

NELSON MANDELA UNIVERSITY



INSTITUTIONAL AUDIT SELF-EVALUATION REPORT 2022



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SELF-EVALUATION REPORT 2022

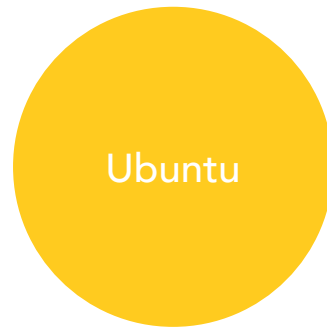
Our Vision

To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

Our Mission

To offer a diverse range of life-changing educational experiences for a better world.

Our Values



Contents

List of Figures	8
List of Tables.....	9
List of Acronyms and Abbreviation	10
Foreword	14
1. Preparation of the Self-Evaluation Report	17
1.1 Overview of the report	17
1.2 Preparation of the Self-Evaluation Report	17
1.2.1 The self-evaluation process.....	17
1.2.2 Motivation for the time frame of the self-reflection period.....	19
2. Institutional Profile	22
2.1 Nelson Mandela University History and Context.....	22
2.2 Narrative on Vision, Mission and Values.....	22
2.3 Campuses.....	23
2.4 Macro Organisational Structure	25
2.5 Faculties, schools, departments, units, and academic support structures	26
2.6 Staff headcount	31
2.7 Staffing of Research Chairs and Research Entities	35
2.7.1 Research Chairs	35
2.7.2 Research Entities	36
2.8 Academic student: staff ratio	38
2.9 Student Headcounts and Enrolments.....	39
2.10 Under- and postgraduate student enrolments linked to access and qualification types.....	42
2.11 Student accommodation.....	45
2.12 Student success, throughput, and completion rates.....	46
2.13 Research performance and impact	49
2.14 Repositioning Engagement and Transformation.....	50
2.15 Infrastructure capacity	51
3. Reflection on the 4 Focus Area and 16 Standards	55
3.1 Focus Area 1 Governance, strategic planning, management and leadership support the core academic functions.....	55
3.1.1 Standard 1	55
3.1.1.1 Context to the past five years (2017 – 2021).....	55

3.1.1.2 Highlights of strategic projects.....	55
3.1.1.3 Listening Campaign	56
3.1.1.4 Vision 2030 stakeholder engagements	59
3.1.1.5 Cascading Vision 2030.....	60
3.1.2 Standard 2	61
3.1.2.1 Contextualisation of the Higher Education Environment Linked to Strategic Directions of the University	61
3.1.3 Standard 3	67
3.1.3.1 Approach to Quality Advancement.....	68
3.1.3.2 Transformative Institutional Culture.....	71
3.1.3.3 Monitoring Quality within a Continuous Improvement Ethos.....	73
3.1.4 Standard 4	76
3.1.4.1 Institutional oversight for the quality advancement.....	76
3.2 Focus Area 2: The design and implementation of the institutional quality management system supports the core academic functions.....	82
3.2.1 Standard 5	82
3.2.1.1 Characteristics of our Quality Advancement Framework.....	82
3.2.1.2 Governance arrangements and Macro-level Committee Structure	83
3.2.1.3 Enrolment planning, recruitment, admission, and registration of students.....	84
3.2.1.4 Readmission	90
3.2.1.5 Registration	91
3.2.1.6 Learning and Teaching and Related Oversight, Policies, and Procedures.....	92
3.2.1.7 Programme and Curriculum Development and Approval	94
3.2.1.8 Development and approval of Short Learning Programmes (SLPs).....	95
3.2.1.9 Certification of qualifications	96
3.2.1.10 Learning and Teaching Delivery, including Learning and Teaching Materials.....	97
3.2.1.11 Assessment and Academic Integrity.....	99
3.2.1.12 Academic integrity	102
3.2.1.13 Language policy and language of LT and assessment	104
3.2.1.14 Experiential and Co-curricular Learning	105
3.2.1.15 Integrated academic development and support	107
3.2.1.16 Student governance, student complaints and appeals.....	109
3.2.1.17 Research Development and Impact, Academic Career Pathing and Research Ethics	110
3.2.1.18 Developing the next generation of scholars and researchers	110
3.2.1.19 Enabling and Incentivising research and research productivity.....	113

3.2.1.20 Research ethics.....	114
3.2.1.21 Research Impact.....	114
3.2.1.22 Innovation and technology transfer.....	115
3.2.1.27 Engagement with communities and our publics.....	115
3.2.1.28 Perspectives on engaging with communities.....	115
3.2.2 Standard 6.....	118
3.2.2.1 Human resource support.....	118
3.2.2.2 Academic development of staff.....	118
3.2.2.3 Academic staff.....	119
3.2.2.4 Staff wellness.....	119
3.2.2.5 Library and Information Services.....	120
3.2.2.6 Infrastructural support.....	121
3.2.2.7 ICT facilities.....	123
3.2.2.8 Financial sustainability.....	125
3.2.3 Standard 7.....	126
3.2.4 Standard 8.....	128
3.3 Focus Area 3: The coherence and integration of the institutional quality management system supports the core academic functions.....	130
3.3.1 Standard 9.....	130
3.3.1.1 Inter-relationships among components of the quality management system.....	130
3.3.1.2 An integration of quality management and academic core functions.....	132
3.3.1.3 Accountability and performance management of staff engaged in core academic functions.....	133
3.3.2 Standard 10.....	134
3.3.2.1 The Quality Management System.....	134
3.3.2.2 Accountability for Quality Management.....	135
3.3.2.5 Reporting of good practices.....	137
3.3.2.6 Non-compliance with the Quality Management System.....	138
3.3.3 Standard 11.....	139
3.3.3.1 Budget planning and allocation.....	139
3.3.3.2 Academic workload planning and allocation.....	141
3.3.4 Standard 12.....	142
3.3.4.1 Resource allocation.....	142
3.3.4.2 Performance management of staff in the QAU.....	145
3.3.4.3 Stakeholder engagements and reviews of the QAU.....	145

3.4 Focus Area 4: Curriculum development, learning and teaching support the likelihood of student success.....	146
3. 4. 1 Standard 13	146
3.4.1.1 Carpe Diem	147
3.4.1.2 Academic Planning Unit.....	147
3.4.1.3 Academic Programmes Committee (APC)	148
3.4.1.4 Programme Design, Development, Approval and Review	149
3.4.1.5 Coherence of programme reviews	153
3.4.1.6 Decisions on curriculum, teaching and learning approaches, assessment and the role of technology during times of significant disruption are taken within the precepts of the institutional quality management system	155
3.4.1.6.1 Academic adaptations during COVID-19.....	156
3.4.1.6.2 Assessment during COVID-19	159
3.4 2 Standard 14	160
3.4.2.1 Curriculum transformation, reform and renewal.....	160
3.4.2.2 Learning and Teaching Innovation	161
3.4.2.3 The role of technology.....	162
3.4.3 Standard 15	163
3.4.3.1 Mandela University student success initiatives.....	164
3.4.3.1.1 Learning Development	165
3.4.3.1.2 Academic Literacies	165
3.4.3.1.3 Student Success Coaching (SSC)	166
3.4.3.1.4 Research	167
3.4.3.1.5 Emthonjeni – Fountain of Student Wellness	167
3.4.3.1.6 Universal Accessibility and Disability Services (UADS).....	168
3.4.3.1.7 Living and Learning Communities	169
3.4.3.1.8 Examples of Faculty-based student success initiatives	170
3.4.3.1.9 Student Voice	171
3.4.3.1.10 Graduate feedback	173
3.4.4 Standard 16	173
3.4.4.1 Graduate Destination Survey.....	173
3.4.1.2 Graduate Employability	174
3.4.1.3 Student entrepreneurship.....	174
3.4.1.4 Alumni.....	175
4. Overall reflection on process and outcome	178
4.1 Planning.....	178

4.2 Training and development.....	178
4.3 The data gathering process	179
4.4 Reflection on the process.....	179
4.5 General Conclusion	181
4.5.1 Overall Assessment of Nelson Mandela University’s Quality Advancement System ..	181
4.6 Summary of Good Quality Advancement Practices	189
4.7 Priorities for Future Institutional Development and Improvement	189
5. Portfolio of Evidence	192

List of Figures

Figure 1: Macro Structure of Nelson Mandela University.....	26
Figure 2: Permanent Academic Employee Profile by Faculty	33
Figure 3: Percentage of staff with Master’s and Doctoral (M&D) Qualifications by Faculty 2020	33
Figure 4: Permanent PASS staff by occupational category, population group, and gender.....	35
Figure 5: Total headcount enrolment 2017-2021	40
Figure 6: Student Headcount 2020-2021	40
Figure 7: Quintile school background 2020-2021 (South African students only)	41
Figure 8: Geographical origin of South African and international enrolments 2020-2021	41
Figure 9: Distribution of under-and postgraduate enrolments by qualification type 2020-2021	42
Figure 10: Under- and Postgraduate enrolments per faculty 2020-2021	44
Figure 11: Honours, Master’s and PhD enrolments, 2010-2020.....	45
Figure 12: Student Accommodation 2020-2021	46
Figure 13: Success Rates by population group 2010-2020.....	47
Figure 14: Success rates of coursework modules in 2019-2020	47
Figure 15: Throughput rates of all undergraduate qualifications 2019 (2013 cohort)	48
Figure 16: Graduate outputs per faculty 2019-2020	49
Figure 17: Nelson Mandela University Quality Advancement Model.....	69
Figure 18: Academic Committee Structure.....	83
Figure 19: Quality Committee Reporting Structure.....	84
Figure 20: Overview of the Core Assessment Focus and Principles.....	99
Figure 21: Learning and Teaching Collaborative for Success.....	108
Figure 22: Nelson Mandela University Institutional Budget process	140
Figure 23: The Learning Development Cluster structure.....	165
Figure 24: Student Success Coaching Model.....	167
Figure 25: SASSE Snapshot: Nelson Mandela Metropolitan University	172

List of Tables

Table 1: Headcount of Personnel according to personnel category, race and gender 2021.....	32
Table 2: Highest Qualification of Permanent Academic Staff by population group 2021	34
Table 3: Demographic profile of the Chairs.....	36
Table 4: Details of the Research Chairs	36
Table 5: The distribution of the research entities by Faculty/portfolio	37
Table 6: The breakdown of research entity leaders by race and gender.....	37
Table 7: The breakdown of research entity leaders by age group	38
Table 8: Academic Staff/Student weighted ratio 2021	39
Table 9: Enrolments in Extended Programmes 2017-2021.....	43
Table 10: Alignment of Council key performance areas with vision 2030 strategic focus areas and enablers.....	74
Table 11: Thematic areas for quarterly reporting	75
Table 12: Accountability for advancing quality and excellence in learning and teaching	92
Table 13: Key committees that provide oversight in learning and teaching.....	93
Table 14: Key learning and teaching policies and rules aligned to the Quality Advancement Framework.....	93
Table 15: Library Operating Hours.....	120
Table 16: The Nelson Mandela University Audit Team.....	180
Table 17: Approval Structures of the SER	181
Table 18: Evaluation related to Focus Area 1 Standards 1-4.....	182
Table 19: Evaluation related to Focus Area 2 Standards 5-8.....	183
Table 20: Evaluation related to Focus Area 3 Standards 9-12.....	185
Table 21: Evaluation related to Focus Area 4 Standards 13-16	186

List of Acronyms and Abbreviation

ACE	Centre for African Conservation Ecology	CLA	Centre for Law in Action
AEON	Africa Earth Observatory Network	CMR	Coastal and Marine Research
ALM	Academic and Life Skills Management	COE	Telkom Centre of Excellence
ALWrP	Academic Literacies Writing Programme	COEF	Centre of Expertise in Forecasting
AMTC	Advanced Mechatronic Technology Centre		Coronavirus disease of 2019
AoPI	Audit of Performance Information	CriSHET	Chair for Critical Studies in Higher Education Transformation
AP	Academic Planning	CTT	Coronavirus Task Team
APC	Academic Programmes Committee	CWGS	Centre for Gender and Women Studies
ARO	Alumni Relations Office	DCTS	Downstream Chemicals Technology Station
BAAP	Black Academic Advancement Programme	DHET	Department of Higher Education and Training
BERC	Built Environment Research Centre	DoS	Director of School
BES	Business and Economic Sciences	DSI	Department of Science and Innovation
BI	Business Intelligence	DURU	Drug Utilisation Research Unit
BYJ	Beginning Your Journey	DVC	Deputy Vice-Chancellor
CA	Continuous Assessment	DVC: ET	Deputy Vice Chancellor: Engagement and Transformation
CAAR	Centre for Access Assessment and Research	DVC: LT	Deputy Vice-Chancellor: Learning and Teaching
CANRAD	Centre for the Advancement of Non-racialism and Democracy	DVC: RII	Deputy Vice Chancellor: Research, Innovation and Internationalisation
CCR	Co-curricular Record	EAP	Enhance Academic Progress
CCS	Centre for the Community School	EBET	Engineering, the Built Environment and Technology
CCW	Community Convergence Workstream	ECAAP	Early Career Academics Advancement Programme

CESM	Classification of Educational Study Matter	ECS	Executive Committee of Senate
CHE	Council of Higher Education	EDHE	Entrepreneurship Development in Higher Education
CIPSET	Centre for Integrated Post-School Education & Training	EFQM	European Foundation for Quality Management
EMC	Enrolment Management Committee	HRTEM	Centre for High Resolution Transmission Electron Microscopy
EO	Engagement Office	IA	Internal Audit
EPT	Enhanced Preparedness Training	ICT	Information and Communication Technology
ERDMS	Electronic Records and Document Management System	ICWG	Institutional Culture Working Group
ERP ITS	Enterprise Resource Planning	IF	Institutional Forum
ESSRI	Earth Stewardship Research Institute	ITS	Integrated Tertiary Software
ESW	Emthonjeni Student Wellness	LD	Learning Development
ETP	Engagement and Transformation Portfolio	LIS	Library and Information Services
ETQA	Education and Training Quality Assurance	LMS	Learner Management System
EXCO	Executive committee	LPWG	Language Policy Working Group
FMC	Faculty Management Committee	LSEN	Learners with Special Educational Needs
FTE	Full-time equivalent	LT	Learning and Teaching
FTLC	Faculty Teaching and Learning Committee	LT Collab	Learning and Teaching Collaborative for Success
FYS	First Year Success	LXD	Digital Learning Design Experience and Innovation
GMMDC	Govan Mbeki Mathematics Development Centre	M&D	Master's and Doctoral
HAU	HIV/AIDS Research Uni	MANCO	Management Committee
HC	Higher Certificate	merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority

HEADS	Higher Education Access and Development Services	NDP	National Development Plan
HEI	Higher Education Institutions	NESP	Nurturing Emerging Scholars Programme
HELM	Higher Education Leadership and Management	nGAP	Next Generation of Academics Programme
HEQC	Higher Education Quality Committee	NHREC	National Health Research Ethics Council
HEQSF	Higher Education Qualification Sub-Framework	NMMU	Nelson Mandela Metropolitan University
HoC	Hubs of Convergence	NMU	Nelson Mandela University
HoD	Head of Department	NPPSET	National Plan for Post-School Education and Training
NQF	National Qualification Framework	RSA	Resident Student Assistants
NRF	National Research Foundation	RTI	Research, Technology, and Innovation
NSFAS	National Student Financial Aid Scheme	SACASC	Southern Africa Cisco Academy Support Centre
OIS	Office for Institutional Strategy	SADC	Southern African Development Community
PASS	Professional, Administration and Support Services	SAGEA	South African Graduate Employer Survey
PE	Port Elizabeth	SAIMI	South Africa International Maritime Institute
PG	Post-Graduate	SAQA	South African Qualifications Authority
PhD	Doctor of Philosophy	SARChi	South African Research Chairs Initiative
PoE	Portfolio of Evidence	SASSE	South African Survey of Student Engagement
PQM	Programme Qualification Mix	SAULM	Students' Access to and Use of the Learning Materials
QA	Quality Advancement	SBL	School-based learning
QAA	Quality Assurance Agency	SCSF	Social Consciousness Sustainable Futures
QAF	Quality Assurance Framework	SDGs	Sustainable Development Goals
QAS	Quality Advancement System	SE	Strategic Enablers
QAU	Quality Advancement Unit	SEDA	Small Enterprise Development Agency

QC	Quality Committee	SER	Self-Evaluation Report
RADAR	Risk Analysis and Detection to Assist and Retain Students	SETA	Sector Education and Training Authority
RAM	Resource Allocation Model	SFA	Strategic Focus Areas
RDF	Research Development Fund	SI	Supplemental Instruction
RDF	Research Development Fund	SIDA	Strategic Information and Data Analysis
RIAS	Record and Information Administration Section	SLPs	Short Learning Programmes
RLC	Reslife Leadership Conference	SoTL	Scholarship of Teaching and Learning
RMC	Risk Management Committee	SRC	Student Representative Council
RPL	Recognition OF Prior Learning	SSC	Student Success Coaching
STI	Science, Technology, and Innovation	UCDG	University Capacity Development Grants
TAU	Teaching Advancement at Universities	UG	Undergraduate
TD	Teaching Development	UNESCO	United Nations Educational, Scientific and Cultural Organisation
TDIF	Teaching Development and Innovation Fund	VFM	Value for Money
TEP	Teaching Enhancement Programmes	VUCA	Volatile, uncertain, complex, and ambiguous
TQM	Total Quality Management	WELA	Women in Engineering Leadership Academy
TRG	Teaching Replacement Grant	WIL	Work Integrated Learning
TVET	Technical Vocational Education and Training	WPPSET	White Paper for Post-School Education and Training
UADS	Universal Accessibility and Disability Services	WPSTI	White paper on Science, Technology, and Innovation

Foreword

The institutional audit presented Nelson Mandela University with an opportunity to reflect on and evaluate our pursuit of quality and excellence over a five-year period from 2017 to 2021.

True to the University's vision of being a dynamic African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future, and its mission to offer a diverse range of life-changing educational experiences for a better world, significant steps have been taken to sharpen the course towards achieving our strategic goals. The review period chosen for our self-reflection includes the significant strategic trajectories that emanated from the 2017 renaming of the university, my inaugural address as Vice-Chancellor, the subsequent listening campaign in 2018, the organisational redesign processes during 2018/19, the decadal review of our Vision 2020 strategic framework, and the development of our Vision 2030 strategic framework.

The timely strategic, reflective exercise allowed us to focus on our quality management and enhancement systems, including our praxes and how they advance student success. Furthermore, we gained insight into our comprehensive and integrated student success ecosystem that includes a range of initiatives and services to optimise student success and enhance student and staff experiences. We have adopted a continuous improvement ethos at Mandela University. Consequently, we embraced a critical stance to our reflections and identified areas for improvement, which we intend to address.

We hope that the report will give the CHE and its Audit Panel an overview of the extent of our University's quality management system and aspects that we intend to enhance. We expect that the report and portfolio of evidence will provide insights regarding our University and assist the panel that will visit us in August 2022.

I wish to express my sincere gratitude to all the Mandela University staff, students, and stakeholders involved in preparing the report, especially the steering committee, working groups, those who shared information, the Learning and Teaching (LT) Collab, and the LT Portfolio, which played a pivotal role in coordinating and managing the institutional audit process.

I, Sibongile Muthwa, confirm that the Self-Evaluation Report has been prepared with appropriate participation by all constituencies and that the report has been endorsed by the executive authority of the institution.



Signature (Prof Cheryl Foxcroft o.b.o.)

Professor Sibongile Muthwa

Vice-Chancellor

Date: 17 June 2022

Nelson Mandela University

Campuses: South, North, Ocean Sciences, Second Avenue, Bird Street, Missionvale, George





1

PREPARATION OF THE SELF- EVALUATION REPORT



1. Preparation of the Self-Evaluation Report

1.1 Overview of the report

This audit self-evaluation report (SER) provides an analysis and self-evaluation of quality advancement at Nelson Mandela University (Mandela University) following the audit conducted in 2008. While the primary purpose is to comply with a call from the Council of Higher Education (CHE), this is an opportune moment as the University has embarked on a new strategic framework (Vision 2030) and has re-appointed the Vice-Chancellor. Reflections in the report that cover the five-year period from 2017 to 2021 will be invaluable in assisting the institution's further development and improvement of its quality management systems in preparation for the envisaged Quality Assurance Framework (QAF) of the CHE to be implemented in 2024.

The report addresses the four focus areas and related 16 standards, integral to institutional audits conducted by the Higher Education Quality Committee (HEQC) in South Africa (SA). The report will follow the flow of the audit criteria with links to the Portfolio of Evidence (PoE) incorporated into the narrative of each standard. A detailed PoE can be found under Section 5 of this report. An overall reflection and evaluation of each focus area and its 4 standards can be found in section 4, Tables 23-26.

1.2 Preparation of the Self-Evaluation Report

1.2.1 The self-evaluation process

The Management Committee of the University endorsed the initiation of the audit. The Dean of Learning and Teaching facilitated the audit preparation under the guidance of the Deputy Vice-Chancellor: Learning and Teaching (DVC: LT), who selected the steering committee to convene over the respective focus areas.

The constituted team that steered the process included academic and administrative staff. The team of convenors are:

Focus Area 1: Prof Heather Nel, Dr Muki Moeng

Focus Area 2: Prof Dalenca Pottas, Mr Edgar De Koker, Mr Melvin Syce

Focus Area 3: Dr Denise Schael, Prof Hendrik Lloyd, Ms Chantal Dwyer

Focus Area 4: Mr Luthando Jack, Dr Noluthando Toni, Dr Lynn Biggs

There was a preliminary CHE and Mandela University institutional audit meeting on 6 July 2021. This provided a briefing on the rationale, scope, and context of the audit; set timelines and appointed a University representative to liaise with the CHE. This was followed by signing commitments to the audit, which completed the initial part of the process.

There was a convenor briefing meeting on 20 August 2021 where each convenor team identified working groups that included present and past students and staff, informed by the nature of data to be collected on each standard.

CHE conducted capacity development sessions for convenors and working groups over the latter part of 2021 through workshops, briefings, and seminars. These were followed by a final institutional audit workshop in March 2022, reinforcing audit principles and reflecting on the institutional process adopted.

The Vice-Chancellor signed off on the appointed CHE audit panel on 22 January 2022. The panel is expected to visit the institution in August 2022.

As this is an institutional audit, relevant institutional departments were asked to provide data for different aspects of the Self-Evaluation Report (SER) and Portfolio of Evidence (PoE).

To ensure inclusion through broad consultation, the SER and PoE were circulated for internal comment, verification of inputs, critical reading, and evaluation. Institutional approval of the SER and PoE through governance structures was targeted to take place before the end of May to enable submission to the CHE on 31 May, in readiness for the CHE panel visit from 29 August to 2 September 2022. Due to changes in institutional governance dates, a postponement of the SER and PoE was requested and approved to 17 June 2022.

The LT Collab and the Communication and Marketing team developed and implemented a communication strategy to bring awareness of the anticipated Institutional Audit to the university community. This strategy incorporated the implementation of the following:

- A memo requesting information and broader participation was circulated via email to both staff and students
- Information on the audit was placed on all digital screens across campuses
- Infographics were designed by the Digital Learning Design Experience and Innovation (LXD) team and circulated via memos to update on the progress made
- Signature strips were created for the University e-mail addresses
- LXD Graphic Designers designed screensavers for all university-managed computers
- Presentations were made to committees, followed by regular updates on progress achieved.

1.2.2 Motivation for the time frame of the self-reflection period

Mandela University has chosen to focus on the five-year period of 2017 to 2021 as the time frame for our reporting and self-reflection.

A primary motivation for this timeframe is the official renaming of the University on 20 July 2017 by the then Deputy President Cyril Ramaphosa from Nelson Mandela Metropolitan University to Nelson Mandela University. The University is no longer named in honour of the city but rather after the human being, the late former President of South Africa, Nelson Rolihlahla Mandela.

It is the only higher education institution in the world to carry this name. The name change has provided an opportunity to rebrand and position the University continentally and globally while also allowing it to usher in a new era of renewed vigour towards meaningful transformation.

The significance of this goes deeper than switching from referencing a geographical area in the Eastern Cape to commemorating an influential public figure. While the University is proud of its roots in this particular metropolitan municipality, now known as Nelson Mandela Bay Metro, it is even more significant to carry this association with the late president more closely. Even though the shift is intended for deeper meaning, it is noteworthy to state that our province is deemed the poorest of the country's nine provinces. This has implications for our institution as this is where we source most of our students, as reflected in the institutional profile.

To give further context, the naming of Nelson Mandela Metropolitan University (NMMU) was in itself a significant milestone, and it is impossible to reflect on the institution without referencing the merger that led to that name. Nelson Mandela Metropolitan University opened on 1 January 2005, the result of the PE Technikon, the University of Port Elizabeth and the Port Elizabeth campus of Vista University merging. This union of three very different institutions was intended to deliver a more equitable and efficient system to meet the needs of South Africa in the 21st century.

Each of these three institutions held its own strengths and weaknesses hence a new and inclusive name was essential to reflect the transformation into one united entity. The merger also led to the University being classified as a comprehensive university, one of only six comprehensive Universities in South Africa offering a combination of academic and vocational diplomas and degrees.

Furthermore, the five-year time frame chosen follows the changes in the higher education landscape that arose in the wake of the #FeesMustFall movement that grew over 2015 and 2016.

#FeesMustFall continued into 2017 and had a severe impact on South Africa's institutions of higher learning, including Nelson Mandela University.

2017 was a momentous year from the perspective of leadership as it saw the final year of office of then-Vice-Chancellor Prof Derrick Swartz. Prof Sibongile Muthwa formally stepped into the Vice-Chancellor role in January 2018 and has faced the aftermath of #FeesMustFall and the challenges of the coronavirus (COVID-19) pandemic, an unforeseen yet massive disrupter of higher education and so many other facets of life. For brevity, the University's substantial and wide-ranging responses to the pandemic will be detailed elsewhere in this report.

The time frame chosen also includes the following milestones, among others:

- The establishment of the Hubs of Convergence (HoC) in 2018, a platform to ensure active engagement with communities
- Substantial expansion of the work of the Ocean Sciences Campus, South Africa's first and only campus dedicated to the study of oceans
- The Revitalisation of the Humanities, including the launch of the Transdisciplinary Institute for Mandela Studies in 2019
- The launch of the University's Vision 2030
- The establishment of the Engagement and Transformation Portfolio (ETP), which formally came into being in 2020
- The establishment of the country's 10th medical school in 2021.

In re-appointing Prof Muthwa for a second five-year term in March 2022, the Nelson Mandela University Council noted that significant progress had been made to become a University truly in service of society. Further to embracing our achievements, the continual requirement for improvement allows the University to adapt where necessary and embrace the transformation process, as will be evident in the sections to follow.

2

INSTITUTIONAL PROFILE



2. Institutional Profile

2.1 Nelson Mandela University History and Context

Nelson Mandela University is a comprehensive university that offers both general and professionally orientated university programmes from the entrance level (higher certificate) to the highest research level (PhD). It is the largest university in the Eastern and Southern Cape, with six campuses in Gqeberha and one in George.

As the only university in the world to be named after the late President Nelson Mandela, the University is particularly mindful of its responsibility to promote social justice and equality while also ensuring its long-term sustainability. The renaming of the institution in 2017 to Nelson Mandela University from Nelson Mandela Metropolitan University provided further impetus to reflect *inter alia* these values, as can be seen in the core University values presented in section 2.2.

The University seeks to position itself intellectually within a differentiated post-school education and training landscape through the following strategic trajectories:

- Embracing humanising pedagogical approaches and student-centric support that liberate the full potential of our students and enhance holistic student success
- Re-centering Africa through our commitment to awakening African scholarship, epistemologies, and systems of thought, expanding our partnership footprint on the continent, and developing the next generation of African scholars and academics who advance excellence through their scholarly contributions
- Revitalising the humanities and fostering transdisciplinary collaboration
- Positioning the University as the leading Ocean Sciences destination of choice in the country and, in the longer term, on the African continent as a whole
- Transforming health sciences education with the establishment of the tenth medical school in the country
- Repositioning and advancing the praxes of an engaged, transformative university to enhance social responsiveness.

Further exploration of these strategic trajectories is presented later in the report.

2.2 Narrative on Vision, Mission and Values

Nelson Mandela University's strategic aspirations have been crafted against the global, continental, and national development goals articulated in the United Nations 2030 Sustainable Development Goals (SDGs), the African Union Agenda 2063, and the South African 2030

National Development Plan (NDP). This ensures that the University is poised to change the world by generating cutting-edge knowledge that contributes to a sustainable future.

The year 2020 brought the Vision 2020 strategic plan to its conclusion and heralded the start of a new decade and a new Vision 2030 strategic plan. At the heart of this is the message that Mandela University is positioned to be in the service of society through its core academic missions. In doing so, the University will strive to partner with students, employees, key stakeholders, and communities to co-create a socially just and sustainable future through cultivating socially conscious graduates, generating innovative, locally responsive, and globally connected scholarship, and pursuing transformative engagement in pursuit of the public good. In accordance with the positioning of the University in service of society and the development of Vision 2030, the University has sharpened its vision, mission, and values as follows:

Vision: To be a dynamic African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

Mission: To offer a diverse range of life-changing educational experiences for a better world.

Values: Our six core values serve as a compass for our actions and describe how we should behave in the world.

- Diversity
- Excellence
- Ubuntu
- Social justice and equality
- Integrity
- Environmental Stewardship

2.3 Campuses

Nelson Mandela University opted for a hybrid multi-campus approach as a legacy of the merger of 2005. The seven campuses of Nelson Mandela University are spread across Gqeberha, with one campus in George. Each site of delivery has its own identity and mix of academic offerings, which consider the following:

- Alignment with vision, mission, and values
- Enhancing student access with external stakeholders and communities
- Providing quality learning and teaching on each campus by ensuring equitable allocation of support services and facilities
- Ensuring optimal use of physical infrastructure, space, facilities, and equipment on each campus
- Ensuring financial viability and sustainability

- Minimising duplication and inter-campus travel where possible

The seven campuses' locations and activities are outlined below:

South Campus

South Campus in Summerstrand is the university's main campus and was the primary site of the former University of Port Elizabeth. This is our largest campus and houses most of the university's degree qualifications and a few diploma programmes requiring laboratories that would be too expensive to relocate. It also is the site of our nature reserve which houses a range of wildlife.

North Campus

North Campus is adjacent to South Campus and comprises one of the sites of the former PE Technikon. This site offers high quality, technologically orientated education in engineering, the built environment, and information technology. It features a state-of-the-art Engineering Building with excellent facilities, including a recently made Bitumen Lab. The Art School is on the same campus with vibrant and creative student activity. A full Conference Centre and many of the university's support services are found on this campus.

Missionvale Campus

Missionvale Campus is in Bethelsdorp, formerly the site of the Port Elizabeth branch of Vista University. It has proximity to several TVET colleges and basic education schools, allowing for academic development partnerships and engagement with colleges, schools, and civil society. The newly established Medical School is based on this campus as well as the flagship Foundation Phase of the Faculty of Education.

Ocean Sciences Campus

The Ocean Sciences Campus, next to the South and North Campuses in Summerstrand, is the newest of the University's sites and is dedicated to Ocean Sciences programmes. It houses the University's Institute for Coastal and Marine Research (CMR) and is the headquarters of the South Africa International Maritime Institute (SAIMI).

Second Avenue Campus

The Second Avenue Campus, also in Summerstrand but a few kilometres from the North, South and Ocean Sciences campuses, and formerly one of the sites of the former PE Technikon, houses the Business School and various academic programmes in addition to the University's Governance unit.

Bird Street Campus

The Bird Street Campus is in the centre of Gqeberha and was a site of the former University of Port Elizabeth. It is home to various Visual Arts programmes, research chairs, the office of the:

Deputy Vice-Chancellor: Engagement and Transformation (DVC: ET) and the Govan Mbeki Mathematics Development Centre.

George Campus

The George campus in the Southern Cape, one of the sites of the former PE Technikon, is the only campus not in Nelson Mandela Bay. It is a catalyst for the sustainability sciences and the green economy.

The multi-campus approach requires a unique management model, and therefore, the outlying campuses, are managed by a Senior Director: George Campus and a Senior Director: Missionvale, Bird Street, and Second Avenue Campuses.

2.4 Macro Organisational Structure

At the start of the merger, Nelson Mandela University embarked on an organisational design process. Over the years, the structure has been periodically reviewed to ensure that it is fit for purpose to enable us to deliver on our core academic missions of learning and teaching, research, and engagement as well as to fulfil our public good role of being in service to society.

The adoption of the revised Vision 2020 strategy in 2018 required a comprehensive review of the University's organisational design, to holistically assess whether organisational structures, workflows, systems, and processes were fit-for-purpose and appropriately aligned to institutional strategy. The redesign process was crafted and executed in a way that led to several advantages for the University, such as sustained academic excellence in the service of society, better motivated and empowered employees, enhanced organisational resilience and sustainability, as well as improved efficiencies guided by our social justice purpose and praxes.

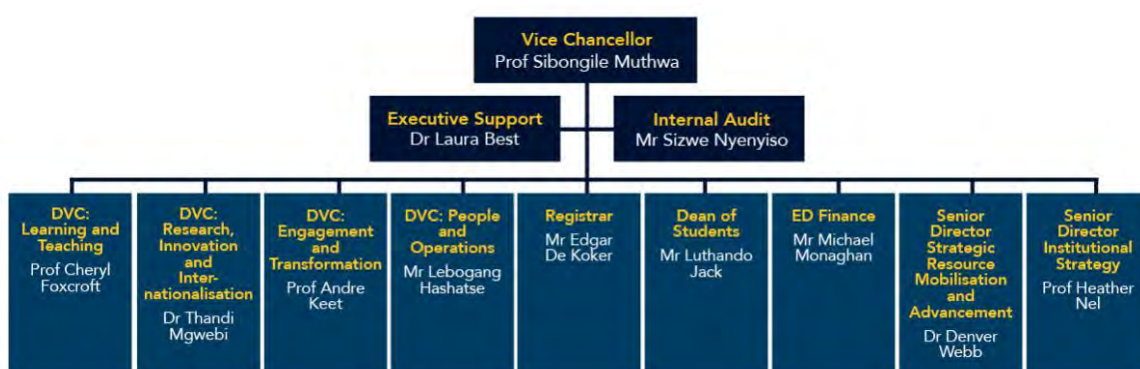
The organisational redesign process was the subject of extensive consultations with organised labour, Senate and Council. The pilot phase of organisational redesign started in 2018 with the crafting and approval of the macro-leadership structure reporting directly to the Vice-Chancellor, which laid the foundation for the phases that followed. One of the key outcomes of the organisational redesign process saw the repositioning of engagement and transformation in the macro-structure of the University.

Within the framework of the Council-approved macro-structure (see Figure 1 below), all faculties and Professional, Administration and Support Services (PASS) portfolios were engaged in reviewing their strategies, conducting "As Is" analyses of their current structures and designing "To Be" organisational designs that would facilitate and enable the attainment of their future desired strategic directions. The "To Be" proposals were initially developed at a high level,

following which the macro redesign proposals were further refined to the level of individual posts by the relevant Management Committee (MANCO) members and Executive Deans.

Most of the structures within the Professional, Administration and Support Services (PASS) and Academic departments were approved in phases by Council in December 2019, 2020 and 2021. However, the Library and Information Services, Entities and the Virtual Academy are still pending, and it is anticipated that this redesign process will be concluded during 2022. The university also continuously reflects on its multi-campus governance and operating model and shared services model.

Figure 1: Macro Structure of Nelson Mandela University



Nelson Mandela University’s programmes, research and services remain responsive to community and societal needs. The University has strong links with industry and businesses nationally and internationally, especially in Africa, particularly within the automotive, engineering, tourism, health care, and pharmaceutical industries. Given that the delivery of high-quality academic programmes linked to the core missions of the University is the responsibility of Faculties, Schools and Departments, these structures will be briefly outlined below together with key academic support structures.

