



PROGRAMME MANAGEMENT POLICY

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1 INTRODUCTION

The Da Vinci Institute is a registered private higher distance education provider (Registration No. 2004/HE07/003) offering accredited 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 the required academic regulatory 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.

Programme development and management are sufficiently resourced as included in the annual institutional budget and planning.

2 ACRONYMS

CHE	Council on Higher Education
DHET	Department of Higher Education and Training
eLMS	Electronic Learner Management System
ETQA	Education and Training Quality Assurance
LMS	Learning Management System
NLRD	National Learners' Records Database
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualification Authority

3 DEFINITIONS

Academic Programme Management	Is the overall management of the interrelated activities and components that make up a programme, aligning with other business and operational functions within The Institute to ensure that teaching and learning outcomes are achieved.
Accreditation	Is the recognition status granted to a programme of a registered provider for a stipulated period of time after a Higher Education Quality Committee (HEQC) evaluation indicates that it meets the minimum standards of quality (CHE, 2004:33).
Action learning	An approach to learning through problem-probing that involves reflecting on actions taken as part of the learning process.
Andragogy	The method and practice of teaching adult learners, with an emphasis on self-directed learning.

Assessment	Is vital to the education process and includes summative and formative assessment. Assessment is a critical factor in determining whether meaningful or transformative learning has occurred in relation to the stated learning outcomes. The Institute draws on both <i>Assessment as learning</i> and <i>Assessment for learning</i> . Assessment results are recorded, moderated, and reported on.
At-risk student	A student who has been identified as disengaged, inactive, not progressing academically or who is at risk of not succeeding in their studies.
Curriculum	A structure that facilitates access to knowledge and knowing of which the purpose is to achieve broad goals and related specific outcomes that are planned in terms of a framework of theory and research appropriate to the level of study; where content, teaching and learning and assessment methods facilitate the achievement of the aims and learning outcomes. The curriculum is therefore politically, socially, and culturally constructed.
Curriculum Alignment	The principle of ensuring that the purpose of a programme or module is supported by the content selection, learning outcomes, teaching, and learning methods and assessment practices used to deliver and assess it.
Curriculum Management	The collective approaches, resources, tools, and processes for academic administrators, faculty, and staff to initiate or improve the current or future academic offerings of The Institute. This includes managing the quality of teaching and learning, learning content, assessment, and seeking ways to improve the relevance and applicability of learning.
Discontinued programme	A programme in which no further students will be enrolled, and existing students will be taught out.
Distance Learning	Distance education is a mode of education provision based primarily on a set of teaching and learning strategies utilising platforms and systems that can be used to overcome spatial and/or transactional distances between educators and students. It replaces the need for students to engage with the curriculum by means of attending venue-based lectures. Rather, it aims to create a quality learning environment using an appropriate combination of different media, tutorial support, peer group discussion, and practical sessions (DHET, 2014:20) to enable curriculum engagement.

Equity of Delivery	The principle of educating in such a way that all students have the same learning opportunities to reach the minimum levels of achievement.
Faculty	A body of suitably qualified and experienced academic subject matter experts who design, develop, and deliver material using a range of methods and platforms in accordance with the Higher Education Institute's strategic objectives.
Faculty Feedback	A response from faculty regarding the performance of modules on a programme that is collected via online feedback reports. Faculty feedback informs future revisions and refinements of programme delivery.
Student Performance Feedback	A central mechanism to ensure assessment as learning is providing timely, constructive, enabling feedback, which aims to be 'developmental' rather than 'judgemental' (Brown, 2004:84), and where feedback on all assessments contribute to learning. In addition, feedback can also be informal, for example, in day-to-day encounters between lecturers and students and between peers.
Learning Management System (LMS)	A software application for the online delivery of learning material, assessment submission and management, and providing feedback on assessments online, as well as tracking, reporting on, and administrating student engagement, collaboration, and communication.
Monitoring	Determining the status, progress, and quality of various aspects of programme delivery, including processes, activities, and systems over a period of time by means of evaluation, supervising, or critically observing the delivery of the programme.
Online Learning	The combined synchronous and asynchronous teaching and learning activities associated with a learning programme delivery via a technological platform.
Outcomes-based Education	A student-centred, results-oriented approach to education that requires students to demonstrate evidence that they have achieved stated learning outcomes.
Phase-out of a Programme	Discontinuation of a programme, which includes the teach-out of the curriculum and de-registration of the qualification with appropriate regulatory bodies, more specifically, this means no longer including the programme/qualification as part of the offerings at The Institute.

Programme	A purposeful and structured set of learning activities designed to enable students to meet the outcomes necessary for the reward of a qualification.
Programme Evaluation	The quality assurance (QA) procedures undertaken to make an independent assessment of various aspects of programme design, delivery, and impact to validate the findings of an internal programme review.
Programme Review	The internal self-evaluation procedures that a higher education institution (HEI) undertakes to monitor and reflect on the outcomes and impact of its academic programmes with the intention of maintaining quality standards.
Quality Management	Quality management entails a number of elements of institutional planning and actions to address issues of quality. These include institutional arrangements for quality assurance, support, development, and monitoring (CHE, 2014).
Student-Centricity	Programmes, learning experiences, instructional approaches, and academic support strategies that are intended to acknowledge the distinct learning needs, interests, aspirations, work, or cultural backgrounds of individual students.
Student Feedback	A response regarding the performance of the programme that is collected via student surveys. Student feedback serves as the primary source of information about students' experiences of learning and teaching.
Student Support	A range of services to assist students to meet their learning objectives and to gain the knowledge and skills to be successful in their studies.
Library and Information Services	The collection, curation, sourcing, and management of information resources, learning materials and reference works that supports students' learning initiatives.
Teaching	Appropriate lecturing and facilitation practices for the promotion of learning and the attainment of learning outcomes for modules as well as the exit level outcomes of the programme.
Teach-out	A programme status where no new students can be enrolled for the programme and arrangements are in place to ensure that all existing enrolled students can either complete the programme or transition to an alternative mutually agreed upon programme that poses no disadvantage to the student.
Terminated programme	A discontinued programme to which no further teach-out is linked.

