

STRATEGY FOR TEACHING AND LEARNING 2017-2021

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Strategy for Teaching and Learning 2017 - 2021

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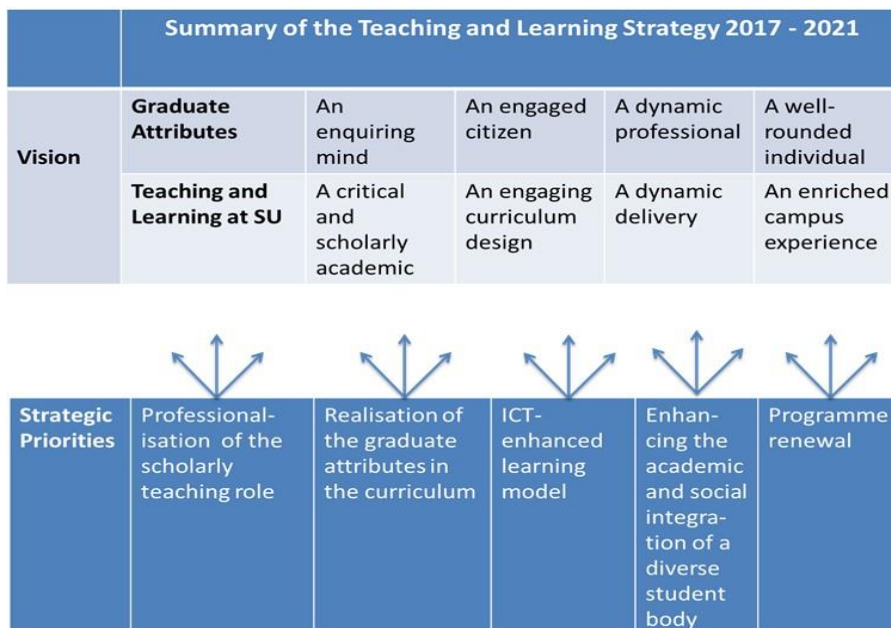
Summary of the Teaching and Learning Strategy

This document sets out a Strategy for Teaching and Learning for Stellenbosch University with a view to operationalising the vision of the University as it has been set out in other policy documents. Specifically, it is intended to give direction in achieving the aims set for this University to remain one of the leading Universities in South Africa – also in the domain of teaching and learning. It considers the context of higher education in South Africa, the intention to become representative of the diverse population of the country on a number of different levels, and to deliver graduates who have developed a set of graduate attributes which fit the standing of the University as well as the needs of the world in which these graduates have to make a good contribution.

Specifically, it has articulated the following strategic priorities:

- Professionalisation of the scholarly teaching role
- Realisation of graduate attributes at Stellenbosch University
- An ICT-enhanced learning model
- Enhancing the academic and social integration of a diverse student body
- Programme renewal

The diagram below represents the key elements of the 2017-2021 strategy: the graduate attributes that the University aspires for its students to acquire; the total learning experience that should lead students to develop these attributes; and the five strategic priorities highlighted for 2017 – 2021, that should enhance the learning experience, so that these graduate attributes will actually be realised. The strategic priorities are described separately for analytic purposes, but in fact they would work together and synergistically to realise the vision. The strategy gives broad directives, because it appreciates the different academic environments of different faculties and disciplines at the University. It assumes that the various environments will develop details for implementing strategic goals, suitable to their particular context.



Strategy for Teaching and Learning 2017 – 2021

1 Introduction

Since the first teaching and learning strategic plan of 2002, a significant amount has been accomplished with regard to the enhancement of teaching and learning at Stellenbosch University (SU). Various localised and faculty-specific developments¹, as well as system-wide initiatives² have occurred. The strategy suggested for the period 2017 to 2021 is devised to articulate an ongoing commitment to good teaching. Many of the initiatives are based on collaborative, systemic and strategic approaches that will facilitate their effectiveness and sustainability. The strategy has been revisited and updated in order to align it with the changing world, with revised university strategic goals and to further enhance teaching excellence and student success at the university. Student success is defined as:

not only whether students have earned a degree, but also whether graduates are in fact achieving the level of preparation—in terms of knowledge, capabilities, and personal qualities—that will enable them to both thrive and contribute in a fast-changing economy and in turbulent, highly demanding global, societal and often personal contexts

(Kuh 2008, cited in Framework for Institutional Quality Enhancement in the Second Period of Quality Assurance, January 2013).