2.5 Faculties, schools, departments, units, and academic support structures

As one of only six comprehensive universities in South Africa, Nelson Mandela University embraces its distinctive academic identity and strives to widen student access for success, particularly for talented learners who are often the first in their families to pursue higher education studies. Through strategy-aligned academic and enrolment planning, the University strives to offer a wide range of general formative and vocational, career-focused qualifications from certificate to doctoral levels with various articulation pathways to facilitate progression. There is a need to maintain a balance between undergraduate (UG) certificate, diploma, and degree enrolments and between under- and postgraduate (PG) enrolments across a broad range of fields of study.

AS OF 2021,
NELSON MANDELA UNIVERSITY HAS

261 STUDY PROGRAMMES

ACROSS THE SEVEN FACULTIES LISTED BELOW WITH THEIR SCHOOLS AND DEPARTMENTS.

FACULTY OF HUMANITIES

- School of Governmental and Social Sciences
- School of Language, Media and Communication
- School of Visual and Performing Arts

FACULTY OF EDUCATION

- Primary School Education: Foundation Phase
- Primary School Education: Intermediate Phase
- Secondary School Education
- Post Schooling
- Post Graduate Education

FACULTY OF HEALTH SCIENCES

- School of Lifestyle Sciences
- School of Clinical Care Sciences
- School of Medicinal Sciences
- School of Behavioural Sciences
- Medical School

FACULTY OF LAW

- Public Law
- Mercantile Law
- Private Law
- Criminal and Procedural Law

FACULTY OF SCIENCE

- School of Biomolecular and Chemical Sciences
- School of Computer Science, Mathematics, Physics and Statistics
- School of Environmental Sciences
- School of Natural Resource Management

FACULTY OF BUSINESS & ECONOMIC SCIENCES

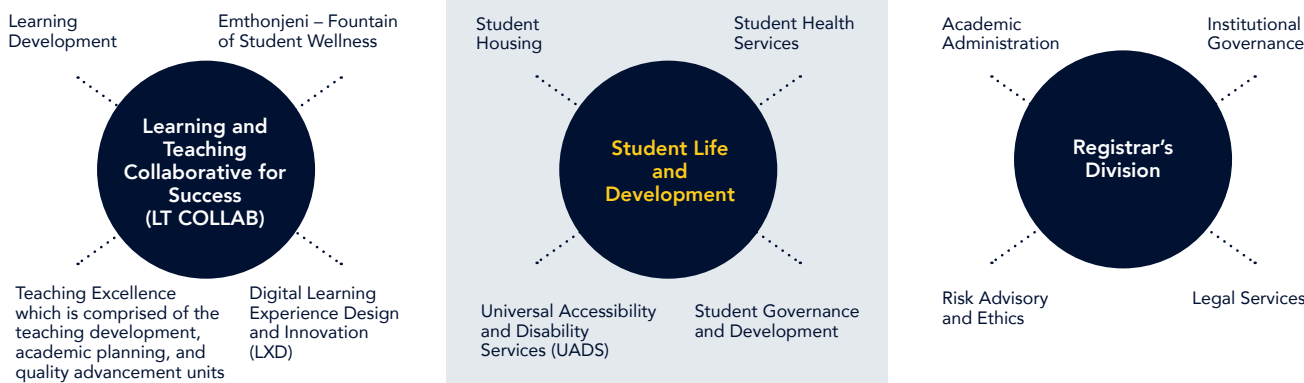
- School for Industrial Psychology and Human Resources
- School of Accounting
- School of Economics, Development & Tourism
- School of Management Sciences

FACULTY OF ENGINEERING, THE BUILT ENVIRONMENT AND TECHNOLOGY

- School of Architecture
- School of Engineering
- School of Information Technology
- School of the Built Environment and Civil Engineering

In addition to these **seven faculties**, Nelson Mandela University has several **learning and teaching, research and engagement support departments and entities**. Entities are divided into **institutes, centres and units** at institutional or faculty level.

Learning and Teaching/Academic Development and Support Departments



Research support departments	Centres	Institutes
Innovation Office	Advanced Mechatronic Technology Centre (AMTC)	AEON - Earth Stewardship Research Institute (ESSRI)
Research Development	Built Environment Research Centre (BERC)	eNtsa - Innovation through engineering
Research Support and Management	Centre for African Conservation Ecology (ACE)	InnoVenton: Institute for Chemical Technology and Downstream Chemicals Technology Station (InnoVenton/DCTS)
Library and Information Services	Centre for Broadband Communication	Institute for Coastal and Marine Research (CMR)
International Office	African Centre for Coastal Palaeoscience	
	Centre for Community Technologies	
	Centre for High Resolution Transmission Electron Microscopy (HRTEM)	
	Centre for Integrated Post-School Education & Training (CIPSET)	
	Centre for Law in Action (CLA) Law Clinic Refugee Rights Centre	

As of 2021, Nelson Mandela University has 261 study programmes across the seven faculties, listed below with their schools and departments.

Humanities

- [School of Governmental and Social Sciences](#)
- [School of Language, Media and Communication](#)
- [School of Visual and Performing Arts](#)

Business and Economic Sciences,

- [Business School](#)
- [School for Industrial Psychology and Human Resources](#)
- [School of Accounting](#)
- [School of Economics, Development & Tourism](#)
- [School of Management Sciences](#)

Education

- [Primary School Education: Foundation Phase](#)
- [Primary School Education: Intermediate Phase](#)
- [Secondary School Education](#)
- [Post Schooling](#)
- [Post Graduate Education](#)

Engineering, the Built Environment and Technology

- [School of Architecture](#)
- [School of Engineering](#)
- [School of Information Technology](#)
- [School of the Built Environment and Civil Engineering](#)

Health Science

- [School of Lifestyle Sciences](#)
- [School of Clinical Care Sciences](#)
- [School of Medicinal Sciences](#)
- [School of Behavioural Sciences](#)
- [Medical School](#)

Law

- [Public Law](#)
- [Mercantile Law](#)
- [Private Law](#)
- [Criminal and Procedural Law](#)

Science

- School of Biomolecular and Chemical Sciences
- School of Computer Science, Mathematics, Physics and Statistics
- School of Environmental Sciences
- School of Natural Resource Management

In addition to these seven faculties, Nelson Mandela University has several learning and teaching, research and engagement support departments and entities. Entities are divided into institutes, centres and units at institutional or faculty level.

Learning and Teaching/Academic Development and Support Departments:

- Learning and Teaching Collaborative for Success (LT Collab), comprising:
 - Digital Learning Experience Design and Innovation (LXD)
 - Emthonjeni – Fountain of Student Wellness
 - Learning Development
 - Teaching Excellence which is comprised of the teaching development, academic planning, and quality advancement units
- Student Life and Development
 - Universal Accessibility and Disability Services (UADS)
 - Student Health Services
 - Student Housing
 - Student Governance and Development
- Registrar's Division:
 - Academic Administration
 - Institutional Governance
 - Legal Services
 - Risk Advisory and Ethics

Research support departments:

- Innovation Office
- Research Development
- Research Support and Management
- Library and Information Services
- International Office

Institutes:

- AEON - Earth Stewardship Research Institute (ESSRI)

- eNtsa - Innovation through engineering
- InnoVenton: Institute for Chemical Technology and Downstream Chemicals Technology Station (InnoVenton/DCTS)
- Institute for Coastal and Marine Research (CMR)

Centres:

- Advanced Mechatronic Technology Centre (AMTC)
- Built Environment Research Centre (BERC)
- Centre for African Conservation Ecology (ACE)
- Centre for Broadband Communication
- African Centre for Coastal Palaeoscience
- Centre for Community Technologies
- Centre for High Resolution Transmission Electron Microscopy (HRTEM)
- Centre for Integrated Post-School Education & Training (CIPSET)
- Centre for Law in Action (CLA)
 - Law Clinic
 - Refugee Rights Centre
- Centre of Philosophy in Africa
- Centre for Research in Information and Cyber Security
- Centre for Rubber Science and Technology
- Centre for the Advancement of Non-racialism and Democracy (CANRAD)
- Centre for the Community School (CCS)
- Centre of Expertise in Forecasting (COEF)
- Centre for Gender and Women Studies (CWGS)
- Southern Africa Cisco Academy Support Centre (SACASC)
- Telkom Centre of Excellence (COE)
- Raymond Mhlaba Centre for Governance and Leadership

Units:

- Biokinetics and Sport Science Unit
- Chair for Critical Studies in Higher Education Transformation (CriSHET)
- Drug Utilisation Research Unit (DURU)
- Family Business
- Global Leadership Institute for Sustainable Futures
- Govan Mbeki Mathematics Development Unit
- HIV/AIDS Research Unit (HAU)
- Infrastructure Development and Engagement Unit
- Labour and Social Security Law Unit
- Marine Apex Predator Research Unit
- Sustainability Research Unit

- Unit for Economic Development and Tourism
- Unit for Positive Organisations
- Unit for Statistical Consultation
- Unit for Visual Methodologies for Social Change

Engagement Support and Development units

- Engagement Office (EO)
- Community Development Unit
- Unit for Continuing Education
- Career Services

2.6 Staff headcount

Mandela University employed 2 541 permanent staff members in 2021, supplemented by 4 197 temporary staff (see Table 1 Headcount of Personnel). The ratio of temporary to permanent staff has increased. This could be due to personnel appointed for externally funded projects as well as students who assist in different programmes, such as supplemental instruction, tutoring, resident student assistance. These students are (s a pipeline for future academic and professional, administrative and support staff (PASS). A further factor is that there has been a moratorium on filling PASS vacancies since the start of the pandemic, although there has been a process to fill critical PASS posts. The nature and number of contracts offered to temporary staff is a risk that needs to be managed as it could raise labour relations risks.

The ratio of PASS to academic staff has fluctuated over the years. Currently, 28% (n=701) of the staff complement are academics and 72% (n=1 840) are PASS staff, with the ratio of academics to PASS staff being 1:2.6. The fluctuation of the ratio and the greater component of PASS staff is partly a legacy of the merger. Another reason is that insourcing of non-professional staff in 2017 and 2018 saw the number of non-professional PASS staff grow to 1 467.

The University also prioritises the appointment of differently abled staff. Currently, the numbers of staff living with a disability employed at the University are:

- **Academics – 18 out of 701 (2.6%)**
- **PASS staff – 45 out of 1840 (2.4%)**

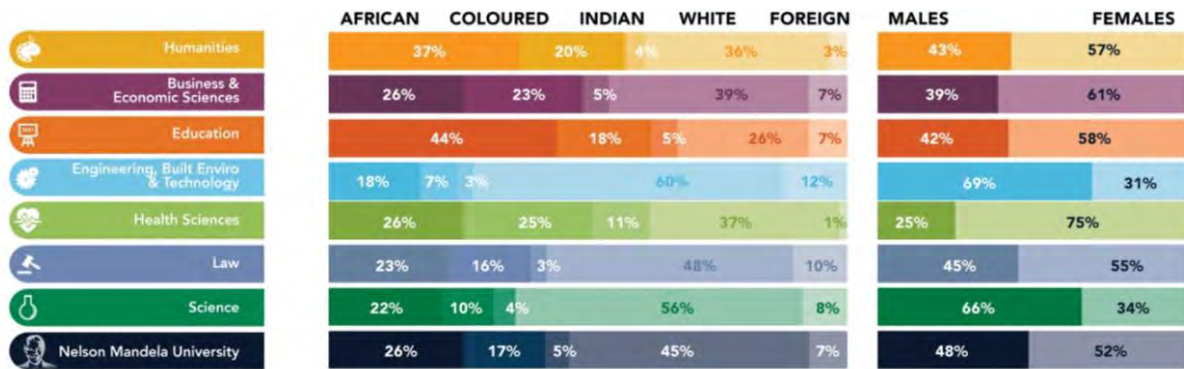
Table 1: Headcount of Personnel according to personnel category, race and gender 2021

PERSONNEL CATEGORY	RACE					TOTAL	GENDER	
	AFRICAN	COLOURED	INDIAN	WHITE	ALL OTHER		FEMALE	MALE
1.0 Professional Staff: Sub-Total	378	200	54	442	0	1 074	593	481
1.1 Instruction/Research Professional	224	120	37	320	0	701	365	336
1.2 Executive/Administrative/Managerial Professionals	91	42	7	57	0	197	101	96
1.3 Specialist/Support Professionals	63	38	10	65	0	176	127	49
2.0 Non-Professional Staff: Sub-Total	974	257	33	203	0	1 467	900	567
2.1 Technical Employees	44	25	6	37	0	112	33	79
2.2 Non-Professional Administrative Employees	290	164	22	140	0	616	483	133
2.3 Crafts/Trades Employees	24	20	2	17	0	63	8	55
2.4 Service/Employees	616	48	3	9	0	676	376	300
9.9 TOTAL PERM	1 352	457	87	645	0	2 541	1 493	1 048
TEMP	AFRICAN	COLOURED	INDIAN	WHITE	ALL OTHER	TOTAL	FEMALE	MALE
ACAD	499	143	71	829	18	1 560	750	810
PASS	1691	311	61	570	4	2 637	1 466	1 171
TOTAL TEMP	2 190	454	132	1 399	22	4 197	2 216	1 981

The following graphics provide an overview of Mandela University's staff body in 2021 (the most recent year for which information is available). Academic staff and PASS staff are presented separately.

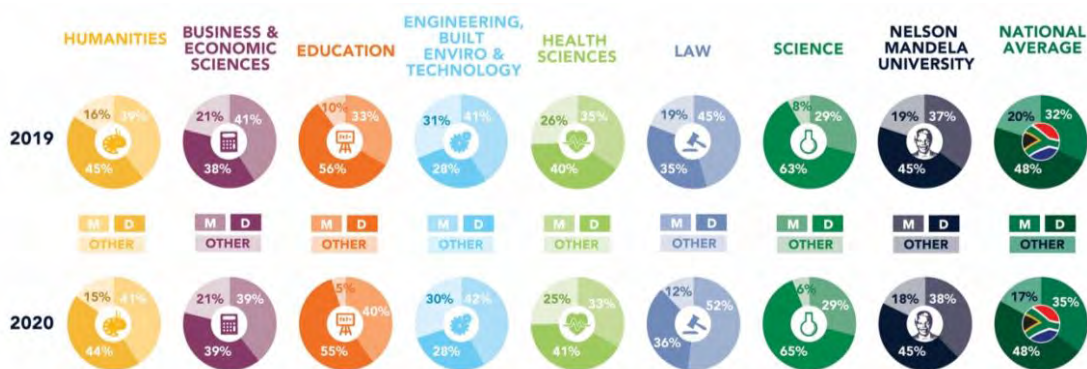
Institutionally, Black academics make up 48% of permanent academics, with 52% female academics as depicted in Figure 2 Permanent Academic Employee Profile by Faculty. These numbers show promise and indicate a changing profile for the university; finer details are provided below and suggest a disparity in the transformation related to science disciplines, senior levels of the academy, and in research outputs.

Figure 2: Permanent Academic Employee Profile by Faculty



The qualification profile of academic staff critically impacts the institution’s core academic activities. It is encouraging to note that the percentage of permanently appointed academic staff who hold Doctoral qualifications had stabilised from 46% in 2018 to 46% in 2021 with slight fluctuations. Further analysis of the highest formal qualification of academics shows the percentage of permanent academic staff with Doctoral qualifications having moved from 46% in 2018 to 45% in 2019 and had remained at 45% (299 academics) in 2020, slightly rising again to 46% (319 academics) for 2021. Noteworthy is 84% of permanent academics hold either a Master’s or Doctoral degree.

Figure 3: Percentage of staff with Master’s and Doctoral (M&D) Qualifications by Faculty 2020



The University has been prioritising investing in staff obtaining higher qualifications and filling academic vacancies across all faculties, particularly those with the highest student: staff ratios. This has been made possible through annual upward adjustments to the baseline of the Resource Allocation Model for faculties to enable more permanent academic posts to be funded. It has further been made possible by significant investments in research capacity development interventions such as the Teaching Replacement Grant (TRG) and the Research Development Fund (RDF). These grants are specifically targeted at improving the University’s accredited, and able to be subsidised, research outputs by funding teaching replacements for

academic staff who wish to spend dedicated time advancing their qualifications or writing for publication in DHET-accredited publications.

Retirements and resignations of highly qualified, senior academic staff members and challenges in filling vacancies that arise in faculties, particularly in scarce skills fields of study, affect the institution's transformation agenda. Over time, this has had a detrimental impact on postgraduate supervisory capacity, with concomitant declines in these enrolments. The intention is to reverse these trends by investing in developing the next generation of early-career academic staff to obtain their Doctoral qualifications so that they are equipped to supervise Master's and Doctoral candidates and produce quality research publications.

The percentage of permanent academic staff with PhDs increased by 7 percentage points from 38% in 2010 to 45% in 2018. This is lower than the national average of 48%. Permanent academic staff with Master's degrees remained at 37%, while staff with qualifications below a Master's degree declined from 25% to 19% (NMU Decadal Review, 2020). The impact of the low proportion of suitably qualified academic staff increases the burden of supervision for experienced supervisors.

Table 2: Highest Qualification of Permanent Academic Staff by population group 2021

PERMANENT ACADEMIC STAFF	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL	TOTAL AS A %
PhD	91	42	20	166	319	46%
Masters	95	54	9	108	266	38%
Post Graduate-Honours	38	24	8	46	116	17%
Total	224	120	37	320	701	100%
* 2021 PRELIM HEMIS						

Regarding staff equity, though the percentage of Black academics has increased in the University, which is a good indicator of transformation, it is noteworthy to state that these colleagues are employed at the most junior levels of lectureship as 86% of associate lecturers are Black, comprising 51% African, 30% Coloured, and 5% Indian. At the full professor and associate professor levels, 72% and 58% are White appointees. Conscious consideration and progress must be made to improve the equity and rank profile of mid-career to senior permanent academic staff. As there will be several White full and associate professors retiring over the next few years, the opportunity presents itself to drive greater transformation at these levels.

Figure 4: Permanent PASS staff by occupational category, population group, and gender

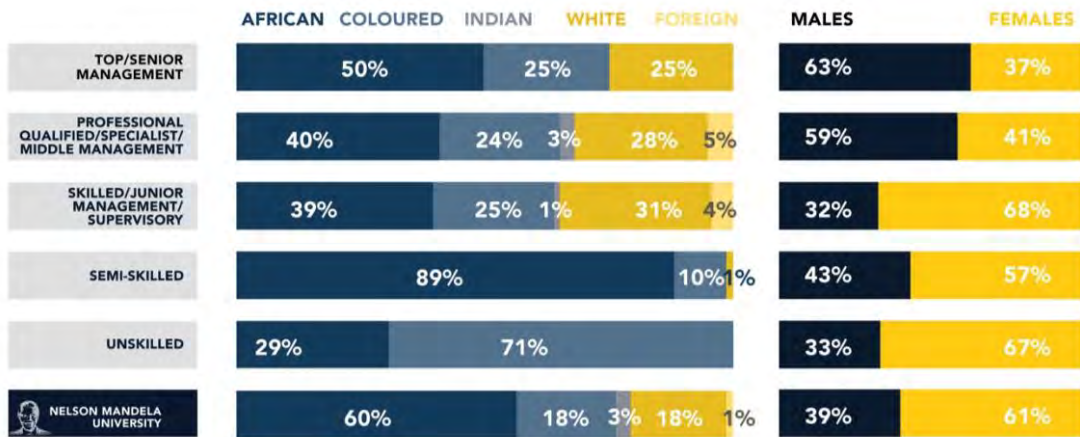


Figure 4 reveals that the PASS staff profile is more transformed than that of academics. 60% of PASS staff are Black, and the highest percentage of staff in management and leadership positions from junior through the middle, senior and top management ranks are Black. Overall, there is a higher percentage of females in PASS positions, but there is a larger percentage of males in the top, senior and middle management positions.

2.7 Staffing of Research Chairs and Research Entities

The Nelson Mandela Research and Innovation Strategy has at its core the need to engage in scholarly pursuits that feed into numerous streams. These include advancing South Africa’s transformation imperatives and encouraging epistemic orientations and teaching modalities that are humanising. The academic project also must address the challenges of poverty and inequality as well as contribute to local, national, and global sustainability. It is a map through which an engaged and innovative scholarship culture is cultivated and developed to produce cutting-edge knowledge and technological inventions. It also aims to discover new ways of applying existing knowledge to improve the commercialisation of research outcomes, increase the competitive edge of the university and secure its financial sustainability. While the seven pillars of the Research and Innovation strategy cut across the Research, Innovation and Internationalisation portfolio, this contribution focuses on transformation within the flagship programmes, namely (Research Chairs, Entities and National Research Foundation (NRF) rated researchers).

2.7.1 Research Chairs

Nelson Mandela University currently hosts 16 Research chairs, with the demographic profile as follows:

Table 3: Demographic profile of the Chairs

BLACK		WHITE	
FEMALE	MALE	FEMALE	MALE
4	4	3	5

Table 4: Details of the Research Chairs

NAME OF CHAIR	DETAIL
Prof Andrea Hurst	SARChi in Identities and Social Cohesion in Africa
Prof Mandy Lombard	SARChi in Marine Spatial Planning
Prof Janine Adams	SARChi in Shallow water ecosystems
Prof Paul Watts	SARChi in Microfluidic Bio/Chemical Processing
Prof Patrick Vrancken	SARChi in Law of the Sea
Prof Mike Roberts	NRF/Newton Fund Bilateral Chair in Food Security
Prof Andre Keet	Chair for Critical studies in Higher Education Transformation
Prof Sijekula Mbanga	Chair in Human Settlements
Prof Ivor Gorlach	Isuzu Chair in Mechatronics
Mr K Du Preez	merSETA Chair Engineering Development
Prof Salim Vally	DHET/SARChi Chair in Community Adult and Worker Education (with UJ)
Prof Cheryl Walter	UNESCO Chair in Physical Activity and Health in Educational Settings (with Univ. of Basel)
Dr Lesley Powell	Chair in Youth Unemployment, Employability and Empowerment
Prof Rose Boswell	SARChi in Ocean Cultures and Heritage
Prof Pumla Gqola	SARChi in African Feminist Imaginations
Dr Steven Mufamadi	DSI Chair in Nanomedicine

It is particularly pleasing that the three most recent chairs whose term started in 2021 have all been Black, with two of them contributing to the strategic area of Revitalisation of the Humanities, and the third linked to the Medical School. Future endeavours will focus on growing the number of research chairs, with emphasis on externally or industry-funded research chairs.

2.7.2 Research Entities

There are currently 22 research entities, of which three are institutional entities - two (2) reporting directly to Deputy Vice-Chancellor: Research, Innovation and Internalisation (DVC: RII) and one (1) to DVC: ETP - 12 centres are based in faculties, there is one (1) faculty-based institute as well as six (6) research units, also based in faculties.

Overall, the University research entities contribute significantly to research outputs and postgraduate training as well as to the strategic objective of financial sustainability by attracting external research income. The work of individual entities is well aligned with the six institutional research themes, university strategic objectives and different sustainable development

goals. With regards to growing the African footprint, this is currently primarily achieved through postgraduate student training (students recruited from various African countries) and supervision of postdoctoral fellows with a few collaborative partnerships with universities in other African countries. This is an area that will require focused attention in the future.

A cluster of entities anchors the University contribution to the SDG: Life on Land, and the Institutional Research Themes: *Environmental Stewardship and Sustainable Livelihoods; Origins, Culture, Heritage and Memory*. These are the Centre African for Conservation Ecology, Sustainability Research Unit, African Centre for Coastal Palaeontology and AEON.

In addition, the CMR is contributing significantly to the institutional research theme of Oceans and Coastal Sciences. This work has resulted in Mandela University being ranked the top institution in South Africa for its contribution to the SDG: Life under Water, in the recent Times Higher Education Impact Rankings.

Table 5 provides information on the distribution of research entities in the faculties and institution-wide research entities reporting to the DVC: RII and DVC: ET.

Table 5: The distribution of the research entities by Faculty/portfolio

FACULTY	NUMBER OF ENTITIES
Humanities	2
Business and Economic Sciences (BES)	3
Engineering, the Built Environment and Technology (EBET)	3
Education	1
Health Science	1
Science	9
Deputy Vice Chancellor ET	1
Deputy Vice Chancellor RII	2
Total	22

As can be seen from Table 6, of the 22 research entities, nine (41%) are headed by female leaders.

Table 6: The breakdown of research entity leaders by race and gender

RACE & GENDER	NUMBER OF DIRECTORS
White Male	8
White Female	8
Black Male	5
Black Female	1

Furthermore, as seen in table 7 below, the number of entities with directors nearing or at retirement age is six (6).

Table 7: The breakdown of research entity leaders by age group

AGE GROUP	NUMBER OF DIRECTORS
Under 40	2
40 – 45	1
46 – 50	5
51 – 55	5
56 – 60	3
61 – 65	6

From a transformation perspective, the appointment of more equity staff as directors is essential. The pending retirement of six directors over the next few years will provide an opportunity to do so.

2.8 Academic student: staff ratio

A further indicator of efficiency in improving the quality of learning and teaching is the ratio of full-time equivalent (FTE) staff to students. The university's student: staff FTE ratio decreased from 31:1 in 2010 to 27:1 in 2019. It then increased again to 28:1 in 2020 and 29:1 in 2021. This is higher than the national average of 27:1 for all contact public universities in 2019. A comparison of the 2020 faculty-specific student: staff FTE ratio compared to the average CESM weighted student: staff FTE ratio for other contact universities depicts the student: staff FTE ratio in the Faculties of Humanities, EBET and Law is higher than the average for similar faculties in other contact universities in the system. The University has been addressing this by changing the resource allocation model, which determines the budgets for funding academic staff posts in faculties by including variances from national averages for student: staff FTE ratios for contact universities. This has brought about a more equitable allocation of funding for the appointment of academic staff in faculties with high student: staff FTE ratios. The University proposes a target of 28:1 regarding its student: staff FTE ratio for 2022 but will strive to further reduce the ratio in faculties where the ratios remain unacceptably high. Table 8 depicts the academic staff/student weighted ratio for 2021.

Table 8: Academic Staff/Student weighted ratio 2021

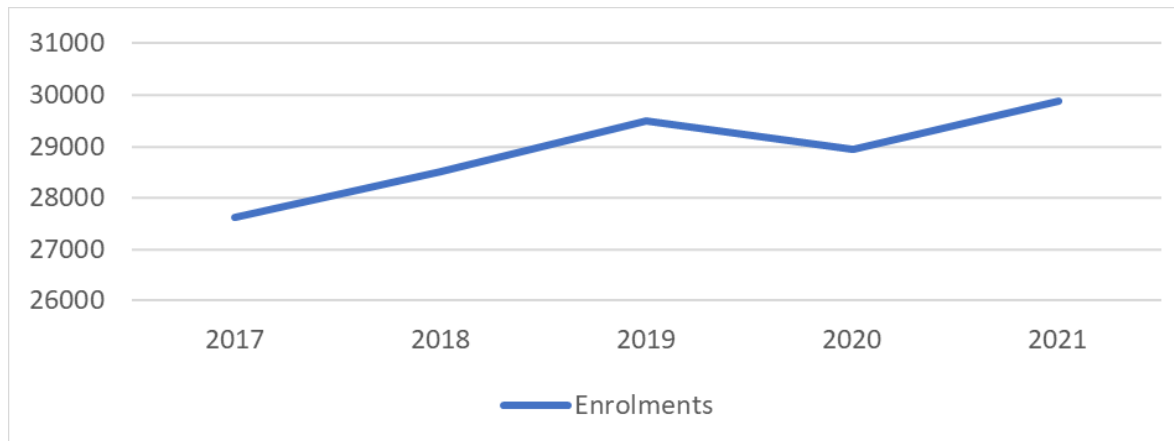
2021			
FACULTY NAME	Enrolled FTEs	Staff FTEs	Student: Staff FTE Ratios
Humanities	3 675.422	114.364	32:1
Science	2 896.549	168.810	17:1
Education	1 737.807	50.268	35:1
Business and Economic Sciences	6 631.049	167.525	40:1
Law	1 547.619	44.843	35:1
Health Sciences	2 410.445	147.553	16:1
Engineering, the Built Environment and Technology	3 953.068	119.918	33:1
Learning and Teaching	36.643	4.936	7:1
Other Staff Departments		40.482	
Total	22	858.699	28:1

As noted previously, the academic staff FTE component includes a substantial number of staff employed on a contract basis, on both part-time temporary and full-time temporary basis who are involved in lecturing. Though the ideal would be to have more permanent academic staff, it is valuable to bring in expertise from industry to teach specific modules requiring specialisation not readily available within the pool of permanent staff as this is cost effective and flexible. Though there may be positive outcomes for the inclusion of temporary staff, it is essential to monitor and evaluate module activities properly to ensure that quality standards are maintained in teaching, assessment, and other related academic activities. Temporary employees should be adequately inducted to carry on the culture and values of Mandela University.

2.9 Student Headcounts and Enrolments

In line with its vision and mission and seeking to advance social justice, equality and inclusion, Mandela University has been systematically increasing access to higher education for first-generation students from socio-economically deprived backgrounds, particularly from schools in quintiles 1 to 3. The expanded financial aid provided through the national government is one of the contributors to the realisation of this ideal. In 2020 and 2021, we enrolled 75% and 78% African students, respectively. Total enrolments increased by 7% from 27 780 in 2017 to 29 889 in 2021. While there had been steady growth, we observed a decline in the 2020 enrolment to 28 951 as indicated in the graph below.

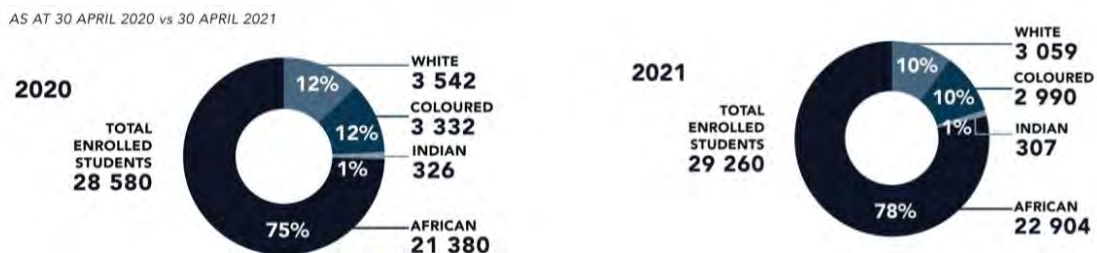
Figure 5: Total headcount enrolment 2017-2021



The University also continues to provide access to university studies to differently abled students. For example, in 2021, 327 differently abled students were enrolled at the University. This amounts to 1.1% of the student body. Other than having access to all the support and development services offered at the university, the specialised Universal Accessibility and Disability Services (UADS) Unit assists students to access the university, provides them with support and development, avails assistive technologies and arranges transport. The unit has procedures in place to evaluate if assessment concessions are required and proposes what the nature of the concession should be to lecturers.

The following graphics provide a snapshot of general student numbers in April 2020 and 2021, respectively, with reference to faculty, race and gender, geographical origin, nationality, quintile school background and accommodation.

Figure 6: Student Headcount 2020-2021



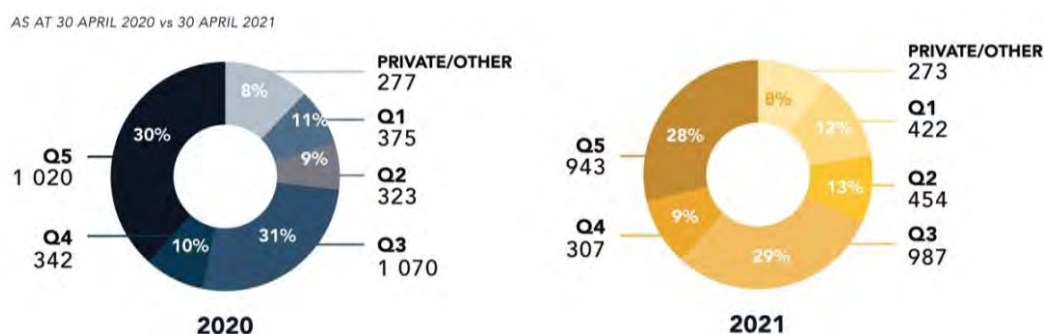
As can be seen from Figure 6, the distribution of enrolled students per race group is reasonably reflective of the general population of our country.

In addition, the University's diverse student body also reflects a range of home languages, with 51% of the student body identifying isiXhosa as their home language, followed by English (27%),

other South African official languages (11%) and Afrikaans (8%). The decrease in Coloured and White enrolments is linked to the decrease in the percentage of students whose home language is Afrikaans.

The gender distribution has remained relatively stable over time. For example, the percentage of male and female students was 46% and 54% respectively in 2010 and 2020.

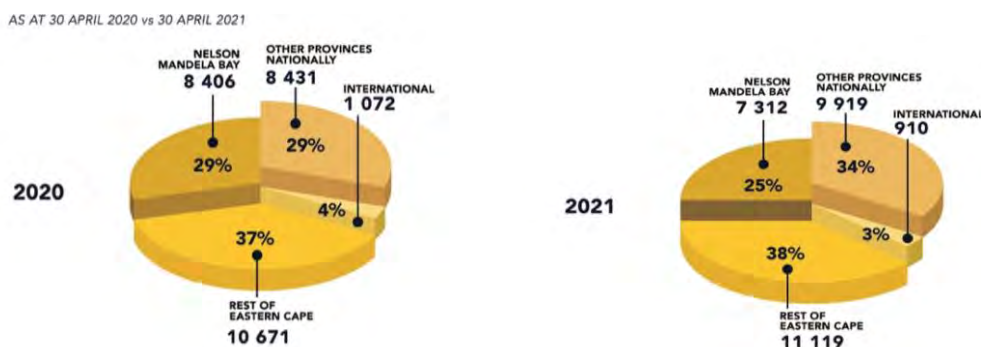
Figure 7: Quintile school background 2020-2021 (South African students only)



In 2010, for example, 24% of the University’s first-time entering enrolled students were from quintile 1 to 3 schools. As can be seen in Figure 7, in 2020 and 2021 enrolments from schools in quintiles 1 to 3 exceeded 50% of the total number of enrolled students. The increased percentage of quintile 1 to 3 enrolled students indicates that the university has given effect to its commitment to systematically increase access to higher education for first-generation students from socio-economically deprived backgrounds. These students largely come from schools in quintiles 1 to 3, particularly in rural areas.

Enrolling more students from quintile 1 to 3 schools and rural areas has had an impact on the University rethinking the nature of the academic and personal development and support that needs to be provided along with increased needs for student accommodation and transport. The University’s response will be indicated in relevant focus areas in this report.

Figure 8: Geographical origin of South African and international enrolments 2020-2021



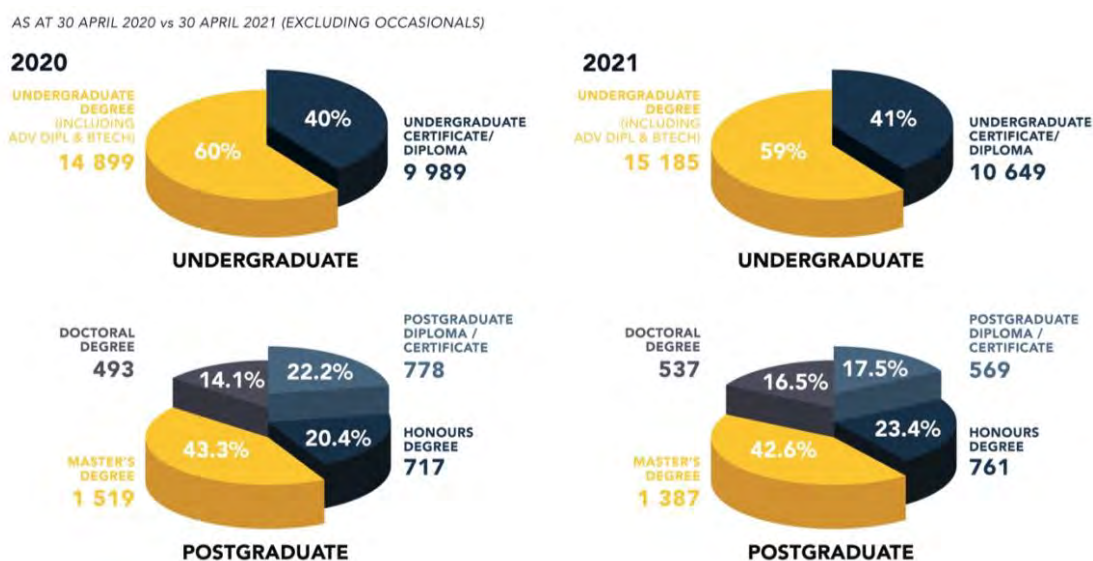
As can be seen from Figure 8, most of our students come from the Eastern Cape. An implication of this is that when the University had to rapidly transition to remote online learning and teaching, many students returned to our residences to access uninterrupted internet and devices. This was due to challenges with accessing the internet in some rural areas of the province. The same principle was applied to students in other regions who experienced similar limitations. The academic year 2021 also saw a decline in our international student enrolments due to the impact of the COVID-19 pandemic. Details on the support provided to students during the 2020 and 2021 academic years are shared later in this report.