<p>Transdisciplinary Approach</p>	<p>The notion of transdisciplinarity in the context of applied learning suggests that knowledge, whether being acquired, produced, or disseminated, is inherently transgressive. The prefix "trans" indicates a concern with knowledge that is between the disciplines, across the different disciplines, and beyond individual disciplines.</p> <p>A transdisciplinary approach to curriculum integration is therefore defined as one "which dissolves the boundaries between the conventional disciplines and organises teaching and learning around the construction of meaning in the context of real-world problems or themes" (UNESCO, 2021).</p> <p>In the context of problem-probing, students are required to adopt research strategies that go beyond disciplinary boundaries, incorporating various approaches and the interests and views of diverse stakeholders.</p>
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4 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. A new Academic Policy for Programmes and Qualifications in Higher Education (CHE, 2002)
- II. Constitution of the Republic of South Africa of 1996
- III. Copyright Act (No. 98 of 1978)
- IV. Course Design and Material Development Guide developed by the South African Institute for Distance Education (SAIDE)
- V. Criteria for Programme Accreditation (CHE, 2004)
- VI. Distance Higher Education Programmes in a Digital Era: Good Practice Guide. (CHE, 2014)
- VII. Higher Education Act (No.101 of 1997)
- VIII. Improving Teaching and Learning Resource No. 1 and 2, (CHE, 2004)
- IX. Minimum admission requirements (Gov, August 2005)
- X. Minimum admission requirements (Gov, 26 November 2009 [NCV])

- XI. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa (SAQA, 2014)
- XII. National Qualification Sub-framework (CHE, 2013).

B. Applicable Da Vinci documents:

- I. A1 - Quality Management Policy
- II. A2 – Policy Development and Review Policy
- III. A13 – Language Policy
- IV. D2 - Application, Admission and Registration Policy
- V. D4 - Teaching and learning Policy
- VI. D5 – Curriculum Design the Development of Learning an Assessment Resources Policy
- VII. D6 - Appointment, Management and Development of Faculty Policy
- VIII. D9 - Da Vinci Research Policy Framework Policy
- IX. D10 - Appointment of Research Supervisors Policy
- X. D11 - Nomination and appointment of Examiners Policy
- XI. D12 - Students-supervisor relationships Policy
- XII. D13 - Examination of dissertations and theses Policy
- XIII. D14 - Library and Learning Resources Centre Policy
- XIV. D16 - Experiential and Business- and Community-based Action Learning Policy
- XV. D19 - Assessment and Moderation Policy
- XVI. D20 - RPL, CAT and Articulation Policy
- XVII. D28 - General Administration Policy
- XVIII. E1 – Code of Conduct Policy
- XIX. E5 – Assessment Appeals Policy
- XX. E6 - Student Support Policy
- XXI. E1-P2 – Complaints Procedure
- XXII. Research Policy Guidelines: External Examiners of Dissertations and Theses
- XXIII. Research Policy Guidelines: Supervisor and Student Roles and Responsibilities
- XXIV. L02: Teaching and Learning Philosophy and Strategy
- XXV. L04: Da Vinci Student Support Framework

5 SCOPE

The Policy applies to all programmes offered by The Institute pertaining to the registered qualifications and short learning programmes of The Institute. This policy applies to:

- a. All relevant academic staff and other internal and external stakeholders involved in the programme development and management process
- b. All academic and administrative staff implementing and governing the programme development and management process.

6 PURPOSE

The Programme Management Policy outlines the principles, regulations, and criteria in terms of which programme management is implemented by The Institute.

The purpose of this policy is to ensure that The Institute adheres to the national regulatory criteria and requirements for effective programme management by:

- a. Articulating The Institute's programme management principles
- b. Standardising programme management practices at The Institute
- c. Establishing a common understanding of the process of programme management and the responsibilities of the relevant role-players.

7 PROGRAMME APPROVAL

7.1 Programme Approval Process

Proposals for new programmes are presented to the executive committee (EXCO) for strategic approval in principle, based on the alignment of the proposed programme to The Institute's strategic objectives, and a demonstration of a viable academic and business case, including a feasibility study.

A new programme is either:

- one that is offered for the first time or
- one that differs substantially to a programme that was originally offered by more than 50% in terms of either the content being offered or changes to the exit level outcomes.

Strategic approval will be based on, *inter alia*, whether:

- a. There is a demand for the programme that is aligned to The Institute's purpose, dream, objectives, and value offerings
- b. There is market access, and the programme has been benchmarked
- c. There is a clear and appropriate academic rationale for the proposed programme
- d. The Institute has capacity (infrastructure and resources) to offer the programme
- e. There is a demand from industry that will make the graduates from the programme employable and/or the programme will enhance graduates' career prospects
- f. There is *prima facie* evidence of sufficient student demand for the programme
- g. Regulatory requirements (e.g. CHE and DHET) and national skills needs, as identified in the National Development Plan (NDP), the Sector Skills Plans, and the National Skills Development list of scarce skills, have been taken into account.

Following consideration of the proposal by EXCO, one of the following decisions will be reached:

- I. Permission is granted for the programme to be developed through the application of existing quality assurance processes by the Teaching and Learning Committee with final approval by Senate
- II. The proposal is rejected with reasons provided.

