



## **APPOINTMENT, MANAGEMENT AND DEVELOPMENT OF FACULTY POLICY**

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## 1 INTRODUCTION

The Da Vinci Institute is an accredited private higher distance education provider offering qualifications on NQF levels five to ten, which are registered on the Higher Education Qualifications Sub-Framework (HEQSF). This policy forms part of the institutional Integrated Quality Management System and details the principles for ensuring that programme offerings adhere to academic standards and empower students to contribute to the transformation of their communities, society, and the economy of the future. This approach is underpinned by the Business- and Community-based Action Learning discourse on the co-creation and distribution of relevant knowledge.

Da Vinci offers outcomes based, distance education opportunities. This policy details the principles and process that will ensure this offering is aligned with the principles of a Mode 2 institution, adhering to the required academic standards and empowering students with the knowledge and skills to contribute to the society and the economy of the future.

This Policy outlines the principles in terms of which academic (teaching) staff are appointed, managed and developed by The Institute.

## 2 DEFINITIONS

Term	Definition
Faculty	A department or group of departments in a learning institution
Management	The responsibility for, and control of the institution
Staff Member	Any employee of the Institution including the assessors/ internal moderators appointed for specific duties

## 3 REGULATORY FRAMEWORK

This policy is benchmarked against, and should be read in the context of the relevant legislation underpinning the principles against which institutional policies and operational procedures are developed, implemented and maintained. These include:

### A. Relevant Legislation

- i. Constitution of the Republic of South Africa (No 108 of 1996)
- ii. Higher Education Act (Act 101 of 1997)
- iii. Minimum admission requirements (Gov, August 2005)
- iv. Minimum admission requirements (Gov, 26 November 2009 [NCV])
- v. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa (SAQA, 2017).

- B. Applicable Da Vinci documents
  - i. D11 - Nomination and Appointment of External Examiners Policy
  - ii. D12 - Students-Supervisor Relationships Policy
  - iii. D10 – Appointment of Research Supervisors Policy
  - iv. D15 - Conducting Ethical Research Policy
  - v. D9 - Da Vinci Research Policy Framework Policy
  - vi. Research Policy Guidelines: External examiners of dissertations and theses
  - vii. Research Policy Guidelines: Supervisor and student roles and responsibilities.

## **4 SCOPE**

The policy applies to the appointment, management and development of all academic staff (faculty) for the registered qualifications of The Da Vinci Institute.

Note: The appointment of research supervisors is covered in the Policy: Appointment of Academic and Subject Matter Experts (SME) Supervisors.

## **5 PURPOSE**

The purpose of the policy is to:

- a) Provide a framework for the nomination, selection, appointment, development and retention of academic staff members in terms of facilitation of learning (teaching) and assessment
- b) Ensure consistency, fairness and transparency in the nomination, selection, appointment, development and retention of academic staff members in specific academic positions.

## **6 HIGH LEVEL PROCESSES**

### **6.1 Appointment of faculty**

The appointment of full-time faculty is managed by the CEO and/or Executives of The Institute, while the appointment of part-time faculty is managed by the Executive Deans with the support of the HR office of The Institute.

The selection process should ensure that new candidates contracted by The Institute are suitably qualified and experienced and will assist with the achievement of its dream and strategic objectives. The details are contained in the Procedure for Appointment of Faculty.

### **6.2 Performance management of faculty**

The Executive Deans together with Heads of Programmes takes overall responsibility for the performance management of faculty. This process is documented by the Performance Management Procedure document, and is informed by a) student

feedback and performance, b) moderation reports, and c) classroom visits conducted by Heads of Programmes or the Executive Deans.

### **6.3 Development of faculty**

The development and retention process should ensure that the faculty contracted by The Institute is developed and retained on a long-term basis. The development of the academic staff members focuses on the skills and behaviours required to facilitate, assess, moderate and write content in a Mode 2 and distance learning environment.

## **7 PRINCIPLES**

The Da Vinci Institute's teaching and learning philosophy is based on Mode 2 research, andragogic and experiential learning principles. These principles underpin all activities and deliverables in the teaching and learning space.