In terms of international student enrolments, from 2010 to 2021, 1 000 fewer international students are enrolled at Nelson Mandela University. In 2021, the number of enrolled international was 824 which represents 3% of the enrolled student body, whereas in 2010 7.9% of the university's total enrolments were international students. The largest percentage of international students come from Southern African Development Community (SADC) countries, followed by other African countries, with the smallest percentage being from other foreign countries. While part of the decline in international student enrolments is due to the impact of the COVID-19 pandemic on the global economy and international travel, the DVC: RII is leading the development of a refined internationalisation strategy linked to Vision 2030 and plans are being put in place to grow international enrolments.

2.10 Under- and postgraduate student enrolments linked to access and qualification types

The majority of students are enrolled in undergraduate studies, as the figure on Distribution of Under- and Postgraduate Enrolments by Qualification type shows.

Figure 9: Distribution of under-and postgraduate enrolments by qualification type 2020-2021



As a comprehensive university that promotes access for success, the balance between Higher Certificate (HC) versus degree enrolments is crucial. The number of diploma programmes that the University offers has decreased in the years since the merger (for example, in 2010 54% of UG students were enrolled for HCs and Diplomas). This decline is mainly due to professional bodies in Health Sciences and Engineering requiring degrees rather than diplomas for entry into some of their professions. Despite this, it is encouraging to note that at the UG level, about 40% of enrolled students are doing HC or Diploma studies.

The value of Higher Certificates providing access to further studies is something that the University tracks. For example, in 2021, 3.8% of HC students enrolled for further studies at our University largely for diploma studies, but some enrolled for degree studies. For example, the HC Mechatronic Engineering articulates into the Bachelor of Engineering in Mechatronics, and a range of Bachelor of Engineering Technology degrees in Electrical, Industrial, Mechanical, and Marine Engineering.

We furthermore research the articulation between HC, diploma, and degree programmes not only to enhance the curricula of HC programmes but also to enhance success when these students move into diploma or degree studies. For example, a Master’s graduate researched the HC in Accountancy programme and found that the Higher Certificate graduates performed better overall in the Diploma in Accountancy programme and had lower dropout rates than other students in the programme. Another access for success initiative relates to increases in enrolments and success in a range of 20 extended programmes that we offer. This is indicated in Table 9 below.

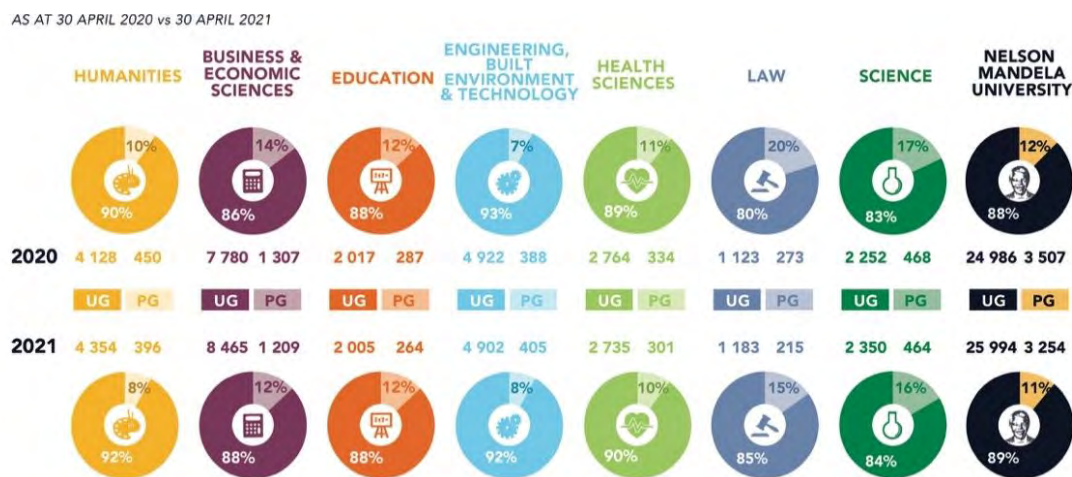
Table 9: Enrolments in Extended Programmes 2017-2021

	2017	2018	2019	2020	2021
Enrolments	1 667	1 741	1 840	2 088	2 388
Overall Success Rates	72%	73%	74%	86%	80%

We have noticed that during the pandemic the success rates in regular courses have dropped significantly for first-time entering extended programmes students in 2020 and 2021, with the success rates being 66% and 69% respectively. This is a concern, and we are exploring the reasons for this, to put measures in place to address it. One of the explanations could be that students struggled more to adapt to remote online learning, especially in the regular modules which have larger enrolments and work is covered at a faster pace. In 2022, for example, the Faculty of Science ran on-campus orientation sessions for first-year students and the academic adviser played an increased role in engaging with students individually and in groups. It will be interesting to see what impact this has on success rates in regular courses this year.

Returning to the more general discussion on enrolment patterns, the under- and post-graduate enrolment patterns for 2020 and 2021 are provided in Figure 10.

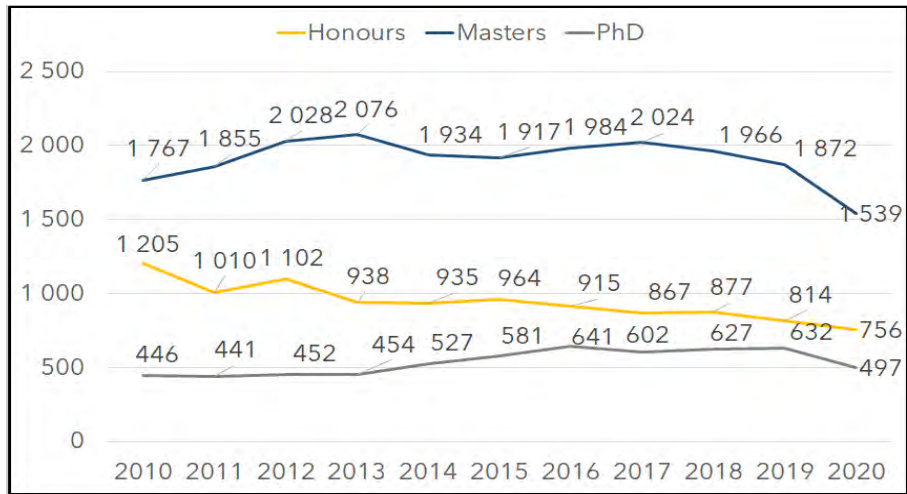
Figure 10: Under- and Postgraduate enrolments per faculty 2020-2021



Nelson Mandela University’s enrolment plan foregrounds its desire to grow the number of students doing postgraduate studies. A postgraduate cohort is an essential group for improving the University’s research capacity and contributing to the development of the next generation of academics and researchers. This group also plays a crucial role in sustaining the research activities of Universities and in providing the critical high-end skills base that the global labour market demands (NMU Research and Innovation Strategy, 2019).

The University carefully monitors enrolment and other key performance indicators against the six-year enrolment plans approved by the Department of Higher Education, Science and Innovation and the targets contained in its Vision 2020 and 2030 strategic plans and Annual Performance Plans (APPs). Figure 11 below indicates concerning trends in respect of Honours, Master’s and PhD enrolments (NMU Decadal Review, 2020).

Figure 11: Honours, Master's and PhD enrolments, 2010-2020



Honours enrolments declined from 1 205 in 2010 to 756 in 2020, constituting an average annual decline of 4.6%. In some instances, a large portion of this decline can be explained by replacing Honours programmes with postgraduate diplomas. There is, however, a shortage of funding support for Honours students, which makes it difficult to recruit more students into this critical pipeline for Master's and PhD programmes.

Master's enrolments increased from 1 767 in 2010 to 2 076 in 2013 but have declined since, resulting in only 1 539 enrolments in 2020. This is an average annual decrease of 1.4%. PhD enrolments increased from 446 in 2010 to 632 in 2019 but declined sharply to 497 in 2020.

The enrolment declines in postgraduate (PG) qualifications will limit the expansion of the available pool of researchers and innovators, and the next generation of academic staff. Such declines will have a particularly negative impact on our subsidy generation since postgraduate enrolments and graduate outputs are funded at much higher levels than undergraduate students. Consequently, the DVC: RII and a task team with representatives from faculties are developing strategies to increase PG enrolments. One such strategy is the Postgraduate Research Scholarship Policy which has been revised and, pending approval, will take effect from the 2023 intake. The revised policy together with a greater investment in funding PG studies is likely to have a positive impact on targeting and growing PG enrolments.

2.11 Student accommodation

With the increasing number of students from rural areas and students who receive funding from the National Student Financial Aid Scheme (NSFAS), the need to increase the provision of accommodation continues to grow. As a result, from 2010 to date, there has been a 19% increase in the number of beds on campus, and a 100% increase in accredited off-campus

accommodation. Figure 12 provides information about on- and off-campus accommodation numbers in 2020 and 2021. The University has received Institutional and Efficiency grant funding to build new residences, with new residences opening in Summerstrand in 2022 (see the section on infrastructure capacity).

Figure 12: Student Accommodation 2020-2021

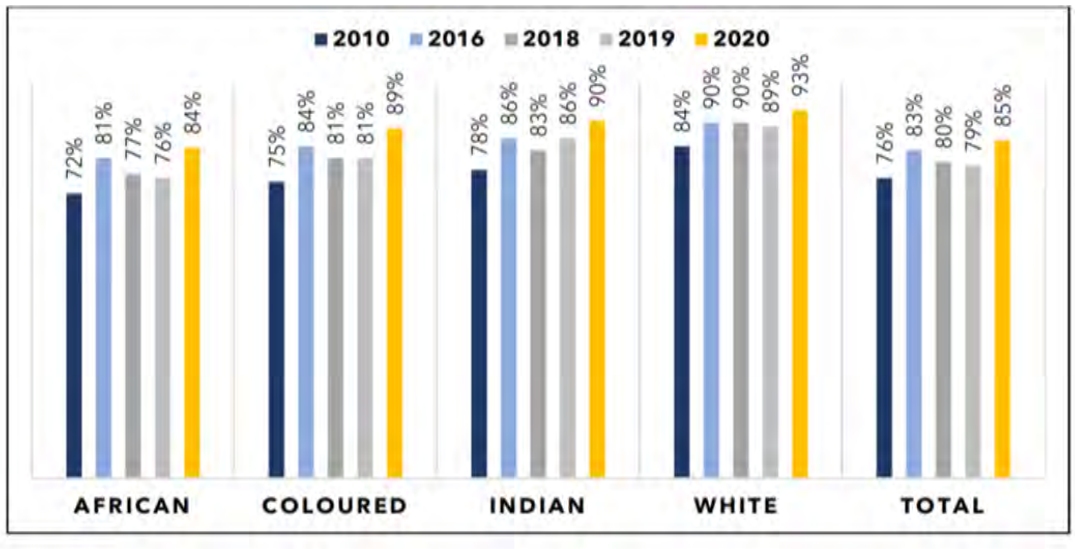


2.12 Student success, throughput, and completion rates

At Nelson Mandela University, student success is defined as being self-aware, understanding one’s own abilities, mindfully setting and achieving one’s personal goals with persistence and commitment, and taking co-responsibility with staff and support structures to progress academically and graduate holistically developed, responsible citizens. We recognise that access must be linked to success. Our experience has shown that broadening access requires addressing broader systemic issues impacting negatively on the academic success of economically and academically vulnerable students. The University successfully improved the student success rate, increasing from 78.9% in 2017 to 79.7% in 2018, slightly dropping to 80% in 2019 and rising to 86% in 2020, a significant improvement. The student success rate for 2021 was 85%, exceeding the national benchmark and average of 82%. This is an excellent achievement considering the major challenges students needed to overcome during a global pandemic. Among the reasons for the unanticipated higher success rate in 2020 was the implementation of continuous assessment in many modules. Another was the fact that multiple learning and assessment opportunities were provided, given that students restarted their learning once they had a device and connectivity or could return to campus.

Figure 13 provides information on the success rates for the different population groups for a 10-year period.

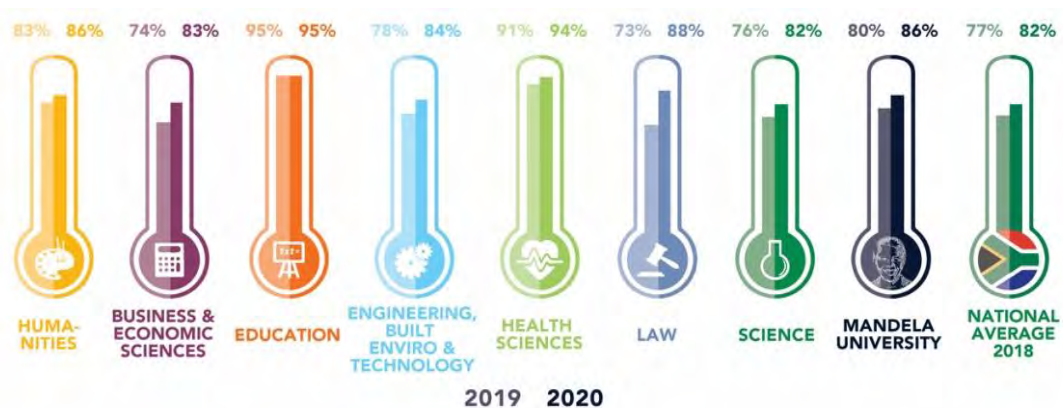
Figure 13: Success Rates by population group 2010-2020



As can be seen from Figure 13 in 2010 it was only the success rate achieved by White students that met the Department of Higher Education, Science, and Innovation’s benchmark of 80%. However, by 2020, the success rates for all population groups exceeded the benchmark. The reason for this is that a range of strategies were put in place, some institution-wide (for example, a First-year Success programme, increased resourcing of and capacity-building of tutors), while others were faculty-specific (for example, bilingual tutorials that initially started in the Faculty of Humanities, and the development of an application to enhance the orientation and support of first-year students in the Faculty of Business and Economic Sciences). More detailed information on Student Success initiatives and the role of the LT Collab in this regard will be covered in Focus Area 2, Standard 5.

Figure 14 provides an overview of student success rates per faculty for UG and PG coursework modules.

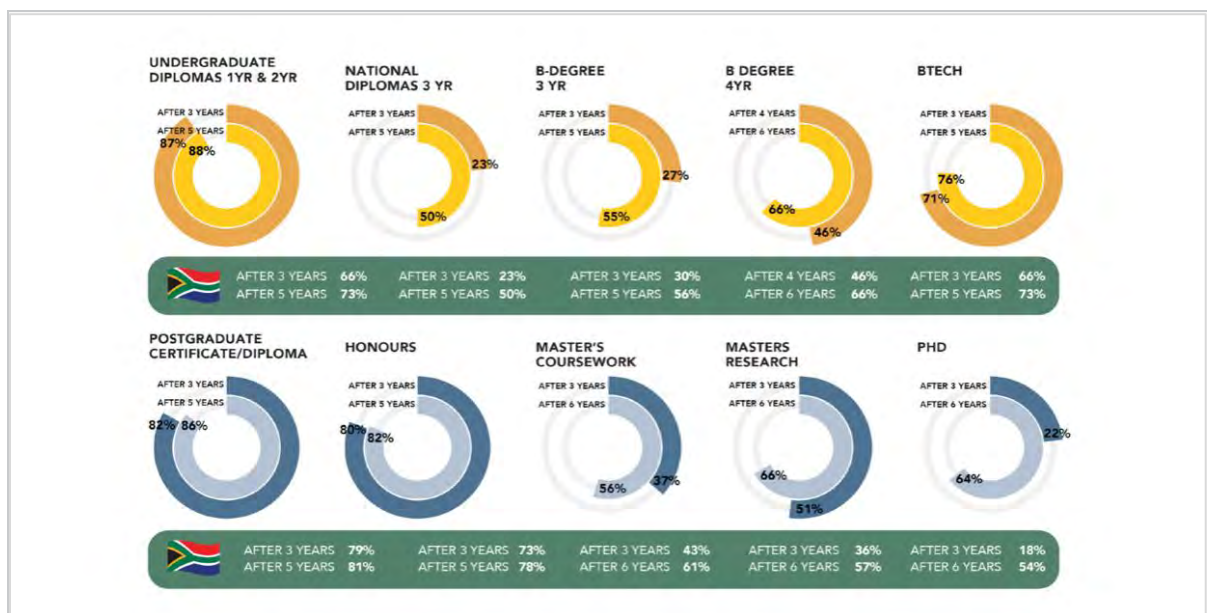
Figure 14: Success rates of coursework modules in 2019-2020



Of the faculties, Business and Economic Sciences, the Faculty of Engineering, the Built Environment and Technology and Law should be commended for the significant improvements in success rates as they instituted a range of initiatives to achieve this. These three faculties were early adopters of instituting academic advising along with more intentional tracking of student progress and greater use of technology to enhance learning and teaching. Some of the improvements in the Law Faculty could also be ascribed to the reduction of their very high student: staff ratio as they received funding to increase the number of permanently appointed staff.

Throughput rates are the percentage of a new intake of students (cohort) in a particular year who graduate at specific time intervals, generally calculated for the minimum duration needed to complete the qualification and the minimum time plus two years. For specific qualifications, such as Master’s and Doctoral programmes, a more extended period is considered since students need more time than the minimum to complete their studies. Figure 15 provides information on a longitudinal cohort study to explore throughput rates at Nelson Mandela University.

Figure 15: Throughput rates of all undergraduate qualifications 2019 (2013 cohort)



Generally, the University’s throughput rates are:

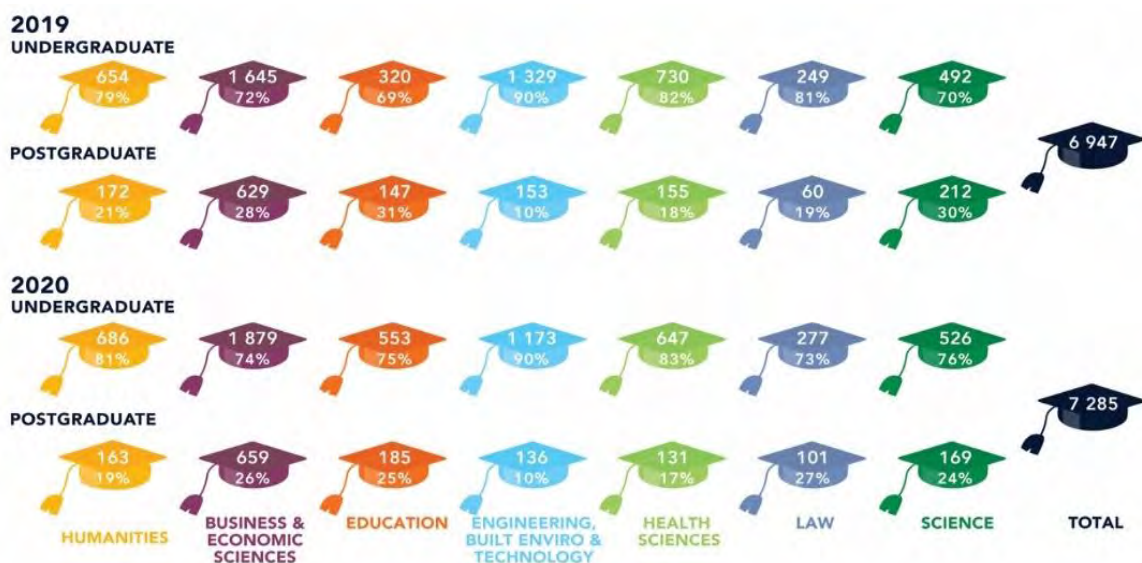
- Similar to the national average for national diplomas and four-year Bachelor’s degrees
- Higher than the national average for UG HCs and Diplomas, Bachelor of Technology qualifications, PG Certificates and Diplomas, Honours qualifications, Master’s by Research qualifications and PhDs

- Lower than the national average for three-year Bachelor's degrees and Master's coursework qualifications. Attention needs to be given to why these qualifications have lower throughput rates and measures need to be put in place to improve them.

A more in-depth discussion of the University's throughput rates and the factors impacting on them can be found in section 4.6 of the *Vision 2020 Decadal Review: Academic Size and Shape Indicators*.

5 398 students graduated in 2010. By 2021 the number of graduates grew to 7287. There has thus been significant growth in the number of students graduating each year. Furthermore, our number of graduates has grown at a higher rate (2.8%) than our annual enrolments (1.4%) have. This is an indicator of increased efficiency. However, the growth in graduate numbers is only at the undergraduate level. For example, there was a 7.3% increase in UG students who graduated from 2019 to 2020. Given the declining PG enrolments, there is a concomitant decline in PG graduation rates. For example, the number of PG graduates was 1 605 in 2018, whereas 1 421 PG students graduated in 2020.

Figure 16: Graduate outputs per faculty 2019-2020



2.13 Research performance and impact

The research outputs produced by Nelson Mandela University academics and associates have been on an upward trajectory for the past four years. The University ranks among the top 10 South African universities regarding the number of researchers with research ratings from the National Research Foundation (NRF).

The Research Publication Management System was created in 2019 and implemented in 2020 for the online capture of research outputs generated for the Department of Higher Education, Science and Innovation's cycles, this has been a valuable solution to reporting staff annual research contributions.

The rating system remains one of the critical indicators of research stature in the national innovation system. Reflecting on 2021, there are currently 85 rated researchers at Mandela. Of these, 17 are Black (20%), and 68 (80%) are White. The gender distribution is 28 females (33%) and 57 males (67%). Therefore, the demographic profile of the established and rated researchers of the University remains predominantly White, middle-aged, and male. There are currently no Black researchers in the A and B categories of the NRF rating at Mandela University. The 12 A-rated and B-rated researchers at the University are White, with only two (2) B-rated researchers being females. This pattern is also evident in the demographic profile of researchers who have previously disclosed new inventions, where white male researchers are in the majority, and female researchers are significantly under-represented. The number of rated researchers has remained stagnant, and the diversity of the rated researchers requires urgent attention.

Information on the impact of research undertaken at Nelson Mandela University can be found in the Research and Innovation Report 2020/21. Information on the impact of the University's research excellence related to Sustainability Science can also be found in reflections related to Focus Area 1, Standard 2.

2.14 Repositioning Engagement and Transformation

Fundamental to the overall institutional transformation project, and in line with the restructuring exercise, has been the establishment of a new executive management portfolio rooted in the interplay between engagement and transformation, and their linkages with research, learning and teaching. In doing this, the University has responded to a key dilemma facing the higher education sector, nationally and globally. That is, if they are not immersed in society, universities will find it near impossible to engage authentically and productively with current socio-economic, environmental, cultural, and political challenges.

The core purpose of the Engagement and Transformation portfolio is to provide intellectual and strategic leadership of engagement and transformation in support of the vision and strategic objectives of the University. The portfolio has a substantive coordination and facilitative function interwoven with faculties, entities and other business units across the University and beyond.

The Engagement and Transformation Report (2020-2021) narrates the journey of building this "new" portfolio and its excellent growth over the past two years. It further covers the range of offices, centres, and the Chair for Critical Studies in Higher Education Transformation (CriSHET),

which serves as strategic support for the transformation mandate of the University and is a top intellectual and programmatic performer.

The Hubs of Convergence, a signature project of the University exploring the concept of engagement as “convergence”, are located with this portfolio. Convergence is theorised as the conscious effort of drawing together internal and external stakeholders to unlock the knowledge and praxis that enable us to better engage on issues affecting our society. As an engaged University, we aim to join with our community to create new knowledge, drawing on stakeholders’ and communities’ experience and practical understanding.

The work of the Community Convergence Workstream (CCW) and the HoC has brought together skills, capacities, and connections from across the University in various projects to work with marginalised communities. The HoC responded with agility to the pandemic, coordinating the CCW to generate projects in areas such as sustainable food systems, material food relief, anti-gender-based violence and community journalism. Its work is an exemplar of the kind of processes re-imagining engagement might require. Networks have grown and connections, across faculties, disciplines, civil society organisations, government, and the private sector have strengthened and become more impactful.

Altogether, the University community is involved in just under 250 engagement projects and activities are spread across the academic faculties, entities and fields of knowledge. The broad areas of engagement are Agriculture and Food Security; Arts, Culture and Sport; Education; Environment; Enterprise Development; Health; HIV/AIDS; Housing and Living Conditions; Social Justice; Social and Community Development; Safety and Security; and Training and Development.

The ETP entities, projects and programmes have worked to establish new and revitalised affiliations, systems of working and means of accountability. Together, they represent a wide range of expertise, knowledge and approaches to research and praxis with a shared commitment to building a transformative, responsive university.

2.15 Infrastructure capacity

Over the past five years, Nelson Mandela University has seen significant infrastructural growth supporting its learning, teaching, research, innovation, internationalisation and engagement endeavours. Mandela University currently owns 1 023,965 ha of land spread across six campuses in Gqeberha (Bird Street Campus, Summerstrand North Campus, Summerstrand South Campus, Ocean Sciences Campus, 2nd Avenue Campus and Missionvale Campus) and one in George. It uses and maintains 277 buildings having a footprint of approximately 315 000m².

Ongoing infrastructure and maintenance work have been taking place as part of the Missionvale Campus readiness plan, including adapting existing infrastructure for the Medical School's opening in early 2021.

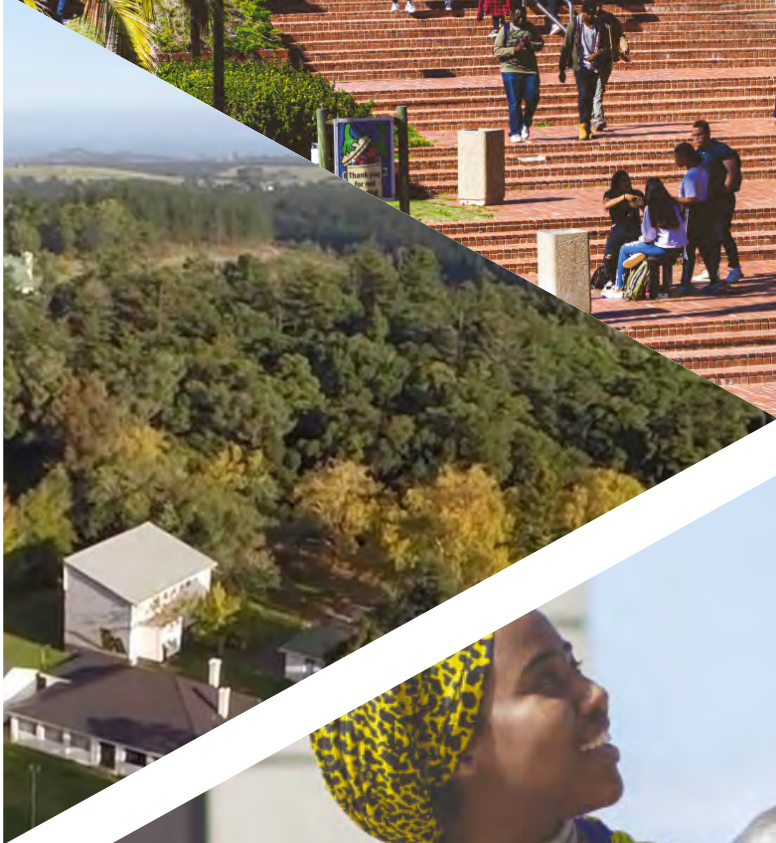
Although primarily a non-residential university, Mandela University has invested in new residences on George and Gqeberha campuses that will lift the number of beds for students from 3 299 on-campus beds at the start of 2020 to 5 614 by the end of 2022.

The Ocean Sciences Campus represents another significant investment in infrastructure. Currently, work is underway to extend E-Block and renovate C Block to provide additional multi-disciplinary research, collaboration and laboratory space.

Following the University's adoption and approval of its renewable energy strategy, the installation of solar plants is being considered for each campus. The South Campus renewable energy farm is already operational, and a R5.3 million solar installation is underway on Missionvale Campus.

Reimagining infrastructure delivery is necessary to address decreasing revenues, increasing student enrolments, and limitations on fee increases which increases pressure on the available funding for capital investment and operational expenditure. This requires using limited resources to achieve maximum impact (see *Reimagining Infrastructure*). The matter of digitalisation, re-purposing and modernisation of our learning, teaching and research infrastructure, Information and Communication Technology (ICT) systems and platforms will be covered in Focus area 2, Standard 6.

The next part of the report is dedicated to the four focus areas and their standards, each informed by prescribed guidelines.



3

REFLECTION ON THE FOUR FOCUS AREA AND 16 STANDARDS



3. Reflection on the 4 Focus Area and 16 Standards

3.1 Focus Area 1 Governance, strategic planning, management and leadership support the core academic functions

Focus Area, 1 of the Self-Evaluation Report, provides an analysis of how Nelson Mandela University's governance, strategic planning, management and leadership support the core academic functions.

3.1.1 Standard 1

Nelson Mandela University has a clearly stated vision, mission, and strategic goals, which have been approved by appropriate governance structures, subject to comprehensive stakeholder engagement.

3.1.1.1 Context to the past five years (2017 – 2021)

The impact of the *#FeesMustFall* movement of 2015/16 has been well recorded, and the details do not fall into the scope of this report. However, this remarkable era in the history of South African higher education left a profound impact on subsequent years, including the period under review here. Universities were confronted with complex challenges, many of which had not been experienced before and were not entirely manageable within the bounds of existing policy and regulations. Institutions, including Nelson Mandela University, have had to show agility, prescience, and fortitude in the face of emerging dynamics in higher education and be mindful of how to respond in keeping with the University's core values. Lessons learned and experience gained from this era have contributed significantly to crafting the future strategic directions of the University.

3.1.1.2 Highlights of strategic projects

From 2018 to 2020, the University focused on finalising the implementation of the revised Vision 2020 framework and laying the foundations for Vision 2030, which is now in its second year of implementation. It has been pleasing to record highlights and achievements over this period and equally gratifying to note the university's evolving coherence and maturity around its vision, mission, and values.

The following commitments were made during the Vice-Chancellor's inaugural address of 2018, namely, to:

- Inculcate an institutional culture that draws on the essence of Mandela, particularly as this relates to his leadership, his notion of social justice and the value of education in

changing the trajectory of the marginalised and the vulnerable in society.

- Commit the University's intellectual asset base to serve the legacy of Mandela and all the freedom fighters who worked alongside him here in South Africa and the diaspora.
- Inculcate the notion of a "commons" to solve problems and create innovation. This notion has always been central to African social and innovation fabrics. Thus, young African researchers must be enabled to successfully inculcate their own knowledge-heritage towards creating new university learning systems and contributing to creating a better world.
- Offer multi-faceted curricula relevant to local and global contexts and draw on a diversity of philosophical and ideological orientations and worldviews. These include the launch of a Centre for Philosophy in Africa, which will become a focal point in directing, attracting, and exploring sources and resources that will support research and engagement projects and inform curricula transformation efforts.
- Launch a Social Consciousness Sustainable Futures (SCSF) module that is largely based on student inputs. This includes themes exploring what it means to be human, land, environment, food, economy, technology, dignity, the Constitution, rights and freedoms, ethics, entrepreneurship, and leadership.
- Establish the first Hub of Convergence (HoC), intended to be a physical space where the University meets the community to engage on common platforms to find solutions to practical problems. These Hubs seek to provide an outward focus by ensuring that communities benefit from the intellectual and other assets of the University while also contributing their wisdom to the co-creation of contextually responsive solutions to societal challenges.
- Enhance the quality of student life through implementing student-centric programmes seeking to activate the agency of our students as leading actors in developing and implementing these interventions. To this end, the University is strengthening the Leaders for Change Programme, aimed at cultivating 21st century leaders who are imbued with attributes such as imagination, lifelong learning, civility, service, ethical leadership, self-transformation and self-reliance, and adaptive skills in an ever-changing world. Furthermore, the Madibaz Youth Labs is a virtual and physical space that has been created for students at the University to co-create innovative approaches to address complex social challenges facing young people in South Africa and beyond.

These commitments continue to be systematically addressed and implemented, as is evident in the annual performance plans and reports compiled by the University over the past five years.

3.1.1.3 Listening Campaign

As part of a comprehensive stakeholder engagement strategy, the Vice-Chancellor led an institution-wide Listening Campaign throughout the first and second quarters of 2018. The

overarching objective of this campaign was to contribute, over time, to addressing contextual issues facing the University while enabling active stakeholder participation in shaping institutional strategic aspirations beyond 2020. The intention was for senior leadership to listen to various publics and to develop a comprehensive baseline on the state of the University to inform forward-looking strategy. From the stakeholder input, senior management developed a deeper understanding of the strategic and pragmatic interventions required to embody the desired identity and ethos of Nelson Mandela University. As noted in the Institutional Profile, this identity and ethos builds on and takes further that of Nelson Mandela Metropolitan University. It was crucial to carve a path that would take the good work of this University to greater heights despite the prevailing challenges confronting the higher education sector nationally and globally.

The Listening Campaign yielded broad thematic areas that were embedded in institutional strategy up to 2020 and beyond, namely:

- Positioning our institutional identity in line with Nelson Mandela’s lifelong commitment to social justice and his unwavering belief in the value of education
- Changing the trajectory of those who are marginalised and vulnerable in society
- Inculcating a transformative, inclusive institutional culture that fosters social solidarity and a sense of belonging for all students and staff
- Rethinking the content and approach of our teaching and learning, our research agenda, and our engagement to unleash the full potential of our staff and graduates to “change the world” through their scholarly and societal contributions
- Ensuring that our human resource policies and systems are agile, people-friendly, responsive, and efficient
- Promoting the financial sustainability of the University through innovative resource mobilisation and responsible resource stewardship
- Modernising institutional support systems and processes to promote agility, flexibility, and responsiveness in an increasingly digitalised and competitive higher education landscape nationally and globally
- Enhancing student success through the execution of vibrant student-centric support and value-adding intellectual, social, cultural, sport, recreational and other programmes on campus.

Three phases of implementation were agreed upon, as outlined below:

2018 (immediate)

- Update revised Vision 2020 strategic plan to embed themes emerging from Listening Campaign and VC’s inaugural address.
- Revised Vision 2020 strategic plan to be approved by Council.

- Adapt institutional monitoring, evaluation, and reporting framework to report on progress in addressing issues identified in the Listening Campaign.
- Communicate progress with strategy implementation to stakeholders on a quarterly and annual basis.

These priorities were supported by a Council-approved governance monitoring, evaluation and reporting framework to ensure that this implementation phase was successfully completed, enabling the smooth transition into the next phase.

2018-2020 (short- to medium-term)

- Assess resource implications of updated Vision 2020 and strategic plans and integrate into the budget.
- Implement an Organisational Redesign Process to reimagine existing institutional systems, processes, structures, policies and practices to enhance sustainability.
- Develop future-focused scenarios and craft Vision 2030 in consultation with key stakeholders using the Listening Campaign to inform the baseline assessment of the University.

To this end, the University's Vision 2020 strategic plan was comprehensively reviewed, and Council approved the revised version for the period 2018 - 2020 on 28 September 2018.