7.1.1 Procedure for the Development of a New Programme

Once a proposal for a new programme has been approved, the following procedure needs to be followed:

- The Design Office drafts a programme and curriculum outline in collaboration with subject matter experts (faculty) and industry experts. This outline must include, *inter alia*, programme and module specifications, definitive descriptions of the programme, intended learning outcomes, the level of study, and the teaching and learning strategies to be implemented. These are the key requirements in programme approval and review, as well as being an important source of information for students.
- After completion of the draft programme and curriculum outline, the Design Office establishes a Programme Advisory Committee (PAC) consisting of external subject matter experts, faculty, and representatives of professional/industry bodies, where relevant. The PAC is responsible for evaluating the design and proposed delivery of the programme against good and best practice in Higher Education.
- The resulting curriculum framework incorporating the feedback from the PAC is presented to the Teaching and Learning Committee for evaluation, following which it is recommended to the Senate for approval.

The procedure is designed to ensure that full consideration is given to all factors that determine whether a programme should be offered. Through this process, The Institute seeks to ensure that its programmes are well-designed, academically sound, coherent, intellectually challenging, and that the design is informed by research capable of enriching the student experience. The Design Office will initiate the development process once the framework is approved by Senate.

Once approval is granted by Senate, the programme submission template will be completed and the programme approval documentation and populated template are handed over to the Registrar's Office for submission to the Council on Higher Education (CHE).

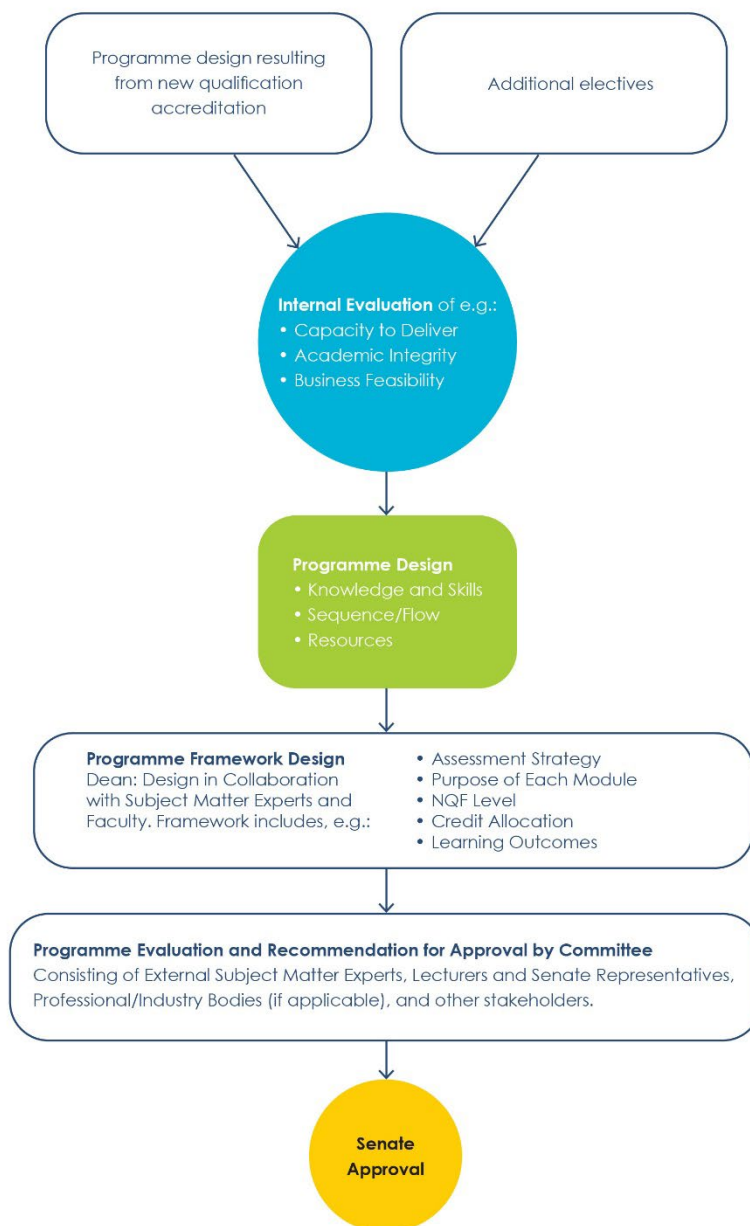


Figure 2: Programme Approval Process

7.2 Curriculum Design Process

As indicated in the *D5 - Curriculum Design and the Development of Learning and Assessment Resources Policy*, the core components of curriculum design and development that inform Programme Management include the following aspects:

- a. Designing and developing specific modules and their associated material
- b. Developing courseware and sourcing prescribed material and other supporting learning resources
- c. Developing formative, summative, and integrated programme assessments as well as lecturer plans and supporting resources, e.g. learning activities, lecturer material, multimedia resources, activities/simulations and online self-paced individual learning resources to facilitate distance learning
- d. Developing a programme delivery structure, including the sequence and duration of modules based on their credit values and their associated assessment strategy based on the NQF level of the programme and the module.

Being a distance provider of higher education that emphasises business- and community-based action learning, the curriculum is designed and planned for implementation to enable achievement of the programme exit level outcomes and module outcomes as well as enhancing the associated graduate attributes.

Curriculum design starts with an identification of the integrated authentic assessment and assessment criteria for each module. The level descriptors are used to ensure that assessments are at the correct level of the National Qualifications Framework (NQF).

The Institute's curriculum development aims to be responsive to student and industry needs, to enhance student-to-student, and student-to-lecturer dialogue and subscribes to the continuous review and improvement of learning and assessment resources (refer to A1: Quality Management Policy).

7.3 Development and Approval of New Modules

New modules must be considered by the Dean: Design and must be approved by the relevant structures, including the Teaching and Learning Committee, who will make a recommendation to Senate for final approval. The Dean: Design, in consultation with the relevant Faculty Deans, Heads of Programmes and Cluster Managers will oversee the curriculum design by the responsible staff member(s). The relevant Cluster Manager for a module is responsible for the academic leadership for the development of the module. Courseware must be completed within the agreed time frames set out by the Dean: Design and a module coordinator and internal moderator must be appointed for the module. All new modules must form part of the quality assurance process and the module details must be added to the Module Information Sheets (MIS).

