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Enhancing a Quality Culture in Student Academic Development

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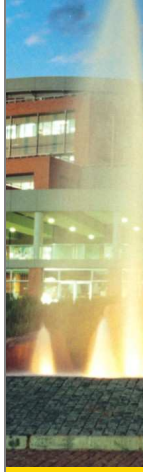





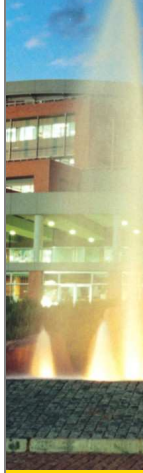

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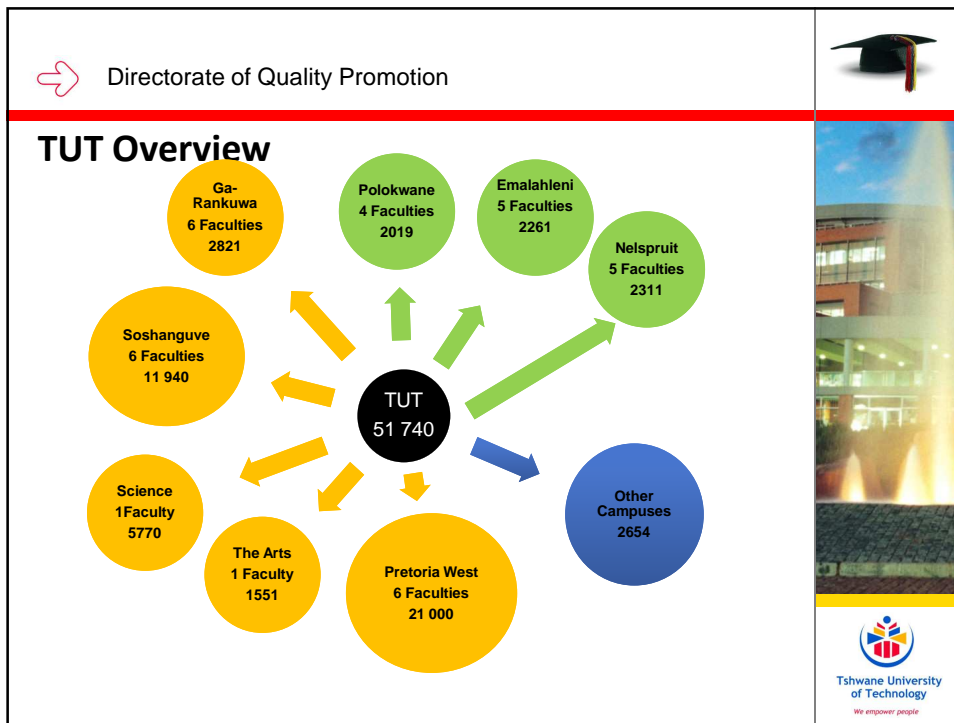




The National Policy Context

- **White Paper 3:** A programme for the Transformation of HE:
 - In the section on **Equity and Redress** refers to the:
 - Improvement of equity of outcomes
 - Development and provision of student support services
 - Establishment of academic development structures
- **The Education White Paper 6** (2001:16) on special needs education states that **inclusive education** and training is about :
 - Acknowledging that all learners can learn and all learners need support
 - Maximizing the participation of all learners in the culture and curricular of educational institutions and uncovering and minimizing barriers to learning
 - Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

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| <h2>The National Policy Context</h2> | |
| <ul style="list-style-type: none"> ▪ CHE Programme Accreditation Criteria (11) requires that <ul style="list-style-type: none"> ▪ Additional student academic support is offered where necessary ▪ The effectiveness of academic development initiatives is regularly monitored and feedback is used for improvement ▪ CHE Audit Criteria (3&4) requires that: <ul style="list-style-type: none"> ▪ Mechanisms which promote access to students from PDG, through provision of academic development programmes ▪ Academic support services which are adequately resourced ▪ Regular review of the effectiveness of academic support services |   <p>Tshwane University of Technology We empower people</p> |





