

Stellenbosch University

Teaching Management Plan 2003-2007

The Teaching Management Plan 2003-2007 was developed by the teaching management team led by the Vice-Rector (Teaching). Various drafts were submitted for consideration and comments to the University's management team, the Committee for Learning and Teaching, the Academic Planning Committee, the Academic Affairs Council and the Executive Committee of Senate. The comments of all these bodies were incorporated into this version. The plan was approved by Senate on 6 June 2003 and by Council on 23 June 2003.

1. Introduction

The vision, values, points of departure and action plans for the management of Stellenbosch University's teaching portfolio by the Vice-Rector (Teaching) are stated in a holistic and integrated manner in this Teaching Management Plan. Detailed project plans for each action plan are available from the respective project managers.

The Teaching Management Plan consists of:

Section A: An exposition of the vision, values, points of departure and priorities for the plan as a whole, as well as of the management principles and practices that govern the "business as usual" aimed at the maintenance of existing systems and procedures (on condition that the existing activities should be evaluated continuously and updated when necessary).

Section B: Concrete action plans, including due dates, for clearly formulated, achievable outcomes that can be monitored and that have some form of change, renewal, development or improvement as their aim. The due dates are not included in this document but are available from the respective project managers.

The action plans are designed for the practical implementation of the issues that are indicated in the existing policy documents of the University in the area of learning and teaching.

The following official policy documents of the University form the basis of this Management Plan:

1. Stellenbosch University: Strategic Framework for the Turn of the Century and Beyond (finalised in April 2000)

2. The Strategy for Learning and Teaching 2002-2004 (including the document entitled “A Quantum Leap in the Development of the e-Campus”) (finalised in November 2001)
3. Quality Assurance at Stellenbosch University: Points of Departure and Framework (August 2003)
4. Protocol for the Evaluation of Departments and Postgraduate Programmes (August 2003)
5. Protocol for the Evaluation of Undergraduate Programmes (August 2003)
6. Protocol for the Evaluation of Service Environments (August 2003)
7. The Language Policy and Language Plan (finalised in December 2002)
8. The Diversity Plan of the University (to be finalised)
9. The Admissions Policy of the University (to be finalised)
10. The Placement Policy of the University (to be finalised)
11. The document on focus areas (June 2003)

In addition to the issues arising from these official policy documents, the Teaching Management Team, led by the Vice-Rector (Teaching), has also formulated a number of additional action plans. In this way, provision is made for new or different priorities that were identified after these official documents were finalised.

Since learning and teaching is one of the key functions of the University, almost all spheres of the University directly or indirectly have an interest in the teaching function. To a large extent, however, the mandates of the academic and service environments that report to the Vice-Rector (Teaching) determine the scope of this management plan. The deans, as heads of the academic environments, report to the Vice-Rector (Teaching) with reference to the teaching responsibilities of the faculties. The following service environments report to the Vice-Rector (Teaching): the Registrar’s Division, the Student Affairs Division, the Division for Academic Support, and Academic Planning and Quality Assurance (AP&QA). The management processes and action plans of these environments are specifically covered by the Teaching Management Plan. The actions of those environments that do not report directly to the Vice-Rector (Teaching) but that do have a direct bearing on teaching matters (e.g. aspects of the work of the International Office) are also included in the Teaching Management Plan.

The eight strategic priorities of the field of learning and teaching, as specified in the Strategic Framework, form the basis for the arrangement of the action plans. The more detailed specification of these strategic priorities is continuously taken into consideration and, where possible, is arranged under the eight institutional priorities.

Only a brief summary of the action plans is included in this document. It is the responsibility of the project owner and project manager of each action plan to develop a detailed project plan for each action. The following minimum elements of each project must be specified in these project plans:

1. Goals and outcomes
2. Rationale

3. "Products" (deliverables)
4. Specific actions, with due dates
5. Budget
6. Responsible bodies or persons
7. Monitoring

SECTION A

2. VISION

The vision for the Teaching Management Plan, which guides and determines all the actions and processes, is formulated as follows in the *Strategic Framework for the Turn of the Century and Beyond* (April 2000):

A University characterised by quality teaching, by the constant renewal of teaching and learning programmes, and by the creation of effective opportunities for learning/study.

3. VALUES

The values for which Stellenbosch University strives are formulated as set out below in the *Strategic Framework for the Turn of the Century and Beyond* (April 2000). These values determine the manner in which the Teaching Management Plan is conceived and implemented:

Equity. Equity, in the sense of, amongst others, the creation of a corps of excellent students and academic and administrative staff that is demographically more representative of South African society, must be fundamental to all our actions, including our redress of the inequalities of the past and our repositioning of the University for the future.