7.4 Changes to Existing Modules

Changes to existing modules must be approved by the Dean: Design and the relevant Cluster Manager. Changes to existing modules must be completed within the agreed time frames and must be internally moderated and quality assured. Any changes to the Module Purpose and Outcomes must be approved by Senate and need to be updated on the Module Information Sheet for that module.

Student and lecturer feedback must be gathered on each module by means of the student satisfaction survey and the Lessons Learned session with the Programme Coordinator. Feedback reports must be provided to Cluster Managers, Heads of Programmes and the Dean: Design. The Dean: Design, in collaboration with the Cluster Managers and Heads of Programmes must evaluate the reports and must ensure that the relevant module and programme improvements are implemented.

8 MONITORING PROGRAMME IMPLEMENTATION

A formal and comprehensive programme review is conducted after the first full programme has been delivered and a cohort has graduated. The minimum period is determined by the prescribed duration of a programme (cyclical).

All programmes are continually reviewed as per The Institute's predefined programme review schedule. Programme reviews are conducted by internal and external evaluators.

Opportunities to provide, receive, and engage with feedback must be embedded within the curriculum and ongoing reviews will include post-module student feedback and faculty reports to improve programme delivery. planned across programmes.

9 PROGRAMME DISCONTINUATION

The Institute may decide to discontinue a programme for several reasons including:

- changes in student demand,
- a change to strategic positioning in a particular market,
- a major programme revision following a formal programme review process, or deciding to discontinue a programme or not renew the accreditation of a programme.

All cohorts affected by a discontinuation shall be managed as follows:

1. All students in the discontinued programme must be provided with a reasonable time to complete the programme. The completion time will be the full duration plus one further year.
2. Students who have not completed the discontinued programme within the teach-out period, will be further assisted on a case-by-case basis to complete their programme.

9.1 Procedures for approval of programme discontinuation

The Teaching and Learning Committee submits a proposal for the discontinuation of a programme to Senate. The proposal must include the following information:

- Reason/s (academic, strategic, regulatory, or financial) for the discontinuation of the programme
- Whether a replacement programme or transition options are in place
- The number of students currently enrolled and their level of progression
- The communication strategy that will be followed to inform all relevant stakeholders
- Timelines associated with the discontinuation of a programme.

Based on a decision from Senate, the Executive Dean: Academic will initiate a programme discontinuation process that will involve the relevant academic and administrative staff as well as student representatives.

The Teaching and Learning Committee will be responsible for monitoring the operationalisation of, and reporting on, the teach-out or phase-out strategy.

9.2 Determining anticipated completion dates for teach-out/phase-out programmes

In determining the anticipated completion date for a discontinued programme/qualification, all existing enrolments per year level including the estimated intake of the final cohort will be considered. Based on the nature of the student cohort and the programme, a completion date will be determined.

In exceptional circumstances, a contingency option may be applied for any student who is not able to complete their programme by the end of the teach-out or phase-out period. Approvals regarding applications will be determined by one of the Executive Deans on a case-by-case basis and will be reported on at Senate.

This arrangement may also need to be applied to any student requesting a deferment late in the teach-out period or seeking an extension to a deferment. Students should be advised that such requests are unlikely to be approved unless there are exceptional and extenuating circumstances. Students making these requests need to be advised of the consequences for their progression and the limited range of options that may be available.

9.3 Student Communication

All students impacted by the decision to discontinue a programme must be advised in writing. The correspondence should include the reasons for the decision and details concerning the various options that are available. A nominated contact person must be referenced to assist students with their individual enquiries.

Each student will be given specific and personal advice as to how they can complete the discontinued programme and will be provided with additional academic support where required.

In instances where students opt to transition into an alternative programme, assistance will be provided in terms of, inter alia, credit transfers.

At the point of the final intake or as soon as the decision has been taken to teach-out a programme, students need to be advised that a deferral is no longer an option. Marketing material for the final intake must clearly state that a deferral is not an option.

9.4 Programme Advertising

The Executive Dean: Academic will inform the Strategy and Stakeholder Management and Growth and Sustainability departments, as well as Registry to remove the programme from all websites and publications.

10 PROGRAMME INFORMATION MANAGEMENT

The custodian of the Programme Frameworks is Registry. Once a Programme Framework is registered with the three regulatory bodies, namely, DHET, CHE and SAQA, the Programme Framework is uploaded to the Intranet. Amended Programme Frameworks as a result of policy changes and curriculum revisions, are also recorded.

Module codes are recorded on a 'Module Codes' register. Before the commencement of a programme the modules and the module codes that reflect on the Programme Framework are uploaded to the eLMS and pushed to the LMS. The Programme Framework informs the Student's Programme Schedule.

The Institute continuously develops and updates technical infrastructure and the administrative system to ensure efficient student administration, electronic filing and functional delivery of online support systems. Assessment results are recorded on the eLMS. This system provides accurate, detailed, and clear student records and meets the reporting requirements of relevant legislative bodies such as: SAQA, NLRD, DHET, CHE, QCTO, etc. Access to the eLMS is controlled via permission settings to ensure student confidentiality. The technical infrastructure must ensure that data integrity is protected.

The duration of studies will be in accordance with the programme stipulations. Each programme shall have a minimum period of study and a maximum period of study. Student progress is monitored and reported on to ensure that students complete within the maximum duration time. At-risk students are actively engaged by student support and students who defer their studies are also contacted by student support on a quarterly basis. Students will have their studies terminated on reaching the maximum period of study for a programme. Consideration will be given to special cases with valid motivations (Refer to D28 General Administration policy).

10.1 The Review Cycle

Da Vinci subscribes to a review cycle of *Plan-Implement-Review-Improve (PIRI)* to ensure quality. This process strengthens The Institute's focus on continual improvement and innovation that are essential to achieve quality sustained success.