The strategy set out in this document is based on the initial 2002 teaching and learning strategy, which referred to the Strategic Framework for the Turn of the Century and Thereafter (2000), where the University's vision with regard to teaching was described as:

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.

This strategic focus has further been developed in both the SU Institutional Intent and Strategy 2013–2018 and the SU Institutional Plan 2017–2022. In the SU Institutional Intent and Strategy 2013–2018 the University's strategic positioning for the 21st century is anchored in broadening access, sustaining the momentum on excellence and enhancing societal impact. Similarly, the SU Institutional Plan 2017–2022 requires all sections of the University to broaden access, maintain excellence, increase societal impact, expand internationalisation and transform systemically. This renewed teaching and learning strategy is cognisant of all these institutional imperatives and concentrates on giving weight to the realisation of student success. Such student success is incumbent on the provision of an enabling environment within which quality teaching and learning can take place.

1.1 Purpose of the document

This is an institutional document that sets a consensus vision regarding a strategy for teaching and learning, and articulates strategic priorities for the period 2017 to 2021. The document provides a framework within which all faculties and support units can interpret the vision and strategic priorities

¹ Examples of faculty-specific initiatives involving collaboration are the integration of academic literacy in the Law Faculty; the African Doctoral Academy based in the Arts Faculty; and the collaborative revision of the first-year provision in the Theology Faculty.

² Prominent examples of system-wide initiatives are the First Year Academy and, allied to this, the enhancement of the culture of learning in the residences.

in relation to their own conditions and plans. It also gives an indication as to how central units and administrative mechanisms can provide support for the realisation of these plans.

1.2 Responsibilities

With regard to teaching and learning there are varied responsibilities:

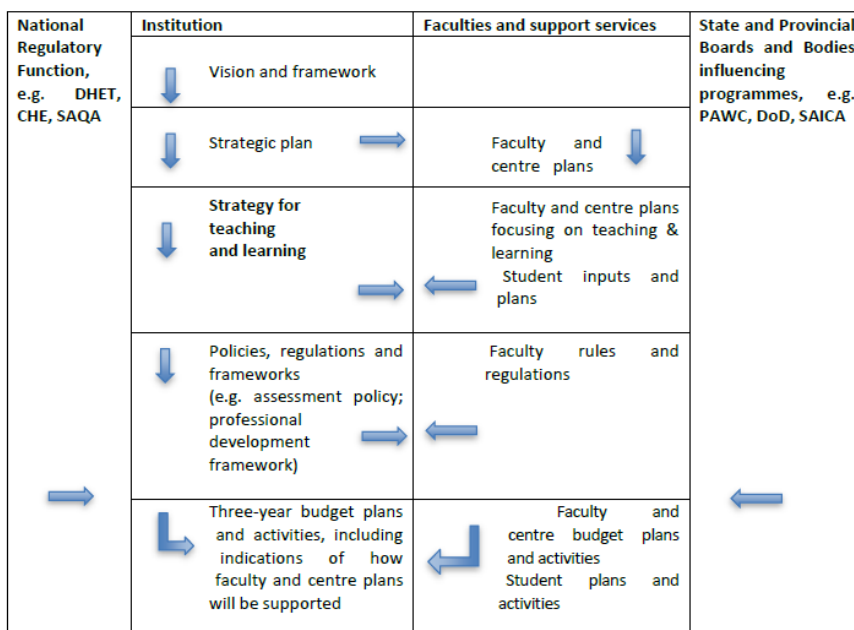
- the responsibility to learn and to take advantage of opportunities rests with the student; student organisations have a role to play in supporting and encouraging students, as well as in providing mentoring and leadership;
- the responsibility to design and implement optimal opportunities for student learning to take place rests with teaching academics;
- the responsibility to provide and maintain adequate facilities for teaching and learning rests with organisational units in charge of the University’s physical and virtual infrastructure;
- the responsibility to provide professional learning opportunities, advice and practical help to enhance teaching rests with central support units and support staff in faculties;
- the responsibility to provide strategic direction for the teaching function rests with the university management.