Participation. The people who are substantially affected by our decisions must have an effective say in the making of those decisions.

Transparency. We must base our decisions on considerations that are clear and that are known.

Readiness to serve. In all we do, we must seek to serve the best interests of the broad communities in our immediate vicinity, our region, our country and our continent, and of the world in general.

Tolerance and mutual respect. We must respect the differences between personal beliefs, between points of view, and between cultural forms of expression. We must strive to foster an institutional culture that is conducive to tolerance and to respect for fundamental human rights and that creates an appropriate environment for teaching, learning and research.

Dedication. We prize dedication to work, and to the purposeful realisation of self-chosen goals.

Scholarship. Our research, teaching, community service and management must be characterised by the kind of objectivity and critical thinking that is intrinsic to excellent scholarly and scientific practice.

Responsibility. We seek to be responsible, both by seriously considering the implications of actions, and by being responsive to the needs of the broader community, of South Africa as a whole, of our continent, and of the world in general.

Academic freedom. As an accountable public higher education institution, (i) we acknowledge, at the institutional, faculty and departmental levels, our right to exercise our academic freedom in a responsible way in teaching and learning, in research and in community service, and (ii) we reject unreasonable strictures of any kind on our endeavours.

4. PROFILE OF A GRADUATE OF STELLENBOSCH UNIVERSITY

The aim of this Teaching Management Plan is the concretisation of the **values, ideals and objectives** with regard to learning and teaching in a university context, including the following (as formulated in a Senate resolution, September 2001):

1. shaping developed and cultivated people whose potential is unlocked in a balanced manner to the maximum profundity and breadth;
2. educating and shaping people who are competent and equipped for a profession;
3. shaping people who can play a leadership role in society as responsible and critical citizens in a democratic societal dispensation;
4. training people who are capable and equipped, through the application of their high-level skills, to play a constructive role in the responsible and sustainable development of the country and the society, and who, in so doing, contribute to the wellbeing and quality of life of people.

With these aims in mind, the Teaching Management Plan gives further substance to one of the central elements of the vision of the University, namely “gaining national and international standing on the basis of producing graduates who are sought after for their well-roundedness and for their creative, critical thinking”.

By means of these aims, the Teaching Management Plan also provides a formulation of the profile of the ideal graduate of Stellenbosch University (the so-called graduate attributes).

The University is committed to being measured in the future according to whether its graduates do indeed display this profile.

5. POINTS OF DEPARTURE OF THE TEACHING MANAGEMENT PLAN

1. This is a *student-centred teaching management plan*, which means that the student is central to the plan. The promotion of the students' best interests guides the management activities on the academic and non-academic levels. (Obviously, the interests of *all* Stellenbosch students are considered – full-time residential students, hostel students, day students, students following modular programmes, distance learning students, South African citizens as well as international students, undergraduate as well as postgraduate students, etc.) The students' needs and the commitment of the University to create optimal opportunities for successful study determine the functioning of this management plan. The commitment to a student-centred teaching management plan follows, amongst other things, from the University's commitment to the student-centred learning and teaching approach stated in the *Strategy for Learning and Teaching 2002-2004*.
2. Stellenbosch University places a high premium on *quality*. This is the core motivation for the development and maintenance of the University's quality assurance system – specifically also in the field of learning and teaching. "Quality" can also be understood to mean "excellence". Central to the University's vision and mission is the pursuance of excellence in commitment to the university ideal of scholarly and scientific practice and the provision of sought-after graduates. The Teaching Management Plan is a fundamental building block of the University's comprehensive and integrated quality assurance and quality improvement processes.
3. The Teaching Management Plan is *guided by Stellenbosch University's mission statement and mandate*. The University strives to be a comprehensive research-orientated and postgraduate university that also offers a wide range of high-quality undergraduate programmes.
4. The Teaching Management Plan aims to give concrete expression to the *values* that are unique to a university with such a mission. Therefore, it also wants to give expression to the university ideal of excellent scholarly and scientific practice and the values associated with this, especially in the field of teaching.
5. The University's research activities are motivated both by a quest to expand and deepen human knowledge, as well as in response to the needs of society. As far as is possible, the University strives to inform and guide its academic offering and learning and teaching practices by these research ideals. The *interaction between research and teaching* and the *mutual enrichment of research and teaching* is of key importance to Stellenbosch University as research-oriented University. *The job description of all academic staff therefore includes both research and teaching*. Research and teaching take place against the backdrop of the commitment that they should also be able to be "applied to the benefit of the community", as formulated in the University's mission statement. This implies

that *community service* (in some or other form and integrated with and following from research and teaching) also forms part of the task of every lecturer. A further ideal is that every graduate will internalise and demonstrate the values and characteristics associated with a research-orientated approach (such as independence, critical thinking, an inquisitive spirit, and so forth). The University strives to equip each graduate with the capabilities associated with research (for example finding, evaluating and interpreting relevant information; being able to apply specialised knowledge and technological and other resources relevantly in a problem-solving context).