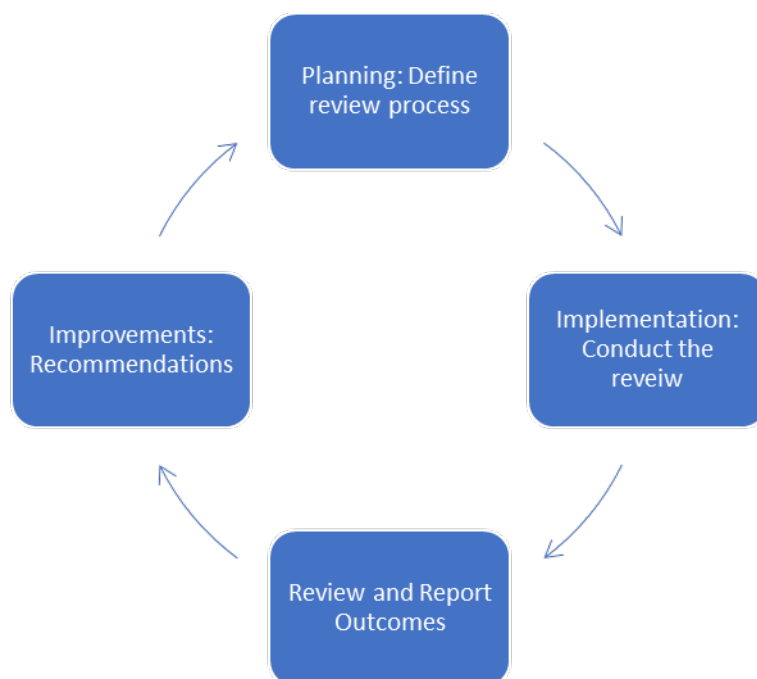


Figure: The Review Cycle

Refer to *A1- Quality Management Policy* for additional information.

11 OPERATIONALISATION OF PROGRAMMES

The Institute follows a systemic thinking approach to programme management, in that: 'a distance education system consists of all the component processes that make up distance education, including learning, teaching, communication, design, and management...' (Moore & Kearsley, 1996, in CHE, 2014: 65)

This approach places the student (microsystem) at the centre and The Institute, including the learning resources and support offered to students as the mesosystem.

This approach ensures that The Institute is constantly conscious of the impact of the various elements and the interaction between these, on the students and their learning.

All programmes offered are aligned to *D4 - Teaching and Learning Policy*

11.1 Planning and Coordination

A programme schedule is compiled for each group of students including due dates for:

- Courseware being made available on the online learning platform (Moodle)
- Formative, summative and exit level assessments
- Elective tuition support sessions and chat sessions
- Student support sessions as per the *L04: DaVinci Student Support Framework*

These schedules, along with weekly tutorial letters, must assist students in pacing their learning journey.

Students will receive these schedules at the beginning of each academic year and are constantly reminded of deadlines as they navigate their learning journey, as part of the holistic support strategy of The Institute.

Modules are offered individually in a logical sequence to ensure a coherent learning experience. The length of the delivery cycle is module-specific and based on its credit value.

Students go through an extensive onboarding process, in which, among other things, the programme structure, the programme delivery model, and module sequencing is explained.

All exit-level modules are externally moderated and non-exit level modules are internally moderated as per the *D19 – Assessment and Moderation Policy*.

11.2 Online Learning Platforms

The online Learning Management System (LMS) platform enables the availability of resources and the capacity to deliver in the distance mode. All Da Vinci students have access to and should actively make use of the LMS. The LMS provides access to, inter alia, learning material, additional reading and support material, discussion forums, and engagement with the lecturer. All assessments must be submitted through the LMS originality checking software that produces similarity reports. The LMS is also used to communicate with students and students complete invigilated assessments via proctoring software on the LMS.

The following functionalities of the LMS platform are employed:

- a. The storage, organisation, and distribution of all learning resources
- b. Monitoring of student progress and the generation of participation data that allows the institution to adjust aspects of programme delivery in an informed manner
- c. Facilitation of various synchronous and asynchronous teaching and learning activities
- d. The facilitation of communication with students, among students, and between students and faculty

- e. The submission, management, invigilation (if relevant) and marking of assessments
- f. Similarity evaluation
- g. Access to research and information resources
- h. Availability of resources related to student support, such as, the on-boarding guide, referencing guide, templates, etc.
- i. Facilitate the development of communities of learning
- j. The continuous enhancement and optimisation of the student's LMS platform experience is a priority

11.3 Tuition Support

The Institute offers elective non-compulsory tuition support as additional learning support to students. The majority of these are offered online and some may be face-to-face. While these sessions are not compulsory, students are encouraged to attend them, attendance is monitored and recorded, and they are arranged to accommodate the varying contexts of Da Vinci students. These are included in the programme schedules given to students.

11.4 Proactive Student Support

Given The Institute's commitment to student success and being conscious of the need for an appropriate mix of academic, administrative, and personal support, as well as social integration to ensure the academic success of distance students, the *L04: Da Vinci Student Support Framework* is applied in all programmes to offer the necessary support to all students, in addition to the support provided to at-risk students. The collective purpose of Student Support at The Institute is to offer students a holistic experience by strategically investing in a level of service provision that nurtures the student's social, cognitive and learning presence.

There must therefore be regular student-staff contact as well as student-student contact to 'take the distance out of distance education'. The Institute must provide supportive, inclusive, and flexible learning communities where students are able to reflect on their experiences, which in turn, enables engagement and active learning.

Frequent student satisfaction and feedback surveys are conducted to provide students with an opportunity to provide feedback on their satisfaction with the support services and engagements provided by The Institute.

11.5 Student-centricity

The Institute's approach to programme management is student-centred, and therefore The Institute's activities are intended to assist students to construct their own knowledge and affect their own development.