In laying the groundwork for Vision 2030, the Vision 2020 decadal review (with accompanying infographics) revealed that commitments made regarding the implementation of the strategic objectives had been broadly concluded as follows, namely, that: they had been finalised and could be taken off the agenda; where projects rolled over to successive years, key milestones had been met; and where insufficient progress had been made in some seemingly intractable areas, these would require a more concerted focus in the next phase of Vision 2030.

Beyond 2020 (long-term)

Implement Council-approved Vision 2030, including:

- Strategic positioning, identity and institutional culture
- Distinctive academic size and shape, learning and teaching, research, and engagement
- Transformation imperatives
- Sustainability and resource stewardship
- Mobilise resources to fund game-changing strategic initiatives
- Forge mutually beneficial strategic partnerships.

The approval of Vision 2030 by Council in March 2021 thus marked a new phase in the journey of Nelson Mandela University. Vision 2030 was crafted after a comprehensive process of stakeholder engagement to contribute to the optimal performance of the University, in line with

its mandate and core functions.

3.1.1.4 Vision 2030 stakeholder engagements

In pursuit of its intention to foster a values-driven, transformative institutional culture that enlivens the legacy of its iconic namesake, Nelson Mandela University makes every effort to engage broadly with key internal and external stakeholders in co-creating and implementing future-focused institutional strategy. To this end, the University embarked on a stakeholder mapping exercise to ensure that the crafting of the Vision 2030 institutional strategy was informed and shaped by the voices of students, employees, alumni, and various other external stakeholders.

Internal and external stakeholders asserted that a united collective effort from all role players and hard work were needed to ensure that Nelson Mandela University is a university of choice by 2030. The process of engaging stakeholders elicited a groundswell of good will and commitment that will be leveraged and maintained as a prerequisite for effective strategy implementation.

Several other enablers were also highlighted by stakeholders, such as the following:

- Attracting and retaining the best employees and lecturers
- Being a university that is in touch with the plight of its immediate community and offers excellent quality, up-to-date and relevant modules, and programmes/qualifications
- Having a shared vision and implementation of the strategic plan with milestones, timelines, and a budget
- Ongoing engagements with stakeholders, dialogues, or opportunities to co-create, including more international partnerships and leveraging alumni networks
- Valuing ethical, compassionate governance, leadership, and management at all levels of the University
- Improving and innovating agile systems, processes, and policies to promote excellence in support service delivery, including an HR system that meets international standards
- Centering institutional culture on creating a caring, inclusive environment for all
- Enhancing student support
- Revitalising and maintaining infrastructure and campus safety
- Positioning and marketing to raise the national and international profile of the University
- Ensuring sustainable funding from government and other sources, with excellent stewardship of available resources.

3.1.1.5 Cascading Vision 2030

Through Vision 2030, Mandela University reaffirms its commitment to change the world through life-changing educational opportunities, innovative research and transformative engagement that contribute to a better world. It seeks to do so through focusing on four strategic focus areas that relate closely to the core academic missions of the University,

- namely:
- Strategic Focus Area 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good.
 - Strategic Focus Area 2: Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures.
 - Strategic Focus Area 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.
 - Strategic Focus Area 4: Catalyse dynamic, student-centric approaches and practices that provide life-changing student experiences within and beyond the classroom.

As the University embarks on cascading Vision 2030, the priority areas to be focused on will be as follows for the next five years:

- Further advancing social embeddedness and responsiveness by facilitating convergence in respect of the interplay between our academic and social projects
- Strengthening excellence in our strategic trajectories including the medical school, ocean sciences, revitalising the humanities, sustainability sciences, and repositioning engagement in the service of society
- Deepening transdisciplinarity as a key strategic differentiator by consolidating our strengths across all faculties and campuses
- Reviewing our academic programme portfolio, academic size and shape, modes of delivery, and pedagogical approaches to ensure that Mandela University is a higher education institution of choice for talented students and employees
- Pursuing student-centric and inclusive student access for success as one of our key differentiators as a comprehensive university, including cultivating holistic and vibrant student life experiences that release the full potential and talent of our graduates.
- Addressing rising youth unemployment by implementing wide-ranging interventions to enhance graduate employability and entrepreneurship

- Deepening a values-driven, transformative institutional culture characterised by authentic stakeholder engagement and a well-developed institutional self-understanding of what it means to embrace an African identity
- Centering integrated talent stewardship to attract and retain high-performing, socially diverse employees
- Positioning Mandela University globally, by expanding our internationalisation footprint in Africa and the global South, while sustaining existing mutually beneficial partnerships
- Accelerating digital transformation in pursuit of improved efficiencies, agile systems and processes, and adaptive institutional operating models that facilitate innovation and continuous improvement.
- Promoting the long-term sustainability of the University through innovative resource mobilisation, strategy-aligned budgeting, and ethical resource stewardship.

3.1.2 Standard 2

The stated vision, mission and strategic goals align with national priorities and context as well as sectoral, regional, continental, and global imperatives.

3.1.2.1 Contextualisation of the Higher Education Environment Linked to Strategic Directions of the University

The University's vision, mission, values, and strategic goals are informed by a myriad of influences. These are often predictable and direct our strategic ideals in a smooth pattern while on other occasions influences are unexpected, requiring immediate institutional responses. For some time now, higher education globally and nationally has been in a disruptive state of flux and uncertainty, calling into question its role and purpose. The constant and ever-increasing pace of change acts as a driver for universities to fundamentally revisit their academic missions and operating models to ensure that they thrive within a volatile, uncertain, complex, and ambiguous (VUCA) context. Most recently, these external drivers have manifested themselves in a variety of forms, such as the impact of the global COVID-19 pandemic, shifts in the global and national economies, demographic trends, and rising societal expectations of universities to tangibly contribute to the public good.

South Africa's National Development Plan 2030 outlines the main functions of universities in society as addressing indispensable high-level skills shortages, serving as the dominant producers of new knowledge, and strengthening equity, social justice and democracy. Challenges such as food security, quality health and education for all, secure and clean water, green and efficient energy sources, climate change, and inclusive communities need the engagement and response of universities at global and local levels as catalysts for

development.

The White Paper for Post-School Education and Training (WPPSET), 2014, sets out a vision of a differentiated post-school system that supports a wide range of citizens in accessing diverse opportunities for further study and self-advancement to prepare them for meaningful livelihoods. This is further elaborated in the draft National Plan for Post-School Education and Training (NPPSET), 2017, which provides an implementation framework to achieve the broad policy goals of the White Paper, such as ensuring the delivery of a diverse range of quality post-school qualifications that are responsive to the needs of students, society and the world of work. The NPPSET also seeks to better integrate the post-school system and support the continued implementation of initiatives that will result in significantly improved student success and throughput.

The White Paper on Science, Technology and Innovation (WPSTI), 2019, complements the WPPSET and NPPSET by providing the long-term policy direction to ensure a growing role for science, technology, and innovation (STI) in improving economic competitiveness and creating a more prosperous and inclusive society. The White Paper on STI introduces policy approaches to ensure an open, responsive, and diverse knowledge system, including adopting an open science paradigm, supporting a diversity of knowledge fields, advancing a greater focus on inter- and transdisciplinary research, and acknowledging the contribution of the humanities and social sciences to addressing complex societal problems. Furthermore, the White Paper introduces a systematic approach to expanding the internationalisation of STI and science diplomacy with a strong focus on the African continent to support a pan-African agenda.

This is reinforced in the African Union Agenda 2063, which also emphasises the critical role of higher education in developing the human capabilities and skills to drive innovation on the African continent. In addition, the United Nations Sustainable Development Goals (SDGs) seek to address global challenges and Goal 4 aims to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”* with one of the targets seeking to *“ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”* by 2030.

Aligned to the national, African Union Agenda 2063, and the United Nations Sustainable Development Goals Nelson Mandela University is expanding its internationalisation initiatives to further foster:

- international cooperation through strategic prioritisation and building on existing initiatives
- collaborative research and innovation which enables sharing experiences and expertise
- building human capability through international mobility opportunities
- developing international partnerships related to research infrastructure

- promoting and enhancing science, technology, and innovation capabilities in Africa
- stimulating the synergies among science, technology and innovation and foreign trade
- attracting science, technology and innovation-orientated foreign investment
- advancing science diplomacy.

The COVID-19 pandemic has caused one of the most significant disruptions of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries across all continents. More than 166 countries implemented various forms of national lockdown as a response to curbing the spread of the virus, which resulted in the closures of schools and post-school educational institutions impacting on 94% of the world's student population. Among the many inequalities exposed by the pandemic, the digital divide is one of the starkest with 3.6 billion people globally remaining offline with the majority living in developing countries. The "digital divide" refers to uneven access to ICT in societies, particularly pronounced on the African continent. Within this context, the pandemic has challenged deep-rooted notions of when, where, and how education is delivered to promote lifelong learning, as well as how universities contribute to socially engaged scholarship to improve digital inclusivity for those who are the most vulnerable and marginalised.

With the number of young Africans projected to increase to 42% of the world's youth by 2030 and doubling the current numbers of African youth by 2055 — African countries must invest in youth economic opportunities for a more prosperous future for all. This is imperative in South Africa where the level of inequality remains persistently high with a Gini coefficient of about 0.65 and the youth unemployment rate is 66.5%. This "wicked" challenge, with its wide-ranging implications for the socio-economic and democratic well-being of our society, will be further recentred within the University. This brings together existing interventions across the faculties, entities, and relevant support divisions into an integrated programme capable of leveraging the University's assets and networks to generate collaborations across the state, private, and civil society sectors as to upscale our work on this front.

Disillusionment and contestation are features across the globe revealing serious, indefensible flaws and weaknesses in political leadership and ideologies, as well as systemic shortcomings (for example in healthcare and social support services) that are impacting negatively on citizens already experiencing precarity. Gross social, class, racial and gender disparities fly in the face of ideals of social justice, access and equity espoused in the visions and strategies of universities.

The feminisation of poverty remains an intractable challenge with women disproportionately affected by limited access to safe places of work, education, skills, resources, and technology. The rate of femicide in South Africa is five times higher than the global average, with women from low-income households and those aged between 18 to 24 years being most likely to experience physical violence. Given that women constitute 59% of all students at public universities in South Africa, Mandela University is deeply committed to challenging social norms

that perpetuate gender inequality and toxic masculinity. Interventions aimed at enhancing safety and security of students and staff have included activations at sectoral and institutional levels, with significant investments in digital technologies and electronic surveillance.

The Centre for Women and Gender Studies (CWGS) is among those University entities addressing this ongoing societal scourge. As part of its educational and advocacy mandate, the Centre has developed a training manual and has been conducting anti-GBV training among a range of stakeholders, along with providing scholarly and intellectual leadership in promoting gender equality and transformation. The Centre is conducting research that foregrounds African women's biographical thinking, intellectual production, and political histories. This scholarly work has been significantly bolstered by the awarding of a prestigious research chair in African Feminist Imaginations. The Centre is also fulfilling a crucial role in championing sectoral efforts to advance intersectional and inter-disciplinary approaches to the promotion of gender equality and transformation.

Institutional racism is still part of the fabric of university spaces, texturing the experiences of students, employees and communities. In South Africa, the student-led #FeesMustFall movement in 2015/16 called for fee-free, decolonised higher education for the poor, inclusive and affirming institutional cultures and the reintegration of previously outsourced employees. Responding to the debates about decolonisation, the Chair for Critical Studies in Higher Education Transformation (CriSHET) together with the Learning and Teaching Portfolio are driving the transformation agenda by grounding it in critical studies and framing it within the concept of an African-purposed curriculum.

Since its launch in 2018, CriSHET has made great strides in working towards its vision of being a premier site for critical studies and praxes in higher education transformation. Under the rubric of Critical Mandela Studies, the Transdisciplinary Institute for Mandela Studies (TIMS) has been established and will constitute a key intellectual differentiator for the University. The signing of the Memorandum of Understanding (MoU) with the Nelson Mandela Foundation is serving to catalyse and advance this scholarly endeavour. A further significant development is the building of a new field aimed at studying higher education, namely, Critical University Studies. This work is done with collaborators based in Africa and elsewhere. In addition, in collaboration with Stellenbosch University, the University of Cape Town and the Vaal University of Technology, CriSHET will launch the Online Resource for Higher Education Transformation (ORHET) in 2022.

Since 2017, significant progress has been made within the sector and at Mandela University in addressing unequal access to higher education for financially disadvantaged, academically deserving students through expanded financial aid. This includes various concessions for the so-called "missing middle" who do not qualify for NSFAS. As at 31 December 2021, NSFAS disbursed R38.7 billion to about 800 000 university and TVET College students, representing an increase of 316% from 2015 to 2021. Given its distinctive niche as one of only six comprehensive universities in South Africa, the University seeks to provide opportunities for enhanced access

and articulation within a broad range of general formative and vocational, career-focused qualifications from certificate to doctoral levels. The University has been systematically increasing access to higher education for first generation students from quintile one to three schools, more than half (54%) of who depend on NSFAS funding.

As a student-centric University, the focus on promoting holistic student access for success remains paramount, particularly in the face of the learning and teaching challenges associated with the disruptive effect of the pandemic. This has translated into an opportunity to innovatively harness technology in support of remote and hybrid learning and work. Accelerating the transition to hybrid, flexible, mixed modes of learning and teaching has enabled students to pursue their studies along various learning pathways without compromising the quality of educational provision or student success. This is attested to by the fact that the University has improved the success rate of students from 76% in 2010 to 85% in 2021. This is a remarkable achievement within the context of repeated disruptions to the academic years caused by multiple lockdowns to curb the spread of the COVID-19.

Technological advancements, automation, and artificial intelligence are amplifying the importance of knowledge, skills and attributes that are uniquely human, such as creativity, imagination, and critical thinking. The World Economic Forum has estimated that 50% of all employees will need significant re- or upskilling by 2025. Sub-Saharan Africa could see over 7% additional GDP by 2030 through investments in upskilling and the transition to an economy where the overall quality of jobs is improved and augmented by new technologies. Incorporated in our curricula are skills that equip graduates for the changed world of work to increase their chances for post-education opportunities, either through employment or entrepreneurial advancement.

Furthermore, the University conceptualises student success broadly to include curricular and co-curricular student life and development interventions aimed at cultivating socially conscious graduates who are responsible citizens capable of transferring their knowledge and skills across multiple contexts for the benefit of society. Universities must play a central role in any comprehensive upskilling agenda by providing a wide range of self-directed, human-centric learning opportunities.

Revitalising the humanities is a central component of the University's overall academic strategy to reimagine the transformative potential of all disciplines in the quest to awaken African scholarship and systems of thought. This, in turn, will also contribute to the University's efforts to promote social cohesion and democratic citizenship through fostering the depth of critical, transdisciplinary thinking required to identify innovative solutions to persistent societal and planetary challenges. Other than only offering formal qualifications, we also offer stackable short learning programmes (SLPs), some of which articulate with formal structured programmes where access is achieved through recognition of prior learning (RPL) processes.

All over the world, climate change is resulting in natural disasters becoming more frequent with global temperatures set to increase by at least 3°C towards the end of the 21st Century. Humanity faces a future of resource scarcity with the demand for global water, energy and food projected to increase exponentially by 2030, while the stress on earth systems to provide these resources is exceeding critical limits. Rapid urbanisation is one of the greatest challenges that must be contended with in achieving the intention of the Paris agreement to hold the increase in the global average temperature to 1.5°C compared to pre-industrial levels. South Africa is among the pioneers in adopting green economy strategies and national government is implementing measures to fulfil the country's commitments under the United Nations Framework Convention on Climate Change. Significantly, the economy portends abound across massive sectors such as energy, mobility, and agriculture.

The University has focused on harnessing its research excellence in sustainability science to advance responsible environmental stewardship. This was recognised by the Times Higher Education [THE] Impact Rankings in 2021 when the University ranked fourth in South Africa with the University of Johannesburg, the University of Pretoria and the University of Cape Town as the top three ranking universities. These rankings assess the performance of universities in contributing to the United Nations' Sustainable Development Goals (SDGs).

Nelson Mandela University's strongest ranking SDG was *Life Below Water [SDG 14]* – the only university in South Africa to rank in this SDG – and ranks 40th globally. *Partnerships [SDG 17]* also ranked high, with Mandela University ranking highest in South Africa together with the University of Cape Town and the University of Pretoria. These results confirm the institution's commitment to being an engaged university by contributing to social and economic development. To further these gains, Mandela University is in the process of developing an institutional Sustainability Sciences Hub that will serve to position the university as a champion for sustainability science that has a uniquely African focus.

The intentional drive to transition towards greening our campuses has led to various interventions to reduce our carbon footprint and promote resource sustainability. As part of this, the University has launched a R16.5-million solar power plant, which generates 1MW of sustainable electricity contributing five to six percent of the University's total energy needs. Within a context of water scarcity, the University is also implementing innovative strategies to increase the use of secondary sources of water such as return effluent (RE), borehole water, rain, and greywater to reduce its reliance on a potable municipal supply.

The United Nations proclaimed 2021-2030 as the International Decade of Ocean Science for Sustainable Development in an effort to mobilise stakeholders worldwide behind a common framework that will serve as a pivotal driver in protecting the world's oceans. Through the establishment of the first dedicated Ocean Sciences Campus in South Africa, Nelson Mandela University houses transdisciplinary clusters of research chairs, entities, postgraduate students, postdoctoral fellows, visiting scholars and other partners who are working collaboratively to

address challenges confronting our oceans and coastal communities. Infrastructure developments funded by the Department of Higher Education and Training are enabling the University to invest in modernised laboratories, facilities, and equipment on the campus. As part of our ocean sciences strategy, we have been scaling up academic qualifications at under- and postgraduate levels across all faculties, developing short learning programmes (SLPs) to respond to the continuing professional development needs of various sectors of the oceans economy, and harnessing inter- and transdisciplinary research and innovation capabilities that contribute to addressing global sustainability challenges confronting our oceans.

Being better prepared for the next pandemic is a high priority, both nationally and internationally. This requires investments in upgrading public health infrastructure and modernising health care systems, including the wider use of telemedicine and virtual health. Although South Africa is making progress in promoting good health and well-being, key challenges facing the healthcare sector include poor access to quality, universal healthcare.

Tackling the inter-linked challenges of poverty and health starts with a recognition that medical treatment needs to be accompanied by integrated approaches to health care that address the underlying social determinants of health, such as access to decent housing, education, and social services. It is widely known that South Africa has a shortage of medical doctors and adequately trained health care professionals required to improve access to quality health care services. This underscores the need for Mandela University's medical school to offer medical and health professions education in a unique, community-focused setting using an interprofessional educational approach. With the first cohort of medical students admitted in 2021, the University is on its way to producing fit-for-purpose, civic-minded medical professionals committed to making a difference in the lives of disadvantaged communities.

Our Vision 2030 Strategy foregrounds transversal endeavours to promote innovative resource mobilisation and responsible stewardship as critical success factors in promoting long-term sustainability. It is especially critical to diversify income streams to complement shrinking government subsidy and tuition fee income. We embrace the United Nations 2030 Agenda for Sustainable Development, which expands the conceptualisation of sustainability beyond the widely implemented "triple bottom line" approach by focusing on the indivisibility of people, planet, prosperity, peace, and partnerships. In doing so, the University will contribute to strengthening social solidarity by focusing on the needs of the most vulnerable in society.

3.1.3 Standard 3

There is demonstrable strategic alignment between the institution's quality management system for core academic activities across all sites and modes of provision and its vision, mission and strategic goals, as well as its governance and management processes.

3.1.3.1 Approach to Quality Advancement

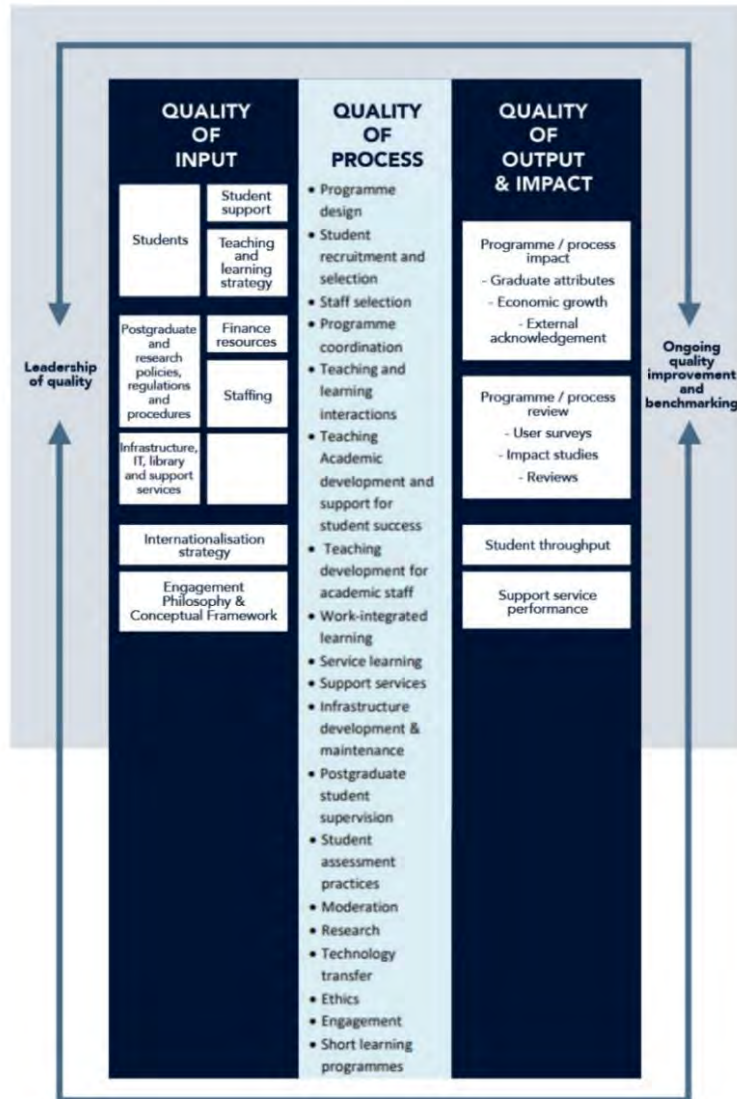
Nelson Mandela University recognises the need to embed quality advancement and continuous improvement mechanisms in all its activities if it is to develop and enhance excellence in pursuit of the University's Vision. Vision 2030 (and the preceding Vision 2020) provides a strategic planning framework that will assist the University in moving towards increasingly integrated planning systems and processes with alignment between institutional strategic planning and the following:

- The establishment of an enabling transformative institutional culture
- Strategy-aligned operational planning within the various divisions and faculties.
- Resource allocation and budgeting models.
- Monitoring and evaluation mechanisms, including quality advancement and performance management systems at all levels of the institution
- Integrated academic, financial, infrastructural and human resource planning.

In view of Nelson Mandela University's mission of offering a diverse range of quality educational opportunities, and with reference to the institutional value of excellence, Nelson Mandela University collectively accepts responsibility for ensuring continuous improvement in its learning programmes and the full range of support functions. The Quality Advancement Framework (QAF) is viewed as a key enabler and, as such, incorporates all aspects of the University's core activities such as teaching, research, and engagement, as well as the infrastructural, technological, administrative, and other functions which support these core activities.

The Nelson Mandela University quality advancement model has as its basis a hybrid of the parameters proposed by Total Quality Management (TQM) and the European Foundation for Quality Management (EFQM), which places emphasis on the input, process, output and impact criteria for institutional quality as expressed by the Higher Education Quality Committee (HEQC). Our model is diagrammatically represented as follows:

Figure 17: Nelson Mandela University Quality Advancement Model



Nelson Mandela University’s approach to quality advancement is informed by a range of approaches with the aim to promote and enhance excellence at all levels and within all dimensions of the university. Nelson Mandela University promotes quality advancement as an integral part of all its activities and utilises the University’s quality advancement systems to facilitate consistent and continuous improvement, to promote accountability, and to support sustainable organisational development and institutional success as defined in the University’s Vision strategic plan.

To foster a culture of organisational learning and continuous improvement, there needs to be a set of well-chosen performance indicators that are directly aligned with the institutional strategic plan. The Nelson Mandela University Quality Advancement Framework draws on the Governance Monitoring and Evaluation Framework and makes provision for interventions to

assess the quality of core academic and institutional support service functions in a systematic and integrated manner. The QAF reinforces further links between institutional objectives, relevant policies (for example, Teaching & Learning Policy; Master's and Doctoral Degrees Policy; Management of Research, Technology and Innovation (RTI) activities at the Nelson Mandela University) and institutional performance.

The principles guiding quality advancement in learning and teaching at Nelson Mandela University are centred around the philosophy and praxis of a humanising pedagogy and approach (<https://lt.mandela.ac.za/Humanising-Pedagogy>). Consequently, Nelson Mandela University is responsive to factors that enable and challenge the learning process and environment and provide our students with opportunities to liberate their potential.

There are also policies and procedures to facilitate an adherence to the systems that lead to excellence. Policies and procedures are coherently designed and user friendly, with specific review dates to accommodate the ever-changing environment of the sector.

A comprehensive approach towards excellence is adopted although evidence of a good quality system does not necessarily mean that quality in Learning and Teaching takes place. However, as indicated in the Teaching & Learning Policy, "systematically reviewing and enhancing the quality of academic programmes and their delivery as well as the co-curricular programmes offered" is a key underpinning principle of all learning and teaching endeavours at the University.

To this end, there are a range of processes to gather feedback on the quality of the learning experience. For example, students are given opportunities to provide feedback on their learning experience in their modules. In addition, graduates complete a Graduate Destination Survey; Student Life and Development regularly conduct the Student Experience Survey that *inter alia* provides feedback regarding co-curricular learning, and external surveys are routinely conducted (for example, South African Survey of Student Engagement and the UNIVERSUM survey).

During the COVID-19 pandemic, procedures and quality systems had to be revised to accommodate the risk posed to completing and assessing modules remotely online and to achieve excellence. For example, changes to the assessment modes of modules had to be approved by the Academic Planning Committee and the Executive Committee of Senate, threats to the authenticity of e-assessment results were researched and identified and mechanisms were put in place to mitigate them. In addition, surveys were conducted to ascertain how students experienced remote online learning and the quality of the online materials and activities that had to be rapidly developed. In this regard, see the University Learning, Teaching and Assessment Plan for the 2021 Academic Year submitted to the

Department of Higher Education, Science and Innovation and the University's results drawn from the Students' Access to and Use of Learning Materials (SAULM) National Survey, which we analysed further to guide improvements.

The approaches followed during the COVID-19 pandemic demonstrate that institutional mechanisms and processes are in place to identify where adjustments and improvements are needed, which enables steps to be taken to address issues, as well as assess the effectiveness of the steps or interventions.

The TQM approach requires an institution-wide commitment to ensuring a good learning experience, it does not rely only on having a good quality system in place. TQM suggests that the institutional culture plays an increasingly important role in promoting a quality learning experience. Our experiences during the pandemic suggest that we are an institution that seeks to continuously improve as we learnt from each experience at the different lockdown levels and constantly implemented changes and improvements to enhance the student learning experience and success.

3.1.3.2 Transformative Institutional Culture

The Institutional Culture Working Group (ICWG), under the leadership of the DVC: ET and Executive Director: Human Resources, commissioned a meta-analysis of reports outlining the findings from previous institutional research studies and culture change interventions undertaken at Nelson Mandela University from 2010 to 2021. This meta-analysis of institutional culture studies and programmatic interventions aimed to determine the extent to which efforts to foster a values-driven, transformative institutional culture at Nelson Mandela University are yielding the desired results. This analysis and the recommendations flowing from this report are intended to create a baseline assessment of institutional culture at Nelson Mandela University to identify areas of concern and opportunities that need attention in the immediate, medium- and long-term.

The report identified the following recurring themes as requiring attention in deepening a transformative institutional culture, namely: enabling academic excellence; decolonisation and curriculum transformation; language policy; the role of arts, culture, and heritage in promoting social inclusion; inclusive communication and a culture of open engagement; employee working conditions and morale; enrolment management and vibrant student experience; and multi-campus management.

This meta-analysis has revealed that, while good progress has been made in addressing many challenges, some are persistent and forward-looking institutional culture interventions need to be designed to respond to these. In particular, the report recommended that attention be

devoted to the following:

- Conduct advocacy, sensitisation, induction, and training programmes to ensure that students and employees consistently live the core values of the University in giving effect to the *Statement of Commitment to an Inclusive Institutional Culture* outlined in Vision 2030
- Actively promote social justice, respect for diversity and equality by decisively eradicating all forms of discrimination and exclusion in keeping with the legacy and ethos of our namesake
- Design and implement holistic, integrated talent stewardship strategies to recruit, retain and develop talented, socially diverse students and employees who are committed to accelerating and deepening transformation and decolonisation within and beyond the classroom
- Promote staff morale through open engagement and communication, attending to high workloads, implementing holistic wellbeing interventions, and promoting talent continuity by filling vacancies timeously with qualified, high performing employees
- Develop leadership skills at all levels to empower line managers to cultivate affirming, inclusive learning and work environments that liberate the full potential of all students and employees
- Conclude the development of an institutional language policy that aligns with the *Language Policy Framework for Higher Education (2020)* and seeks to promote multilingualism as a strategy across all functional domains including scholarship, teaching, learning, and wider communication. Conditions must also be created for the development and strengthening of indigenous languages as forms of meaningful academic discourse, as well as sources of knowledge in different disciplines.
- Embrace the African identity of the University as an integral dimension of fostering a transformative institutional culture, including devoting ongoing attention to the symbolic value of arts, culture, heritage and naming of spaces and places on all campuses
- Promote parity of esteem across campuses by identifying distinctive strategy-aligned academic niches for each site and promoting equivalence of service delivery and vibrancy of campus life on all campuses
- Invest resources in advancing digital transformation in pursuit of academic and operational excellence, including addressing the digital divide, broadening access to mobile devices and data connectivity, and intensifying humanising capacity development interventions to equip students and employees to meaningfully engage in flexible modes of learning and work
- Promote a culture of engagement and responsiveness in addressing issues and concerns raised by students, employees, and other stakeholders, including providing transparent feedback on progress.

These recommendations are receiving attention and progress will be reported on periodically to governing structures. The experiences over the past decade have been invaluable as we ready the University to navigate an uncertain future.

3.1.3.3 Monitoring Quality within a Continuous Improvement Ethos

As already indicated, the University has different strategic focus areas with respective goals and enablers. The university strategic goals and Vision priorities inform lower order goals and priorities while at the same time providing feedback on the implementation of plans through progress and achievements. Quality outcomes largely depend on ensuring that the objectives of all sub-institutional plans directly align with the goals and priorities identified in the university strategic plan. The linkages between faculty plans; the Learning and Teaching plan; Research, Innovation and Internationalisation plans; Engagement and Transformation plans; and institutional support services plans should enable progress towards achieving the university's goals. As also indicated previously, Vision 2030 has been derived from the strategic goals yet to be fully attained from Vision 2020. The principles outlined in the QAF, are also realised in the planning and execution of Vision 2030. The Vision 2030 strategic planning framework and guidelines provides a detailed process with supporting documents that can be used to guide the implementation process:

- Annexure A: template for five-year strategic plans (2021-2025)
- Annexure B: template for annual performance plans annual
- Annexure C: vision 2030 strategic focus areas, enablers and goals
- Annexure D: criteria for strategic resource allocation
- Annexure E: template for strategic resource allocation applications (with scoring)

Quarterly reporting to the governance and management structures is informed by the Council Key Performance Areas and the Vision 2030 strategic focus areas and enablers, as reflected in Table 10 below (pending approval from Council). It is important to note that the governance and oversight roles in monitoring, evaluating and reporting on vision 2030 strategy implementation are those that are also listed in the Quality Advancement Policy of the University.

Table 10: Alignment of Council key performance areas with vision 2030 strategic focus areas and enablers

COUNCIL KEY PERFORMANCE AREARS	VISION 2030 STRATEGIC FOCUS AREAS (SFA) AND STRATEGIC ENABLERS (SE)
<p>Transformative Strategic Plan: Vision 2030</p> <ul style="list-style-type: none"> • Oversight of progress in the achievement of Vision 2030 strategic priorities. • Ensuring inter- and transdisciplinary strategies for addressing current and emerging engagement needs. • Mitigating the impact of the COVID-19 pandemic on the academic core missions and operational continuity. 	<p>SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self.</p> <p>SE 3: Create and sustain an enabling innovation ecosystem where students and employees can collaboratively engage with external partners to co-create pioneering discoveries that advance the frontiers of knowledge and promote the public good.</p> <p>SFA 3: Engage with all publics in equalizing partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.</p>
<p>Academic Excellence</p> <ul style="list-style-type: none"> • Ensuring the improvement of average student success rates and throughput rates in line with national averages for contact universities • Ensuring the improvement of research outputs • Ensuring the academic project continues during the COVID-19 pandemic 	<p>SFA 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good.</p> <p>SFA 2: Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures.</p> <p>SFA 3: Engage with all publics in equalizing partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.</p>
<p>Improving Quality of Student Life</p> <ul style="list-style-type: none"> • Ensuring the development of a vibrant culture of living and learning on all campuses. • Ensuring the creation of a safe and secure environment particularly in relation to gender-based violence. • Ensuring provision of support services to students during COVID pandemic. 	<p>SFA 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom.</p>
<p>Improving Quality of Staff Life</p> <ul style="list-style-type: none"> • Ensuring a competitive total employee value proposition for all employees. • Talent management • Ensuring support services to staff during COVID pandemic. 	<p>SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees.</p>
<p>Operations and Infrastructure</p> <ul style="list-style-type: none"> • Considering the impact of COVID-19 on the economy, reserve accumulation provision of between 5-10% from Council-funded activities will be suspended for 2021. <ul style="list-style-type: none"> o Declining subsidy o Ability of students to pay fees/rising student debt o Impact on funding for bursaries and scholarships as well as donor funding • Ensuring that the University increases its third-stream income as a percentage of total income. • Ensuring that the output components of the University subsidy income streams increase over time. 	<p>SE 5: Promote long-term sustainability through strategy-aligned resource mobilization and responsible stewardship.</p>
<ul style="list-style-type: none"> • Oversight of the financial implications of the organisational redesign implementation. 	<p>SFA 4: Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom.</p>
<p>Effective and Efficient Management of Council</p> <ul style="list-style-type: none"> • Ensuring efficient and effective management and execution of Council and Council committee business processes. • Ensuring continued governance operations during COVID-19 pandemic. 	<p>SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self.</p>

Council requires accountability in the key performance areas (KPA's). Quarterly reporting to Council will be aligned with specific thematic areas, the academic almanac, and the cycle of institutional processes which determine the availability of data relating to various indicators throughout the year. The themes outlined in Table 11 are focused on in each quarter when preparing the Vice-Chancellor's reports to Council and submission of these quarterly reports are agreed upon.

Table 11: Thematic areas for quarterly reporting

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Primary focus area for each quarter	Student access and enrolments of current year	Student success	Transformation	Sustainability and stewardship. Plans/projects/priorities to ensure readiness for following year.

We anticipate that the more intentional linking and monitoring of the Vision 2030 strategic focus areas and their strategic goals to Council key performance areas and faculty and institutional sub-plans will enhance the internal monitoring of quality and the development and implementation of more integrated improvement plans at our University.

External accountability to various key stakeholders is also integrated into the reporting framework and various statutory submissions associated with the different MANCO portfolios are required at the agreed submission timeframes.

Since the inception of Vision 2030, successive Annual Performance Plans and Reports, which reflect the planned implementation of strategic objectives, as well as the timelines and progress made, have also been submitted to the Department of Higher Education, Science and Innovation as part of the institution's reporting obligations. Progress made in the implementation of these provides evidence for overall institutional performance measurement towards the achievement of our vision.

Though much observation and reflection are required to make sense of the leadership implications of the moment we find ourselves in, greater importance on leadership and governance as it relates to the success and stability of massive, complex organisations is expected. Yet, we need to think of complexity as evolving and demanding more leadership innovations, not only in relation to organisational efficiencies and sustainability, but also linked to the convergence of the academic and social projects of the University, governed by the QAF.