6. As a result of the mission statement and ideals of the University, the Teaching Management Plan takes reliable and recent results of ***research on learning and teaching in a university context*** very seriously. The theories, models, insights, tested research results and best practices in the area of learning and teaching in a university context are therefore noted and taken seriously. (This is, after all, exactly what researchers consistently do with the research results in the respective disciplines.) However, the University is not only committed to taking cognisance of and taking the research results on learning and teaching seriously. It is also committed to actively promoting and funding research in the field of learning and teaching in all disciplines.
7. The Teaching Management Plan is ***holistic*** in a number of ways:
 - a) The students, lecturers and the University's support and management services are all affected (it would amount to extreme reductionism and distortion to consider the full implementation of the plan to be the sole responsibility of lecturing staff).
 - b) The full spectrum of the University's teaching activities (all modules) are affected (with concrete suggestions about phasing it in during the period 2003-2004).
 - c) A wide spectrum of existing development initiatives at the University are considered to be integrated facets of the comprehensive *Strategy for Learning and Teaching* and are included and summarised in the Teaching Management Plan.
 - d) Integration with the overall institutional planning activities is essential (namely the implementation of the University's strategic framework and the three-year institutional plans that have to be submitted to the Department of Education).
8. The University's ***capacity*** to implement the action plans successfully is taken into consideration. The point of departure is that it is preferable to undertake fewer initiatives and complete them successfully, rather than to undertake a large number of initiatives which cannot be completed successfully. "Capacity" refers to the human resources capacity, and the financial and infrastructure capacity of the University to complete all these plans. Specific mention is made of the capacity of all the University's support service environments to be able to provide

- effective and high quality support for everything that is related to and arises from the Teaching Management Plan's continuous activities and action plans. It is obvious that the successful implementation of this plan will make heavy demands on both the academic and the support staff.
9. The development and sustainable running of the University's teaching activities should normally also be measured against the agreed upon *cost-effectiveness principles*.
 10. The action plans are managed and monitored in terms of accepted *project-management principles*. Each action plan therefore has a clear beginning and end, and each action plan envisages some form of change, renewal, improvement or development.
 11. The Teaching Management Plan respects the *limits of central planning*. Just as the primary responsibility for ensuring the quality of learning and teaching programmes remains with the faculties, the success of the continuous learning, teaching and assessment activities remains with the faculty and the individual lecturers and lecturer teams responsible for presenting the modules and programmes. Everything cannot and should not be centrally planned and controlled (at the micro-level). On the other hand, there are some issues that *specifically need to be addressed at the institutional level*, since it is not possible for individual lecturers, departments or even individual faculties to do so. The Teaching Management Plan aims to maintain a healthy and meaningful balance between centralisation and decentralisation in the allocation of actions and responsibilities.

6. STRATEGIC PRIORITIES

In the Strategic Framework (Council resolution April 2000), the following strategic priorities for learning and teaching were identified:

1. restructuring the teaching offering of the University into well-focused and coherent instructional programmes that are focused on the specific needs of South Africa; international recognition; general skills in addition to discipline-specific skills; and the demands of the information and knowledge society;
2. a student-centred learning ethos;
3. facilitating learning/studying in innovative ways, inter alia through the application of appropriate technology and modes of delivery, including decentralised teaching and learning;
4. establishing university-wide ownership of all actions undertaken to renew the University's teaching and learning processes, supported by opportunities for effective input in decision making;

5. adjusting the organisational structures so that they will best support the programme approach;
6. reinforcing existing systems of decentralised management and maintaining short decision-making processes, based on effective information systems, in support of better teaching and learning;
7. bringing about a demographically more representative corps of excellent students, lecturers and administrative staff;
8. acknowledging that access and accessibility in themselves are insufficient, and that the University commits itself to an ongoing appraisal of student throughput, annual success and graduation rate, both with regard to the student population overall and to specific population groups and gender.