In all programmes, students are encouraged to engage with the discipline content, to collaborate and interact with each other and the lecturer during learning, to reflect on what they learn, to incorporate the Da Vinci lenses into assessments, and to relate what they learn to practice. To achieve this, activities are designed that promote

knowledge and skill mastery through applying theory to practice and interacting with peers, sojourners, and the environment (including their place of work and/or the community).

Opportunities are provided for students to make informed choices about where to focus their attention, which lines of enquiry to pursue, and how to relate course content to authentic, real-life experiences (CHE, 2014:5). The emphasis is on the co-creation of new understandings rather than rote learning of a fixed body of content.

11.6 LIBRARY AND LEARNING RESOURCES CENTRE

It is the responsibility of the Information Office to maintain a well-balanced and recent collection of various information resources in order to meet the information needs of each programme offered by The Institute.

Research is integral to the learning journey for every programme offered by The Institute, and it is important to provide students with access to credible, relevant, up to date and quality information resource to complete their assessments. Regular acquisitions to the library must be made based on recommendations from Faculty Deans, Heads of Programmes, Cluster Managers, Faculty, Staff, Alumni and Students of The Institute.

Being a distance provider, The Institute's lending library consists of the following:

- Online journal databases
- Printed books and e-books
- Theses, dissertations, and a research repository
- Case studies, screencasts, videos, and any other material that may be required

These resources are curated by the information officer and made available to registered students, faculty, staff, and other relevant stakeholders. Furthermore, the library is equipped with computers and stable Internet access to provide access to relevant resources.

11.7 Distance Learning

The Institute's approach to programme management is aimed at supporting students throughout their learning journey, and in particular to enable engagement and continuous dialogue with The Institute throughout the journey.

Being a distance education provider, programmes are managed in a way that assume a separation of students and faculty (CHE, 2014). Learning is therefore

designed to support students to study independently. However, opportunities for dialogue and cooperative engagement must be built into all learning programmes.

This is done through the learning material provided to students via the LMS, assessment feedback, elective face-to-face tuition support workshops, online tuition support sessions, chat sessions, scheduled student support sessions, multimedia resources, tutorial letters as well as other regular communication and feedback on the LMS, electronic meeting engagements, and regular text and voice communication.

11.8 Monitoring of student progress

Within each programme, The Institute monitors the progress of each student, identifies 'at-risk' students as per the *L04: DaVinci Student Support Framework* and policy, and provide additional student support to at-risk students. Students can be identified as 'at-risk' due to non-submission, poor performance, lack of progress, lack of engagement or no activity on the LMS.

Programme Conveners and Coordinators monitor student progress and module performance on a monthly basis. Progress reports are presented to the relevant Head of Programme and the Executive Dean: Academic. Where required, specific interventions may be administered and monitored to ensure that any problematic module performance is improved. Problematic results as part of module performance are also discussed at the Assessment Committee meetings with the Registrar.

12 APPOINTMENT, MANAGEMENT AND DEVELOPMENT OF FACULTY AND SUPPORT STAFF

Refer to policy *D6 - Appointment, Management and Development of Faculty* and *D10 - Appointment of Research Supervisors*

The Teaching and Learning approach of The Institute requires that Faculty members have both lecturing and industry experience. The appointment of Faculty is managed by the Dean: Design with the support of the Faculty Deans, Cluster Managers and Heads of Programmes and the appointment of Deans are managed by the CEO and/or Executive Chair, with the support of the HR office. The selection process must 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 Executive Dean: Academic takes overall responsibility for the performance management of lecturing faculty. This process is informed by a) student feedback and performance, b) moderation reports, and c) facilitation observation sessions conducted by the Deans, Heads of Programmes and/or Cluster Managers. 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 focusses on the skills and behaviours required to facilitate, assess, moderate, and write content for action and experiential learning in a distance mode of delivery. All academic staff are expected to participate in staff development activities aimed at improving the academic excellence and the effectiveness and efficiency of The Institute's operations.

An annual, integrated development programme for faculty and supervisors is developed drawing on various feedback and is issued in November of the preceding year after approval at Senate. In terms of this plan, The Institute:

- Provides on-boarding (induction) opportunities in which new academic staff members are required to participate (refer to the Faculty On-boarding Guide and Faculty Development Moodle courses, including the compulsory *Teaching with Technology* course)
- Provides regular staff development opportunities (such as capacity development workshops, professional workshops, and seminars), in which relevant lecturing faculty is required to participate.

In addition, the workload of lecturing faculty is managed according to the *L05: Institutional Staffing and Workload Allocation Model*.

The ultimate responsibility for the development of work-related skills and knowledge rests with each member of staff. All academic staff are expected to support developmental activities to enable the benefits they bring to both the institution and individual staff members to be maximised.

Staff can use feedback to identify recurring issues and to inform and modify their approaches to learning delivery by being able to evaluate the quality of their own work and the work of others. The overall aim of academic staff development is to assist the development of each individual and thereby promote improved performance in support of Da Vinci's goals and priorities.

12.1 Specific Responsibilities

Specific deliverables and contributions must be agreed with the role-players set out below. Such deliverables are documented in annual Key Performance Indicators and/or agreed ad hoc in terms of specific projects.

12.1.1 Executive Dean: Academic

The role of the Executive Dean: Academic is the overall leadership, governance, and quality assurance of the design and management of learning and assessment products, including Programme Management, in line with The Institute's strategic intent. The Executive Dean: Academic is also responsible for the implementation of The Institute's teaching and learning policies, research, philosophy, and strategy.

12.1.2 Executive Dean: Research and Institutional Partnerships

The Executive Dean: Research and Institutional Partnerships is responsible for the management of The Institute's research agenda and all research (both postgraduate and undergraduate), as contained in the *D9 - Da Vinci Research Policy Framework*. The Executive Dean: Research is further responsible for overseeing the postgraduate programmes ensuring supervision capacity, and the development of the research and supervisory skills of faculty members.