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| <h2>The TUT Merger Context</h2> | |
| <ul style="list-style-type: none"> ▪ TUT came into being on Jan 1, 2004 ▪ Merger of three Technikons (TNG, TNW, TPTA) ▪ 6 learning sites in Tshwane, two in Mpumalanga and one in Limpopo. <ul style="list-style-type: none"> ▪ Urban learning sites include : The Arts, Science, Pta West, Ga-Rankuwa and Soshanguve North and Soshanguve South ▪ Distant campuses include: Emalahleni, Nelspruit and Polokwane (more that 100 km away from Pretoria) ▪ Seven faculties ▪ Seat of executive management is located in Pretoria ▪ 2007 – Single site faculty model |   <p>Tshwane University of Technology We empower people</p> |











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TUT Overview of Student Enrolment Profile (2008)

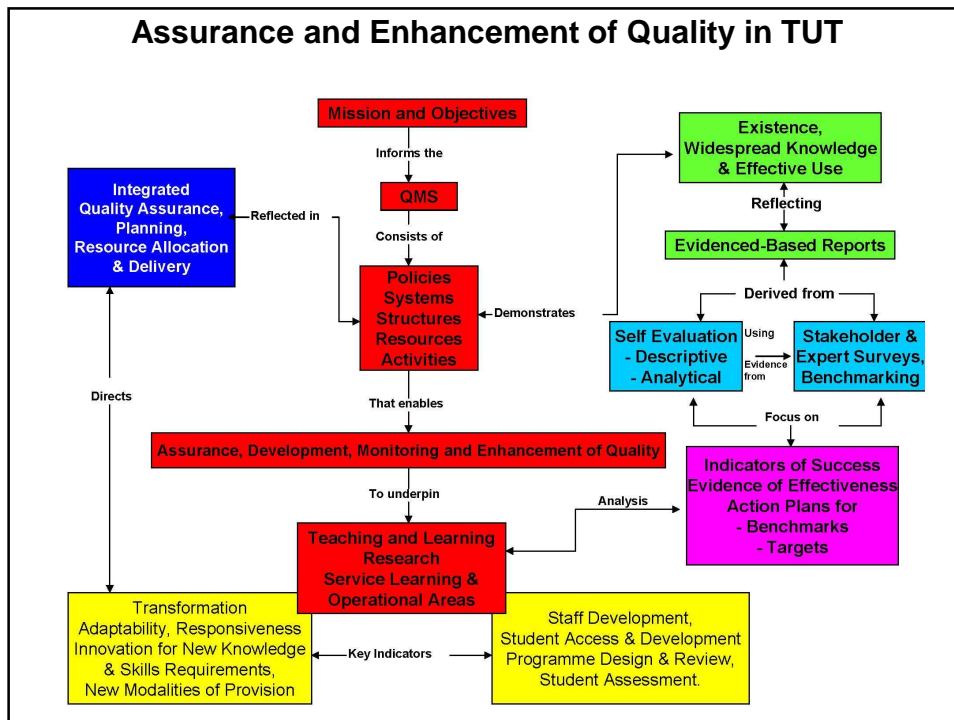
| Campus | Ethnic Group | | | | | Total |
|----------------|---------------|-------------|------------|------------|----------|---------------|
| | African | White | Coloured | Asian | Other | |
| Pretoria | 22137 | 4931 | 410 | 256 | 0 | 27734 |
| Soshanguve | 11828 | 53 | 41 | 18 | 0 | 11940 |
| Ga-Rankuwa | 2811 | 2 | 7 | 1 | 0 | 2821 |
| Witbank | 2059 | 39 | 22 | 27 | 0 | 2261 |
| Nelspruit | 2257 | 30 | 22 | 2 | 0 | 2311 |
| Polokwane | 2012 | 4 | 3 | 0 | 0 | 2019 |
| Other campuses | 2396 | 53 | 164 | 41 | 0 | 2654 |
| Totals | 45 500 | 5226 | 669 | 345 | 0 | 51 740 |