In the *Strategy for Learning and Teaching 2002-2004* (Senate resolution September 2001 and Council resolution November 2001), the University specified the following priorities:

1. **Implementing outcomes-based teaching programmes:** developing methods and criteria for assessment and developing methods of learning and teaching that are relevant to achieving the specified learning outcomes.
2. **Developing the students' generic skills:** interpreting national requirements with regard to generic skills within all disciplines in a way that will enhance the character of learning at Stellenbosch University; supporting the learning skills of diverse students and promoting the employability of graduates.
3. **Supporting a more diverse student population:** with a view to increasing the access, as well as the retention and throughput/progress of all groups.
4. **Promoting the symbiotic relationship between research and teaching:** managing these two main areas of the core business of the University in a way that will ensure maximum symbiosis [i.e. "living together"] and the reciprocal benefits of both processes.
5. **Maximising the potential of information and communication technology to support priorities 1-4 (i.e. developing an e-campus for the University).**

7. CONTINUOUS TASKS OF THE SUPPORT ENVIRONMENTS REPORTING TO THE VICE-RECTOR (TEACHING)

The management of continuous tasks (business as usual) aimed at the maintenance, effective functioning and continuous improvement of the systems and processes of the University's teaching portfolio is governed by the following criteria:

- a) The continuous tasks for which staff members are responsible are clearly described in the job descriptions of staff in the teaching service environments
- b) Provision is made for continuous tasks within the prioritisation and time allocation of staff responsibilities
- c) Quality standards with regard to continuous service delivery are described in each division's service level agreements
- d) Management and monitoring systems exist and function effectively
- e) Relevant performance evaluation and staff development systems exist and function effectively

The continuous tasks for which provision is made in terms of this Teaching Management Plan include the following:

1. The management and coordination of all matters belonging to the University's teaching portfolio (Vice-Rector (Teaching)).
2. Effective, reliable, accurate and (where possible as part of the e-campus initiative) computer-based *academic administration services*, including academic-administrative support for students from the moment of application up to obtaining a qualification, the full spectrum of academic-administrative support for lecturers, as well as the organising of the work programmes of the faculty councils, Senate and Council (Registrar's Division).
3. Effective *academic support services to students and academic staff* by the Division for Academic Support, including professional student counselling and development services such as academic counselling, career counselling and development, *pro deo* career counselling for learners from teaching disadvantaged schools, individual and/or group therapy, development workshops, consultation, training and supervision of intern psychologists (Centre for Student Counselling and Development), access tests (Access Tests) and academic development programmes, help for students with learning problems (excluding under-preparedness), providing relevant support for under-prepared students (specifically by way of academic development programmes), teaching development (including e-learning), presentation of training opportunities for lecturers, processing student feedback, management of the WebCT system, needs-related research on Higher Education (Centre for Teaching).
4. Effective general (or non-academic) *services for students*, with the aim of creating and developing a safe, healthy and balanced environment in which all Maties can realise themselves fully in the academic, religious, cultural, sport and recreation fields; including the Students' Representative Council, the Tygerberg Students' Representative Council, student societies, carnival, MFM 92.6, The Matie, the Prim committee, residence and PSO matters, Student Health Services, Matie Community Service, sport associations, student

gatherings and functions on campus, advertising campaigns on campus and in the residences, disciplinary student affairs, Students with Disabilities, student enquiries, advice or complaints, enquiries, complaints and advice from parents and the public, and all student affairs that fall outside the faculty sphere. The development of general skills through involvement in student leadership, society life and sport (Student Affairs).

5. Effective *language support services* to students, lecturers and support staff (Language Centre).
6. Effective *academic planning and quality assurance*: supporting the institutional academic planning function of the University, developing and implementing the institutional quality assurance system; developing policy in the fields of quality assurance and academic planning, liaison with bodies at national and regional level (CHEC, SAQA, Department of Education, the HEQC, etc.), interpreting and communication national policy developments in Higher Education that are relevant to academic planning and quality assurance.