3.1.4 Standard 4

There is a clear understanding of and demonstrable adherence to the different roles and responsibilities of the governance structures, management, and academic leadership.

Combined assurance refers to a process adopted and applied by the University to provide an integrated and coordinated approach to all assurance activities, to optimise the assurance coverage from management, internal and external assurance providers on the risk areas affecting the University. The King IV Report indicates that a combined assurance model incorporates and optimises all assurance services and functions. Taken as a whole, these enable an effective control environment and support the integrity of information used for decision-making by management, the governing body, and its committees. These also support the integrity of the organisation's external reports.

3.1.4.1 Institutional oversight for the quality advancement

Various University governance and management role players fulfil important responsibilities as it relates to combined assurance and these are outlined below.

Council

The Council, established in terms of Section 27(4) of the Higher Education Act, 1997 (Act 101 of 1997) as amended, is the highest decision-making body of the University and is responsible for good governance. In practical terms, Council is responsible for, *inter alia*:

- Governing the University in accordance with the relevant statutory requirements and with due regard to generally accepted governance principles and practices.
- Determining the overall strategic direction of the University.
- Overseeing the proper management of the financial resources and assets of the University.
- Adopting the vision, mission, and value statements of the University.
- Approving and monitoring the implementation of institutional policies and structures.
- Identifying and monitoring the risks relevant to the business of the University.
- Monitoring the transformation process at the University.
- Adopting its own rules, including the Code of Conduct for members of Council, in terms of which it conducts its activities.

In accordance with the Higher Education Act, Council is responsible for the oversight of the implementation of Nelson Mandela University's Vision 2030 strategy. Progress is reported on in each quarter as part of the Vice-Chancellor's report to Council in alignment with the key performance areas of Council as reflected in the table above.

Management Committee

MANCO is established in terms of paragraph 57 of the Statute as the executive management structure of the University. MANCO bears overall responsibility for the day-to-day management of the University and has final decision-making powers in respect of those matters delegated to it by Council. MANCO makes recommendations to the respective committees of Council regarding all matters which are subject to Council approval, or the committees of Council in terms of a delegated authority, unless determined otherwise in the delegation document of the University. Furthermore, MANCO ensures that the University complies with all relevant laws and regulations in respect of all matters it deals with. MANCO may assign or delegate any of its functions to one or more of its members, or to a committee or task team appointed by it, provided that any actions resulting from such assignment or delegation are ratified by MANCO at its next meeting.

As part of executing management responsibilities, MANCO members (see Figure 1 in section 2 of the Institutional Profile) are required to submit quarterly reports to the Office of the Vice-Chancellor as it relates to progress in implementing the Vision 2030 strategy in their portfolios. The narrative reports submitted by each MANCO member inform the Vice-Chancellor's quarterly reports to Council which, in turn, provide the foundation for annual reporting to the Department of Higher Education, Science and Innovation.

Senate

In terms of section 28(1) of the Higher Education Act, Senate is accountable to Council for all the teaching, learning, research and other academic functions of the University and all other functions delegated or assigned to it by Council, namely, to:

- Determine entrance requirements to academic programmes.
- Determine enrolment numbers of students for academic programmes.
- Determine the minimum requirements for re-admission to study at the University.
- Develop or amend rules relating to the curriculum for any degree, diploma, or certificate.
- Develop or amend rules relating to student assessment.

Nelson Mandela University Senate also has other functions and powers as stipulated under sections 21(2-4) of the Statute of Nelson Mandela University.

The composition and functions of Senate, as described in paragraphs 21 and 22 of the Statute of Nelson Mandela University consist of various key members that enable the effective governance of the University.

- Vice-Chancellor
- Deputy Vice-Chancellors
- Registrar
- Executive Deans
- Dean of Learning and Teaching
- Senior Director: George Campus
- Senior Director: Missionvale, Bird Street and Second Avenue Campuses
- Senior Director: Mandela International Office
- Senior Director: Institutional Strategy
- Directors of Schools (excluding full professors)
- Heads of Departments (excluding full professors)
- Director: Academic Administration
- Director: Academic Planning
- Director: Library and Information Services
- Director: Research Capacity Development
- Director: Research Support and Management
- Director: Innovation Office
- Director: Transformation Office
- Full Professors
- Two members of Council, designated by the Council
- Four members of the SRC
- An academic employee from each faculty, elected by the respective faculty boards
- An academic employee from the George Campus, elected by campus employees
- An academic employee from the Missionvale Campus, elected by campus employees
- A non-academic employee from each faculty, elected by employees of each-faculty
- A non-academic employee from the George Campus, elected by such employees
- A non-academic employee from the Missionvale Campus, elected by such employees
- A Black academic employee from each faculty elected by the academic employees of each faculty
- Chairperson: Central Timetabling Working Group
- Additional members appointed in terms of par 22 (1) (y) of the Statute

Senate advises Council on the disciplinary code and measures applicable to students, as well as the establishment and disestablishment of faculties, academic departments, schools, and other academic structures. Senate submits to Council reports upon its work as may be required, recommendations on matters referred to it by Council or any other matter affecting the University.

Institutional Forum

The Institutional Forum (IF) advises the Council on issues affecting the University, including the implementation of the Higher Education Act and the national higher education policy; race and gender equity policies; the selection of candidates for senior management positions; codes of conduct, mediation, and dispute resolution procedures; fostering a transformative institutional culture, social cohesion, and respect for fundamental human rights; and the language policy of the University.

Quality Committee

The Quality Committee (QC) provides strategic leadership and direction in developing and implementing an integrated quality advancement philosophy and framework that underpins the promotion of excellence at all levels. The QC ensures the implementation and monitoring of effective and appropriate quality advancement systems in terms of approved criteria for each of the core academic missions, as well as all institutional support services.

In exercising its responsibility, the QC oversees the implementation of an appropriate cycle for academic and support service quality reviews and monitors the planning, conduct and follow-up of improvement plans to give effect to the recommendations emerging from these reviews. Furthermore, the QC monitors the planning, conduct and follow-up of institutional audits and national programme reviews conducted by external regulatory bodies such as the Council on Higher Education and professional councils. Through these quality advancement processes; the Committee informs institutional risk management by identifying key risks emerging from reviews.

Risk Management Committee

The Risk Management Committee (RMC) is responsible for addressing the institutional governance requirements as it relates to risk identification and management. The RMC performs its mandate by overseeing the implementation and maintenance of risk identification (strategic and operational), assessment, mitigation, and monitoring processes throughout the University. It does so by focusing on transversal risks and controls to avoid duplication, recommend good practice, and reprioritise existing and newly identified risks. The RMC reviews progress made with action plans contained in risk registers for improving risk controls and risk interventions. It also submits a risk management report to the Audit and Risk Committee of Council focusing on the top risks of the University and any risk developments.

According to the University's Internal Audit Charter, the Internal Audit (IA) Department may identify opportunities for improving the efficiency of governance, risk management and control processes during the audit engagements, and make recommendations to the appropriate level of management. In line with the mission of internal auditing, the scope of work of the University's IA Department includes assurance and consulting services. Assurance audits consist of an independent and objective risk-based review of processes and systems to determine whether they effectively and efficiently support the achievement of University's goals and objectives. These services include general assurance (for example, assurance on risk, governance, internal control, and compliance); financial; information and communication technology (ICT); audit of performance information (AoPI); and performance auditing or value for money (VFM). The consulting service includes advice, facilitation, and counselling without assuming management responsibility to assist the institution to improve its processes. This includes the provision of insights to management (for example, continuous auditing).

Office for Institutional Strategy

The Office for Institutional Strategy (OIS) fulfils an advisory function on institutional strategy, strategic projects incubated within the Office of the Vice-Chancellor, institutional research, monitoring, evaluation and reporting, strategy intelligence and data analytics. The OIS fulfils an integrative function at an institutional level to promote strategy-aligned planning, implementation, decision-making and resource allocation. It does so by providing accessible, user-friendly, and technology-enabled strategy intelligence and institutional research platforms to inform strategy-aligned planning, implementation, monitoring, evaluation, and reporting at all levels of the University.

The OIS strives to achieve optimal impact in terms of the following:

- Facilitate the development of an institutional strategy to optimally position the University nationally and internationally
- Direct support to senior management in crafting portfolio and faculty strategic and operational plans aligned with institutional strategy
- Facilitate and support institutional strategy deployment and implementation at all levels of the University
- Inform evidence-based planning, budgeting, and reporting through integrated strategy intelligence, data analytics, performance dashboards, and modelling
- Enhance strategic integration and alignment of academic, enrolment, financial, human resources, ICT, and infrastructural planning
- Conduct institutional research, policy analyses, benchmarking studies and environmental scanning to inform institutional strategy

- Monitor, evaluate and report on institutional strategy implementation and performance against predetermined strategic goals, indicators, and targets
- Develop and implement technology-enabled institutional monitoring, evaluation, and reporting platforms to support integrated planning and reporting
- Provide planning, analytical and project management support to institutional strategic projects within the Office of the Vice-Chancellor
- Facilitate institutional culture change interventions to foster alignment with institutional strategy.

Quality Advancement Unit

The Quality Advancement Unit (QAU) is located in the Teaching Excellence Cluster of the Learning and Teaching Collaborative for Success (LT Collab) in the Learning and Teaching Portfolio. The QAU's mandate is to promote and implement mechanisms to enhance quality throughout the University in the three core areas of teaching and learning, research and engagement. As such, it has a close working relationship with faculties and other institutional PASS structures to ensure an integrated approach to quality advancement.

The functions of the QAU can be summarised as follows:

- Provide support to faculties and support service units for quality reviews in line with the University Quality Advancement (QA) cycle
- Provide analysis and interpretation of all QA review reports and advice to the institutional Quality Committee, Senate, and Management Committee
- Liaise with the HEQC and statutory professional bodies regarding national quality initiatives
- Co-ordinate Nelson Mandela University's institutional quality reviews and audits
- Overall planning, monitoring and record-keeping of all quality review processes
- Develop and maintain an information database that makes specific provision for monitoring follow-up actions arising from QA reviews
- Identify potential institutional risks for inclusion in the institutional risk register
- Support the development of improvement plans and strategies
- Capacity development initiatives to help staff prepare for quality reviews and implement improvement strategies
- Annually request progress reports from Faculty Management Committee's (FMC's) regarding improvement plans.

Other governance structures for Nelson Mandela University are contained in the [delegation of decision making authority](#) document. This document also informs on the different roles and responsibilities of the different governance and leadership structures of which will be further discussed in Focus Area 3 of this report.

3.2 Focus Area 2: The design and implementation of the institutional quality management system supports the core academic functions

Focus Area 2 of the Self-Evaluation Report provides reflections about how Nelson Mandela University's design and implementation of its institutional quality management system supports the core academic functions

3.2.1 Standard 5

To give effect to the delivery of its core learning and teaching, research, and engagement functions, Nelson Mandela University has a quality assurance system in place, comprising of:

- (i) Governance arrangements
- (ii) Policies
- (iii) Processes, procedures and plans
- (iv) Instructional products
- (v) Measurement of impact
- (vi) Data management and utilisation

3.2.1.1 Characteristics of our Quality Advancement Framework¹

As indicated in reflections related to Focus Area 1, Nelson Mandela University has an approved Quality Advancement Framework (QAF) that "provides for a structured and systematic institutional approach to excellence development and enhancement. It makes explicit the cyclical processes for quality advancement and emphasises the importance of line managers at all levels taking ownership of and responsibility for defining the scope and implementation of the quality agenda. The underpinning philosophy and principles of quality advancement make provision for continuous improvement and organisational learning by emphasising the need for ongoing and reflective self-evaluation, benchmarking and peer review" (QAF, Section 4, page 20).

In addition, as described in the Quality Advancement Policy, the University's quality advancement system serves two purposes simultaneously, namely, to ensure compliance with external expectations or regulatory requirements; and to serve the needs of the institution, its staff and students in promoting excellence and enhancing the quality of the students' learning experience, research and engagement activities, and service delivery.

¹ Standard 5, Guideline 5.1. Please note: as a result of the organisational redesign process, changes need to be effected to some of the policies in terms of the names of sections or units, reporting lines and committee chairs.

3.2.1.2 Governance arrangements and Macro-level Committee Structure

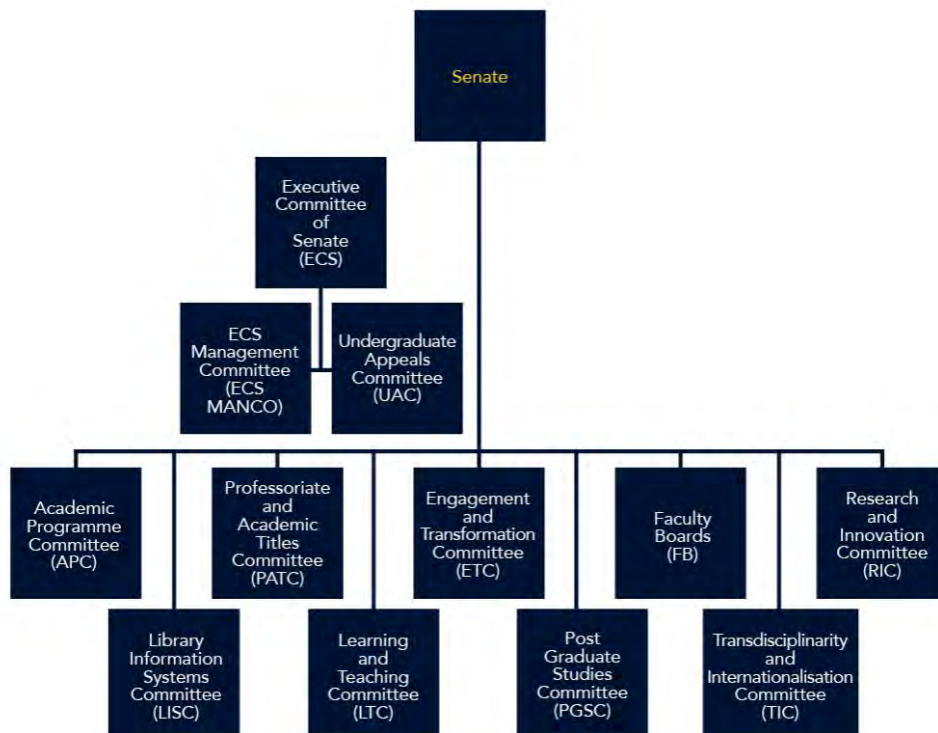
The Higher Education Act 101 of 1997, in section 29(1), the University's Institutional Statute (par 28(2)-(3)), as well as the Delegation of Decision-Making document 15, makes provision for Senate to establish relevant Committees as and when required. The Senate is also responsible for setting out the functions and duties of the committees.

Committees should consist of members who have the necessary knowledge and who can make insightful input into the work and oversight function of the committee.

The University undertook a comprehensive review of its governance structure to respond to the growing regulatory environment, enhanced governance processes and accountability, inclusion of new or revised nomenclature, in support of Vision 2030.

The governance structure below provides an overview of the relevant governance processes through the committees. The Delegation of Authority document outlines the level of decision making required.

Figure 18: Academic Committee Structure



Some committees, such as the Quality Committee², are joint committees of Senate and MANCO, as depicted in the diagram below.

Figure 19: Quality Committee Reporting Structure



The Quality Committee is a joint committee because it oversees quality matters across the institution. Consequently, it feeds into governance processes related to the academic project (via Senate) and operational, administrative and support services (via MANCO).

In Focus Area 1, the various University governance and management structures, and committees that fulfil important assurance and improvement responsibilities were outlined (see 3.1.4.1). This will not be repeated here.

Furthermore, within faculties and some of the PASS staff portfolios and departments, there are committees that are tasked with monitoring and overseeing quality. Some of these will be included elsewhere in this section of the report.

Various other committees related to the core functions of the University are also indicated in the Quality Advancement Policy. Committees and policies that include aspects of quality advancement in enrolment planning and management, recruitment, and admissions; learning and teaching; research, and engagement will be outlined in the sections below.

3.2.1.3 Enrolment planning, recruitment, admission, and registration of students

Nelson Mandela University has a stable system and policies in place to advance quality in managing enrolment planning, recruitment, admission, and the enrolment of students. The key elements of this system and the relevant policies will be highlighted here.

Nelson Mandela University has processes in place to undertake enrolment planning, inform the enrolment process, review enrolment patterns, and refine enrolment plans as required. The Office for Institutional Strategy (OIS) inform evidence-based enrolment planning and

² The functions of the Quality Committee were outlined in Focus Area 1, Standard 3

implementation by:

- **Enrolment Plan development:** A data-informed, iterative process linked to the University's Vision, Mission, Values, Strategic Focus Areas, and goals is followed. In this, the Senior Director: IOS and the Director: Management Information (MI) develop a draft enrolment plan that includes projections, which faculties modify or nuance, before the plan and enrolment projections serves at Executive Committee of Senate (ECS), Senate, MANCO, and Council for approval. It is then submitted to the DHET by the deadline date, in cycles depending on the DHET requirements. There is also a mid-term review, where adjustments can be made.
- Annually, the Management Information section provides **live dashboards** on the Ulwazi Data Portal related to acceptances and enrolments per UG and PG programme, for first-time entering students, per school quintile, for senior students, and so on. This information is used to inform decisions related to whether further applications are possible, the reserve list needs to be mined so that more offers can be made, and so on. Once registration closes, the enrolment information is comprehensively analysed and reported on to ECS, Senate, MANCO, and Council. From this, decisions are made regarding improvements related to increasing enrolments in certain programmes and to determine strategies to do so.
- Decisions are made annually about **capping new intakes into programmes** for the following year. The Director: MI provides information on enrolment trends per programme and projections regarding the number of places that need to be offered to reach the cap. Once faculties have finalised the caps, the enrolment capping plan is checked against the University's desired size and shape and strategic intent and the country's critical HR needs. Nuances are suggested where necessary. The proposed enrolment caps then serve at ECS, Senate and Council for approval.

As regards **recruitment and admission**, these aspects are covered in the Admissions Policy³.

The University's social justice ethos and access for success orientation are clear in the Admissions Policy: "The purpose of this policy is to spell out how the Nelson Mandela University gives effect to its commitment to enrolling students based on academic merit and fostering equity of access, opportunities and educational outcomes through its approach to admissions and the criteria employed in making an admission decision" (section 1, p. 3).

Eleven principles govern the implementation of the policy, informed by the Quality Assurance Agency for Higher Education (QAA) (2006), *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education*. Section 10: Admissions to Higher Education (www.qaa.ac.uk). The policy includes information on practical ways to give effect to each

³ Please note: as a result of the organisational redesign process and changes to the committee structure and committees, changes need to be effected to the Admission policy in this regard. This is currently being attended to.

principle.

The first two principles pertain to high-quality **recruitment**, namely:

5.1 Procedures for the recruitment of students to Nelson Mandela University are clear and explicit and are implemented consistently and professionally.

5.2 Nelson Mandela University's promotional materials are accurate, relevant, current, and accessible, and provide information that will enable applicants to make informed decisions about their study options.

A range of portfolios and structures are responsible for student recruitment at an UG and PG level and in implementing the above principles, namely:

- **The Student Recruitment section** in Communications and Marketing does high-level recruitment at schools, career fairs, open days and the like, and maintains a one-stop recruitment web portal MyFuture@Mandela. The University's main webpage also directs possible recruits to information and the process followed to apply online (see <https://www.mandela.ac.za/Study-at-Mandela>).
- **The DVC: LT and DVC: RII** undertake high-level marketing related to access to the university, niche and new programmes, and research niche areas.
- **Faculties, schools, and departments** under the leadership of Executive and Deputy Deans have events and initiatives to recruit students to their programmes. Since the pandemic, this is done virtually. This has extended recruitment reach and has been a significant success given attendance and participation at webinars, hits on the recording of the webinar and FAQs, and so on. Faculties will thus continue with a virtual approach going forward and supplement this with in-person recruitment and marketing where needed (for example, the Executive Dean of Science and senior students run sessions in rural areas like Mvezo, Cala and others to communicate the role science plays in addressing grand societal challenges, to attract science students).
- Staff in the **Access and Enrolment (Admissions) Office**, faculty administration and the Contact Centre, who are frontline staff during the admissions and enrolment process, are also engaged in responding to and advising possible recruits.
- **Psychologists in Emthonjeni Student Wellness** conduct career counselling for prospective students and advise them on possible programme options.

To give effect to social justice and redress, the University seeks to enrol a diverse student body, including those from under-served and poor communities.

One of the ways that this is given effect in the admissions process is to have a range of programmes and access routes, as indicated in this principle:

5.3 To broaden access, a range of access and articulation routes are available and information on them is provided to applicants.

Among the University's access and articulation routes are:

- Having a ladder of programmes from higher certificates to diplomas to bachelor's degrees. Possible UG recruits are provided with information when they apply online regarding the programmes that they qualify for based on their school performance. Where a lower Higher Education Qualification Sub-Framework (HEQSF) qualification gives access to a higher-level one, these are written into the admission requirements (for example, the Diploma in Accounting includes admission requirements for those who have attained the Higher Certificate in Accounting). The University also has a specific Policy on Academic Programme Articulation to guide this.
- Setting admissions criteria for TVET qualifications enables TVET College students to articulate into cognate university qualifications. For the Faculty of Engineering, the Built Environment and Technology this has proved to be useful access and articulation route.
- Using the recognition of prior learning (RPL) for admission to programmes, which is outlined in the Recognition of Prior Learning Policy. Provision is also made in the general rules for aspects of RPL including credit transfer and/or module exemptions where applicants have prior university studies (see G1.1.53, G1.2.10.1, G1.2.10.2, G1.6, G1.6.2 and G1.6.6 for example). To date, RPL has mainly been used for accessing PG studies. The current policy is out of date and given changes in the world of work where more adult learners might apply for admission based on a range of short learning programmes, for example, a rethink and expansion of our RPL approach is needed. In addition, once the University closed its Centre for Access Assessment and Research (CAAR), it is unclear which department or unit takes institution-wide responsibility for RPL. At this stage, faculties largely take responsibility for RPL, but RPL processes are not necessarily monitored, nor is the performance of students who are admitted via RPL tracked at an institutional level.

Nelson Mandela University uses a data-informed, research-based approach to setting admissions criteria, as can be seen in the following principles in the Admissions Policy:

5.4 To promote equity of access, admissions criteria and procedures are sensitive to the different starting points of applicants and seek to include those with the potential to succeed.

5.5 Transparent, research-informed admission requirements are published and applied consistently during the admissions decision-making process.

Researchers in the LT Collab assist academic departments to undertake the necessary research to set requirements for new programmes or to refine the requirements for existing programmes. Appendix A and B in the Admissions Policy outline the process to be followed when setting or changing admission requirements for UG and PG programmes. The admission requirements for all our programmes are published in the prospectus of each faculty and also in the UG and PG Guides, all of which can be accessed electronically at <https://www.mandela.ac.za/Study-at-Mandela/Discovery/Quick-guides>.

Enrolment planning and the process to develop caps for limited intake programmes were described above. In addition, the Admissions Policy contains a principle related to the implementation of enrolment caps, as indicated below:

5.6 While Nelson Mandela University's approach to admissions is one of inclusivity, to meet equity-based enrolment targets and where places in programmes are capped/limited, selection mechanisms are made public. As there are normally more applications than places available, entry to these programmes may be competitive and for this reason, the selection process is conducted in a confidential way.

Where selection is applied in a limited intake programme, FMCs must approve the selection process. It is only in some UG and PG programmes linked to professional bodies that selection processes are in place and these applications are processed by the respective departments. For other limited intake UG programmes, admissions decisions are made by staff in the Access and Enrolment (Admissions) Office on a first-come, first-served basis. In the spirit of continuous improvement, we are contemplating if this is the best approach to follow to achieve diversity of enrolments in all our programmes.

The following principle applies to PG admissions:

5.7 When deciding on the admission of students to Master's and Doctoral studies, the admissions requirements are considered together with available resources and the alignment of the applicant's proposed research with institutional and faculty research themes.

The Policy on Master's and Doctoral Degrees provides more details and guidance on the admissions process.

The implementation of the admissions procedures is covered in the following principle:

5.8 The admissions processes are conducted efficiently, consistently, fairly, professionally and courteously according to fully documented operational procedures that are readily accessible to all those involved in the admissions process, both within and without the institution, including applicants.

Given the number of role players involved in the admissions process, the roles, and responsibilities of all the role players are indicated in section 8 of the policy. Furthermore, to ensure that the process is implemented consistently, operational procedures are detailed in:

- The Procedure for Implementing the Admissions Policy for admission to Undergraduate Programmes, and in
- The Policy on Master's and Doctoral degrees

In addition, the Access and Enrolment Office details the procedures it follows as do academic departments in faculties where selection processes are in place.

Appeal mechanisms are in place for applicants whose application for admission has been unsuccessful, as is indicated in the next principle:

5.9 Procedures are in place for informing applicants and staff on what grounds appeals against the outcome of an admissions decision may be considered and how applicants' appeals are considered and responded to.

The key principle with appeals is that the person or team which made the admissions decision cannot consider and rule on the appeal. The University has specific appeals committees that report to ECS and Senate. In keeping with the university's access for success approach, the following principle is important:

5.10 Successful applicants are provided with relevant information about their studies and how to access and optimise the learning support available.

The Access and Enrolment Office communicates the outcome to applicants and sends out information about registration. Faculties keep in touch with those whose applications have been successful using emails, letters, social media posts and other channels. In addition, the University has a Pre-Uni orientation programme to connect with applicants before the academic year begins, run by First-Year Success Buddies. Most communication is done via WhatsApp and Telegram.

The final principle applies to quality control of the recruitment and admissions process:

5.11 The integrity of admissions information, systems and processes is ensured by implementing quality control procedures.

A range of quality control mechanisms are in place such as computer system validation reports to check the accuracy of data capturing and the accuracy of the automated decision-making function. After each admission cycle an Indaba is held by the Enrolment Management Committee (EMC) to reflect on what worked and areas of improvement. In addition, there are periodic audits and reviews of student admissions, selection mechanisms, the admissions process and quality assurance interventions instituted by the University. The most recent audit of the student access value chain was externally conducted in 2018 (see the Student Access Value Chain Analysis Report).

In terms of enrolment planning and admissions, areas of improvement that need to be addressed are:

- Link capping more intentionally to the desired size and shape of the university and manage admission offers and enrolments in this regard
- Develop and implement strategies to increase postgraduate enrolments
- Research which categories of applicants who have been made an admissions offer are more likely to enrol at the University. This can assist the timeous and intentional mining of the reserve list to prevent under- or over-enrolment
- Continue to improve the turnaround time for processing applications, making an admissions decision, and the application and admissions process
- To enhance the online application form and the digitalisation of the admissions process, which will enable more effective monitoring of bottlenecks.

3.2.1.4 Readmission

The admission information covered so far pertains to new students admitted but senior students need to be readmitted annually. The Readmission Policy in place during the period under review was contested and resulted in endless appeals and unhappiness. When the Deanery considered this, it was found that the initial focus of the policy was on academic progression and how to monitor and support this. However, in implementation this focus was lost with the spotlight solely falling on the readmission rules and their implementation. Consequently, we used the pandemic period to rethink this policy and pilot a different approach. The revised, more enabling policy on Academic Progression and Re-admission to Undergraduate Programmes was approved in 2021.

At the core of the revised policy is the need for faculties and departments to intentionally monitor academic progress and to put students in touch with resources and support and development initiatives and services that can enhance their progress. Readmission requirements are published in the Faculty Prospectus and students are made aware of the criteria. "This is especially important if a student's academic progress is unsatisfactory, and conditions are placed

on his/her readmission. In this instance, the Faculty Management Committee (FMC) in collaboration with Faculty Administration must determine the process to be followed to record the conditions for readmission on the student record and to notify the student of the conditions" (Academic Progression and Re-admission to Undergraduate Programmes, section 2.3.3, page 4).

Students who are conditionally re-admitted will be expected to participate in a structured programme to Enhance Academic Progress (EAP). The LT Collab is currently designing this. The policy further outlines the process to be followed to determine if the readmission requirements have been met and to refuse readmission when students reach the maximum years of study. The institutional Learning and Teaching Committee is responsible for monitoring the application of the policy across faculties, identifying where improvements are needed and recommending revisions to the policy to ECS when necessary.

3.2.1.5 Registration

There is a registration website where procedures to register are communicated with students (see document the low down on the 2022 academic year). At the conclusion of the registration period, faculty administration staff check through the modules each student has registered for. If any issues are identified, these are taken up with the student and/or Head of Department (HoD) or Lecturer concerned.

The main challenges of the admissions and registration process include that there are many role-players involved who need to respond in concert to ensure processes flow. Applicants and students were often left confused and overwhelmed, particularly evident for the 2021 intake where, due to the COVID-19 pandemic, academic and student housing admissions and registration, as well as financial aid applications and processes were exclusively online. Even though some on-campus support was provided to assist students with the online procedure, processes took longer than usual to be concluded. This was because the time lag between a query being sent and responded to electronically was longer than usual and was dependent on when students and staff had data and access to devices.

Nelson Mandela University has, over the years, reflected on how to integrate the processes of the student access value chain more effectively. In the period under review, this was largely achieved by instituting a student access value-chain task team that had broad representation, including from faculties. While some integration of processes was achieved and collaborative working arrangements were established, the size of the task team and the fact that there were too few senior managers serving on it meant that it did not prove to be as effective as hoped.

Consequently, two new integration interventions have been instituted. As more on-campus activities are becoming possible in 2022, Academic Administration created a one-stop facility at the Sports Centre on South Campus which included the key functional areas of the student access value chain – admissions, faculty administration, registration, financial aid, student

housing, timetabling, and the International Office. This facility was well-received by students and staff and enhanced the integration and efficiency of our admissions and registration processes. We are thus likely to continue to provide such a facility in the peak admissions and registration period at the start of an academic year.

A drawback that remains and cannot be solved by this facility is that increasing numbers of Nelson Mandela University students apply for and receive NSFAS or are “missing middle” students. Delays in NSFAS funding decisions impact significantly the admissions and registration process. Students often become anxious, frustrated and angry, which sparks periodic protest action. While we try to be proactive in engaging directly with NSFAS and have concessions in place to allow those who are awaiting an NSFAS appeal outcome or who are “missing middle” students to register, the impact on the emotional well-being of these students and on getting all students to start an academic year on time is significant.

A further intervention to enhance the integration of the complex processes linked to the student access value chain has been to establish an Enrolment Management Committee (EMC) which is convened by the Registrar and has strong senior management representation on it. This started as a task team as a response to the under-enrolment of students in 2020 and 2021 and transitioned to the EMC in 2022.

3.2.1.6 Learning and Teaching and Related Oversight, Policies, and Procedures

The following are primarily accountable for advancing quality and excellence in learning and teaching:

Table 12: Accountability for advancing quality and excellence in learning and teaching

DVC: LEARNING AND TEACHING (LT)	REGISTRAR
<p>Faculty level: Executive Deans, Deputy Deans, Directors of School, Heads of Department, all academics.</p> <p>LT Collab: Dean: Learning and Teaching, Director: Learning Development, Director: Emthonjeni Student Wellness, Director: Teaching Development, Director: Academic Planning, Director: Quality Advancement, Director: Digital Learning Experience Design and Innovation, all members of the LT Collab.</p>	<p>Director: Academic Administration, Senior Manager: Access & Enrolment, Deputy Director: Assessment & Graduation, Deputy Director: Faculty Administration & Timetabling, Senior Managers and Managers: Faculty Academic Administration, and all staff in academic and faculty administration.</p>

Key Committees that provide oversight regarding learning and teaching matters are:

Table 13: Key committees that provide oversight in learning and teaching

COUNCIL	INSTITUTIONAL	FACULTY
Council	Learning and Teaching Committee	Faculty Learning and Teaching Committee
Executive Committee (EXCO)	Executive Committee of Senate	Faculty Management Committee
Higher Education Committee	Senate	Faculty Boards
Finance and Facilities Committee	Quality Committee	Master's and Doctoral Committees
Audit and Risk Committee	Academic Planning Committee	School and Departmental level Committees
	Central Timetabling Working Group	
	Co-curricular Student Development Committee	
	Risk Management Committee	
	Enrolment Management Committee	

Key policies and rules that form part of the University's Quality Advancement Framework are:

Table 14: Key learning and teaching policies and rules aligned to the Quality Advancement Framework

Aspect	Policy
Overarching	305.01 Teaching and Learning 112.01 Language Policy of the University
Programme development and approval, changes, and reviews	303.06 Programme Development and Approval 405.13 Process for offering of Joint Research Master's and Doctoral Degrees 303.04 Programme Advisory Boards 303.02 Internal Review of Programmes -Quality Criteria
Learning and Teaching delivery	305.01 Teaching and Learning 303.05 Policy and Procedure on Duplication of Academic Modules during Student Recess 110.02 Timetabling
Assessment and Academic Integrity	305.05 Assessment Policy 110.03 Consolidated Examination Policies and Procedures General Rules in the General Prospectus 305.04 Promotion of Academic Integrity and Prevention of Plagiarism 403.01 Policy on Master's and Doctoral degrees
Experiential Learning	305.02 Experiential Learning

Co-curricular Learning	110.04 Co-curricular Record Policy
Short Learning Programmes	303.01 Management of Short Learning Programmes (SLP's)
Certification	302.02 Certification Policy
Student complaints, grievances, and appeals	203.03 Student's Academic Grievance Policy and Procedure 403.01 Policy on Master's and Doctoral degrees

Drawing on the above, attention will be given to the following aspects of the university's Quality Advancement System (QAS):

- Programme and curriculum development and approval, including Short Learning Programmes
- Learning and teaching delivery, including assessment, learning materials, language of learning and teaching, as well as student complaints and appeals
- Experiential learning, including Work Integrated Learning (WIL) and co-curricular learning
- Integrated academic development and support
- Student governance
- Certification

3.2.1.7 Programme and Curriculum Development and Approval

The Policy for the Development and Approval of Academic Programmes, procedures and academic planning documents provide a framework for the development and approval of new formal learning programmes, amendments to existing learning programmes, and the approval of credit-bearing short learning programmes at Nelson Mandela University. The policy has facilitated an effective and appropriate system for programme development and approval and forms a crucial component of the University's framework for academic quality, as:

- The learning experience that the University provides to its students is contingent upon the quality and standards of its learning programmes
- Through its learning programmes, Nelson Mandela University responds to the broad transformation challenges facing the South African HE system in a way that is commensurate with its academic vision and mission. Our five-year Learning and Teaching Review (2019) provides examples of curriculum transformation initiatives across our faculties and reflections regarding the transformation of Learning and Teaching are contained in the Nelson Mandela University Transformation Report 2018-2020.

As programme development and approval are cardinal aspects of the University's Quality Advancement approach, it is important to note the role of:

- Faculty-level development and approval processes via departmental committees, advisory boards, FMCs, and Faculty Boards.

- The three support units that form the Teaching Excellence cluster in the LT Collab: Academic Planning, Quality Advancement, and Teaching Development. These units work collaboratively with academic departments to build programme and curriculum development capacity, provide advice when a programme and its curricula are developed, and provide feedback regarding the content of forms that need to be completed for approval purposes. More details are provided in Focus Area 4.
- The Academic Programmes Committee (APC). The APC, as a sub-committee of Senate, evaluates all proposals related to the introduction of new programmes, as well as changes to existing programmes and their constituent modules, for recommendation to and consideration by the ECS and Senate. The work of the APC is highly significant in assuring that high quality programmes are developed. ECS has often noted and commended the work of the APC and confirmed the role it plays in quality advancement (see the minutes of an ordinary meeting of the APC, dated 27 January 2021, Ann 01-02_APC minutes 27 Jan 2021 & 1 Mar 2021.pdf and “Matters arising” from the minutes of the APC 27/01/2021 Ann 01-02_APC minutes 27 Jan 2021 & 1 Mar 2021.pdf).

More specific information on the University’s approach to curriculum and programme development and approval as well as on **reviews of our programmes** is provided in Focus Area 4, Standard 13.