12.1.3 Dean: Design

The Dean: Design is responsible for the management, instructional design, and development of courseware sets, including assessments and multi-media resources, to support and optimise teaching and learning within the distance mode of delivery, in accordance with programme frameworks, curriculum, and programme design and management policies. This responsibility includes ensuring that existing programmes and modules offered in the programmes are reviewed cyclically. The Dean: Design is further responsible for overseeing the development and quality assurance of courseware and manages the distance learning systems and platforms.

12.1.4 Faculty Deans

The Faculty Dean is responsible for liaising with the Design department as well as the Cluster Managers in terms of the development of courseware ensuring alignment with the Da Vinci lenses and *L02: Teaching and Learning Philosophy and Strategy*. The role of the Faculty Deans is to provide strategic direction in terms of programme execution, and promoting, coordinating, and lecturing in the areas of the TIPS™ Managerial Leadership Framework. The Deans work cooperatively with all Cluster Managers and Faculty to plan and implement creative and relevant curricula, supporting a future focused on holistic educational offerings related to TIPS. This responsibility includes overseeing workload planning in terms of capacity and the allocation of human resources to ensure efficient and effective programme delivery. The Faculty Dean is further required to engage with external stakeholders relating to Faculty and managing the Cluster Managers, who report to the respective Faculty Deans.

12.1.5 Head of Programme

The Heads of Programmes for the respective programmes are responsible for the implementation of The Institute's teaching and learning policy, teaching and learning strategy, student support, and the implementation of the academic programmes. The Heads of Programmes are also responsible for the management and development of faculty and programme coordinators, as approved and facilitated by the Executive

Dean(s). They are responsible for managing programmes from a staffing and resource perspective in collaboration with all the stakeholders involved. Heads of Programmes are ultimately responsible for monitoring overall programme performance.

12.1.6 Programme Coordinators

The Programme Coordinators of The Institute are responsible for supporting the Head of Programme in the implementation of The Institute's Teaching and Learning Policy and Strategy. The Programme Coordinators manage a dedicated team of Programme Conveners to support the students to progress through their learning journey and monitor modular performance, throughput and success rates that could impact on programme performance. They also take responsibility for programme management at The Institute, ensuring a holistic, systemic approach to ensure a meaningful and constructive learning journey.

12.1.7 Programme Convener

The Programme Conveners are responsible for the end-to-end administration of the different student cohorts under the different programmes, ensuring continuity and support for students and that students receive personal attention. Part of their responsibility is to communicate with the different support structures to support at-risk students and to brief faculty members on standards and expectations in the delivery of all learning programmes with reference to specific groups. They are further responsible for monitoring and reporting on student performance, including moderator feedback, and to ensure that faculty members submit lecturer reports at the end of each module.

12.1.8 Cluster Managers

Cluster Managers are responsible for the moderation of the content of learning material, Moodle pages, guides, and assessments in collaboration with Heads of Programmes, Faculty Deans and the Design Office of The Institute before the material is approved and uploaded onto Moodle. They are further responsible for monitoring and overseeing that all lecturers use the appropriate Teaching and Learning methodologies applied consistently in all modules through periodic observation sessions. Cluster managers ensures that external moderators are appointed for exit-level modules, and they are responsible for the mapping of outcomes for Credit Accumulation and Transfer (CAT) and evaluating assessments for Recognition of Prior Learning (RPL).

12.1.9 Faculty

Faculty members are assigned to a particular module or modules and are responsible for the development, management, and implementation of teaching and learning activities and resources for those modules as part of the management of the programme. Faculty members are responsible for the facilitation of modules as outlined in each programme framework and for support material development. Faculty members are expected to guide the student towards the achievement of the learning outcomes of the respective modules and support students from an academic perspective. Faculty members are further responsible for assessing students' work and providing them with constructive feedback.

These faculty members are also responsible for facilitating tuition and chat sessions, sending out weekly tutorial letters, supporting students enrolled for their modules, reviewing and revising learning materials, assessment instruments, and resources and managing the course pages for their modules on the LMS.

12.1.10 Registry Office

The Registry Office is responsible for the submission of programmes for accreditation to the Council on Higher Education. The Registry Office is also the custodian of the Programme Frameworks and ensure that minimum duration periods of a programme are adhered to. The Registry Office is further responsible for applications, admissions, registrations, deferrals, re-registrations, de-registrations, graduations, and certification of students.

12.1.11 Student Coach and Learning Behaviour Specialist

The student coach and learning behaviour specialist provides guidance related to academic and study-related problems as well as psycho-social support to all the students enrolled at The Institute. This includes an initial discussion of students' habits and behavioural tendencies and preferences and how these have a bearing on their studies and managerial leadership styles. The student coach and learning behaviour specialist works closely with at-risk students to identify appropriate interventions to support these students, while at the same time engaging with the rest of the student body to drive excellence and success in each programme.

12.1.12 Information Officer

The information officer, in conjunction with the relevant academic staff members, is responsible for maintaining an appropriate collection of various information resources to meet the information needs of each programme and to review these collections on a regular basis. This includes the regular acquisition of new library holdings and investigating online learning resources for maximum use as a teaching and learning tool. In terms of planned programme offerings, the information officer assists the Dean: Design and other relevant academic staff members in sourcing high-quality and

suitable resources for the planned programme. The information officer is further responsible for providing all stakeholders with access to electronic resources and to provide academic information literacy training to staff and students. Additionally, the information officer assists faculty and students to access requested resources. The information officer further supports the Research Office by, inter alia, maintaining and expanding the research repository.

12.1.13 IT Manager

The IT manager is responsible for developing and maintaining the teaching and learning systems and platforms. The IT manager is further responsible for ensuring that students are provided with prompt, efficient and consistent IT support and to provide students with access to the relevant software and hardware as applicable. The IT manager is also responsible for providing dashboard information on student engagement and performance as part of programme management.