SECTION B

8. ACTION PLANS

STRATEGIC PRIORITY 1: LEARNING AND TEACHING OFFERING			
Restructuring the teaching offering by way of focused and coherent instructional programmes that are aimed at the specific needs of South Africa; international recognition; general skills in addition to discipline-specific skills; and the demands of the information and knowledge society			
Action		Project owner and responsible committee(s)	Project manager and service environment
1.1	Faculty self-evaluation of all programmes offered by the faculty – with specific focus on renewal, rationalising, cost-effectiveness, efficacy, and to provide a basis for a later application for institutional self-accreditation status	Deans Faculties’ Programme Committees	Programme coordinators, supported by the offices of the deans and faculty officials
1.2	Institutional evaluation of all the University’s learning and teaching programmes	Vice-Rector (Teaching) Program Evaluation Committee (PEC)/General Management Committee (GMC)	Director AP&QA
1.3	The development and revision of outcomes for all programmes, as well as outcomes at module level – via the programme evaluation process in tandem with the e-learning project (Priority 1 and Action plans 6.2 and 6.5 of the <i>Strategy for Learning and Teaching</i>) Where appropriate, the outcomes should include learning activities in the context of service learning	Vice-Rector (Teaching) PEC/GMC	Director AP&QA
1.4	Internationalisation and the University’s academic offering	Vice-Rector (Teaching) and Vice-Rector (Research)	Head International Office

1.5	The promotion of general skills: presentation and assessment of general skills as part of programme evaluation – cf. 2003 Template for Programme Evaluation Section 10	Vice-Rector (Teaching) PEC/GMC	Director AP&QA
1.6	The promotion of general skills: Language skills (Priority 2 and Action Plan 6.4 of the <i>Strategy for Learning and Teaching</i>)	Vice-Rector (Teaching) Committee for Learning and (CLT) and GMC	Director: Language Centre Language Centre
1.7	The establishment of appropriate language services to enable a balanced programme offering within the framework of the language policy and plan	Vice-Rector (Teaching)	Director: Language Centre Language Centre
1.8	The promotion of general skills: information skills (Priority 2 and Action Plan 6.4 of the <i>Strategy for Learning and Teaching</i>)	Vice-Rector (Teaching) CLT and GMC	Library Services
1.9	Appropriate commercialisation of the University's programme offering, specifically in the form of the presentation of short courses and the use of technology (including the use of a web course management system and telematic teaching)	Manager: Innovation	Commercial Services division (in cooperation with AP&QA, the Centre for Teaching and Learning (CTL) and the Distance Learning Division)

STRATEGIC PRIORITY 2: PROMOTING A STUDENT-CENTRED LEARNING ETHOS			
Action		Project owner and responsible committee(s)	Project manager and service environment
2.1	The development of an assessment policy (Action Plan 6.3 of the <i>Strategy for Learning and Teaching</i>) and the promotion of assessment literacy	Vice-Rector (Teaching) CLT and GMC	CTL
2.2	The implementation of faculties' strategies for learning and teaching	Vice-Rector (Teaching)	Chairpersons of the faculties' Teaching Committees

		CLT Deans	(Coordinator: Hanelie Adendorff)
2.3	The training of new lecturers in a student-centred learning and teaching approach	Director CTL CTL	CTL
2.4	<p>a) The promotion of a culture of learning at the University (Action Plan 6.5 of the <i>Strategy for Learning and Teaching</i>)</p> <p>b) An effective and supporting role in relation to academia for resident wardens and PSO heads, academic mentors, counsellors and house committee members who support the hostel management to create and develop a culture of learning in residences</p> <p>c) A comprehensive strategy for promoting an academic learning culture and study opportunities, especially within the hostel environments and as set out more fully within the framework of the CLT</p> <p>d) The management of an integrated disciplinary system within the entire student environment to ensure order and fair opportunities for the promotion of the academic learning culture and atmosphere</p>	<p>Vice-Rector (Teaching) CLT and GMC</p> <p>Dean of Students</p> <p>Dean of Students</p> <p>Dean of Students</p>	<p>Director: Academic Support Academic Support</p> <p>Student Affairs</p> <p>Student Affairs</p> <p>Student Affairs</p>
2.5	The promotion of the stature of teaching through the development of a portfolio system (Action Plan 6.9 of the <i>Strategy for Learning and Teaching</i>) and the revision of the Rules for the Rector's Award for Excellence in Teaching	Vice-Rector (Teaching) CLT and GMC	CTL
2.6	The development of a system to reward performance in the field	Vice-Rector (Teaching)	CTL