The strategy articulated in this document addresses all these groups.

1.3 Relationship to policy framework of the University

The relationship between this strategy and the policy framework of the University is set out in the diagram below. This diagram demonstrates that the relationship between institutional policies and strategies, and those of faculties and units, are bi-directional, with the various spheres of activity informing each other. The arrows indicate how the levels influence each other.

The role of a strategy for teaching and learning within policy frameworks



2 Context

As a research focused university SU currently faces very specific challenges and opportunities related to its unique history, as well as to national and international trends in higher education and in knowledge development. These have an effect on how teaching and learning is shaped, and call for particular strategic priorities for the period 2017 – 2021 which are described below.

At institutional level the University is gaining in eminence as a research-led institution. This is verified by its ranking in various systems of measurement. The potential advantages this provides should be capitalised on in teaching and learning at both graduate and undergraduate levels.

The University continues to grapple with, on the one hand, maintaining a unique identity and, on the other hand, becoming more accessible to all, specifically in terms of diversity among students and staff. This places the spotlight on language as a medium of instruction, as a challenge as well as a potential source of richness.

The University participates in an increasing number of partnerships with the public sector, professional bodies and boards, which have expectations of what it should deliver. These constitute both pressures, as well as opportunities for renewal and relevance.

The University has an important role to play in addressing a host of *socio-cultural, educational and economic challenges facing South Africa* and the wider region. The legacy of social divisions persists; also in teaching and learning SU needs to take on national and local challenges related to the social and economic context. Within South Africa Stellenbosch as a region has one of the highest levels of inequality between rich and poor. These challenges affect routine teaching and learning practices of the University. Concomitantly, the University should play a role in contributing to the positive resolution of these challenges. This imperative is recognised in a University document tabled in March 2011, “Hope as a Guiding Document”.

Limited evidence of transformation in South African primary and secondary schooling explains the large numbers of young people who do not reach matric. Consequently students from varied social class backgrounds do not develop the kinds of skills, knowledge and attitudes which would assure access to tertiary education. Whilst the task of reforming general education is not the core purpose of higher education, and one needs to be realistic about what a university can achieve, finding creative ways to meet the challenges of inadequate school preparation remains a task for the higher education sector. Continued sustainability of educational goals of SU requires creative and effective responses to these challenges. Possible approaches to these challenges have been proposed in the Guideline Document for Academic Literacy at SU (2012) (available at www.sun.ac.za/ctl).

In view of *national needs* for suitably qualified and well equipped graduates, the Department of Higher Education and Training (DHET) is calling for a more targeted focus on student success and quality teaching. In accordance with *national policy*, the current Quality Enhancement Project attends to this. This strategy document is also informed by DHET policy of which the implementation is supported by dedicated funding, such as the annual ring-fenced teaching development grants and from 2017 the University Capacity Development Grant (UCDG).

In the context of slower worldwide economic growth, and limited ability of parents and sponsors to contribute to educational costs, *there is a demand to do more with less*. Public expectations of what a university education should deliver, are increased. For example, there is an expectation that universities provide access for far more students than currently in South Africa, as is outlined in the White Paper on Education³. As for many other South African universities, SU may have reached capacity in terms of ability to expand physically, therefore virtual and technologically supported platforms have to be conceptualised for increasing student participation and student diversity.

The changing nature of knowledge and work locally and globally has led to a networked society, which is more connected, but also more troubled by an “information overload”. Communication of varied quality is more multimodal, allows for wider participation and has lower barriers to public engagement. This provides new, technology-mediated forms of collaboration and mentoring, leading to different learning processes. This indicates that SU teaching and learning strategies must be geared towards delivering participants in the workforce that can compete in global markets. New graduates are expected to have the ability to collaborate and at the same time to operate autonomously.

The changing context has an effect on the *role of the academic*. Academic work is increasingly subject to the pressures of financial cutbacks, competitiveness, high performance and technological change.

The current and incumbent student population has changing educational expectations and needs; it is increasingly less elite, more diverse, more financially insecure and less confident of finding employment. Such *changes in the nature of the student population* are internationally noted, which provides a new set of challenges for teaching and learning. The quality and outcomes of teaching are vital in helping to prepare graduates to rise to these challenges.

