

Focus area 4

The four standards in Focus Area 4 concentrate on how effectively the institutional quality management system enhances the likelihood of student success, improves learning and teaching and supports the scholarship of learning and teaching

Standard 13	Standard 14	Standard 15	Standard 16
An effective institutional system for programme design, approval, delivery, management, and review is in place.	There is evidence-based engagement at various institutional levels, among staff, and among staff and students, with: curriculum transformation, curriculum reform and renewal; learning and teaching innovation; and the role of technology in the curriculum, in the world of work, in society in general	The students' exposure to learning and teaching at the institution, across all sites and modes of provision, is experienced as positive and enabling of their success.	Institutions engage with and reflect on the employability of their graduates in a changing world.
Mature	Mature	Mature	Functional
<ul style="list-style-type: none"> + Robust and effective institutional system for the design, support, and approval of new academic programmes underpinned by data analytics + Preliminary notes are compiled by the secretariat to enable committees to discuss comments and provide feedback + Institution-wide programme renewal project funded by the DHET University Capacity Development Grant + Excellent and flexible teaching and learning processes, systems and frameworks put in place during Covid-19 to successfully complete the academic year (curriculum, teaching and learning approaches, assessment, role of technology) 	<ul style="list-style-type: none"> + Support and promotion for continuous curriculum and programme renewal within faculties and at the institutional level + Investment in streaming infrastructure in lecture venues to enable hybrid offerings + Good representation of students on faculty committees + New Language Policy aligned to the DHET's Language Policy Framework (2020) with a focus on both individual and institutional multilingualism + Scholarly approach to learning and teaching and promotion of the Scholarship of Teaching and Learning, and the Scholarship of Educational Leadership 	<ul style="list-style-type: none"> + Learning-centred approach with anonymous student feedback to strengthen it + Various student surveys and questionnaires + The Institutional Committee for Business Continuity (ICBC) with 11 subcommittees each focusing on key facets of SU's activities impacted by the pandemic + Business Continuity Stream for Teaching, Learning and Assessment + Online support by the Centre for Student Counselling and Development + Clear policies and guidelines on performance management and job evaluations + Clear Staff Development policy + Varied professional learning opportunities for academic staff members 	<ul style="list-style-type: none"> + Career interventions that support students to secure employment as early as possible after graduation + Well devolved practices, such as LinkedIn communities of practice within departments

INTERIM IMPROVEMENT ACTIONS

<ul style="list-style-type: none"> - Quantity of calendar changes and new programme documentation difficult to administer - Uncertainty in terms of the implications and impact for SU's QA systems of the CHE's Quality Assurance Framework to be implemented from 2024 	<ul style="list-style-type: none"> - Student participation at departmental level to be strengthened - The low response rate of the electronic student feedback to be addressed through a review of the policy and system 	<ul style="list-style-type: none"> - The low response rate of the electronic student feedback to be addressed through a review of the policy and system 	<ul style="list-style-type: none"> - Graduate tracking surveys and interaction with alumni and employers is an area for institutional formalisation and development
--	--	--	--