	of programme coordination and management, “someone who can take a programme and advance with it”, and in which research is also done to ensure/achieve success	CLT and GMC	
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STRATEGIC PRIORITY 3: Innovative facilitation of learning/studying, inter alia through the application of appropriate technology and modes of delivery, including decentralised teaching and learning			
Action		Project owner and responsible committee(s)	Project manager and service environment
3.1	e-Campus Initiative	Manager: Innovation	Barbara Pool and Antoinette van der Merwe
3.2	e-Learning Project (Priority 5 and Action Plan 6.5 of the <i>Strategy for Learning and Teaching</i>)	Vice-Rector (Teaching) e-Learning Steering Committee in consultation with Liesbeth Botha and the Project Council of the e-Campus)	Senior Advisor: e- Learning CTL
3.3	The establishment of a grant for Innovation and Research in Learning and Teaching (Action Plan 6.8 of the <i>Strategy for Learning and Teaching</i>)	Vice-Rector (Teaching) CLT and GMC	CLT Task Group
3.4	Actions of the Distance Education Division	Senior Director: Distance Education	Distance Education Division
3.5	The development of an e-application system for prospective students	Registrar	Deputy Registrar (Lazelle Bonthuys)
3.6	The development of an e-registration system for postgraduate students	Registrar	Deputy Registrar (Neels Fourie)
3.7	The development of an e-registration system for	Registrar	Deputy Registrar (Neels Fourie)

	undergraduate students		
3.8	The establishment of an e-Calendar (with electronic search facility)	Registrar	Deputy Registrar (Neels Fourie)
3.9	The electronic distribution of documentation for official University meetings	Registrar	Deputy Registrar Manager Innovation
3.10	The establishment of a student portal on the University's home page	Vice-Rector (Teaching)	Steering Committee: Student Portal Ralph Pina
3.11	The electronic "marketing" of residences and PSO wards in the student portal, as well as of specific services offered by the Student Affairs Division within the framework of its activities and support services for students	Dean of Students	Student Affairs

STRATEGIC PRIORITY 4: The establishment of university-wide ownership of all actions undertaken to renew the University's teaching and learning processes, supported by opportunities for effective input in decision-making processes

Action		Project owner and responsible committee(s)	Project manager and service environment
4.1	Concrete, proactive action to promote the wellness and work satisfaction of academic and support services staff, including an empirical study to determine why a number of top academics have left the service of the University over the past few years	Vice-Rector (Operations)	Human Resources Division
4.2	A revision of the statute and rules of the University, and of the structures of all processes, committees and task teams within the sphere of responsibility of the VR(T) (coordinate with Action Plan 6.11 of the <i>Strategy for Learning and Teaching</i>)	Vice-Rector (Teaching) Teaching Management Team	Registrar

4.3	Compile new rules for the appointment of deans	Vice-Rector (Teaching) Teaching Management Team	Dean: Faculty of Education
4.4	The development of a new appointment protocol for resident wardens and visiting heads	Dean of Students	Student Affairs
4.5	Continuous monitoring of and participation in the process of appointing excellent student leaders, such as for the SRC, TSRC, Prims, house committee members, advisors in hostels and within the organisational framework of, amongst others, MFM 92.6, The Matie, the Academic Affairs Council, etc.	Dean of Students	Student Affairs
4.6	The promotion and support of student participation in all management bodies of the University	Dean of Students	Student Affairs
4.7	<i>The revision of residence and PSO constitutions and rules</i>	Dean of Students	Student Affairs
4.8	<i>The revision of Student Rules and Residence Rules</i>	Dean of Students	Student Affairs
4.9	The revision of the composition of all committees, sub-committees and task teams within the sphere of responsibility of the VR(T) to ensure greater participation, greater diversity and the relevant expertise	Vice-Rector (Teaching) Teaching Management Team	Deputy Registrar Registrar's Division (in consultation with heads of environments)

STRATEGIC PRIORITY 5: Adjusting the organisational structures so that, amongst others, they will best support the programme approach

Action		Project owner and responsible committee(s)	Project manager and service environment
5.1	The establishment of programme committees and programme coordinators in each faculty	Vice-Rector (Teaching)	Deans Faculty Managements

5.2	The development of a set of rules for programme committees and programme coordinators (Action Plan 6.7 of the <i>Strategy for Learning and Teaching</i>)	Vice-Rector (Teaching) Task Group for Quality Assurance	Director AP&QA
5.3	A walk-in service and consolidated placing for all academic support services in one geographical area (more accessible, easier, and with better references)	Vice-Rector (Teaching)	Director: Academic Support

STRATEGIC PRIORITY 6: The reinforcement of existing systems of decentralised management and the maintenance of short decision-making processes, based on effective information systems, in support of better teaching and learning