13 REFERENCES

Council on Higher Education, 2014. Distance Higher Education Programmes in a Digital Era: Good Practice Guide. CHE, Pretoria.

Stukalina, Y., 2010. Using quality management procedures in education: Managing the learner-centered educational environment. *Technological and Economic Development of Economy*, 16(1), pp.75-93.

14 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: Academic.

15 PROGRAMME MANAGEMENT PROCEDURE

Procedure Code: D7-P1
Version: 2
Approved by: EXCO
Approval Date: 30/09/2019
Decision Number: EXCO1544/2019

Date Reviewed	Version History
01/07/2018	V1
05/08/2019	V2

Procedure Description

This procedure document outlines the programme management process to be followed.

Step	Description	Notes
1	Interdepartmentally a start date or tentative start date of an intake against a particular programme is agreed upon.	Minimum of 15 students per elective stream.
2	<p>Growth and Sustainability (G&S) initiates a new group check list and is responsible for circulating it through the relevant departments for sign off</p> <ul style="list-style-type: none"> • G&S signs off on SLA or addendum • Design Office confirms material availability • Finance signs off on costing (clients) • Teaching and Learning (T&L) signs off on start date • Registrar signs off on start date 	Admissions initiates the list for public groups
3	Admissions office receives the completed checklist and processes the applications	The checklist is accompanied by the SLA or addendum and programme.

4	G&S to provide the Programme Coordinator with the relevant signed Service Level Agreement (SLA) or addendum electronically	
5	Admissions updates T&L on registered numbers where applicable	Relevant for public intakes. Minimum and maximum numbers must be agreed upon before finalising the start date
6	Programme Coordinator drafts proposed Group schedule	This may be requested at step 2 by G&S if the intake is a client. The programme schedule includes elective tuition workshops and assessment deadlines
7	Programme Coordinator receives the final screening sheet from Admissions Office –	The Programme Coordinator signs the
	minimum of 2 weeks before the start of the group	screening sheet confirming handover.
8	Programme Coordinator appoints the Programme Convener and hands over all relevant documentation	
9	Programme Convener prepares an Academic Report, confirms schedule, loads calendar bookings for the first year and loads students on the Electronic Learning Management System (Moodle)	
10	Programme Coordinator receives and approves the Academic Report from Programme Convener	
11	Programme Coordinator then completes Annexure B (Scope of services for module/group) and briefing documents for Lecturers	

12	<p>Programme Convener calls the Lecturers and confirms group briefing (including material feedback) and receives completion of signed Annexure B per group/module.</p> <p>The Programme Convener links the Lecturers to the group and Moodle page</p>	<p>After the learning styles are completed in onboarding, briefing includes learning styles and feedback from previous Lecturers</p>
13	<p>Programme Coordinator/Convener to confirm whether or not the group will be paperless with design team – (as per the SLA).</p> <p>The Design office will need to initiate the printing process as per the master schedule timelines.</p>	<p>Printing of material needs to happen 3 weeks before the initiation of the module</p>
14	<p>Programme Convener to upload the material on the Electronic Learning Management System (Moodle) on an ongoing basis</p>	<p>Uploading material happens a minimum of 3 weeks before the initiation of the module as per the master schedule</p>
15	<p>At the Initiation of the programme the Programme Convener sends a welcome email to students</p>	<p>Email includes:</p> <ul style="list-style-type: none"> • Programme schedule & logistical arrangements • Indemnity form • Shadow match consent form
		<ul style="list-style-type: none"> • Moodle Guide, and request that students bring: • bring their Laptop/tablet to workshops if paperless • passport photo
16	<p>On receipt of the completed documents from students, Programme Conveners scan and send copies to all relevant departments</p> <p>On receipt on shadow match consent forms Programme Conveners will arrange for a Shadow match link to be sent to each student</p>	

17	Programme Convener to arrange a demonstration of electronic library resources with the Information Officer	As per programme schedules
18	Programme Convener to arrange a group visit of student support, at a minimum of every 6 months	As per programme schedules
19	Programme Convener to order Welcome packs from the Communications Office 3 weeks before programme initiation	
20	On an ongoing basis the Programme Convener to ensure all logistics are arranged for elective tuition workshops and update/brief the relevant Lecturers	As per workshop requirements and Da Vinci branding
21	Programme Convener communicates regularly with the students with relevant programme information, including due dates, advice and support as they navigate their student journey	
22	Programme Coordinator and Convener will manage any changes to the programme schedule on an ongoing basis and if needed make the necessary changes	This may include the addition of any guest speakers when relevant
23	Assessment and Moderation is managed as per the Assessment and Moderation Policy and procedures; Marks are captured on Student Manager as per Marks Meetings by the Programme Conveners and approved by Programme Coordinators.	This will include the scheduling and administration of the examinations processes
24	On receipt of assessment results or monthly review of students' activities the Programme Convener will identify at risk students or students who will benefit from proactive interventions	
25	Programme Convener will contact identified 'at risk' students and arrange for support as needed	
26	At end of programme or academic year, the Programme Convener will initiate the 'Registration for subsequent years' procedure	

27	At the end of each academic year, after graduation, Registry will update the status of students on Student Manager (LMS) Thereafter, Registry will pull progression and through-put reports for each active cohort. These will be interrogated at the Academic Operations Meeting and serve at the November meeting of both the Examination and Assessment Committee and Senate.	Students' status on Student Manager may reflect as registered, de-registered, re-registered, deferred, graduated/completed, inactive, progressed to second year or progressed to third year of programme.
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15.1 Stakeholders

#	Stakeholder
1	Dean: Teaching & Learning
2	Dean: Design
3	Executive Dean
4	Programme Co-ordinator
5	Programme Convener
6	Lecturer
7	Assessor
8	Moderator
9	Student Support Specialist
10	Growth and Sustainability office
11	Registry and Admissions office