Academic Planning and Quality Assurance (APQ) with the responsibility to manage the following functions, to:

- a. Take care of the formulation, approval, revision, communication, release and monitoring of the implementation of this management document;
- b. Interpret and provide guidance on the implementation of these *Guidelines*;
- c. Convene a task team for the revision of the management document periodically, as required.

8.2 Implementation

This management document is implemented by the Programme Committee Chairs and Programme Leaders of all the faculties.

8.3 Monitoring

The implementation of these *Guidelines* is monitored by the Deans at faculty level and by the Centre for Academic Planning and Quality Assurance (APQ) at institutional level.

8.4 Reporting

8.4.1 Annual programme changes are reported by Programme Leaders to faculties' Programme Committees and submitted to the Programme Advisory Committee (PAC) for institutional feedback, the Academic Planning Committee (APC) for further comments and to Senate for approval.

8.4.2 New programme submissions are reported by Programme Leaders to faculties' Programme Committees and submitted to the Programme Advisory Committee (PAC)

for institutional feedback, the Academic Planning Committee (APC) for further comments and to Senate for internal approval, followed by an external approvals' process coordinated by the Centre for Academic Planning and Quality Assurance.

8.4.3 Programme reviews and programme renewal activities are reported to faculties' Programme Committees and processed by relevant institutional committees, such as the Committee for Learning and Teaching (CLT), and the Quality Committee (QC).

8.4.4 National reviews conducted by the Council on Higher Education (CHE) and evaluations conducted by professional bodies are reported to the relevant external panels and structures, as well as to the University's Quality Committee (QC).

8.5 Release

This management document is in effect once approved by Senate.

8.6 Revision

These *Guidelines* are to be reviewed in 2024.

8.7 Action in case of non-compliance

8.7.1 All Programme Committee Chairs and Programme Leaders should comply with the roles, duties and responsibilities stipulated in these *Guidelines*, as adapted by faculties for their particular contexts. In case of non-compliance, the

- a. Dean intervenes in cases where the Programme Committee Chair does not adhere to the duties and responsibilities listed in this management document, and the
- b. Programme Committee Chair intervenes in cases where a Programme Leader does not adhere to the duties and responsibilities listed in this management document.

9. SUPPORTING DOCUMENTS

9.1 The most recent institutional policy and management documents related to teaching and learning can be found on the website of the Centre for Teaching and Learning: www.sun.ac.za/ctl and the Centre for Academic Planning and Quality Assurance: www.sun.ac.za/apq.

9.2 Relevant institutional policy and management documents include the following:

Item N ^o	Document Name	Status
1	Vision 2040 and Strategic Framework 2019-2024	Approved
2	Teaching and Learning Policy	Approved
3	Strategy for Teaching and Learning 2017-2021	Approved
4	Assessment Policy	Under review
5	Implementation Plan for Flexible Assessment	Approved
6	Early Assessment Protocol	Approved
7	Proposal for the Management and Funding of the Funds for Innovation and Research in Learning and Teaching (FIRLT)	Approved
8	Guideline Document for Academic Literacy at SU	Approved

7	<i>Regulation for Internal and External Moderation and the Processing of Results</i>	Approved
8	<i>Policy on Teaching and Learning Materials</i>	Under review
9	<i>Policy on Plagiarism (in Support of Academic Integrity)</i>	Approved
10	<i>Procedure for the Investigation and Management of Allegations of Plagiarism</i>	Approved
11	<i>Regulation for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)</i>	Approved
12	<i>Strategy for the Use of ICT in Learning and Teaching at SU</i>	Approved
13	<i>Policy with regard to Student Feedback on Modules, Lecturers and Programmes</i>	Under review
14	<i>Regulation for the Management of Support to Ensure the Academic Success of Top Athletes</i>	Approved
15	<i>Quality Assurance Policy and related management documents</i>	Under review
16	<i>How does Stellenbosch University, as a research-led institution, achieve excellence via the integration of the three roles of the University</i>	Discussion Document (2010)

10. RELATED DOCUMENTS

10.1 The most recent national policy and management documents related to teaching and learning can be found on the websites of the Council on Higher Education www.che.ac.za, the Department of Higher Education and Training www.dhet.gov.za and the South African Qualifications Authority www.saqa.org.za.