The nomination, selection and appointment of sufficient, adequately qualified and experienced academic staff members are dependent on their ability to contribute to The Institute's dream (mission) and operate in accordance with a Mode 2 methodology as the foundation of The Institute's teaching and learning philosophy, based on the following requirements:

### **7.1 Academic requirements (as per CHE)**

All faculty members must meet the academic requirements pertaining to teaching staff as outlined by the Council on Higher Education (CHE, 2004). These include the following:

- a) Academic staff must have relevant academic qualifications higher than the exit level of the programme but at minimum a degree
- b) Academic staff for postgraduate programmes must have relevant academic qualifications at least on the same level as the exit level of the programme. (Junior or part-time tutors may act as facilitators of learning under supervision)
- c) Preference will be given to academic staff with two or more years of teaching experience at a recognised higher education institution in areas relevant to the programme
- d) Academic staff must be competent to apply the assessment policies of the institution. Preference will be given to staff with assessment experience. However, The Institution's development programmes will also aim at enhancing this competency
- e) Academic staff members must have research experience through their own research or studies and are encouraged to publish academic papers.
- f) Preference will be given to staff with research backgrounds relevant to the subject areas of The Institute's programmes. In case of postgraduate programmes, the research profile of the staff includes recognised research outputs.

## **7.2 Real world working and learning experience**

The Mode 2 context calls for 'real world' working and learning experience, which implies that facilitators should preferably have experience in the field in which they are teaching, in addition to their academic qualifications.

## **7.3 Fixed long-term working contracts**

While the core academic staff of The Institute are working for The Institute on a full-time basis, The Institute also utilises a core pool of learning facilitators on fixed long term working contracts.

## **7.4 On-boarding and continuous professional development (CPD) opportunities**

An annual, integrated development plan for faculty is developed and issued in November of the preceding year. In terms of this plan, The Institute:

- a) Provides on-boarding (induction) opportunities in which new academic staff members are required to participate (refer Faculty On-boarding Guide)
- b) Provides regular staff development opportunities (such as continuous professional development or professional workshops), in which relevant academic staff are required to participate.

## **8 RESPONSIBILITIES**

In this section the roles and responsibilities of the main role-players are described. Specific deliverables and contributions may be agreed with the role-players, documented in their annual Key Performance Indicators and/or informally agreed in terms of specific projects.

### **8.1 Dean: Teaching, Learning and Research**

The Dean: Teaching, Learning and Research is directly responsible for the appointment, management and development of part-time faculty (with respect to lecturing, assessment, supervision and similar teaching and learning functions) and is responsible for the management and development of full-time faculty within the teaching, learning and research team.

### **8.2 Executive Dean: Learning Experience, Academic Operations and Student Support**

The Executive Dean: Strategy and Stakeholder Engagement is responsible for managing service to the community as an integrated part of the teaching and research activities of The Institute and for creating and maintaining the necessary structures by means of which effective and relevant service can be delivered to the community. The Executive Dean is further responsible, inter alia, for the overall planning, development, renewal and changing of academic programmes to ensure

meaningful academic outcomes, quality, and relevance. Last the Executive Dean also oversees student support.

### **8.3 Head of Programme (Postgraduate & Undergraduate)**

The Head of Programme (HoP) of The Institute is required to, inter alia; develop an operational plan for programme offerings in consultation with the Executive Dean and to provide academic leadership. The HoP is responsible for promoting scholarship, ensuring that teaching and quality standards are implemented and maintained, and develops staff to grow into a well-functioning academic unit. The HoP ensures the election of class representatives and consults students in the programme (or their representatives) at regular intervals and identifies and monitors students requiring academic support and suggest suitable interventions and support services. The HoP further advises on and contributes to curriculum development; ensures a flow of information to staff, especially regarding policies and procedures; undertakes staff planning, appraisal and development in consultation with the Executive Dean; works towards continuous programme development and improvement; observes faculty teaching and provides constructive feedback to develop academic staff.

### **8.4 Learning Co-ordinator**

The Learning Co-ordinator for the relevant programme is responsible for the following:

- a) The management of the academic staff in their own faculty, under leadership of the Executive Dean
- b) Quality assurance of teaching and learning, including classroom visits
- c) Identification of development needs (staff)
- d) Annual review of learning material (with the design office).

### **8.5 Lecturer**

A person responsible for facilitation of modules as outlined in each programme framework. During this process the lecturer is expected to guide the student towards achievement of the learning outcomes of the respective module. The lecturer will also fulfil the role of assessor. This work is covered in The Institute's Assessment and Moderation Policy.