3 Vision

This strategy is informed by the vision SU has for the graduate it wishes to produce. It envisages SU students’ learning experience to be shaped by the formal and informal curriculum as well as by co-curricular activities. The concept of ‘graduate attributes’ with which this strategy aligns is one that describes these attributes as:

the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future. (Bowden et al. 2000, cited in Barrie, 2006:217)

3.1 Graduate attributes

As a creator of sustainable hope in Africa, SU aspires to create the kinds of conditions that will enable each student to acquire the attributes outlined below:

³ Chapter Seven of this White Paper gives dedicated attention to students with disabilities in higher education, considering the role of IT in providing assistive devices and other creative responses.

An Enquiring Mind

- Lifelong learner
- Critical and creative thinker
- Exercises responsibility for learning and using knowledge

An Engaged Citizen

- Leader and collaborator
- Social entrepreneur
- Effective in a diverse environment

A Dynamic Professional

- Problem solver
- Uses sustainable and effective technology
- Innovative
- Effective communicator

A Well-rounded Individual

- Exposed to cultural, intellectual and sporting life
- Takes responsibility for own development
- Takes informed and considered decisions.

3.1.1 An enquiring mind

A graduate who has an “enquiring mind” will be one who is curious, a lifelong learner who thinks critically and creatively, and who uses systematic methods of enquiry in knowledge development and problem solving. An enquiring mind is open to new, as well as diverse ideas, is willing to learn from the received wisdom of the past, as well as to find new ways of knowing and doing. This involves taking the best from international and received ways of knowing, as well as from indigenous, local, lay and underrepresented knowledge sources. It involves seeing the interconnectedness of different knowledge sources and systems, and being able to process ideas and information individually and in teams. An enquiring mind is discerning and appreciates the values of knowledge. Such a student will consider the responsibility and accountability that accompany knowing and learning, and will respect research-oriented approaches to decision-making.

3.1.2 An engaged citizen

An engaged citizen is one who understands how to contribute as a member of a team and community, thus to collaborate and be of service. A graduate becomes an engaged citizen to the extent that he/she can care for him-/herself and exercises care for others. This also implies the ability to take on a leadership role in social life and as a member of civil society at various levels, such as in the family, the workplace, at regional, national, continental as well as international level. Engaged citizenship implies appreciation of local and national connectivity on the one hand, and yet avoidance of

damaging exclusivity, on the other. An SU graduate should have had the opportunity to engage critically in community interaction in the region, and to have considered potential solutions to national and international crises, such as those related to sustainability and climate change. Further, an SU graduate will be aware of the value of interaction on a global level, and be open to participating in international settings. An engaged citizen understands that transformation of society involves transformation of the self.

3.1.3 A dynamic professional

A dynamic professional is able to use knowledge gained at university and beyond to solve problems in the workplace, home and community. Such a professional is innovative, takes initiative and is aware of the power of entrepreneurship. He/she will have learnt the importance of ethical behaviour and what this means in practice. At the same time, a dynamic professional is effective, and harnesses own talent, as well as the capacity of others in growing and prospering. Finally, a dynamic professional has the flexibility to make career choices and decisions in relation to the changing nature of the world of work. An SU graduate should become a dynamic professional by having developed the capacity to apply and communicate knowledge, as well as sustainable and effective uses of technology in various community, business, professional and personal settings. He/she should be able to communicate effectively in oral, written, digital and multi-modal forms.

3.1.4 A well-rounded individual

A well-rounded individual senses the importance of aesthetic, cultural, spiritual and traditionally scientific modes of engagement, and understands the value of physical as well as intellectual well-being and sporting life. Such an individual would have had the opportunity to become a potential source of wisdom for him-/herself, as well as to those with whom he or she interacts. Thus he/she can take informed decisions. And can use his or her education to enrich life in its broadest sense. An SU graduate should be assisted in cultivating skills, values and ideas that enhance his/her own humanity. The curriculum and co-curriculum should offer opportunities for the student to grow along social and individual dimensions, and along intellectual, as well as affective dimensions.