3.2.1.8 Development and approval of Short Learning Programmes (SLPs)

The University’s management of short learning programmes policy provides guidelines on the offerings of short learning programmes (SLPs). The policy identifies the different short programmes as credit-bearing or non-credit bearing. SLPs which are credit-bearing and linked to a formal qualification, part qualification or module on the University’s Programme Qualification Mix (PQM) and that have been approved by the internal University approval processes, are formally accredited by the University. SLPs which are credit-bearing, but not linked to a formal accredited programme of the University, may be offered on condition that the University department or entity has been accredited to do so by the relevant Education and Training Quality Assurance (ETQA) of a Sector Education and Training Authority (SETA) or professional body that has registered the qualification with South African Qualifications Authority (SAQA). These SLPs are credit-bearing as they are linked to SAQA registered unit standards. The credits will be awarded by the relevant SETA or professional body that registered the qualification with SAQA.

Section 5 of this policy is dedicated to the quality assurance of offering SLPs from the design to the delivery phases and is guided by the CHE’s *“Good practice guide for the quality management of short courses”* (2016). Quality assurance of the SLP is the responsibility of the relevant academic unit offering the SLP. Every five years, the Unit for Continuing Education initiates the review of SLPs related to their relevance, contents, academic standards, and

delivery. Feedback is obtained from students via programme evaluation forms, and self-evaluation mechanisms. A SLP PoE must be maintained as part of the quality assurance process, with the following mandatory information to be included:

- A copy of the completed SLP Registration Form with the Faculty Management Committee resolution number indicating approval of the SLP
- Copy of teaching material and assessment material
- Copy of assessment results
- Proof of the students' course feedback on the SLP, signed off by the Head of Department.

The PoE includes additional information such as budgets, feasibility studies or business plans as well as information on the appointment of the facilitator with contract details and remuneration.

Section 9 of the policy reflects the certification process for SLPs. Certificates are centrally printed by the Unit for Continuing Education on receipt of an HoD signed off on an ITS class list reflecting the results or result codes of the delegates. Certificates may not be issued for unregistered SLPs or to unregistered delegates. This maintains the integrity of the University's certification. In the case of non-credit bearing SLPs approved and registered by Nelson Mandela University that are offered in collaboration with an external partner/organisation, the certificate issued, with the approval of the Executive Committee of Senate and as per the University's Certification Policy, reflects the name and logo of the external partner.

The Internal Audit Department of the University conducted an audit of SLPs in 2020. The audit report, while finding that the internal control of SLPs was satisfactory, identified areas that needed moderate to significant improvement. Based on this, a tracking system for the implementation of the agreed management plan was devised. The number of closed items, open cases, and in-progress items are also recorded. From the tracking provided, it is evident that there are no items open or in progress.

3.2.1.9 Certification of qualifications

The certification policy provides a framework for certification to ensure the integrity of University certificates and to determine authorised signatories to sign certificates. In terms of the Delegation Document, the Vice-Chancellor and Registrar are authorised to sign the certificates of formal qualifications. There are clear authority structures responsible for signing off on different types of certifications.

Section 7 of the policy outlines implementation procedures in the certification process. Each department is not only responsible for the quality assurance of its certificates but also for printing its own certificates and ensuring the required level of security as prescribed in the policy, is maintained.

3.2.1.10 Learning and Teaching Delivery, including Learning and Teaching Materials

In addition to other policies that individually and collectively support the learning and teaching function the University has a policy dedicated to Learning and Teaching (305.01 Teaching and Learning Policy.pdf). The key underpinnings of learning and teaching at the University are contained in Section 2.1 (p.1) of the policy where it is indicated that:

“To give expression to Nelson Mandela University’s educational purpose and philosophy, our Learning and Teaching activities and support are approached from a humanising pedagogical perspective and are further based on Learning and Teaching principles that are deeply rooted in our values (that is respect for diversity, excellence, ubuntu, integrity and respect for the natural environment). Together, these provide the framework that guides the nature and quality of the learning experiences and environment provided to develop the capabilities, potential and intellectual independence of our students and staff” (305.01 Teaching and Learning Policy.pdf Section 2.1, p.1).

While the policy gives a succinct summary of a humanising pedagogical approach (see section 2.3, p. 2), and we provide workshops and webinars on this approach and research it, at a Deanery breakaway in August 2021, we came to the conclusion that we need to reinvigorate what a “humanising pedagogy” (HP) means at Mandela University and be more intentional in its implementation. Aspects that require work are:

- a. Using the values that underpin HP to inform the LT decisions and choices that we make.
- b. Developing a HP framework to guide LT and conscientizing academics in this regard.

In the policy, the University commits itself to a set of seven principles meant to “underpin all learning and teaching endeavours” (305.01 Teaching and Learning Policy.pdf Section 2.4, pp.3-10) to provide a high quality learning experience.

To assess how students perceive the quality of the learning experience that we provide:

- Students are given the opportunity to provide feedback on their experience at the end of the module and during programme reviews.
- The South African Survey of Student Engagement (SASSE) is administered every three years and the results are used to enhance the student learning experience. The most recent survey was administered in 2021.
- Student Representative Council (SRC) academic representatives serve on Faculty Boards and Learning and Teaching (LT) Committees where they provide valuable input to enhance the quality of the student learning experience. Executive Deans have regular meetings with SRC academic reps that *inter alia* identify areas of dissatisfaction and where improvement is needed.

Modes of delivery and technology used in learning and teaching, need to be indicated in all new programme proposals or revisions to programmes. Furthermore, the policy indicates that

“flexible modes of delivery” are used (p.8) and that the University is “increasingly integrating technology into the way that learning is facilitated at Nelson Mandela University (for example, through blended and e-learning” (p.8). Furthermore, the only reference to learning materials in the policy is to encourage “a team-based approach to developing and reviewing modules, programmes, and teaching and learning materials” (p.8).

When the COVID-19 pandemic resulted in the hard lockdown in March 2020, these policy prescriptions were insufficient to guide us regarding the provision of a quality learning experience using an emergency remote online mode of learning. In this, curated learning materials were a central aspect of how students would learn and complete their modules remotely. Consequently, ECS approved a set of principles related to pedagogical flexibility to guide LT delivery (see *Proposed Resumption of Semester 1 Learning and Teaching Activities*, p. 5-8). In addition, capacity building sessions were provided, and national and international guidelines and resources were curated and placed on the Moodle Learner Management System (LMS) for staff to access.

Our Digital Learning Experience Design and Innovation (LXD) team in the LT Collab provided guidance in terms of developing learning materials that would facilitate the active engagement of students in online learning. In addition, the pandemic made us realise that we needed to increase our efforts to include more open education resources and open textbooks, as licenses for e-books are expensive and students often cannot afford hard copies of textbooks. Open Education Professional development and certification have been developed and launched at our University enabling the completion of the six modules Becoming an Open Education Influencer course which is available on the Open Moodle site, <https://engage.mandela.ac.za>. As part of the national Siyaphumelela project, we received funding from the Kresge Foundation for projects where academics and postgraduate students develop open textbooks. We collaborate with the University of Cape Town and other universities to grow the repository of open textbooks and this initiative is also part of our suite of projects to grow African-purposed resources.

Furthermore, we consistently gathered information from surveys and discussions to evaluate what was working and where we could improve in terms of online LT delivery. In an external survey conducted by UNIVERSUM in 2021, our students rated their level of satisfaction with the online learning experience that the university provided as being 7,4 out of 10. The majority of our students assigned ratings from 7 to 10, with only 4% assigning a rating below 5.

We continually reflected on the positive and negative impact of the rapid shift to emergency remote online LT. This enabled us in November 2020 to get a range of inputs from academic leaders to identify the key things that emerged regarding our LT approach during the pandemic. Among these were the importance of quality standards for LT, curricula design, and learning materials, especially for online LT (see *Towards Vision 2030 in the LT Portfolio*:

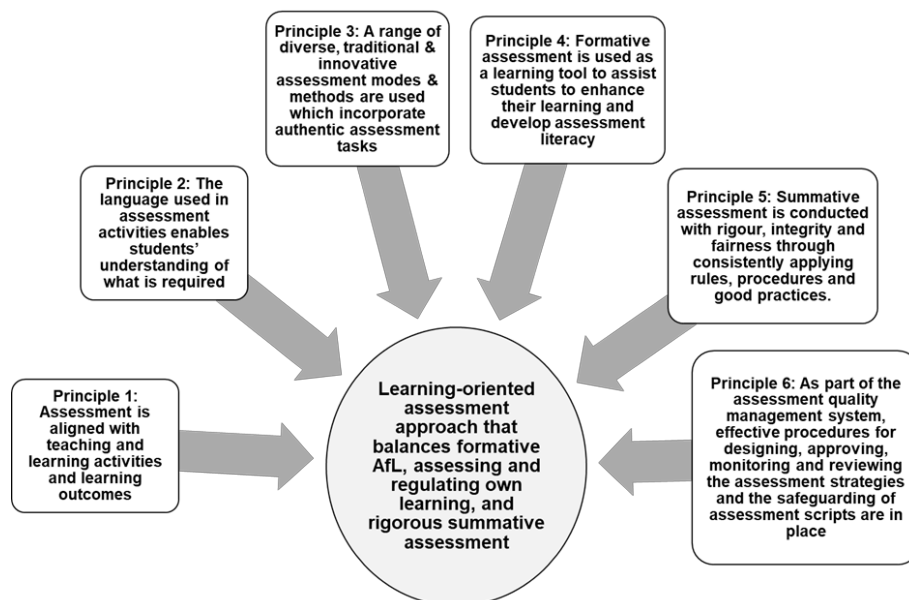
Story, p.2). Consequently, a much-needed updating and revision of the Learning and Teaching policy is underway. As a result of the learning gained about gaps in the policy when we rapidly shifted to emergency remote online LT, greater attention will be given to guidelines for the various flexible LT modes and the standards for using technology to enhance learning. In addition, we will most likely develop a separate policy on learning materials which includes criteria for online learning materials and e-activities and quality assurance mechanisms to monitor their quality.

The revision of the Learning and Teaching policy will also need to take our expanded ambitions related to humanising, flexible, technology-rich, mixed mode LT into account (see *Towards Vision 2030 in the LT Portfolio: The Unfolding Story*, p. 13). In addition, our general rules need to be revised to be more inclusive of online learning and assessment.

3.2.1.11 Assessment and Academic Integrity

As indicated in the Assessment Policy and, in keeping with the University’s humanising pedagogical approach, assessment is conceptualised as being learning-orientated.. Figure 20 provides the core focus of our assessment approach and the principles to enable a learning-centred assessment culture.

Figure 20: Overview of the Core Assessment Focus and Principles



Underpinned by:

- Ongoing development of assessment competence of academics
- Encouraging students to adopt good academic conduct in respect of assessment

Each principle is unpacked in the Assessment Policy and will not be repeated here. Furthermore, other than the Assessment Policy, the policy on *Quality Criteria for Internal Review of Programmes*, the *Consolidated Examination Policies and Procedures*, *Development and Approval of Academic Programmes* and the *Document on the Delegation of Decision-making Authority* spell out the various ways in which the assessment process is quality assured to maintain assessment standards.

Key aspects that are related to managing and advancing the quality of assessments will be focused on below. The framework that the Assessment Policy provides along with reference to some general rules in the General Prospectus will be used to guide reflections on quality assurance. Thereafter, how we adapted our assessments during the COVID-19 pandemic and the processes implemented to maintain quality and integrity will be discussed.

The quality advancement system that is in place to ensure integrity and excellence includes:

- Assessment is linked to learning outcomes and associated assessment criteria of the module and should be pitched at the appropriate National Qualifications Framework (NQF)/HEQSF level (Principle 5.1, p.8)
- Lecturers are responsible for providing students with an explicit indication of the formative and summative assessment requirements, the number and type of assessment opportunities and the assessment schedule for a module in the module guide(see rule G1.9.2) (Principle 5.1e, p.8)
- Where the assessment mode of a module changes approval for this must be obtained from the APC and ECS. Should summative assessments be disrupted, an equivalent assessment that assesses the required learning outcomes may be employed
- Equivalent alternative assessments toward a class mark must be approved by the Faculty Management Committee (FMC)
- Equivalent alternative assessments that replace final examinations must be approved by ECS (Principle 5.1e, p.8-9)
- Where *e-Assessment* is used in summative e-tests and e-exams, students must be given appropriate prior opportunities to practice and become familiar with this mode of assessment (Principle 5.3c, p.10)
- Formative assessment is used as a tool to assist students to enhance their learning and develop assessment literacy (Principle 5.4, p.10)
- Summative assessment is conducted with rigour, integrity, and fairness through consistently applying rules, procedures and good practices (Principle 5.5, p. 11)
- General Rules G 1.9, G1.10, G1.10.7, G1.11, G1.12, G1.13, G1.14, G1.15, G1.16, G1.17 (1.6.1 to 1.6.24) pertaining to conducting assessment and examinations and the Consolidated Examination Policies and Procedures (D755/08)22 must be consistently and stringently applied (Principle 5.5a)
- For all modules offered, the Faculty Management Committee is responsible for appointing at least one examiner and one internal moderator (rule G1.17.1). For

examinations of exit-level modules, external moderators/examiners must be appointed (rule G 1.17.3). The appointment criteria for external moderators/examiners and procedures are contained in the Consolidated Examination Policies and Procedures (D755/08)

- While moderation normally takes place during examination periods, where continuous assessment is used (and no formal examinations are conducted), the Faculty Management Committee must put moderation procedures in place which include describing clearly what needs to be moderated and when the moderation must take place (rule G1.17.4)
- Where possible, consensus moderation is encouraged to “calibrate” standards across multiple markers, across a module offered on different campuses, across assessment tasks where continuous assessment is used, and common subjects/related disciplines in a programme by convening a multi-disciplinary internal assessment panel (with a senior academic as the convener) in which assessment samples are shared and discussed to ensure comparable judgements of student work (Principle 5.5h, i, j, p. 13)
- The 403.01 Policy on Master's and Doctoral degrees spells out the appointment of examiners and their responsibility for Master's and Doctoral degrees
- An appeals procedure is in place should a student wish to appeal the appropriateness of accuracy of the mark awarded to a summative assessment. The appeals procedure should be communicated in the module guide. (Rule G1.17.5) (Principle 5.5k, p. 13). In addition section 7 of the 403.01 Policy on Master's and Doctoral degrees indicates the procedures for dealing with complaints, appeals and grievances on the part of postgraduate students.

While there are many discussions about assessment, innovations in assessment in faculties and academic departments, and a review of assessment practices is included in programme reviews, an area where the university can improve is to systematically monitor and review assessment practices. For example, an internal review of examination procedures and practices was undertaken in 2017/18. This resulted in training sessions with academic leaders in areas where improvements were noted.

During the pandemic, to enable the shift to online LT and e-assessment and to manage LT across multiple, staggered pathways, various policy and rule changes needed to be made. All changes were approved by the Academic Programmes Committee (APC) and the ECS and included:

- Change to the mode of assessment in many modules from examination to continuous assessment
- Assessment activities changed to accommodate continuous assessment

- The continuous assessment approach along with having students in multiple pathways made it possible for re-assessments to be built in, with no restrictions on the mark needed for a re-assessment
- Guidelines for e-assessment and continuous assessment were developed as were procedures for adapting examination instructions for mask-to-mask exams under COVID-19 regulations (see <https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/Completing-the-2022-Academic-Year>)
- The waiving of prerequisite modules, where appropriate, and the creation of corequisites.
- Revising the 2020 academic calendar to lengthen the academic year, which only concluded at the end of February 2021. Our first semester only concluded late in September to give students and academics enough time to shift and adapt to online LT and assessment and for students on the different pathways to have sufficient time to conclude the first semester's work.

3.2.1.12 Academic integrity

The Promotion of Academic Integrity and Prevention of Plagiarism policy opens with the following statements in Section 1, p. 2:

Integrity is a core value of Nelson Mandela University and extends to academic integrity, which is fundamental to the way a university generates, assesses, and disseminates knowledge.

To give expression to our value of excellence, the University is committed to preserve and promote a culture of professionalism characterised by the highest standards of personal honesty and the integrity of academic work.

The underpinning philosophy of the policy is that the University “supports a developmental and educative approach to the promotion of academic integrity and prevention of plagiarism and other forms of academic dishonesty” (section 6, p. 3).

In section 7, the university and academic leadership, academic staff, and students are assigned responsibilities related to the development of academic integrity. Sections 8 and 9 of the policy indicate the process to detect and investigate alleged plagiarism.

In implementing the Promotion of Academic Integrity and Prevention of Plagiarism policy, we have reflected that not all academics put systematic steps in place to develop academic integrity and there is some confusion related to procedures and sanctions when comparing this policy to the Student Disciplinary Code. Consequently, the policy is being revised.

In considering how to refine the policy, innovative work around developing academic integrity in faculties is being explored. For example, all faculties require students to complete an

assessment declaration when handing in assignments (example from Law Faculty). Furthermore, the Faculty of Law has piloted a first-year pledge where students pledge to “personify faultless honesty, maintaining the highest standards of integrity” (see link to video). In the Faculty of Education, the First Year Experience Programme Coordinator plays a critical role in helping the Bachelor of Education first-year students make sense of, and find, their place as members of the higher education community. Academic Integrity is one of the themes that runs through engagement with our first years and includes one-on-one discussions where a Turnitin report is of concern. This helps students to gain greater insight into what constitutes plagiarism and good academic writing practices.

Rule G1.10.7.4 covers how to ensure the integrity of e-assessments. This became a very important aspect to address during the COVID-19 pandemic.

To enable the shift to online LT and e-assessment and to manage LT across multiple pathways, various policy and rule changes needed to be made. All changes were approved by the Academic Programmes Committee (APC) and the ECS. Changes included:

- Change to the mode of assessment in many modules from examination to continuous assessment
- Assessment activities changed to accommodate continuous assessment
- The continuous assessment approach along with having students in multiple pathways made it possible for re-assessments to be built in, with no restrictions on the mark needed for a re-assessment.

Especially with students in remote locations, the integrity of assessments conducted online needed to be monitored. We observed a slight elevation in the number of disciplinary actions taken against students for plagiarism or academic dishonesty. This could be for several reasons, including sharing enrolment keys, sharing screenshots of questions, inadequate proctoring, flexible time allowed to complete assessments and style of questioning, among others.

To address this, students were consistently made aware of their responsibility regarding ethical behaviour by signing an assessment or assignment declaration. Assignments were submitted via Turnitin and lecturers monitored plagiarism and academic integrity. In online quizzes and tests, lecturers developed question banks containing questions of a similar level and mark allocation; quizzes and tests were set to randomly select questions from the question banks to reduce academic dishonesty. Quizzes and tests were often set for completion within a limited (counted down) time (two hours) available over a 24-hour period (to allow for students struggling with connectivity or data to attempt at a time convenient for them). A series of pointers were made available to academics on how to check if a student was suspected of cheating, for example, checking online activity during an assessment or checking for similar Internet Protocol addresses. We piloted an enabling lockdown browser and using a lockdown monitor to improve

academic integrity and have explored the Invigilator App, but it has not yet been procured.

Our Legal Office assisted by analysing trends from Student Disciplinary Committees. In some departments, students were asked to join an MS Teams or Zoom session and then write tests on the LMS with their cameras on and they were then remotely observed by staff members. In 2021 and 2022, greater emphasis was placed on open book or application style questions, setting the start and finish time so that all students start and end at the same time.

As mentioned in this report, success rates generally improved and reasons for this may include:

- From an academic perspective, improved success rates are attributed to the grit, perseverance, and hard work by students to adapt to online LT and the sacrifices made by staff to ensure that no student was indeed left behind.
- Continuous assessment with in-built re-assessments may have given students more opportunities to succeed than a high stakes exam. Conversion of assessments to continuous assessment further allowed for creativity in assessment tasks which students found engaging.
- The different pathways and the multiple platforms used to connect with students gave attention to the different needs of students which assisted them to succeed. Both the pathways as well as the extended timeframe of the academic year allowed students additional time to become immersed with the module content.
- We scaffolded students to become self-regulated learners which enabled them to determine and take responsibility for the pace at which they worked.
- We were very responsive to student needs in terms of access to devices and inducting them into online learning.
- The LT approach allowed for an inquiry-based and exploratory approach to learning by students, individually and in peer groups.

Feedback from students indicated that the use of Microsoft Teams online lectures enabled them to revisit a previously recorded lecture which reinforced their learning and helped them to understand the content better. Other contributions to student success were early identification of vulnerable students and those with academic challenges. They were then returned to campus and put in touch with learning, peer-assisted and psychosocial support. Faculties were not expected to adopt a one-size-fits all approach.

3.2.1.13 Language policy and language of LT and assessment

In our first QEP submission, we reflected that as language is a barrier to learning, the revision of the Language Policy is an urgent matter as this will direct the strategies that need to be developed to implement it. We also reflected that piloting multilingualism in facilitating learning across a range of modules and disciplines, and the use of technology in this regard, needs to

be intensified and researched.

Given the University's ethos of listening to the voices of all role players, the Language Policy Working Group (LPWG) embarked on a critical, sensitive process of courageous conversations to guide the revision of the existing language policy from the ground up. This revised policy will underscore one of the institution's 10 guiding Curriculum Statements, which emphasises that "Language Matters – Taal Maak Saak – Ulwimi Lubalulekile". See Learning and Teaching Review (pp.22-24) for more information on the process followed.

The courageous conversations were documented, and themes extracted. This work was completed in 2020 when the drafting of the revised policy was initiated. This work was slowed down by the pandemic and changes in LPWG membership. However, the revision process of the Language Policy is nearing its conclusion and will move through the governance structures in the second semester of 2022.

Parallel with the policy revision work, the University has increased the extent and reach of initiatives to advance multilingualism in LT, research and engagement, such as bi- and multi-lingual tutorials; multilingual glossaries; translating learning materials, module guides and readers; and modules and SLPs to develop proficiency in English for academic purposes and isiXhosa for different groups of students and staff. Examples of these were covered in our second QEP submission. Furthermore, the Law Faculty created a multi-lingual glossary of terms used in assessment to help students understand of the meaning of the terms.

3.2.1.14 Experiential and Co-curricular Learning

At Nelson Mandela University, we recognise all forms of learning that happen in physical and virtual spaces linked to formal university studies, student life and development. These take place on campus and in residences which provide rich co-curricular learning experiences, and in workplaces either through work-integrated learning or students being employed part-time during their studies. This is in line with our ethos of creating a seamless learning environment where in-class and out-of-class learning experiences are mutually supportive and achieve complementary learning outcomes (see Teaching and Learning policy, p.4).

The value of students gaining applied learning and work experience as part of their studies is a key contributor to producing work-ready graduates. In this regard, the University offers a range of experiential learning experiences, such as:

- Studio work for students in the visual and performing arts, architecture, and media studies, is often coupled with entrepreneurial development
- Lab work for Science, Engineering and Technology students to develop the necessary skills, including research skills

- Clinical training for Health Science students in hospitals and community clinics
- Work-integrated Learning (WIL) is part of the qualification requirements in some programmes.
- School-based learning (SBL) for Education students takes place in schools that are representative of those that they will teach at when they graduate
- Moot court experiences for Law students and working in the Law Clinic and Refugee Rights Centre.
- Annually more than 2 000 students are trained and appointed to facilitate learning, mentor, and support fellow students in our range of peer-assisted learning initiatives (see the section on academic development and support)
- Many students are employed on short-term part-time contracts to support various functional work areas in the University (according to the UNIVERSUM survey [p.17], 25% of our students are engaged in part-time work
- As part of our community engagement initiatives, there is a strong volunteering culture among our students, which provides invaluable developmental experiences
- Entrepreneurship development modules, projects and experiences provide an ideal opportunity for our students to develop entrepreneurial mindsets and skills. In the UNIVERSUM survey (p.46), our students rated the University's support and development of entrepreneurialism as being above average.

The University has an Experiential Learning and a Co-curricular Record Policy, although both should be reviewed and updated as significant shifts have happened during the pandemic, such as greater use of online and virtual spaces to facilitate WIL. In addition, we have a Student Entrepreneurship Framework to guide the funding and implementation of entrepreneurial projects. Consideration is being given to broadening the framework. More details are shared in Focus Area 4.

At times during academic programme reviews, reviewers have raised concerns about the negative impact on monitoring WIL/SBL of the high workloads of academics and faculties having insufficient budgets for monitoring visits. The relevant faculties are responsible for addressing such deficiencies. In addition, this will form part of the discussions about reducing the staff: student ratios and the resource allocation model (RAM) for faculties.

Providing transport and safety concerns are two critical challenges regarding the provision of clinical training, WIL, and SBL. The University has a student transport system that covers many areas where students do SBL and clinical training, but faculties still have to invest heavily in student transport, especially when the clinical training is done elsewhere in the Eastern Cape. The University is currently reviewing its student transport system. In terms of safety, students have an emergency number to contact, but this remains a serious challenge that requires some fresh thinking.

The Co-curricular Record (CCR) Policy has a mapping process to review the activities and outcomes of co-curricular activities for entry on a student's CCR. While the labour-intensive nature of this is under review, it is interesting that where faculty such as BES has WIL programmes in place that are not part of the formal curriculum (such as, in management sciences), programme reviewers have proposed that they be mapped for the CCR. The University is further currently reviewing whether to continue with the CCR or to replace this with badges on LinkedIn, which might be more attractive to potential employers.

3.2.1.15 Integrated academic development and support

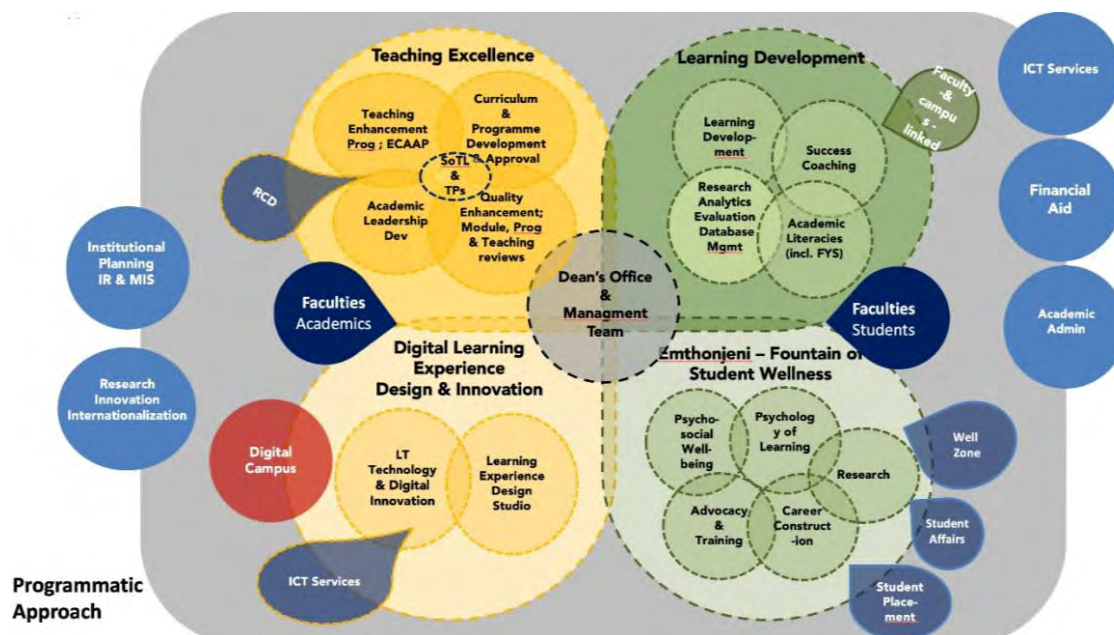
When the structures were developed for the merged Nelson Mandela Metropolitan University in 2005, the Joint Task Team overseeing the process decided to group a range of centres that had a strong academic-related focus into a structure called Higher Education Access and Development Services (HEADS). This structure served the merged university well and particularly focused on creating a responsive environment to foster student access and success. For each SASSE survey that has been conducted, our student academic support is rated as being above average. Indeed, Nelson Mandela University has earned a reputation in the HE sector in the country for offering students a supportive environment conducive to fostering student success.

With the advent of the name change to Nelson Mandela University and the start of the organisational redesign process, an internal review was undertaken to determine whether HEADS and its functions were still "fit for purpose", and, if not, to reimagine HEADS. Cognisance was taken of our changing student body that needed more one-on-one and group support and the need to create better synergies across academic development and support functions across HEADS and the University. Consequently, the HEADS' Centres were unbundled and remixed to become the **Learning and Teaching Collaborative for Success (LT Collab)** with the core purpose of "Enabling learning and teaching development, innovation and success to change the world" – in line with the University's "access for success". ethos.

The LT Collab structure functions as four intersecting clusters (not centres) to signify the inter-disciplinary nature of their way of working (see Figure 21 below). Clusters are permeable to allow staff greater freedom to work across clusters when tackling collaborative, inter-disciplinary projects and to form scholarly learning collabs. Interdisciplinary collaboration is also fostered with other institutional stakeholders to undertake multi-divisional LT projects that enhance student retention and success. To achieve the synergies required, a centralised-decentralised model with a dotted reporting line is used for some functions and in other instances, clear cross-divisional workflows are developed, and roles clarified using a RACI approach. We are currently in the process of instituting this approach to clarify roles, responsibilities, and ways of working between the Learning Experience Design Cluster and ICT Services. The Dean: Learning and

Teaching takes overall responsibility for the functioning of the LT Collab.

Figure 21: Learning and Teaching Collaborative for Success



The range of student academic development and support, student wellness, first-year success and orientation, teaching development, learning experience design and technology-enhanced learning, curriculum and programme planning and development and quality advancement initiatives that the LT Collab is responsible for will be covered in greater detail in Focus Areas 3 and 4.

Faculties in collaboration with the LT Collab also provide a range of student academic development support functions in terms of orientation, first-year success programmes, tutorials, Supplemental Instruction (SI), mentoring, online support via Apps, digital literacy development, writing development, Student Success Coaching, and academic advising. In addition, BES developed a faculty academic support App to provide information as well as short courses to assist students with academic support. Existing and new materials are included in the App. More information on initiatives to enhance the student learning experience and success in faculties will be shared in Focus Area 4.

The University uses a student progress tracking system known as RADAR (Risk Analysis and Detection to Assist and Retain Students). The system was developed under the leadership of the Faculty of Law and as part of the Siyaphumelela project in collaboration with different stakeholders such as information technology specialists, student counsellors, and academics in lecturing, management, teaching development, and research fields. RADAR is used to monitor student progress to detect where interventions may be needed at an early stage to enhance

success. The adoption of RADAR across faculties is uneven. Staff in the LT Collab, and especially the Student Success Coaches, access information from RADAR to guide their understanding of the students and to co-develop intervention strategies. Some changes and additions are needed to enhance RADAR into a fully-fledged student success database with additional functionalities. This will hopefully increase the uptake across faculties. RADAR is integral to the activation of the [Academic Progression and Re-admission to Undergraduate Programmes](#) Policy.

3.2.1.16 Student governance, student complaints and appeals

The Student Representative Council (SRC) is essential to the governance structure of the University and is seen as a key catalyst in the process of transformation of the University.

There are two separate constitutions that govern the manner in which the SRC functions in Gqeberha and George, namely, Constitution of the Students' Representative Council (Gqeberha) and the George Campus Student Council Constitution. The SRC was established to represent and act on behalf of all students, irrespective of race, class, gender, nationality, sexual orientation, religion, age, political affiliation, disability, or ideology, on matters pertaining to the creation of an environment conducive to learning, teaching and research, by adopting a co-operative relationship between the student body and the University authority.

The SRC has 21 members who represent students in various portfolios and institutional committees which include, but are not limited to disability and special needs, accommodation and support services, academics, community engagement, transformation, and gender. Further portfolios are stipulated in the relevant constitutions with details on the duties to be performed by the office bearers. In addition, Executive and Deputy Deans as well as DVCs, Dean of Students and Dean of Learning and Teaching regularly engage with the SRC leadership. There are therefore many ways in which the University includes the student voice in its activities. The University has a comprehensive support and benefit structure in place to allow the SRC to work towards achieving its aims and objectives. An honorarium has also been included to reward SRC members for excellent work in their respective portfolios. The Policy on comprehensive support and benefits for student representative council includes a SRC Evaluation form in appendix A that outlines the criteria and scoring used, for transparency purposes.

A range of policies have been developed related to student governance and development, including:

204.04 Strategic Engagements Framework and Protocols on Student Governance

201.01 SRC Constitution

In terms of disciplinary and grievance procedures, the following policies are in place:

203.01 Student Disciplinary Code

203.02 Conditions for holding Student Demonstrations or Protest Action within the University

203.03 Student's Academic Grievance Policy and Procedure

Throughout this focus area reference has been made to the range of opportunities that students have to appeal an admissions decision, their marks and give input. These will not be repeated here.

3.2.1.17 Research Development and Impact, Academic Career Pathing and Research Ethics

In Focus Area 1, Standard 2 information was provided about the strategic research focus of the University. In Focus Area 2, Standard 5, the spotlight falls on:

- a. The development and support of researchers at various levels in the academic career path, including the use of reward structures
- b. Research ethics procedures and development
- c. The evaluation and impact of research output

At a strategic level, the development and support of researchers along their career paths falls under the DVC: RII. Executive Deans of faculties further have this as part of their KPAs, which implies that there needs to be faculty plans and initiatives in this regard. Consequently, the DVC: RII has regular sessions with the Deanery to provide strategic guidance, get feedback on faculty initiatives, and undertake joint planning.

The day-to-day management and administration of research and innovation is managed by three structures in the RII portfolio:

- Research Management
- Research Development
- Innovation Office

Furthermore, the Unit for Statistical Consultation provides data analysis support for researchers. There is also an institutional Research and Innovation Committee and individual Faculty Research and Innovation Committees that provide oversight, governance and monitoring of research, development, and innovation at the University.

3.2.1.18 Developing the next generation of scholars and researchers

As indicated in the Institutional Profile of this report, the University is investing significantly in growing the next generation of scholars and researchers given the number of senior academics and researchers who are retiring in the next five years and as part of our transformation agenda. There are two foci in this regard.

Firstly, postgraduate students are part of the pipeline to grow the next generation of academics

and researchers. A postgraduate cohort is an essential group for improving the research capacity of the University and contributing to the development of the next generation of academics and researchers. This group also plays a crucial role in sustaining research activities and in providing the critical high-end skills base that the global labour market demands (NMU Research and Innovation Strategy, 2019). As PG enrolments have declined, it is thus critical that strategies are put in place to reverse this.

The University invests in:

- Funding PG students through applications to the NRF and sourcing additional funding in collaboration with the Strategic Resource Mobilisation Office of the University. In addition, the University invests some of its own resources to fund PG students as described in the 402.11 Postgraduate research scholarship policy .pdf. This policy was recently revised and will come into effect for the 2023 academic year.
- Providing opportunities for PG students to gain experience working in academic departments as assistants, demis, tutors, DigiReady Buddies, SI leaders and PG Associates (in the Faculty of Law), which provides them with learning facilitation and student development experience. Master's and Doctoral students participate in research and engagement initiatives in departments which grows their competencies. Through these experiences and training received, PG students are readied to become entry level academics, should this be the career path of their choice.

In addition, the University has been allocated four positions, two of which have already been filled, for Master's students on the DHET-funded Nurturing Emerging Scholars Programme (NESP). The aim of NESP is to retain highly qualified professionals in the academy, advance transformation and prepares them for a career in academia. This three-year programme includes a two-year full-time Master's scholarship followed immediately by a one-year academic internship at Mandela University. NESP positions at Nelson Mandela University are aligned with strategic disciplinary areas as well as priorities in the HE Sector.

Insights from one of our NESP scholars can be accessed at <https://rd.mandela.ac.za/Emerging-Researchers/NESP/Law-of-the-Sea-NESP-Scholar>.

Secondly, Nelson Mandela University prioritises the development of the career trajectories of the next generation of socially diverse academics to enhance the sustainability of the academic project.