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| Overview of Student Academic Development (1): | |
| <p>The following are the strategic goals for student development and support :</p> | |
| <ul style="list-style-type: none"> ▪ To promote and expand relevant programmes in student development and support. ▪ To widen student access and increase initiatives which help achieve this ▪ To establish and strengthen internal and external partnerships. ▪ To promote effective and efficient use of institutional resources to achieve strategic goals ▪ To enhance quality through research and innovation | |
| <p>The critical elements embedded in these goals are: <i>provide programmes and services of relevance; improve quality; address throughput; maintain a holistic student development and support approach and ensure financial sustainability</i></p> | |
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| Overview of Student Academic Development in TUT (2) | |
| <ul style="list-style-type: none"> ▪ Definition: Student Academic Development and support within TUT is defined as the activities focused on the well being and academic success of the student | |
| <p>Offerings: The university offers personal as well as academic development modules as part of academic programme to ensure:</p> | |
| <ul style="list-style-type: none"> ▪ academic performance, ▪ and development of the student as a person and ▪ as a prospective worker | |
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| Overview of Student Academic Development in TUT (3) | |
| <p>To ensure academic performance and success the following interventions are in place:</p> | |
| <ul style="list-style-type: none"> ▪ Assessment of the potential of prospective students (access) ▪ Comprehensive academic skills assessment (identify at-risk students / risk profiling) ▪ Reading skills development and remedial interventions ▪ Improvement of English proficiency ▪ Individual support (personal, academic and career related matters) ▪ Continuous and individual support for students with Disabilities ▪ Life skills ▪ E-learning opportunities and modules ▪ Mentoring ▪ Foundation programmes | |
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| SAD service delivery approach across learning sites | |
| <ul style="list-style-type: none"> ▪ The SAD is organized in two ways: <ul style="list-style-type: none"> ▪ Decentralisation of service units per learning site to ensure accessibility of services ▪ Centralised coordination and management of other services. | |
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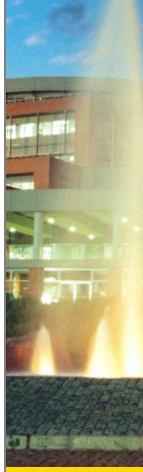

The Institutional Context: Assurance



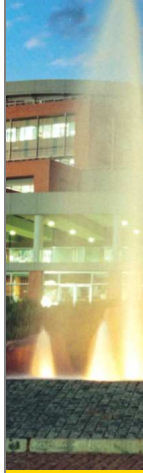

- TUT Strategic plan (2008-2012)
 - Goal 5: Empower students through a chain of quality support services from recruitment to graduation
- TUT QA Strategy and Policy
 - Assures Quality of academic provisioning
- Teaching and Learning Strategy
 - Improvement of throughput rate
- Student Development and Support policy and Strategy
 - Enhance academic and personal well-being of students
- Disability policy
 - Facilitate access for learners with disabilities by rendering educational support, providing career guidance, personal counselling, logistical support and advocacy initiatives.
- Ombudsman for Academic Complaints policy
 - Emphasizes students rights to quality education and academic support
 - Protection of rights of students to quality education
 - Fosters a culture of quality











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| Institutional Context: Enhancement | |
| Provision is made for the enhancement of a quality culture in students academic development through the ff: | |
| <ul style="list-style-type: none"> ▪ QA mechanisms in SAD ▪ Surveys ▪ Programme Reviews ▪ Student Quality Literacy training | |
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| 1. QUALITY ASSURANCE MECHANISMS IN SAD | |
| <p>TUT through the Directorate of SDS ensures continuous quality assurance practices through the monitoring of the quality of service delivery, its impact and effectiveness.</p> | |
| <ul style="list-style-type: none"> ▪ Specific measures that are implemented include: <ul style="list-style-type: none"> ▪ Feedback forms from clients (students and departments) in all programmes ▪ Impact studies ▪ Research on relevance of instruments and programmes | |
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| <h2 data-bbox="343 414 486 448">2. Surveys</h2> <ul style="list-style-type: none"> <li data-bbox="343 459 734 481">▪ The Student Satisfaction Survey <ul style="list-style-type: none"> <li data-bbox="391 488 965 510">▪ Academic support by lecturers (tutoring, consultations) <li data-bbox="391 517 869 539">▪ Academic Peer mentoring in specific subjects <li data-bbox="391 546 678 568">▪ English Language support <li data-bbox="391 575 614 598">▪ Study skills support <li data-bbox="391 604 614 627">▪ Career Counselling <li data-bbox="391 633 630 656">▪ Personal Counselling <li data-bbox="391 663 678 685">▪ Students with Disabilities <li data-bbox="343 692 718 714">▪ Programme Evaluation Survey <ul style="list-style-type: none"> <li data-bbox="391 721 694 743">▪ Additional subject support <li data-bbox="391 750 997 795">▪ Incorporation of academic development programmes (e.g. Life Skills) <li data-bbox="391 801 782 824">▪ Publication of grievance procedures <li data-bbox="391 831 989 875">▪ Accommodation of students with different learning styles during class presentations <li data-bbox="391 882 790 904">▪ Opportunities for interaction in class <li data-bbox="391 911 590 934">▪ Subject tutorials | |   <p data-bbox="1141 958 1252 985">Tshwane University of Technology We empower people</p> |