3.2 *Teaching and Learning at Stellenbosch University*

For the University to support graduates to become enquiring, engaged, dynamic and well-rounded, the teaching and learning arrangements of the University, as well as the arrangements governing all aspects of the student experience, need to be aligned to such a vision. The following is required to achieve this:

Critical and scholarly lecturers who

- Engage in various forms of scholarship
- Are reflective and open to new ideas

Engaging curriculum design which

- Brings the outside world into the classroom
- Is current and self-renewing

Dynamic delivery which

- Is innovative and flexible
- Uses a wide variety of media functionally

Enriched campus experience which

- Encourages learning from diverse perspectives
- Provides and encourages a variety of learning contexts.

3.2.1 Critical and scholarly lecturers

For SU to provide the maximum in opportunities for students to engage appropriately in a research infused and enquiry based learning experience, requires lecturers who are role models, leaders, experts, partners and facilitators. They are *critical scholars*, enquiring into their own disciplines and into the scholarship of teaching and learning. They are reflective and open to critique about their practice. The education context needs to provide conditions in which lecturers may flourish, and share their curiosity with their students.

3.2.2 Engaging curriculum design

Where appropriate, the curriculum should *engage with* broader social and environmental issues and the world of work. It should lead students via assessment that encourages deep learning, to take responsibility for their academic progress. It will provide opportunities for authentic and research-based learning as well as service learning. While not neglecting the received knowledge and insights of the past, the curriculum has to be current, self-renewing and applicable for the envisioned future.

3.2.3 Dynamic delivery

The delivery format should encourage active and engaged learning via innovative and flexible learning materials, a wide variety of media, and opportunities for collaborative and independent learning. In the lecture space and in virtual equivalents students should be given the opportunity to interrogate and to acquire knowledge; they should also be introduced to communication modes utilised in the world of research, work and community life.

3.2.4 Enriched campus experience

The campus should be organised to allow students to learn from peers, academics and administrative and support services staff from a variety of perspectives and social backgrounds. Real and virtual learning contexts should provide students with opportunities to develop intellectually, emotionally and culturally across an array of curricular and co-curricular offerings. The university context should be premised on integrated notions of supportive as well as challenging experiences for students, so that learning and development are continuous experiences across a variety of contexts across campus and the institution.

4 Strategic Priorities

In order to realise the vision as outlined in section 3 above, five strategic priorities have been identified, as described below.

4.1 Professionalisation of the scholarly teaching role

One important challenge is to find a comprehensive understanding of the professionalisation of tertiary level teaching that will suitably promote and acknowledge good teaching across faculties.

Attention is required to the professionalisation of teaching at SU for various reasons, including (i) affirming the value of teaching to enhance the intrinsic as well as extrinsic motivation of academics; (ii) improving the morale and professional identity of all academics; (iii) providing guidance, especially to newly appointed academics, for teaching at SU; (iv) providing opportunities for all academics to explore, become more reflective and research-oriented about their teaching; (v) enabling all academics to enhance their teaching, also by innovating and problem solving; and (vi) contributing to the realisation of the SU graduate attributes and student success.

The recognition of and support for good teaching requires attention to general conditions of service and facilities, such as the time and financial support that lecturers might require to develop or redesign a programme (or module). This requires attention to allocations of workload, capacity and facilities at faculty or departmental level and should be taken up in various SU strategic documents.

Examples of initiatives to professionalise the scholarly teaching role at SU are:

- the annual PREDAC programme for newly appointed lecturers;
- the annual SU Scholarship of Teaching and Learning (SOTL) Conference;
- the Fund for Innovation in Research on Learning and Teaching (FIRLT)/Fonds vir Innovasie in Navorsing oor Leer en Onderrig (FINLO);
- funding as part of the DHET's Teaching Development Grant, which has been set aside for the SU Teaching Fellowships and grants to study and professionalise teaching;
- the institution of Deputy Deans for teaching in most faculties;
- the formal constitution of the Centre for Health Professions Education;
- the appointment of Blended Learning Coordinators (BLCs) in all faculties;
- the establishment of T&L Hubs in faculties;
- the approval of the *Recommendations for the promotion and recognition of teaching* by Senate

Since 2014 academic support to faculties has been partially decentralised into faculties. This presents new opportunities for the systemic and integrated promotion of teaching and learning at the University.