10.2 Relevant national policy and management documents include the following:

Item N ^o	Document Name	Status
1	<i>Criteria for Programme Accreditation</i>	Approved by CHE
2	<i>The Higher Education Qualifications Sub-Framework (HEQSF)</i>	Published in the Government Gazette
3	<i>CESM: Classification of Educational Subject Matter</i>	Approved by DHET
4	<i>White Paper for Post-School Education and Training</i>	Published in Government Gazette
5	<i>National Qualifications Framework Act 67 of 2008</i>	Published in Government Gazette
6	<i>Higher Education Act 101 of 1997</i>	Published in Government Gazette
7	<i>A Good Practice Guide for the Quality Management of Short Courses Offered outside of the Higher Education Qualifications Sub-Framework</i>	Approved by CHE
8	<i>CHE Policies on the Recognition of Prior Learning (RPL), Credit Accumulation and Transfer (CAT), and Assessment in Higher Education</i>	Approved by CHE
9	<i>Framework for Qualification Standards in Higher Education</i>	Approved by CHE
10	<i>Framework for Programme Accreditation</i>	Approved by CHE
11	<i>Level Descriptors for the South African National Qualifications Framework</i>	Published by SAQA
12	<i>Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF (as amended) March 2017</i>	Published by SAQA

13	<i>Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the National Qualifications Framework</i>	Published by SAQA
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11. ACRONYMS AND DEFINITIONS

APC	Academic Planning Committee, a standing committee of Senate;
APQ	Centre for Academic Planning and Quality Assurance;
CAT	Credit Accumulation and Transfer, a process for which faculties develop procedures that are aligned with the University's RPL/CAT policy;
CLT	Either referring to the Committee for Learning and Teaching, a standing committee of Senate, or the Centre for Learning Technologies, a PASS environment;
CTL	Centre for Teaching and Learning;
CSI	Centre, School or Institute;
Duties	In the context of these Guidelines, referring to recurring managerial tasks to be performed, such as processing annual calendar changes, and giving advice and feedback to staff involved in programme activities;
Focal Area	The generic institutional term for a study field, area, stream or specialisation, managed as a cohesive study option within an approved academic programme, based on a prescribed combination of elective modules;
HEQSF	Higher Education Qualifications Sub-Framework;
HoD	Head of Department, or Departmental Chair;
LTE	Division for Learning and Teaching Enhancement;
PAC	Programme Advisory Committee, an institutional sub-committee of the APC;
PASS	Professional Academic Support Service;
Programme	A purposeful and structured set of learning experiences that leads to a qualification, as defined by the HEQSF;

Programme Committee	The generic institutional term for a standing faculty-specific committee that oversees all academic planning activities in the faculty, including the changes to existing academic programmes, the introduction of new academic programmes and the quality enhancement of teaching and learning activities within the faculty;
Programme Committee Chair	A full-time or part-time management position in a faculty, to which a member of the academic staff is appointed, with particular oversight and management functions related to the quality assurance of especially the teaching and learning function of the faculty, inter alia through the work of the faculty's Programme Committee;
Programme Leader	An academic staff member, appointed by a Faculty Board to lead and coordinate a particular academic programme for a fixed, rotating term;
Programme Renewal Team	A representative grouping of stakeholders connected to a particular academic programme, including e.g. members of the programme team (if not the whole programme team), and current students enrolled in the programme, recent graduates from the programme, and industry stakeholders, if applicable;
Programme Team	A representative grouping of academic staff members who offer modules that form part of a particular academic programme (or serve as supervisors in a research programme);
QA	Quality Assurance;
QE	Quality Enhancement;
Responsibilities	In the context of these Guidelines, referring to the oversight and academic leadership functions relating to QA and QE activities, including programme design, evaluation and renewal activities.
Roles	In the context of these Guidelines, referring to positional functions, such as being a(n) advisor, advocate, chair, coordinator, facilitator, gatekeeper, leader or manager.
RPL	Recognition of Prior Learning, a process for which faculties develop procedures that are aligned with the University's RPL/CAT policy;
Service Module	A module whose home department is in one faculty, but is offered as part of a programme housed in another faculty.

SoEL Scholarship of Educational Leadership;
SoTL Scholarship of Teaching and Learning;
SU Stellenbosch University.