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| <h2 data-bbox="343 1344 582 1377">2. Surveys (cont)</h2> <ul style="list-style-type: none"> <li data-bbox="343 1400 1053 1523">▪ Subject Evaluation Survey <ul style="list-style-type: none"> <li data-bbox="391 1433 1053 1523">▪ The overall quality of the subject and focuses on subject organisation, teaching delivery, assessment, learning resources, student commitment) <li data-bbox="343 1556 869 1713">▪ Lecturer Evaluation Survey <ul style="list-style-type: none"> <li data-bbox="391 1590 694 1612">▪ Interpersonal Relations <li data-bbox="391 1619 869 1641">▪ Communication and presentation style <li data-bbox="391 1648 574 1671">▪ Assessment <li data-bbox="391 1677 821 1700">▪ Study guides, textbooks and notes | |   <p data-bbox="1141 1888 1252 1915">Tshwane University of Technology We empower people</p> |

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| 3. Programme Reviews | |
| <ul style="list-style-type: none"> ▪ Implementation of student support and development policies ▪ Integration of student development programmes in the curriculum ▪ Academic development strategies ▪ Communication and availability of these programmes to students ▪ Monitoring of student progress and identification of “at –risk” students ▪ Data on student performance and referrals ▪ Effectiveness of student referrals in improving student success |   |

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| 4. Student Quality Literacy | |
| <ul style="list-style-type: none"> ▪ Promote student participation in quality matters ▪ Enhances the role of student leadership in understanding quality matters ▪ Promote students rights and responsibilities in ensuring quality learning and teaching |   |

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| Further enhancement of SAD at TUT | |
| <ul style="list-style-type: none"> ▪ SDS conducts a range of impact studies, which includes the ff: <ol style="list-style-type: none"> 1. Impact of selection strategies on predicting academic success 2. A qualitative and quantitative assessment of students' experience of life skills 3. A study to determine whether students experience the programme as valuable and relevant and to identify content areas in which the programme can be further improved. ▪ Complete the Quality cycle of ADRI (analysis and dissemination of results, implementation of recommendations and ensuring continuous improvement) |   <p>Tshwane University of Technology We empower people</p> |

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| Conclusion | |
| Multi-campus institution – challenges |   <p>Tshwane University of Technology We empower people</p> |
| <ol style="list-style-type: none"> 1. Equity of Provisioning <ul style="list-style-type: none"> ▪ Understaffing of SDS service units (recruit and employ more staff esp. at the distant learning sites) ▪ The physical environment which is not completely accessible for students with disabilities (institution-wide adaptations on the physical space, lecture halls made more accessible) 2. Insufficient awareness of the services (awareness creation initiatives) 3. Integration of SAD programmes into the mainstream programmes – opportunities provided by the HEQF on curriculum restructuring/ redesign 4. Single site faculty location model | |

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Conclusion

- TUT approach to Student Academic Development reflect an attempt to focus on Quality
- The challenge is to build and enhance a quality culture
- Moving beyond a focus on quality to making quality a way of life
- A dilemma for the entire institution
- Quality a “DQP affair” vs. quality residing at “point of delivery”
- Role of DQP in ensuring that TUT achieve this “ideal”



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Thank you

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