However, the University recognises that lack of resources coupled with teaching demands present major challenges that limit the completion of Doctoral degrees by emerging academics. It also limits them in undertaking post-PhD research on the path to becoming established researchers. The university has taken advantage of national initiatives from the NRF and DHET to ensure that academic staff receive the support and training needed to attain higher degrees.

Through the Black Academic Advancement Programme (BAAP), five staff members have been funded to complete their doctoral degrees or postdoctoral research. The NRF Thuthuka grant programme has been funding emerging researchers for more than 10 years, with 26 grants awarded in 2018 and dropping to 18 grants awarded in 2021.

Through the UCDG, support programmes have been offered to increase the success of academic staff to attain higher degree qualifications. Two specific programmes are the Master's Support Programme and the Doctoral Support Programme. Each of these is programmatic, with quarterly one-week modules to help develop solid proposals, literature reviews and data collection methods in the first year, with two follow-up support modules for data collection and analysis. These programmes are complemented by a suite of workshops on a wide range of research and supervision-related topics.

The major challenge is to offset the retirements of senior academics and resignations of academics with doctorates with those that the University is recruiting and training. In 2018, 25 academic staff with doctoral degrees retired (64%) or resigned (36%). Between 2017 and 2020, a total of 80 (62% to retirement) academic staff with doctorates exited the system (NMU Institutional Self-Evaluation Report, 2020).

We are increasing the number of early-career academics by focusing on young emerging scholars through the DHET-funded Next Generation of Academics Programme (nGAP). There are currently 15 nGAP posts with six more new academic staff members due to join the programme in 2022. The University also has academics participating in national capacity development initiatives such as the Future Professors programme, the Teaching Advancement at Universities (TAU) Fellowship, and the Higher Education Leadership and Management (HELM) programme. In addition to these national initiatives, the University has instituted a Senior Professors project to attract scholars at a senior level to grow our research reputation and identity linked to our strategic trajectories.

Research Development runs a range of research development workshops and writing retreats annually for academic and professional support staff at all levels. The University has also initiated an Early Career Academics Advancement Programme (ECAAP) which aims to facilitate the professional development of early-career academics by instilling skills, knowledge, and abilities to advance their academic progression.

For the early-career initiatives, Research Development and Teaching Development collaborate to provide a range of capacity development and mentoring activities and workshops which are funded from the University Capacity Development Grant (the training schedule is available [here](#)).

The following recommendations are made to ensure maximum return on investment from the programmes available to grow the next generation of academics and researchers:

- Monitoring and tracking of postgraduate students at institutional and faculty Levels. The specific goal is to ensure the timely completion of postgraduate degrees as part of

improving postgraduate enrolment, retention, and graduation rates.

- Doctoral graduates should be appointed to an academic department as Research Associates for an initial period of three years. Apart from easing the process of tracking doctoral graduates after completing their studies, this initiative will also potentially increase research output. In addition, graduate attributes can be further developed during this time and graduates can possibly be attracted to a career in academia.
- Development of emerging researchers, not only to obtain their doctoral degrees but also to address the lack of qualified supervisors.
- To expand research training opportunities, postgraduate students will be encouraged to participate in research and training initiatives that include all four universities in the Eastern Cape.
- The e-Research strategy should include investment in *Research Professional* which is a database of science and development research funding programmes in Africa and provides access to all calls for applications for funding.

3.2.1.19 Enabling and Incentivising research and research productivity

Research sabbaticals are possible to provide academics with focused time to do research (see 405.06 Policy on Research Sabbatical.pdf). There are also funding opportunities that academics can tap into such as the Teaching Replacement Grant (TRG) and the Research Development Fund (RDF) to get relief from some of their teaching load and to access research funds while they pursue higher qualifications, build their research capacity and publication writing skills, and develop their research supervision capacity.

A range of incentives is available to reward research productivity, foster excellence in research and enhance career progression. These include:

- Incentives for NRF-rated researchers (see 402.03 Policy on incentives for NRF rated researchers.pdf)
- Research funding linked to research output subsidy (see 402.02 Policy on the division of DHET research output subsidy generated through research publications .pdf)
- Excellence awards (see 402.08 Nelson Mandela University Research Awards Policy and Procedures.pdf; 402.10 Policy and procedure innovation and technology transfer awards .pdf; and 402.07 Awards for Staff producing Outputs in the Performing and Creative Arts)
- Career advancement through promotion opportunities based on criteria related to research, engagement and learning and teaching (see 304.03 Academic Ad Personam Promotions).

It should be noted that the Ad Personam Promotions policy and process are receiving attention. A major challenge is that faculties have to budget for this from their RAM, but this has to stretch in many directions to cover HR costs so there is not always sufficient funding available for

promotions. Consequently, promotions might only be possible every few years, not annually. This can delay progression along the academic career path and causes unhappiness. The University has developed a policy on Multiple Career Paths for Academics but unfortunately it has not been fully implemented, nor has the Ad Personam Promotions policy been aligned to it. Consequently, the BES Faculty is working on aligning these two policies and possibly merging them into one policy. In addition, the resourcing of promotions is also currently under review.

3.2.1.20 Research ethics

Considerable energy is invested in research ethics development and compliance. For example, all academics who serve on research committees at a faculty and institutional level must undergo an online training course in research ethics. Furthermore, there are ethics workshops for staff, and research ethics is included in UG and PG research modules.

From a governance perspective, there are two research ethics committees, namely the Research Ethics Committee for Humans and the Research Ethics Committee for Animals. See <https://rd.mandela.ac.za/Research-Ethics> for more information. These two committees are registered with the National Health Research Ethics Council (NHREC). Annual progress reports are submitted to NHREC which then responds, and notes strengths and concerns related to research ethics. The most recent NHREC response was in 2021.

There is also a Code of Conduct for Researchers and a Policy on Research Ethics which stresses ethical standards that need to be adhered to.

Furthermore the Policy on Research Ethics indicates the institutional- and faculty-level structures responsible for the ethical review of research and their mandates. It is clearly spelt out in section 9 that ethics approval is required for all research prior to starting and that all research proposals or protocols and treatises, dissertations or theses should include a section on research ethics, where appropriate. The person responsible for submitting the ethics application to the relevant structure for approval is also clearly indicated.

3.2.1.21 Research Impact

The trends in research outputs and their impact are monitored annually and reported on through committee structures to Senate and Council, with aspects reported on in the Annual Research and Innovation Report. In addition, to review and track the university's alignment with its intent to support an African and Global vision of sustainability, Nelson Mandela University has implemented an extensive mapping exercise and a deliberate tracking process to assess and monitor the extent to which the university's research strategies and initiatives support this vision. High-level mapping to assess alignment with both the Africa 2063 agenda and the National Development Goals 2030 has also been carried out. To date, this exercise has revealed that Nelson Mandela University already has strong alignment with the sustainability vision at all these levels. We were recognised for research excellence in sustainability science by the Times

Higher Education [THE] Impact Rankings in 2021 (see Focus Area 1, Standard 2 for more information). These strong alignments and impactful outputs are showcased in research, local and international partnership projects, outreach initiatives and publications.

3.2.1.22 Innovation and technology transfer

One of the university's sustainability imperatives linked to the Vision 2030 strategic focus is to create and sustain an enabling innovation ecosystem where students and staff can collaboratively engage with external partners to co-create pioneering discoveries that advance the frontiers of knowledge and promote the public good. The RII portfolio contributes to this by providing innovation support, namely technology transfer support, to staff and students to facilitate and support innovation. In addition, RII through the Propella business incubator ensures that there is adequate business incubation support available to translate university inventions into products and services.

However, the staffing and financial resourcing of the Innovation Office need to increase; otherwise, this will negatively impact the expansion and programmatic rollout of some of the innovation-enabling programmes. Nonetheless, regardless of the constraints discussed earlier, the university is committed to facilitating technology transfer by identifying new inventions and securing required intellectual property rights.

3.2.1.27 Engagement with communities and our publics

The repositioning and ethos of engagement and transformation at Nelson Mandela University were covered in a section in the Institutional Profile. The philosophy, scope, and purpose of the institution's engagement with the community and our other publics were covered. It should be clear that being an engaged, socially responsive university in service of society is *the* core element of our institutional identity.

Instead of repeating information here, this section of the report will focus on the sensitive, respectful and ethical way we engage with communities, address safety and security matters for staff and students, and reflect on the impactful nature of our engagement endeavours.

The following documents guide engagement: 405.07 Policy for Engagement and 405.08 Engagement Excellence Awards

3.2.1.28 Perspectives on engaging with communities

Strategic direction and oversight of engagement are provided by the Engagement and Transformation Portfolio (ETP) under the leadership of the DVC: ETP.

Three different sources will be drawn to reflect how the University approaches engaging with

communities.

The University has a Policy for Engagement. While this policy is under revision to align it with repositioning engagement and transformation at the University, it nonetheless aptly captures our “way of being and doing” as follows:

“Engagement is a reciprocal process of mutual sharing of knowledge, skills and resources between the university and the broader community (both internal and external) to enrich scholarship, research and creative activity; enhance Learning and Teaching; strengthen democratic values and civic responsibility; contribute to public good and transformation and to enhance social, economic and ecological sustainability” (405.07 Policy for Engagement.pdf, p. 4).

Furthermore, the policy elaborates on four elements guiding our engagement with communities, namely:

- 3.1 *“It is reciprocal and mutually beneficial. It involves a two-way flow of knowledge and there is a high potential for joint learning that deepens the understanding of all participants, strengthens scholarly activities, and contributes to the development and empowerment of communities.*
- 3.2 *It should be informed by scholarly activity that is practice-based and grounded in the contextual realities of communities.*
- 3.3 *It should be integrated and embedded into the core functions of the university.*
- 3.4 *There is mutual planning, implementation and assessment among partners which includes external stakeholders, students and university staff ” (405.07 Policy for Engagement.pdf, p.4).*

These prescripts resonate with how our Vice-Chancellor captured the University’s approach to engaging with communities, namely:

“The idea of engagement as ‘convergence’ is the conscious effort of drawing together internal and external stakeholders to unlock the knowledge and praxis that enable us to better engage on issues affecting our society. As an engaged University, we aim to join with our community to create new knowledge, drawing on the experience and practical understanding of our stakeholders and communities. Engagement, social responsiveness, and social embeddedness, therefore, link our academic scholarship with the work we are doing to address the major societal challenges of our time and place. This is essential if we are to make social justice an integral part of our learning, teaching, research and innovation ” (Engagement and Transformation Report 2020/2021, p. 2).

Furthermore, one of the three tenets of the ETP is:

“We believe that internal and external convergence within and beyond the University will

facilitate engagement with all publics in equalising partnerships that advance agency and promote the co-creation of African-purposed solutions ” (Engagement and Transformation Report 2020/2021, p. 4).

From the above, it should be clear that Nelson Mandela University does not parachute into communities, impose solutions to challenges, and then exit. Instead, the University builds and sustains relationships with communities and joins hands with them to grapple together to create solutions to societal challenges.

When students participate in engagement projects in communities, either as volunteers, as part of the requirements for a module or programme, or as a co-curricular activity, they need to be orientated to the University’s approach to engaging with communities and any rules or regulations that they should be aware of. As the University encourages a scholarly approach to engagement which includes researching practices and initiatives, researchers need to be mindful of respecting “the dignity and rights of all”, especially when working with vulnerable, marginalised groups in communities. The Code of Conduct for Researchers and a Policy on Research Ethics stress this ethical standard (see section 3, p.3 of the policy).

Our staff, students, and the communities’ safety and security are always prioritised when we engage together in community spaces. To this end, students and staff are briefed on safety matters and encouraged to put the University’s emergency number on their cell phones and call the number they feel unsafe or are in an emergency. Furthermore, if there are any incidents on or off-campus, Protection Services must be contacted, and an incident report logged. Protection Services will then investigate in collaboration with relevant local authorities.

In terms of governance and quality monitoring of engagement activities:

- There is an institutional Engagement Committee, and faculties either have separate engagement committees or combined engagement and research committees.
- The Engagement Office in the ETP keeps a record of engagement activities and plays a monitoring role.
- An institutional Engagement and Transformation Report is developed to reflect on engagement initiatives and their learning (see Engagement and Transformation Report 2020/2021). Engagement initiatives are also included in the VC’s quarterly reports to Council.
- Faculties either include an overview of engagement activities and projects in their newsletters or annual reports or develop a separate engagement report. For example, see iDEATE, an EBET publication reflecting on the work of its entities in service of society and the webpage for the Faculty of Science’s newsletters.
- There are several institutional and faculty engagement entities. Their work’s quality, reach, and impact are reviewed on a cyclical basis, and external stakeholders are

included in the review panel. The Establishment, Operation and Review of Research and Engagement Entities policy prescribes how such entities are established and how the reviews are conducted. Annually a report is submitted to MANCO and Senate on the reviews undertaken. Improvement plans are developed and monitored as needed.

3.2.2 Standard 6

Human, infrastructural, knowledge management and financial resources support the delivery of Nelson Mandela's core academic functions across all sites of provision along with the concomitant quality management system, in accordance with the institution's mission.

3.2.2.1 Human resource support

The Institutional Profile provided detailed information on the University's academic and, PASS staff complement hence it will not be duplicated here.

3.2.2.2 Academic development of staff

Of the PASS staff, 4% directly support student learning development, academic success, and wellness, engaging in LT and research capacity development, learning experience design (which includes technology-enhanced learning), curriculum and programme development, and quality advancement. Most of these staff are in the LT Collab, while others are in Research Development. Both these structures were referred to earlier in Focus Area 2.

During the pandemic, it became clear that our complement of three permanent learning experience designers and one contract e-technologist in the LT Collab's Digital Learning Experience Design and Innovation cluster was inadequate. Consequently, we sourced UCDG funding to appoint and develop students to be learning experience designers and e-technologists. This is proving to be a life-changing experience for the students appointed. An LXD Studio has been launched with a staff complement of 11 Learning Experience Designers and 11 e-Technologists. The work of the LXD Studio has been well-received by academics and other portfolios at the University. More information on the LXD cluster and studio work will be provided in Focus Area 4.

Given the multi-campus nature of Nelson Mandela University, care is taken to have appropriate staff complements on each campus. The academic development staff cluster on the George Campus is relatively small, and staff often multi-task. As part of the organisational redesign, we created two new LT Collab posts on the George campus – a Student Success Coach and an Academic Developer to facilitate teaching and curriculum development. In addition, UCDG funding is used to fund a contract appointment of a senior teaching development consultant. The new posts and contract appointments have been welcomed. They have extended the reach

of the LT Collab in George in its efforts to enable learning and teaching development, innovation, and success.

3.2.2.3 Academic staff

There are definite signs that the academic staff complement needs to grow. The staff: student ratio has been increasing to a point where it is higher than the national average for contact universities, which is of concern. While the number of students enrolling to study at the University has steadily increased, there has not been a concomitant increase in creating new academic posts. Instead, there is a greater reliance on contract staff, which is not ideal. Among the reasons for this is the constrained, uncertain fiscal environment. For example, in 2021, there was a subsidy cut across universities to fund the NSFAS shortfall, which hampered the creation of new academic posts.

High staff: student ratios result in higher staff workloads, which could negatively impact student success. Consequently, faculties are funded via the Resource Allocation Model (RAM) which is currently under review. Resourcing faculties via the RAM will be discussed in Focus Area 3. A further strategy to be explored is to review the viability and strategic value of programmes with low enrolments to see if they lead to academic staff resources being spread too thinly.

3.2.2.4 Staff wellness

The occupation health and safety policy is not only a legislative requirement to be upheld but is also underpinned in Vision 2030, where the University commits itself to prioritise holistic student and employee wellbeing through programmatic interventions to address mental health, safety and security, eradicating GBV and all forms of discrimination, handling high workloads, and other related issues. The Occupation Health Centre provides various services to employees including engagement initiatives such as staff wellness programmes and telephonic support through “Wellness at Work”, which can be contacted on their toll-free number. Given the increased negative impact COVID-19 may have on staff wellbeing, the University has provided additional support. The University is also a site for COVID-19 vaccinations.

The University incorporates staff wellbeing in its employee benefits scheme by subsidising Group Life options and Medical Aid options. Financial security is often a compounding stressor for employees, and the University has competitive Pension Fund options.

As health and well-being were impacted by the intense effort that staff had to put into rapidly shifting to emergency remote online LT, faculties have also grappled with how they could support staff more effectively. For example, the Faculty of Business and Economic Sciences provided ideas around how individuals, HoDs’, and academic departments could take greater responsibility for enhancing health and well-being. The Executive Dean of Health Sciences piloted an Enhanced Preparedness Training (EPT) programme for staff in Health Sciences. The

programme aimed to intervene pre-emptively to enhance coping skills by focusing on mental health literacy and problem-focused group intervention. The training focused on basic coping skills, relaxation, mindfulness, and cognitive strategies along with immediate application, guidance and practice. The pilot results were promising as staff benefitted in terms of managing anxiety and stress and feeling less overwhelmed. It is hoped that the EPT programme can be implemented across the University.

Services and initiatives to enhance the psychosocial wellness of students will be covered in Focus Area 4.

3.2.2.5 Library and Information Services

The University Library and Information Services (LIS) aims to provide students and staff with quality material to support research, learning and teaching requirements. Policies that ensure that the University meets this strategic priority are:

- LIS Faculty Liaison Policy
- Library and information services (LIS) collection development policy

The LIS has faculty librarians designated to assist students providing accessible communication and efficient support. The University has six libraries, four of which operate Monday to Saturday and two which operate every day. Library operating times are informed by the patterns of use.

Table 15: Library Operating Hours

Term:	2 nd Avenue Campus	Business School	George Campus	Missionvale Campus	North Campus	South Campus
Monday-Thursday	08:30-20:00	9:30-18:00	07:30-15:00	08:30-20:00	08:30-20:00	08:30-22:00
Friday	09:00-20:00	09:00-13:00	07:30-15:00	09:00-20:00	09:00-20:00	09:00-20:00
Saturday	10:00-15:00	09:00-13:00	09:00-13:00	10:00-15:00	10:00-15:00	10:00-15:00
Sunday	Closed	Closed	Closed	14:00-18:00	Closed	14:00-18:00

The LIS ensures that all module reading materials (prescribed, recommended, and additional) can be accessed by students and staff. The University is sensitive to the different needs of our diverse student body on- and off-campus and the LIS thus offers a variety of services. These are not limited to providing learning materials but also include other support services such as LIS orientation, referencing assistance, interlibrary loans, consultation services, information literacy instructions and document delivery.

There are also online services offered through the LIS website. Faculty relevant assistance is also provided and distinguishable on the platform. Students can use the recommended databases to source online journals and eBooks. There are also training videos available when students require assistance on how to use resources such as EbscoHost and Emerald. The website also allows students to interact with the librarians via an “ask the librarian” feature. Training sessions are recorded and stored so that students and academics can view them as needed.

The LIS services (on-campus and online) are adequate considering the number of students served on the respective campuses. However, during times of disruption such as the COVID-19 pandemic, where online services and e-books are needed, it has become clear that LIS needs to be resourced to acquire more e-books, and it should add more open access materials.

During the various lockdown levels in 2020 and part of 2021, where physical access to libraries was not possible, LIS provided effective information on its website to enable students to access e-books and journals online (see <https://library.mandela.ac.za/Home/LIS-support-lockdown-period>).

Many discussions and meetings were needed to prepare for the re-opening of the University's libraries at alert level 1 in 2020. The safety of staff and students needed to be prioritised, and the number of students accessing the libraries had to be controlled. The LIS re-opening protocols can be viewed at <https://library.mandela.ac.za/Home/Re-opening>

The end of 2021 saw the crafting of the LIS V2030 Strategic Plan, where it is envisaged that LIS will have a stronger focus on Learning, Teaching and Research; play a more supportive role in e-learning by supporting the development of technology-enhanced learning and teaching in terms of online information literacy and digital literacy; become a support partner in the life cycle of research in the institution; modernise the physical and virtual library spaces and infrastructure to become a SMART LIBRARY that is student-centred; partner with ICT Services to develop integrated systems and technologies and projects for the library; focus on creating seamless access to the range of LIS resources; advance Open Science initiatives within the university; and lastly, enhance the capacity and re-skill LIS staff for the 21 Century Library.

3.2.2.6 Infrastructural support

Buildings, classrooms, laboratories, installed equipment, and other education-related infrastructure are crucial elements of learning and research environments and social spaces at the University. Throughout the University various departments and programmes rely on specialist infrastructure to complete the needed LT and training of students and research. Laboratories, for example, are typical specialist facilities installed into built infrastructure. There are many safety regulations to consider how these facilities should operate. Not meeting these legislative requirements would ultimately mean teaching and learning cannot occur.

There is an Operational policy for the Management of University Building and Ground space. When visiting our campuses, the expansion of our infrastructure is visible. However, the university faces a challenge of largely ageing infrastructure, for which maintenance costs are high, and fewer modern LT and laboratory facilities.

Many LT venues need modernising or should be re-designed or re-purposed to accommodate more collaborative learning approaches and need to become Smart classes. Many laboratories also need updating, upgrading, and modernising.

In addition, with the Vision 2030 goal of employing humanising, flexible mixed mode LT:

- Students need spaces to participate in online LT sessions as they will switch between mask-to-mask and online learning at different times of the day. There are many “dead spaces” and other spaces that could be refurbished.
- Students need to be able to charge their devices, preferably using solar-generated power.
- Makerspaces are needed for entrepreneurial development and to support experiential learning activities, preferably those that foster inter-disciplinary problem-solving.
- More social spaces are needed for students to be able to connect and engage in critical intellectual conversations.

Critical future trends include the design and delivery of signature learning ecosystems with specialised experiential learning environments that could involve external stakeholders, including industry partners participating in these spaces and spaces to support social cohesion based on principles of human-centred learning design.

As part of WIL, service learning, and applied learning, students, particularly from Engineering, the Built Environment, Architecture, Interior Design, Computing Science, and IT, should be involved in designing our student learning ecosystem spaces. They should also be researching and publishing on this.

There is a growing demand for student accommodation, details on the number of allocated beds is shared under the Institutional Profile. Different accommodation options are available. Although first-year students are required to share rooms, the students are paired according to shared academic interests to foster shared learning experiences.

The University strives to create an inclusive campus environment and undertook a project to rename its residences as well as conducted a review of the residences to assess their accessibility to differently-abled students.

The name change conventions called for an integrated approach that led to co-creation and collaboration with students. The purpose for this approach was to include the voices of students. A decision was made for buildings and university spaces to carry names that reflect the ideals of Nelson Mandela. Some residences are named after Hector Pieterse; Lilian Ngoyi, Sarah Baartman, Annes Cove, Sol Plaatje and other figures of historical and cultural significance. Some of the old names are still in our policies and documentation and will be updated in the policy renewal process.

The review of the residences showed that our older on-campus student accommodation has limited accessibility to differently-abled students, however the newly established residences meet the disability and international standards for accessibility. There are plans in place to improve the old residences readiness levels for universal accessibility.

There are more than 80 off-campus accredited residences. Since 2019 there has been an increase from 6000 to more than 14 000 beds for off-campus accommodation. These accredited residences undergo a rigorous accreditation process where the living space is inspected for its suitability in accommodating the students and providing an adequate learning space. Procedures are also in place to allow for [complaints](#).

Government subsidies for higher education institutions have decreased over time, due to pressure on the nation's fiscus, meaning that higher education institutions have to accommodate a growing number of students with less funding. In ensuring the University continues to meet infrastructural demand despite these financial constraints, we must adopt various efficiency strategies. One of the most notable opportunities in this regard is the coming together of physical and digital infrastructure and systems, commonly referred to as digital transformation. The COVID-19 years of 2020 and 2021 have presented even more challenges hence we need to be very adaptable with infrastructure management to ensure these external influences do not negatively impact on the academic programme.

While this may mean that fewer physical infrastructure projects may be funded over time, with the exception of student accommodation, there is an opportunity to rethink how the current physical infrastructure stock is repurposed to extract academic and commercial value. Repurposing of spaces to respond to a change in the delivery of academic programmes and collaborations and new ways of working should also be considered. Unused or underused spaces may be reconfigured to enable academic staff and/or students to collaborate and socialise. This necessitates an assessment, inclusive of consideration of transient space use patterns attributable to the COVID-19 pandemic.

In addition, sustainability will be a key driver of efficiencies as increased generation of energy and water will dually result in increased self-reliance (and by implication more control over the production and distribution of energy) and reduced costs as the University will not be subjected to increases in tariffs which are projected to sharply increase in the short-term.

3.2.2.7 ICT facilities

The ICT core infrastructure consists of networking, telecommunications and datacentre equipment that supports various platforms the university uses. Systems such as the Enterprise Resource Planning (ERP ITS), the LMS (Moodle), Web Applications and other applications rely on this infrastructure. The University's budgeting model currently makes provision for the replacement of capital equipment after every five years.

The ICT services offered to students in support of the core academic functions are contained in the ICT policy and the Printing and Imaging policy. All students are provided with an institutional email address which allows them to communicate with the University. Important memos are circulated via e-mail to students. Access to the Internet and the University's Moodle LMS

enhances the student learning experience as students have access to a range of additional sources and resources to supplement their learning.

ICT services are also available to students in off-campus residences, which helped to address challenges with continued online learning during COVID-19. The University has many Wi-Fi areas where students can utilise their own devices if they prefer. The University provides printing and imaging services to its students. Students are supported by a Help Desk where they can log problems and assistance will be provided.

Table 16: General and Specialised Computer Labs

	2nd Avenue	Addo	Bird Street	George	Missionvale	North	South	Grand Total
Specialist labs	9	1	0	10	20	49	72	170
ICT General labs	2		1	1	1	1	3	9

Note: Specialist Labs are departmental labs supported by ICT.

The general computer laboratories use the SALTO system for access control. Access is managed through Vera Lab booking system as the number of students has had to be controlled at various COVID-19 alert levels, linked to regulations on maximum numbers permitted indoors. The online booking system was invaluable in assisting us to manage the number of students in a laboratory.

Software licenses are purchased according to the specifications required for learning and teaching as well as research. Details can be found in the ICT facilities document.

Several initiatives were undertaken during COVID-19 to assist the academic project. These included:

- Providing loan devices for students which included the distribution of over 4 750 laptops to students in 2020 during hard lockdown. The University continued with the student laptop initiative in 2021.
- Moves to have University sites zero-rated sites and provide 30GB of data monthly for students. The data costs are covered from a COVID-19 fund the University created (see Financial Sustainability section below)
- Providing 70 laptops for loan purposes for academics to use who did not have laptops
- Providing document cameras for teaching initiatives to help deliver lectures
- Upgrading several venues across all campuses with equipment for online learning and teaching integrating into the MS Teams and Zoom technologies
- Developing a range of online forms and processes as students and staff started returning to campus including a Self-Screening App, and a Daily Student Shuttle Booking System.

Uneven access to and ownership of devices remains a social justice challenge that the University needs to address. While students without a device can access a computer in a general computer lab, when they go home, they cannot necessarily learn online if their living environment is not wi-fi enabled. This places them at a disadvantage and can impact negatively on student success. It remains a challenge for students who are not on NSFAS to fund a laptop, and even some of those on NSFAS have returned their laptops or opted not to buy one as they need to use their book allowance to do so, which then means that they can purchase very few textbooks. Consideration should be given to creating student learning centres with computers and Mandela Uni wi-fi in community settings, possibly linked to municipal libraries. The University is also looking into whether it must continue to fund student data, which is very costly, or whether there are other solutions.

A project to re-imagine ICT infrastructure was commissioned in 2021 (see *Reimagining infrastructure delivery*) and ICT Services is currently doing an internal review. From this information, it will formulate its Vision 2030 plan.

3.2.2.8 Financial sustainability

Given the unpredictable and constrained financial context in which universities are obliged to operate, financial probity and stewardship are increasingly integral to institutional sustainability. Mandela University has, to date, been able to sustain its financial integrity through ethical resource stewardship and dedicated resource mobilisation efforts.

Successive annual reports, which contain the audited financial statements of the institution, indicate that the University has maintained a relatively healthy financial position. However, financial sustainability remains a challenge for the higher education sector and the University strives to contribute to national objectives in difficult economic trading conditions. To this end, the institutional resource mobilisation strategy was developed to set out a series of integrated, multi-pronged and coordinated strategic interventions over five years to raise the resources needed to implement the strategic priorities central to our development trajectory over the next half-decade, and to enhance financial sustainability in the medium- to long-term.

The impact of COVID-19 has presented many challenges, including material financial sustainability risks and the 2021 mid-year financial results indicated that there would be a significant impact on direct and indirect costs and loss of revenue. Management thus approved a budget reprioritisation process for the virement of budgets to assist in addressing new and reprioritised needs due to the pandemic. In addition to budget reprioritisation, the University's COVID-19 response plans have largely been funded through bridging funding from reserves, the virement of funding from the interest earned from Infrastructure and Efficiency Grant

funding, as well as receiving an additional earmarked COVID-19 Responsiveness Grant approved by the Minister of Higher Education, Science, and Innovation.

3.2.2.9 Advancing quality in support services

This section has reported on various functions that support and contribute to the quality of the core academic functions and impact on student success, learning and teaching delivery, research, and engagement activities. However, in the process of gathering this information it was observed that while procedures are in place to review and advance the quality of the University's support services and systems aligned to quality standards, improvements are needed to ensure that more systematic quality monitoring is undertaken and reported on. A more predictable cycle of quality reviews and reflection related to core support services and systems is needed.

3.2.3 Standard 7

Credible and reliable data (for example, on throughput and completion rates) are systematically captured, employed and analysed as an integral part of the institutional quality management system so as to inform consistent and sustainable decision-making.

The Records and Information Management Policy specifies the Governance of the University records. The Record and Information Administration Section (RIAS) advises the University on the correct storage, filing and retention of documentation and digital information. A central electronic records and document management system (ERDMS) operates to ensure continuity and the implementation of standard procedures.

As mentioned in Focus Area 1, Standard 1, of this report, the University has a monitoring, evaluation, and reporting framework where its performance is systematically monitored and reported on. This comprehensive M&E framework is underpinned by indicators that assess institutional effectiveness in terms of four key pillars, namely, (a) the University's strategic positioning and identity as a comprehensive university; (b) teaching and learning excellence; (c) the productivity and impact of research and engagement; and (d) organisational capability and sustainability. These pillars are monitored and evaluated using student success as a lens. In other words, the contribution of the core missions of teaching and learning, research and engagement are evaluated through institutional research (IR) to assess the impact they have on enhancing student success. This ensures that IR is focused and targeted to provide rich information to support decision-making, planning and resource allocation.

The University's Office for Institutional Strategy (OIS) functions effectively as the hub of technical and analytical intelligence and is responsible for providing reliable, accurate institutional data and information timeously to internal and external stakeholders. It operates within the Office of the Vice-Chancellor where it is optimally positioned to have an impact on planning, policy

development and monitoring of institutional performance. Furthermore, its Senior Director is represented in key senior management decision-making structures from which she can facilitate the use of evidence-based, analytical decision-making to support key academic and administrative decisions and decision-makers at various levels.

The Strategic Information and Data Analysis (SIDA) section in the OIS is responsible for management information and data analytics and has adopted the practice of reporting interpretations of data. This includes comparisons to historical trends as well as to benchmarks or targets so that users have a better understanding of the meaning and implications of the information.

The continuous monitoring system includes data on enrolment patterns, student: staff ratios, retention rates, graduate outcomes, financial viability, and space utilisation patterns. This data is converted to information made accessible to decision-makers through a homegrown, web-enabled Business Intelligence (BI) system called IntelliWeb. Using this system, reliable information is centrally accessible to users through various reporting tools and dashboards. Additionally, the system facilitates consistent data interpretations and reporting standards and helps to maintain data integrity across the university.

Student success is monitored at the University through ongoing data analytics and cyclical IR studies, including surveys such as the South African Survey of Student Engagement (SASSE) and the Graduate Destinations Survey. The OIS supports the Office of the VC in developing quarterly reports for Council and the accompanying easy-to-read infographics related to performance indicators. The report in the second term of each year specifically focuses on student success and provides success rates in the various Faculties and fields of study, student completion and throughput rates and the number of graduates produced in various fields of study, as well as graduate destinations (employment of graduates). Success and throughput rates are also consistently monitored and reported in the Annual Performance Report and the Annual Report.

A range of student success indicator dashboards have been developed and made available to academic staff and academic support staff to enable them to monitor student success and identify modules or courses with poor success rates that need to be targeted for student success interventions, such as supplemental instruction, or workshops on skills that will enhance student success. The University has developed various self-help data queries according to the needs of academic as well as support staff on the Management Information Systems platforms.

In recognition of its work related to following a data-informed approach to enhance student success and monitor the quality and efficiency of institutional performance, the University was selected as one of five higher education institutions in South Africa to participate in the Kresge-funded Siyaphumelela ("together we succeed") project over a four-year period to design and implement the RADAR data analytics tracking system for the early identification of academically vulnerable students mentioned earlier.

Nelson Mandela University has developed a culture of good practices related to analysing and sharing data to inform decision-making. This was clear during the COVID-19 pandemic when all sections of the university gathered and analysed data to inform the completion of the academic year, procedures and protocols to keep staff and students safe and to evaluate and adapt these as needed. The use of data analytics to inform student success interventions and institutional decision-making is now part of the fabric of the university. However, it will be important to prioritise and invest in the continued training and professional development of staff in generating and using data to inform decision-making.

3.2.4 Standard 8

Systems and processes monitor the institution's capacity for quality management, based on the evidence gathered.

The Quality Advancement Framework (QAF) clearly indicates the cyclical processes for quality advancement and monitoring within the three core areas of teaching and learning, research and engagement.

There is also an Internal Audit and Risk Management Charter in which the roles and responsibilities of the Internal Audit (IA) in providing an in-house assurance and advisory function are indicated.

As mentioned previously, the Quality Committee, a joint committee of MANCO and Senate, is responsible for implementation and monitoring of quality processes that were highlighted through various reviews.

As indicated in Focus Area 1, Standard 4, at Nelson Mandela University various professional support units have a specific mandate to promote excellence, evaluate and assess current institutional practice against set criteria and standards, report on areas of concern, and address identified institutional risks. These units include (but are not limited to):

- Quality Advancement (QA) in the LT Collab
- Office for Institutional Strategy (OIS)
- Strategic Information and Data Analysis (SIDA) in OIS
- Institutional Research (IR) in OIS
- Academic Planning in the LT Collab
- Internal Audit
- Transformation, Monitoring and Evaluation in the Engagement and Transformation Portfolio

The monitoring and evaluation of quality not only relates to the review of academic programmes, learning and teaching delivery, research processes and the impact of outputs, and engagement activities and their impact but also to the concomitant administrative processes that need to respond to and support delivery of the core functions and improvements.

Quality Reviews are planned in conjunction with relative faculties (for academic reviews) and with the relevant MANCO member (for support service reviews) or for Assurance Audits conducted by the Internal Audit Department (9.4.1.1 in Internal Audit and Risk Management Charter). Assurance audits consist of an independent and objective risk-based review of processes and systems to determine whether they effectively and efficiently support the achievement of University's goals and objectives

At the end of the review, a report is provided based on the findings from the review. The respective faculty/support service under review develops an improvement plan which serves at the Quality Committee. These documents are appended and stored in the Quality Committee Meeting Minutes shared folder. These documents also must be stored on the Quality Advancement Unit's shared folder. The improvement plans are implemented and monitored by the faculty/support services. More details on the role of the Quality Advancement Unit in conducting quality reviews related to academic programmes and support services will be provided in Focus Area 4.

The Quality Advancement Framework and the Quality Advancement Policy are reviewed annually. The Internal Audit and Risk Management Charter is periodically reviewed on the advice of Internal Audit to ARC. However, one of the guiding principles of the quality management system is flexibility. The constantly changing higher education environment provides ongoing opportunities for the quality management system to be reviewed and adapted where necessary by following the appropriate governance processes.

The following section focuses on the coherence and integration of the University's quality management and how these supports the core academic functions.

3.3 Focus Area 3: The coherence and integration of the institutional quality management system supports the core academic functions.