Action		Project owner and responsible committee(s)	Project manager and service environment
6.1	Effective support of RMC heads	Executive Director: Finance	Finance Division
6.2	Actions and systems of the Management Information Division	Director: Management Information	Management Information Division
6.3	Actions and systems of the Registrar's Division	Registrar	Registrar's division
6.4	Actions and systems of AP&QA (with regard to programmes and qualifications)	Director: AP&QA	AP&QA

STRATEGIC PRIORITY 7: Bringing about a demographically more representative body of excellent students, teaching staff and administrative staff

Action		Project owner and responsible committee(s)	Project manager and service environment
7.1	Responsible widening of access , which may include the following 1. refining of processes to identify, test and then recruit good potential 2. establishing a wide safety net (teams of people),	Vice-Rector (Teaching) Task Group: Access with Success Dean of Students	Director: Academic Support CTL, Centre for Student Counselling and Development (CSCD), Student Affairs, Prospective Students,

	<p>specifically to directly assist students requiring help at the beginning of the academic year (literally taking them by the hand, showing them their residences, taking them to Bursaries and Loans, arranging financial matters, etc.)</p> <p>3. developing a new access model for the University</p> <p>4. the purposeful identification, encouragement and support of students from the designated groups who also show the potential to perform academically to make themselves available for leadership positions (e.g. AIC, HC, SRC, counsellor, etc.)</p> <p>5. supporting the efforts by residence managements to recruit students from the designated groups according to their own placement quota for residence occupation</p> <p>6. coordinating residence managements to generate their own diversity targets that exceed the University's targets</p>		Access Tests
7.2	The recognition of prior learning and experience	Chairman of GMC Task Group appointed by GMC (and, to a lesser extent, the Task Group: Access with Success)	Convener of GMC Work Group and Academic Support, Registrar's Division (Admissions), Prospective Students
7.3	Upgrading and expanding school	Vice-Rector	Director: Academic

	<p>outreach initiatives (“growing our own timber”), which may include some of the following:</p> <ol style="list-style-type: none"> 1. partnerships with certain target schools 2. expansion of Scimathus – create an own <i>Matie Matric</i> 3. encouraging residences and the PSO to continuously keep contact with own schools for the marketing of the University in cooperation with the Prospective Students Division) 4. active support of especially residences with the recruiting of students 	<p>(Teaching)</p> <p>Academic Support and faculties</p>	<p>Support</p> <p>Deans of faculties involved in school outreach</p> <p>CTL, Community Service and Service Learning</p> <p>IMSTUS</p> <p>Student Affairs</p> <p>Student leaders</p>
7.4	<ol style="list-style-type: none"> 1. Identification of stumbling blocks in the way of students in the designated groups to make satisfactory academic progress. 2. Financial support for needy students for their personal needs and living expenses through the work-study programme 3. Encouragement of and support for student structures, such as SRC, TSRC and HC members for diversity, to become more involved and offer their support to all students 4. Making funds available for and supporting house committees with summits and planning sessions to determine strategy and plan 	<p>Coordinator: Diversity and Task Group: Diversity</p> <p>Director: Academic Support</p> <p>Dean of Students</p>	<p>Director: CTL</p> <p>All environments providing support to students</p> <p>CSCD, Student Affairs, Prospective Students, Registrar’s Division</p>

	<p>for the accommodation and management of diversity in their environments</p> <p>5. Supporting house committees to establish diversity planning committees in their environments</p> <p>6. Using the Diversity Advisory Committee for Students to facilitate discussions in which strong points, fears and problems are exposed</p> <p>7. Operating a culture- and language-friendly inquiry and support desk for students with specific problems or inquiries</p>		
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STRATEGIC PRIORITY 8: The acknowledgement that access and accessibility in themselves are insufficient, and that the University therefore commits itself to an ongoing appraisal of student throughput, annual success and the graduation rate, both in general as well as in terms of population group and gender			
Action		Project owner and responsible committee(s)	Project manager and service environment
8.1	Specific action plan aimed at postgraduate students requiring help	Senior Director: Research	Head: Bursary Office CTL, CSCD
8.2	Promotion and better marketing of services offered by the Division for Academic Support (adapted communication plan)	Director: Academic Support	Directors: Academic Support , CTL and CSCD (in cooperation with Marketing and Communication Division)
8.3	Expanding and adapting bridging and academic orientation programmes	Director: Academic Support	Director: CTL
8.4	Extending and refining the Mentor Programme, especially the e-learning component “Campus” (consider the creation	Director: Academic Support	Director: CTL