This priority is articulated in the following strategic objectives:

- 4.1.1 To define "good teaching" within different contexts so that it can be mutually understood, promoted and rewarded at all levels;
- 4.1.2 To develop a critical mass of expertise in each faculty for (i) providing leadership with regard to teaching and learning; (ii) supporting the professional development of others in the faculty; and (iii) exploring opportunities to research and enhance teaching.

4.1.3 To develop a comprehensive understanding of the professionalisation of the scholarly teaching role

4.2 Realisation of graduate attributes at Stellenbosch University

Graduate attributes are acquired via the formal academic programmes as well as informal or co-curricular campus experiences. At the level of the individual programme, the more specific graduate *outcomes* are required – these would reflect the University’s graduate attributes, the SAQA outcomes and disciplinary and industry related specifications. This priority is further articulated in various SU strategies and documents, including the US Institutional Intent and Strategy for 2013-2018, the Guideline Document for Academic Literacy at SU (tabled at the CLT on 13 August 2012) and the work of the Task Team on the Use of ICTs in Teaching and Learning (tabled at the CLT on 17 April 2013). These three documents are listed here as they intersect and the various strategies need to be correlated. For instance, the graduate attribute of ‘an enquiring mind’ requires a student to acquire academic literacy, which includes appropriate reading and writing skills; the graduate attribute of a ‘dynamic professional’ requires a student to acquire digital literacy, which includes the mastery of appropriate IT skills. Also, the attributes of ‘a dynamic professional’ and ‘a well-rounded individual’ within the South African context, require awareness of the value of multilingualism, appreciation of the linguistic diversity in the country, and development of skills using more languages than one. This priority is articulated in the following strategic objectives:

- 4.2.1 To define graduate attributes context-specifically within disciplines, faculties, support structures and student bodies;
- 4.2.2 To provide guidelines, training and support for the embedding of graduate attributes and graduate outcomes in all programmes;
- 4.2.3 To embed graduate outcomes in academic programmes and graduate attributes in co-curricular activities;
- 4.2.4 To develop a framework for monitoring the attainment of graduate attributes and outcomes.

4.3 ICT-enhanced teaching and learning model

The teaching approach and graduate attributes that SU strives to achieve, acknowledge the importance of digital literacy, thus also of state of the art ICT facilities. There is a minimum level of proficiency with ICT and digital literacy that can be expected from any SU student, although actual levels of engagement with ICT differ across programmes and disciplines. Similarly, there is a minimum level of proficiency with ICT and digital literacy that can be expected from any SU lecturer. The observation that most students entering a university are very familiar with IT, having had advanced prior access to computers and smartphones, is directive; however, this cannot be generalised. Overall, students’ digital literacy for academic use is highly varied, and requires attention. Similarly, academics at SU have varied levels of familiarity with ICT and its potential use for teaching and learning. This emphasises the need for professional learning, support and sharing of good practice.

It should be noted that the Strategy on ICT and Teaching and Learning of April 2013, as well as the ICT in T&L Council project of 2014, offer a comprehensive strategy and action plan for this priority.

This priority is articulated in the following strategic objectives:

- 4.3.1 To ensure that lecturers develop their professional digital and pedagogical (blended learning) proficiencies in order to design, develop and deliver curricula in which ICT (learning technologies) are meaningfully integrated in a blended learning approach.
- 4.3.2 To ensure that curricular programmes reflect the judicious use of IT in teaching and learning with a view to realising the graduate attributes and student success;
- 4.3.3 To ensure that support and co-curricular activities, where appropriate, use IT with a view to enhancing the SU experience;
- 4.3.4 To ensure that curricular and co-curricular programmes take place in optimal conditions (both physical and virtual learning environments) with a view to supporting an ICT-enhanced learning model.

4.4 Enhancing the academic and social integration of a diverse student body

In order to realise student success in all its dimensions the development and learning needs of a diverse student cohort should be considered and promoted. The advantages of having diversity within student groups should be capitalised on. Projections for the University institutional transformation plans have been set for 2013 – 2018. These projections refer to diversity largely in terms of race; this strategy considers a broader set of parameters, including language, gender, age, nationality, rurality, social class or able-bodiedness. In certain respects the student cohort is changing naturally to reflect broader South African demographics; for example, the ratio of English:Afrikaans⁴ students had already reached 50:50 by 2013.