## **9 REVIEW OF THIS POLICY**

Regular review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at departmental and institutional level, under the auspices of the official custodian of this policy, namely the Executive Dean: Teaching, Learning and Research.

## 10 PROCEDURES

The following documentation support the implementation of this Policy:

D6-P1 – Appointment of Faculty Procedure

Faculty development strategy (updated annually)

D19 - Assessment and Moderation Policy.

## 11 APPOINTMENT OF FACULTY PROCEDURE

### Procedure Description

This procedure document will be followed for the appointment of faculty.

Step	Description	Notes
1	Application sent via email includes email, attached CV, faculty profile, certified identity document and qualification/s	CHE Programme Criteria requirements: A minimum of a degree or a NQF qualification one level higher than the qualification higher other than Doctorate 50% of Faculty on Master's must have a Doctorate qualification Relevant work or field experience There may be module specific requirements
2	Evaluation against criteria, current offerings and vacancies	
3	Interview with Dean: Teaching and Learning	Clarify experience, qualification and suitability
4	If successful new faculty to be contracted and sign other necessary documentation	
5	Invitation to Onboarding 1,2,3	
6	Meeting with relevant experienced lecturer to observe existing workshop where relevant	
7	Add new faculty to the designated faculty lists	
8	Faculty to attend Onboarding 1,2 & 3	Some faculty roles may have an additional workshop e.g: Supervision workshop, material development
9	First booking and briefing	
10	On going feedback and CPD process	

## 12 DEVELOPMENT OF FACULTY PROCEDURE

### Procedure Description

This procedure document will be the process followed for the integrated development of all faculty.

Step	Description	Notes
<b>A</b>	<b>Fundamental development - Onboarding</b>	
1	The Da Vinci Way: Mode 2, engagement	
2	Mode 2 learning methods and facilitation techniques (including distance and online learning)	
3	Assessment principles, critical reviews, methods and tools	
<b>B</b>	<b>Continuous Professional Development (CPD)</b>	
1	The Conceptual Frames guiding Da Vinci (QMS preamble)	
2	Quality Assurance in the higher education context	
3	The research onion	
4	The NQF Level Descriptors	
5	Combined: Conceptual frames: TIPS	
6	Adult learning principles	
7	Student support	
8	Lessons Learnt: Post-graduate examination and oral defences	This is a requirement in the Supervisor-Student feedback procedure
9	Update on curriculum	
10	Academic year closure – Dimonstrazione	Dimonstrazione – A commitment to test knowledge through experience, persistence and willingness to learn from mistakes
<b>C</b>	<b>Deepening the discourse/Advanced development</b>	
1	Outcomes-based, integrated curriculum design in a distance learning, Mode 2 higher education context	
2	Enhancing academics as teachers in a Mode 2 higher education context	
3	Assessment as learning in a Mode 2 higher education context	
4	Research in a Mode 2 higher education context	
<b>D</b>	<b>Supervisor Seminars</b>	

1	Finding, defining and refining the research puzzle	
2	Cracking the literature review	
3	Bulletproof the research design and methods	
4	Making sense of data collection and analysis	
5	Philosophical underpinnings of research studies	
6	Academic writing	
<b>E</b>	<b>Publication</b>	
1	Publication workshop open to faculty and alumni	

### 13 MANAGEMENT OF FACULTY PROCEDURE

#### Procedure Description

This procedure document will be followed for the ongoing management of and feedback to faculty.

Step	Description	Notes
1	Programme Convener to do a class visit	Reported to Management meeting
2	Programme Co-ordinator or Dean: Teaching and Learning or Heads of Faculty to ensure planned and unplanned class visits take place	
3	Dean: Teaching and Learning, Programme Co-ordinator to review student's Evaluation report of lecturers after each module	Reviewed monthly
4	Lecturer to complete a Lecturer's Report after every module and submit to the Programme Convener	
5	Moderator feedback reviewed in regular marks meetings	
6	If necessary, any findings are escalated to the relevant sub committee	
7	Development plan adapted in response on an annual basis	
8	Students' complaints investigated as needed	Refer to Procedure: Students Complaints
9	All faculty have the opportunity to complete Customer Survey Index (CSI)	
10	Dean: Teaching and Learning to review and action CSI feedback when relevant	

## 14 VERSION HISTORY

<b>Version History</b>	<b>Amendment Details</b>	<b>Approval Date</b>	<b>Approving Committee</b>
V1		2015/01/30	
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