	of a “buddy” system as part of this)		
8.5	Guardian system in residences and PSO wards to identify high-risk students as early as possible and provide them with timeous support Establish close contact and cooperation between counsellors, Resident Wardens and academic guardians	Director: Academic Support Dean of Students	Director: Academic Support CTL, CSCD, Student Affairs
8.6	Expansion and full implementation of the tracking system	Director: Academic Support	Chief Coordinator: Tracking System Academic Support, in close cooperation with Management Information Division
8.7	Extending and maintaining ALFA programmes: Welcoming of newcomer students Series of workshops and programmes to help newcomer students to adapt and integrate optimally	Director: Academic Support	Welcoming Programme Committee Student Affairs CSCD, CTL
8.8	Support groups for students from designated groups, students with disabilities and older (more mature) students Academic tutoring for students with disabilities	Director: Academic Support Dean of Students	Director: CSCD Student Affairs
8.9	Appointing additional ADP experts/lecturers/researchers (two and later three)	Director: Academic Support	Divisions forming part of Academic Support
8.10	Presenting academic development programmes so that they are more integrated with the mainstream – establish greater ownership by community of lecturers by also appointing lecturers (as champions of and in	Director: Academic Support	Director: CTL, faculties

	close cooperation with the Centre for Teaching and Learning) as ADP coordinators in faculties for part of their time		
8.11	<p>Considerably extending the systematic approach to the presentation of academic support to students and establishing it accepted practice. This includes the following with regard to the cooperation of Division for Academic Support with other entities:</p> <ol style="list-style-type: none"> 1. the recognition of Academic Support (including the Centre for Teaching and Learning) as equal and thus full academic partners 2. more efficient cooperation with faculties (in the light of point 1 above) 3. close liaison with the management of the University 4. close cooperation with other support environments 	Director: Academic Support	<p>Division for Academic Support, in close cooperation with all environments mentioned in this action plan</p> <p>Student representatives</p>
8.12	Evaluation and further development of the student feedback system	Director: CTL CLT	<p>Advisor: Student Feedback</p> <p>CTL</p>
8.13	Evaluation of success and graduation rates	Vice-Rector (Teaching) Teaching Management Team	Director: Management Information
8.14	The purposeful creation of a culture-friendly learning and teaching atmosphere for students	Director: Academic Support Task Group: Promoting a	Division for Academic Support, CTL, residences, faculties, etc.

		Learning Culture	
8.15	The establishment of a wide safety net to support students with unusual needs (especially those from teaching-disadvantaged circumstances) at the beginning of the academic year (first two weeks)	Director: Academic Support	CTL, Student Affairs, Prospective Students, Registrar's Division, CSCD
8.16	Promoting a culture of academic learning in residences and PSO environments by, amongst other things, an academic competition between residences and various other initiatives as presented in the inputs of the CLT	Dean of Students	Student Affairs

9. QUALITY ASSURANCE

Action	Project owner and responsible committee(s)	Project manager and service environment
<p>8.1 Develop a wide-ranging and integrated quality assurance system for the University, including:</p> <ul style="list-style-type: none"> a) the points of departure and framework for an inclusive and integrated quality assurance system b) a protocol for the evaluation of departments and postgraduate programmes (with provision for the accreditation procedures of official professional bodies) c) a protocol for the evaluation of undergraduate programmes (with provision for the accreditation procedures of official professional bodies) d) a protocol for the evaluation of service environments e) rules for programme coordinators and programme committees 	<p>Vice-Rector (Teaching)</p>	<p>Director: AP&QA</p>
<p>8.2 Develop a system for compiling an annual teaching report for Senate</p>	<p>Vice-Rector (Teaching)</p> <p>Teaching Management Team</p>	<p>Director: CTL</p>
<p>8.3 Prepare the University for the institutional audit (in 2004 or</p>	<p>Vice-Rector (Teaching)</p>	<p>Director: AP&QA Environments that are</p>

	<p>2005)</p> <p>Institutional policy and systems that will have to be developed and formalised before the 2004/2005 institutional audit:</p> <ol style="list-style-type: none"> 1. An institutional assessment policy 2. Policy and procedure for the recognition and assessment of prior learning 3. Policy and procedure for short courses 4. Policy and procedure for partnerships/agreements with other institutions (with regard to research, learning and teaching programmes) 5. Systems for external benchmarking of the central functions of the University 6. Systems to ensure the alignment of institutional, academic and financial planning 7. Policy with regard to community service (including service learning, the transfer of research and technology, etc.) 	<p>Vice-Rector (Research)</p> <p>Vice-Rector (Operations)</p>	<p>responsible for the development of the University's quality assurance system</p>
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