Diversification is being actively sought on a number of levels.

At undergraduate as well as postgraduate level SU aims to increase the number of educationally disadvantaged students it reaches, although to discern disadvantage remains a challenge. Also, SU intends to provide an opportunity to access new markets, which will include extending its reach to a “learn and earn” grouping, thus to more mature students, as well as restructuring the undergraduate offering to include more applied learning which is relevant to the context in which students are to be employed.

Students with disabilities are increasingly welcomed at SU, which increases the need for greater guidance and support to academics who teach such students. This is particularly so as some

⁴ Here we refer to students with Afrikaans and English as first language (L1) and/or as medium of instruction (Mol), because students with African languages as L1s have all had another language (mostly English) as Mol from their fourth year in school, or earlier.

disabilities are not directly visible or measurable. With regard to internationalisation of the student body, especially at postgraduate level, a number of initiatives are already underway.

Specific initiatives to accommodate a diverse cohort, include (i) bursaries to educationally/financially disadvantaged students and inclusion in specifically tailored support and development programmes; (ii) Extended Degree Programmes, focusing on the first year of study for targeted students; (iii) the First-year Academy, including tutoring and mentoring for first-year students and the development of a programme (Academic Citizenship in Africa) which spans the entire undergraduate experience for all students; (iv) institutionally-funded Language Plans for each faculty; (v) facilitating services for disabled students, such as transferring material into Braille and making South African Sign Language interpretation available; (vi) support for international students via the Postgraduate and International Office; and (vii) scholarships for PhD students from African partner universities (PANGeA) via the Graduate School in the Faculty of Arts and Social Sciences. The ongoing critical evaluation of these initiatives is crucial.

The idea that more could be done to take care of a diversity of students, is acknowledged in for example the Report of the Task Team on a Welcoming Culture for SU. The recommendations of this task team have been implemented in that a cluster system has been implemented whereby all students, residence and private accommodation students, are included in the various support and development opportunities. A useful approach to the curriculum arrangements known as “universal learning design” is to cater pro-actively via instruction, services, information technology and physical spaces,⁵ for a diverse student cohort and to maximally apply uses of physical facilities and ICT to this end.

This priority is articulated in the following strategic objectives:

- 4.4.1 To cater pro-actively for actual and anticipated student cohorts in all programmes;
- 4.4.2 To systematically develop measures and use them in assessing student educational disadvantage and student needs;
- 4.4.3 To develop specifically tailored support programmes, including mentoring, for particularly vulnerable students.

4.5 Programme renewal

Curriculum and programme renewal and reflection on the total programme offering of a University is an important part of its academic processes. Previous comprehensive programme renewal processes at US include those of 1999 – 2000, during the initial SAQA procedure for the interim-registration of qualifications; of 2003, at the request of the then newly appointed Rector; of 2010 –

⁵ Universal Design is defined in the US Assistive Technology Act of 1998 as: a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies) cited by Sheryl Burgstahler in *Universal Design in Higher Education: From Principles to Practice* (2010) Cambridge, Mass: Harvard University Press.

2011, for the Higher Education Sub-framework (HEQSF) alignment process and from 2015 the institutional curriculum renewal project led by the DVC L&T through the Deputy Dean T&L Forum. Motivating reasons for continuing with curriculum renewal include (i) optimizing the teaching and learning processes; (ii) managing work pressure on staff; (iii) responding to and taking the lead in new knowledge developments; (iv) responding to and innovatively developing new approaches to learning and teaching; and (v) responding appropriately to changing societal needs.

This priority is articulated in the following strategic objective:

- 4.5.1 To engage in a process of continuous curriculum renewal at both programme and module levels, in response to contextual imperatives;
- 4.5.2 To comprehensively analyse current programmes and plan for programme renewal and rationalisation in the broader context of enrolment planning;
- 4.5.3 To implement the size and shape plans of the University.

5 Reporting

The annual reports and environmental plans of centres and faculties are expected to refer specifically to the objectives set in this strategy. Suggested activities that could be used in articulating the SU prioritised strategies in various contexts, are contained in the Environmental Plan of the DVC Learning and Teaching. Extracts of the reports from different environments will be incorporated in the SU Annual Teaching report which is compiled by the DVC Learning and Teaching.