Focus Area 3 covers how the coherence and integration of the institutional quality management system supports the core academic functions.

3.3.1 Standard 9

There is an evidence-based coherent, reasonable, functional and meaningfully structured relationship between all components of the institutional quality management system at Nelson Mandela University.

3.3.1.1 Inter-relationships among components of the quality management system

As indicated previously, the University's quality management system is founded on the principles outlined in the Quality Advancement Framework (QAF) and from a perspective that all portfolios of the University are responsible for advancing excellence and quality in all their functions and services. "Quality Advancement" is conceptualised as "all those planned and systematic institutional actions necessary to provide confidence that a Nelson Mandela University programme or service will satisfy given requirements for quality" aligned to the University's Vision, Mission and Values and take stakeholder expectations into account (Policy 113.05 Quality Advancement Framework.pdf , p.5). To achieve this, the quality of the student learning experience, and the University's research and engagement activities and impact are continuously monitored and enhanced.

The University acknowledges that the functions of the Learning and Teaching, Research, Innovation and Internationalisation, and Engagement and Transformation portfolios, faculties, as well as institutional administrative and support services are inter-dependent and need to operate in concert for its Vision, Mission and strategic goals to be realised (Policy 113.05 Quality Advancement Framework.pdf Figure 1, p.11).

Consequently, as explained in Focus Area 1, Standard 3, this is why in the University's Quality Model (see Figure 17 in FA1), the quality of academic core functions is holistically assessed and enhanced alongside the quality of its administrative and service functions. In Focus Area 1, Standard 4 and Focus Area 2, Standard 8, the roles and responsibilities of key roleplayers responsible for implementing the University's Quality Model and approach to quality advancement were identified.

The QAF (p. 17) acknowledges that *"the potential overlap of responsibilities may in some instances constitute an institutional threat. It is proposed that a university-wide approach (systems approach) to promoting institutional excellence be promoted through improved sharing of information and integration of responses. Moving away from a silo approach calls for improved synergies and a clear distinction of roles and responsibilities as it pertains to the*

advancement of excellence. Furthermore, there is a need to ensure a more seamless interface between planning, quality advancement, monitoring and evaluation, and risk management to ensure that the system is not unnecessarily inundated with layers of compliance mechanisms that do not add value in promoting excellence”.

The University has addressed the potential overlap of responsibilities and the coherence of the processes followed during quality advancement cycle of reviews and improvement plans.

Firstly, MANCO portfolio holders, who are responsible for initiating institutional or portfolio-related reviews and audits, as well as the Executive Deans of faculties who institute faculty- and departmental-level reviews, engage with the Quality Advancement Unit and/or Internal Audit to plan reviews and identify institutional role players that can provide key information to prompt reflections on quality, identify strengths and areas for improvement and the like.

While different terms may be used, the process followed when evaluating and monitoring quality is essentially similar across the University’s portfolios and for audits instituted by professional bodies or national thematic reviews. The process starts with a period of self-evaluation linked to gathering qualitative and quantitative information related to criteria from multiple voices and sources, including students, which is captured in a report. This is followed by a process of peer review with the outcome captured in a report with commendations and recommendations which serves at governance committees. Lastly, an improvement plan is developed and monitored. This results in coherence in the quality advancement cycle across portfolios.

As the peer review reports serve at various committees, all MANCO portfolios engage with the review reports. They then can identify contradictions, areas of overlapping roles and functions as well as provide insights. The insights gleaned from contributors to various committees can spark conversations across portfolios to iron out overlaps and sharpen processes. For example, in 2021 the DVC: LT and DS: Internal Audit (IA) held a discussion about a quality review in the LT portfolio. When Internal Audit provided a draft plan for this, the DVC: LT discussed with the SD: IA that, in the interim, the CHE had notified the University that it would be part of the 2022 institutional audit cycle. The two parties agreed that IA would monitor and inform the institutional review process. Further, should areas of concern be identified that needed further investigation, IA would undertake such a review if it fell within its ambit.

When the QAF is reviewed, it might be helpful to include the above to provide guidance on how to approach potential role overlap through building mutually beneficial relationships across the University’s portfolios.

Instead of providing more information here about how reviews are conducted and how the review reports form the basis for developing improvement plans, see Focus Area 4, Standard 13, where the steps involved in reviewing academic programmes are provided in greater detail. This provides a good example of the process generally followed to review core academic functions.

In addition, in Focus Area 2, Standard 5, examples were provided of a review of our Short Learning programmes (SLPs) and the review process and cycle for research and engagement entities outlined in the policy on the Establishment, Operation and Review of Research and Engagement Entities. These examples show that a process is in place to review the quality of the broad range of the University's academic and support activities linked to its three core functions.

3.3.1.2 An integration of quality management and academic core functions

The Policy on Quality Advancement (113.06 Quality Advancement Policy.pdf, p. 4) is introduced by a preamble where we find:

As part of the pursuit of Vision 2020 Nelson Mandela University recognises the need to embed quality advancement and continuous improvement mechanisms in all its activities in an effort to enhance and promote excellence. In view of Nelson Mandela University's mission of offering a diverse range of quality educational opportunities, and with particular reference to the institutional value of excellence, the University collectively accepts responsibility for ensuring continuous improvement in its learning programmes, research, engagement and the full range of support services. Nelson Mandela University views quality advancement as a means to ensure that the university not only states its commitment to excellence but can also demonstrate evidence to this end. The quality advancement policy therefore aims to create and sustain an enabling environment within which excellence can be identified, developed and enhanced on a continuous basis."

This policy seeks to enhance institutional excellence by complementing and building on a range of institutional planning and development systems and processes that are already in place to promote excellence, including:

- Academic planning, development, and support (introduction of new learning programmes; curriculum renewal; academic development and support for academics; and student academic development and support)
- Institutional planning (development of strategic and operational plans, benchmarking, enrolment planning, transformation monitoring and evaluation; management information systems providing up-to-date and valid data; and institutional research)
- Resource planning (capital and operational resource planning; infrastructure planning; internal audit and risk management; human resources; and ICT)
- Excellence in Learning and Teaching, Research, Innovation and Engagement and in PASS Portfolios.

Co-ordination is encouraged by the fact that the Policy on Quality Advancement is managed on a university-wide basis by a Director of Quality Advancement.

Additional evidence from Faculties in terms of the pursuit of excellence and continuous improvement by implementing core policies related to the academic project is available from the different faculties:

- Faculty of Business and Economic Sciences
- Faculty of Education
- Faculty of Engineering, the Built Environment and Information Technology
- Faculty of Health Sciences
- Faculty of Humanities
- Faculty of Law
- Faculty of Science

3.3.1.3 Accountability and performance management of staff engaged in core academic functions

As depicted in this focus area, the functioning of the various core academic and support areas embodies monitoring and advancing quality standards. Staff responsible for managing those standards are held accountable in various ways.

The prescripts of the QAF and Quality Advancement policy reflect the University's commitment to monitor quality to continuously improve its functions. In Focus Area 1, Standard 3, the link between the university's strategic plan and goals and faculty and MANCO portfolio plans was outlined. To ensure that staff implement these plans, quality advancement and management forms part of the KPAs of the senior leadership of the university (VC, DVCs, and other MANCO and EMANCO members). They conclude a performance agreement⁴ annually and are assessed at the end of each year, with the outcome reported to relevant Council Committees. The outcome could be linked to a performance bonus. Areas of underperformance are identified and addressed.

Focus Area 1, Standard 4, outlined the various University governance and management structures, and committees that fulfil important responsibilities as it relates to quality assurance and improvement. In addition, both the QAF and the Quality Advancement Policy outline the roles and responsibilities related to quality management and academic excellence of the Executive Deans of Faculties, Faculty Boards, and Faculty Management Committees.

The management and advancement of quality furthermore is included as a thread throughout the KPAs of the Dean: Learning and Teaching, Executive Deans, Deputy Deans, Directors of School, and Heads of department⁵. The Dean: Learning and Teaching and Executive Deans annually sign a performance contract⁵ which includes aspects related to quality advancement and management. There is a formal review of the Executive Deans at the conclusion of each

⁴ See 601.17 Excellence Development System

⁵ See 601.14 The Appointment of Deputy Deans, Directors of Schools and Heads of Department.

year. The outcome is reported to relevant Council committees and could be linked to a performance bonus. If areas of under-performance are identified a plan is developed and implemented to address these.

While two attempts have been made to introduce a performance management system for staff from post level 5 to 18, these have not yet been successful. A process is underway to introduce an integrated performance management system for all staff. A revised Performance Management Policy and system has been approved by Senate, MANCO, and Council with a view to undertaking a pilot, which will commence shortly.

The annexure to the Performance Management and Development Policy describes the parties involved and their roles in applying the policy as follows:

"Performance management is an ongoing communication process between a manager to clearly communicate performance expectations, support employees in accomplishing the work to be done, develop employees, and review the outcomes of performance."

In addition: *"Line managers, employees and Human Resources have an active role to play in ensuring that the Performance Management and Development Policy process is effective"* (601.31 Performance Management and Development Policy.pdf, p.8).

In the meanwhile, while we wait for the implementation of the performance management policy and system, Executive Deans hold Deputy Deans, Directors of Schools, Heads of Departments and academic and PASS staff in their faculty accountable for quality advancement and management and are enabled in this regard (see the documents provided by faculties above). Where needed, disciplinary procedures are instituted⁶.

3.3.2 Standard 10

There is evidence-based regular and dedicated governance and management oversight of the quality assurance system at Mandela University, as demonstrated below.

3.3.2.1 The Quality Management System

The University's Quality Advancement Framework precedes the Quality Advancement Policy and in Paragraph 1, the framework acknowledges Quality Monitoring as one of four arrangements in respect of Quality Assurance required from HE institutions.

In the same paragraph, "Monitoring and evaluation mechanisms including quality advancement" are seen as an element of the overall management of the institution that needs to be aligned with institutional strategic planning.

Paragraph 2.1, p.5 outlines the principles of quality advancement and acknowledges the need for:

"Accountability and responsibility relating to the extent to which all line managers are

⁶ See 602.03 Employee Disciplinary Procedure and Code

accountable for implementing a system of quality review and continuous improvement ...” (own emphasis).

One of the purposes of a Quality Advancement Framework is to demonstrate evidence of quality assurance in the service of a commitment to excellence (Paragraph 2.2, p.5).

Nelson Mandela University is committed to the principles of internal and external peer review, and internal is emphasised here because it points to the oversight duties of line managers (Paragraph 2.2, p.5).

The framework acknowledges the need for feedback from all stakeholders, including students, and foresees a system of research surveys, interviews, and internal reviews as part of the process of evaluating quality assurance (Paragraph 2.2, p.5).

This implies, as an example, that in academic departments HoDs will ensure that staff members conduct quality surveys among students after each module, or more frequently.

Through surveys and other regular monitoring processes, achievements can be measured against performance targets set for student throughput and graduation rates, for support services and for individual staff members (Paragraph 2.2, p.5).

In the quality advancement cycle, a six-year cycle is advocated with five main stages of which monitoring, evaluation and review from the fifth stage, followed by improvement as the final stage.

The oversight role for quality advancement is stipulated for each of:

- Council
- Leadership and management
- Senate
- Executive deans and faculty boards
- Institutional support functions
- The Quality Advancement Unit

3.3.2.2 Accountability for Quality Management

The Quality Advancement Framework also provides the roles and responsibilities of relevant University Officials in ensuring compliance with the quality management system. There are clear lines of authority which are implemented at all institutional levels, up to the level of executive management.

In the case of Deputy Deans, Directors of Schools and Heads of Departments, the Policy for the Appointment of Deputy Deans, Directors of Schools and Heads of Departments outlines their responsibilities. The responsibility assigned to quality advancement is shown below.

Deputy Deans (601.14 Policy for the appointment of Deputy Deans, Directors of Schools and Head of Department.pdf, pp.12-13):

- Facilitating and driving quality teaching, research, and engagement by faculty staff within academic schools/departments and intervening when necessary
- Supporting the Executive Dean in ensuring the conceptualisation, interrogation, implementation and review of academic standards, processes, and systems at the level of the school/department and Faculty and contributing to such explorations at the institutional level
- For relatively large faculties (size and complexity) the Deputy Dean can support the Executive Dean in a relevant aspect according to the needs of the faculty. The following areas serve as examples:
 - Postgraduate or Undergraduate programmes and curriculum design
 - Teaching and Learning or Research and Engagement
 - Liaising with professional bodies
 - Quality reviews and enhancement

Directors of Schools (601.14 Policy for the appointment of Deputy Deans, Directors of Schools and Head of Department.pdf, pp. 14-15):

- Develop and maintain quality assurance processes, particularly in relation to teaching, research and the supervision of students
- Monitor and manage quality assurance of Research Technology and Innovation (RTI) activities at School or departmental level
- Ensure administrative efficiency and effectiveness and compliance with University policies and relevant legislation in the School

Heads of Departments (601.14 Policy for the appointment of Deputy Deans, Directors of Schools and Head of Department.pdf, pp. 16-17) :

- Monitor and manage quality assurance at Departmental level, including self-evaluation and review processes
- Ensure administrative efficiency and effectiveness and compliance with University policies and relevant legislation in the Department

The Quality Advancement Framework also provides roles and responsibilities which it stipulates as follows (Policy 113.05 Quality Advancement Framework, pp.18-20):

Nelson Mandela University has well-developed organisational governance and management structures in place to guide and monitor quality advancement initiatives.

Council

Overall institutional governance is the responsibility of the University Council. Council is accountable for the execution of its statutory responsibilities and has the overarching

responsibility for good governance of the institution including quality advancement, which entails quality assurance.

Vice-Chancellor and MANCO

The Vice-Chancellor takes overall responsibility for the University's strategic planning framework and quality advancement initiatives. Together with the VC, the Management Committee (MANCO) members assume responsibility ... for implementing quality improvement interventions in their respective areas of responsibility to achieve these priorities.

Senate

Senate is the custodian of academic quality. It must satisfy itself that the institution's policies and practices are aligned with national statutory requirements and known good practice to promote academic excellence. Senate exercises its authority over academic quality through formally constituted faculties and institutional standing committees, at both institutional and faculty level.

Executive Deans and Faculty Boards

The management of quality advancement at faculty level is the responsibility of the Executive Dean.

Institutional Support Functions (PASS)

Each institutional support portfolio oversees quality advancement initiatives through its relevant Management Committee (MANCO) member (i.e., Deputy Vice Chancellor or Executive Director).

3.3.2.5 Reporting of good practices

Good practice is reported on, and celebrated at various levels of the institution. Where quality standards are exceeded, the University gives recognition in the form of excellence awards in academic areas as well professional, administrative and support services. The following policy documents are available in this regard:

- 305.03 Teaching and Learning Excellence Awards.pdf
- 402.08 Nelson Mandela University Research Awards Policy and Procedures.pdf
- 405.08 Engagement Excellence Awards.pdf
- 601.27 Policy on the Management of Nelson Mandela University Excellence Awards for Professional, Administrative and Support Service Employees.pdf

To reward excellence in any of the identified fields of activity at the University is seen as a logical consequence of the University's commitment to excellence. Such a commitment is in turn a cornerstone of a quality assurance policy and its execution. This link to quality assurance is captured in the purpose of making awards as it appears in:

- 305.01 Teaching and Learning Policy.pdf (Section 3.2, p. 3)
- 402.08 Nelson Mandela University Research Awards Policy and Procedures.pdf (Section 2 Sub-sections 2.1 to 2.4, p. 2; Section 9.1; Section 10.1.1 and 10.2.1)
- 405.08 Engagement Excellence Awards.pdf (Section 3, p. 3)
- 601.27 Policy on the Management of Nelson Mandela University Excellence Awards for Professional, Administrative and Support Service Employees.pdf (Section 1.2, pp. 2 3)

Policies to reward excellence provide for awards at institutional as well as faculty level. In each of these two broad categories provision is made for a one top achiever in addition to an emerging achiever, and recognition for teams.

These sub-divisions are illustrated in the respective policy documents, as follows:

- 305.01 Teaching and Learning Policy.pdf (Section 5, p. 7).
- 402.08 Nelson Mandela University Research Awards Policy and Procedures.pdf (Section 3.1; Section 3.2)
- 405.08 Engagement Excellence Awards.pdf (Section 7, p. 6)
- 601.27 Policy on the Management of Nelson Mandela University Excellence Awards for Professional, Administrative and Support Service Employees.pdf (Section 3, p. 4)

Transparency about such awards, public presentations and budgets are provided for, as follows:

305.03 Teaching and Learning Excellence Awards.pdf

- Annual function. Section 2, p. 3
- Budget. Section 6.4, p. 10

402.08 Nelson Mandela University Research Awards Policy and Procedures.pdf

- Annual function Section 6.1
- Budget Section 6.2

405.08 Engagement Excellence Awards.pdf

- Annual function. Section 6.4, p. 6
- Budget. Section 6.6, p. 6.

601.27 Policy on the Management of Nelson Mandela University Excellence Awards for Professional, Administrative and Support Service Employees.pdf

- Annual function held, but not explicitly mentioned
- Budget (Section 5.1.5 and Section 6, p. 5)

3.3.2.6 Non-compliance with the Quality Management System

Just as the University celebrates achievements where good practices are reported, non-compliance with the quality system is also closely monitored and addressed. The highest

decision-making authority in the institution holds the executive management to account on at least an annual basis for the quality management of the University.

The Quality Committee meets every quarter and will deal with cases of non-compliance or reluctance to comply.

The Director of Quality Assurance also intervenes and approaches the Executive Dean where intended visits by professional bodies are not timeously budgeted for.

The University further has an Employee Disciplinary Procedure and code that can be used if deviation occurs. The procedure as well as offences are explained in the Policy.

3.3.3. Standard 11

There is planning and processes for the reasonable and functional allocation of resources to all components of the institutional quality management system.

3.3.3.1 Budget planning and allocation

The institutional publication “Budget Guidelines 2022” provides guidelines and directives for the reasonable and functional allocation of resources to faculties and PASS divisions, which includes the funding of the University’s Quality Advancement system.

Nelson Mandela University strives through its budget, which essentially constitutes a financial plan, and within its given budgetary constraints, to achieve its objectives and goals through effective allocation and efficient use of resources. Within this framework, more specific funding models are employed to distribute block funds across the University, such as the Resource Allocation Model (RAM) employed to allocate HR and operational budgets to faculties.

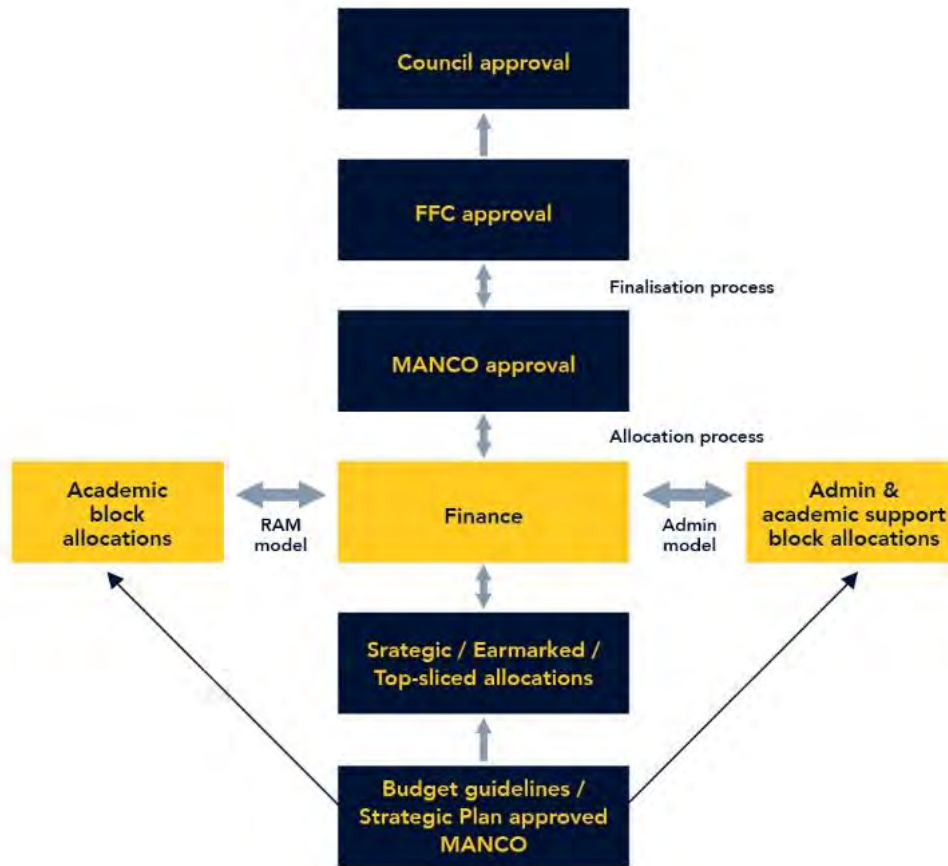
The table below shows the summarized budget action plan for 2022, which ensured that the budget received Council approval by December 2021 and could be applied by January 2022.

Table 17: Summarised budget action plan for 2022

ACTION	DUE DATE	ACTION DATE
Budget directives approved by MANCO	10 August 2021	18 August 2021
Budget approved by MANCO	08 October 2021	20 October 2021
Budget approved by Finance & Facilities Committee	02 November 2021	11 November 2021
Budget approved by Council	19 November 2021	02 December 2021

The Institutional budget allocation process is summarised in the following diagram:

Figure 22: Nelson Mandela University Institutional Budget process



The RAM for the academic salary block is calculated using the previous year's salary block allocation, adjusted for the effect of the general salary increase and the planned enrolment target percentage adjustment. The quantum of the HR RAM is modelled on teaching input and output subsidy units, research outputs and student fee income earned by each faculty. A weighting factor related to the proportion of the total amount earned by each faculty is applied.

In addition, the Deanery together with the DVC: LT decide how to nuance the allocations by including a certain weighting of staff: student ratios. A percentage of the block funding is top sliced and set aside for strategic cross-subsidisation intervention as agreed to by the Deanery under the leadership of the DVC: LT. In addition, 1% of the academic RAM earned is allocated to the office of the DVC: LT as discretionary funding that can be accessed by faculties should they need additional resourcing for tutors, contract academic staff, and the like. An example of the HR budget allocation to faculties in 2021 that has applied all the weightings and strategic interventions (cross-subsidisation) can be accessed here.

The faculties' block allocation is top sliced for strategic cross subsidisation within the faculty. Allocations to departments are based on the academic RAM, while the Executive Dean and FMC will agree upon strategic cross-subsidisation to support Vision 2030 and faculty strategic priorities.

The same process is followed to determine the operational block grant and allocation per faculty, with a discretionary amount allocated to the office of the DVC: LT as agreed to by the Deanery. Faculties can access this funding if they run short of funds. In 2020 and 2021 some of the discretionary Operations funding was used to top up student data in modules where more data than 30GB per month was needed (for example, for some Health Science students who were doing clinical training in hospitals and clinics and received supervision online, and accounting students whose remote exams had to be invigilated via Zoom).

The University also recognises the significant contribution academic quality reviews have on the student success of the programmes they are enrolled for, and support services, and an allocated amount is budgeted for these internal reviews.

3.3.3.2 Academic workload planning and allocation

The University has implemented an Academic Workload Policy which argues that workload allocation, given the centrality of staff to the success of universities, is a major strategic process because of the complex, variable, and often immeasurable nature of academic work. For quality management purposes, evidence of the rational planning of the academic workload, together with the provision of adequate resources for that purpose, is therefore essential.

The purpose of the Academic Workload Policy is to provide a framework for managing the workload of academic staff members. It provides a rational basis for evaluation allowing academic managers, Deans, Directors of schools and heads of departments to compare and evaluate the workloads of academics. This assists with the effective and equitable use of academic staff members as far as work allocation and performance management are concerned. At the same time, it provides individual academics with a mechanism for planning and evaluating their own workload.

While the policy indicates the principles applied for allocating and managing the workload of academics, it is further indicated that each faculty must develop their workload model(s), which the FMC must recommend to Faculty Boards for approval.

The work elements recognised are:

- Learning and teaching
- Research and creative outputs
- Community engagement under the auspices of the faculty or department
- institutional, faculty and/or departmental administrative or management work
- Career and professional development
- Such other work as recognised by the Faculty Management Committee.

When planning academic workloads cognisance should be taken of the impact of staff: student ratios on the time academics spend on LT work in modules and also include sufficient time for research and community engagement. Workload allocation should also take into consideration

that academic staff need opportunities to develop and demonstrate performance that may lead to promotion. Line managers play a significant role in managing the workloads of academic staff in terms of the workload model approved by Board of Faculty.

The faculty-approved workload model should be described in sufficient detail to provide an acceptable degree of transparency and quantification of the workload. The model also has to be aligned with a set of principles that includes recognition of the non-standardised, generic and comprehensive nature of the work of academics. The allocation of work to academics should also be in accordance with the conditions of service of individual staff members and a record should be kept of the workload of each academic.

Workload allocation needs to be managed in a transparent manner and due recognition should be given to the role of line management. This is because determining the workload of academics requires much consultation as well as fair and reasonable discretion regarding elements of academic work. Sensitive matters include operational requirements and from time-to-time academics may be called upon to carry a workload in excess of what the applicable workload model dictates. Therefore, workload allocation should also provide an avenue and opportunity to resolve differences pertaining to workload.

While not without shortcomings, the University accepts that the principles and guidance related to managing academic workloads indicated in the policy should result in comparative approaches to develop and implement the manage the workload of academic staff across faculties. While faculties share workloads from time to time at Deanery breakaways, it is recommended that each faculty's workload model and the annual allocation of the workload per academic should be recorded and shared at a Deanery workshop each year. This will provide an overview of academic workloads and the extent to which some are too heavy. Strategies can then be initiated to address this.

3.3.4 Standard 12

The quality assurance system achieves its purpose efficiently and effectively.

3.3.4.1 Resource allocation

Human Resources

The human resource capital in the Quality Advancement Unit (QAU) meets the requirements of monitoring quality within the academic core functions. The job titles of the posts in the QAU were adjusted during the organisational redesign process, and it now has the following approved positions:

- Director: Quality Advancement
- Senior Quality Consultant
- Quality Consultant
- Coordinator: Quality Advancement (shared responsibility with Academic Planning)

Prior to the changes to titles and scope of the posts, one consultant focused exclusively on academic reviews and the other on reviews for support services. This meant that when the post focusing on reviewing support services became vacant, it limited how the quality assurance system could be implemented with regards to cyclic reviews for institutional support services.

Now, both consultants can contribute to academic and support services reviews. It is also worth noting that the Director for this unit retired at the end of July 2021 and since then the Director: Academic Planning has been overseeing this unit. This has prompted the consideration of further restructuring of the unit. There is a possibility of merging Academic Planning and Quality Advancement Unit under one directorship, given their close working relationship and the interconnectedness of their functions and area of work. The aim is to conclude the reimagining of a blended academic planning and quality assurance structure and seek approval for it in 2022.

Financial Resources

[Council approves](#) the annual budget for the University. The financial resources allocated to the Quality Management System, consists of funds for:

- Academic reviews
- Support service reviews
- Professional body accreditation
- Staffing
- Professional development
- Operating costs.

Funds allocated for reviews have always been used as budgeted with the exception of the academic years 2020 and 2021. Due to the COVID-19 pandemic and lockdown regulations, certain planned academic reviews could not be executed, and provisions for online reviews were considered. However, a decision was taken to pause internal academic reviews to limit the demands on academic staff in the faculties, giving the academic programme time to adjust to the new online approach to learning and teaching. Only professional body reviews were conducted, which were supported by the Senior Quality Consultant. Guidelines are provided to panelists to assist them when conducting internal academic reviews and peer evaluation of professional and administrative support services to ensure an optimal review process. Funds not used in the account designated for the professional accreditation body are returned to the University to be used in subsequent years.

The Quality Advancement Unit also budgets for the professional development of employees in a strictly controlled process. Only one employee is allowed to attend SAAIR conferences each year and no two employees may attend the same conference. For other professional development, an employee must contact the HR development office to determine if it will be funded, before the Director: Quality Advancement considers the professional development

request.

The University Policy on Human Resource Development stipulates the role of the manager and that of the employee in identifying professional development needs. The Unit promotes professional development and the benefits it has on the Unit's efficacy. This is evident in the recently appointed quality consultant having already been given the opportunity for professional development.

Operating costs generally are manageable, especially as reviews are largely conducted virtually at present. However, the unit has at times had to request additional funds as the allocated budget was insufficient. This has been due to delays in receiving information pertaining to the professional body visits, for which a budget had not been allocated in the annual provisional budget submissions.

The QAU has reviewed its policies and procedures and aims to introduce mechanisms to budget more efficiently. Such mechanisms include, but are not limited to, revising the academic review manual. This will include templates for allowing faculties to provide the information required in respect of budgeting for, and tracking, professional body visits and payments. A schedule for the review cycle for 2022-2027 is planned, and measures to mitigate the challenges the department has faced will be reviewed against this for improvements as required.

Infrastructural Resources

The Quality Advancement Unit is on South Campus which contains the main administration departments. The QAU is on the 16th floor of the main administration building with Strategic Planning, Management Information Systems, Transformation: Monitoring and Evaluation, Academic Planning, the Dean of Learning and Teaching and the requisite support staff attached to these portfolios. The South Campus is close to four of the other six campuses should there be a need for travel.

Although QAU employees have individual offices, they are in an open-plan area which allows for collegial work on the quality management system and associated tasks. It also fosters more efficient communication among colleagues.

The department is adequately supplied with IT infrastructure and support which facilitates the communication required and the University has a customer relationship management (CRM) system that allows for effective helpdesk resolutions.

The University uses the Microsoft Office 365 package which allows further software support to its employees. The quality advancement unit has been using SharePoint as a data storage platform but has also created a MS Teams group to collaborate efficiently and effectively. 144

Furthermore, an automated system that will enhance the efficiency of the quality management system in a holistic manner is being explored.

Based on our emerging needs, the Academic Planning and Quality Advancement units are focusing on the development of an integrated data information system for tracking the programme accreditation and review status of programmes to support the internal quality management system. It is envisaged that the implementation of this system will streamline ongoing operational activities which will lead the path to a Data Information System which is fully functional and well-integrated into the institution's systems.

The project has been added to the needs register of the LT Collab. This would enable the project to be attended to as swiftly as possible, as regular meetings are scheduled where this matter has been prioritised for discussion and further development.

3.3.4.2 Performance management of staff in the QAU

As explained earlier, the Excellence Development System (EDS) and the Formal Recognition of Excellent performance a new Performance Management and Development (PMD) Policy will be piloted in a phased approach. In the interim, quality consultants set goals and agree on outputs with their line manager, who undertakes informal review discussions.

3.3.4.3 Stakeholder engagements and reviews of the QAU

During the academic review process, there is engagement with relevant stakeholders such as interviews with students, academics and support staff. There are also engagements with external bodies such as the CHE and DHET and professional bodies.

An external review of the Department of Quantity Surveying, for example, focused on interviews with students during accreditation visits and departmental meetings. This was discussed in a [meeting](#) with student representatives and the Head of Department. This demonstrates that the QAU staff use opportunities to foster discussions and reflections related to quality management systems and processes.

The QAU systematically reflects on its processes and resourcing and identifies areas for improvement. For example, aspects the Unit has identified for improvement include developing a data management system, review cycle, and monitoring of improvement plans. The Unit is updating its policies to strengthen its ability to advance quality.

However, the unit has not been formally reviewed neither have follow-up interviews with stakeholders taken place after a review. The unit has noted that this is an area that can be improved upon and will include this in reviewing the Quality Policy for ongoing improvement in this area.

3.4 Focus Area 4: Curriculum development, learning and teaching support the likelihood of student success

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

3.4.1 Standard 13

Mandela University has an effective institutional system for programme design, approval, delivery, management and review.

The University has clear procedures for programme design and development, and programme approval and review. As reflected in Focus Area 2, the LT Collab is the University's dedicated section that ensures the support of academics who design, teach, assess, and review the curriculum. The Teaching Excellence Cluster is home to Teaching Development (TD), Academic Planning (AP), and Quality Advancement (QA):

- **Teaching Development** empowers academics to design relevant, innovative curricula and employ teaching, learning, and assessment practices informed by good practice and theory.
- **Academic Planning** facilitates strategic PQM planning in academic departments and supports the planning, conceptualising and developing of new academic programmes. Their objective is to ensure that all programme qualifications are aligned with the university's strategic and operational objectives and meet DHET, CHE, HEQC and SAQA criteria.
- **Quality Advancement** strives to promote awareness and initiatives around quality advancement across portfolios so that the university can achieve its strategic priorities of institutional innovation and excellence and the provision of quality learning experiences for all students.

The **Digital Learning Experience Design and Innovation (LXD)** cluster provides professional learning design capacity building and services to the University. This includes building flagship learning projects and providing technical know-how and support to academics through consultation on the use, introduction, and deployment of technologies in the LT setting. Training opportunities are provided for academics in the use of LT technologies in the context of pedagogy in collaboration with Teaching Development. LXD further supports academic innovation through innovation and research by piloting and evaluating new LT technologies and systems such as virtual reality, augmented reality, artificial intelligence and Learning Analytics.

Together, these clusters contribute to enhancing the design, approval, review, implementation, and management of the curriculum and programmes. This is achieved through innovative

approaches such as the TD Carpe Diem approach, as well as the roles played by the LT Collab structures⁷, faculties and the Academic Programmes Committee.

3.4.1.1 Carpe Diem

The LT Collab's Teaching Development Unit's curriculum design and development practices are aligned to the processes and procedures included in the Policy for the Development and Approval of Academic Programmes, Section 7: Design and development of programmes (p.8) which states:

"To take full cognisance of the University's values outlined in the above sections, programme development should involve design and development requiring collaboration with curriculum experts. Therefore, Teaching Development and Academic Planning will be integral partners in design and development or revision and this will entail Carpe Diem Learning Design (a collaborative, team-based and practical design workshops process). The details are included in Section 1 of the Procedures for the Development and Approval of Academic Programmes. Subsequent to the development, the proposal will be submitted through the University approval process."

The Carpe Diem approach enables engagement with key stakeholders during the curriculum development stage. Students are invited to participate, as are external stakeholders from the industry and discipline. Examples of Carpe Diem workshops offered during the 2019-2021 period to help develop new programmes include:

- 2019: BSC Honours in Natural Resource Management
- 2020: MPhil in Ports and Shipping Management
- 2021: Diploma in Music

Although the Carpe Diem approach is generally well-received and has contributed to improved new programme submissions, there is resistance from faculty to spend two full days in a workshop as part of the programme development process. Ways to address this are being considered.

3.4.1.2 Academic Planning Unit

After the Carpe Diem process for new programmes, further assistance may be obtained from the Academic Planning Unit to ensure programme design is coherent and there is constructive alignment in all the areas with the purpose and outcomes.

The academic planning unit facilitates planning in relation to academic programmes which includes the planning, conceptualisation and development of programmes. It ensures that

⁷ See Standard 5 for more information on the LT Collab.

programmes are aligned to the institutional vision and strategic trajectories of the University as well its size and shape given its comprehensive nature. Academic Planning is guided by the university's criteria for programme development and approval which are feasibility, academic and professional standing, coherence of the programme, access and articulation, sustainability, and site and seat of delivery as per the institutional statute.

The unit provides guidance and support to internal stakeholders and liaises with external partners such as the Department of Higher Education and Training (DHET), Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA). The submission of a new formal learning programme to external bodies for approval (DHET), accreditation (HEQC) and registration (SAQA) is the responsibility of the Academic Planning Unit. The application is submitted by Academic Planning to the DHET for Programme and Qualification Mix (PQM) clearance after programme documents have served at APC, ECS and recommended to Senate. In addition, the Academic Planning Unit liaises with external bodies regarding PQM changes to existing programmes. These include requests for programme name or title change; additional secondary fields of study (second order CESM categories) into an existing learning programme, changing or adding a site of delivery, and other significant changes such as adding distance as a mode of delivery or offering a fully online programme.

To maintain consistency, templates have been created for specific programme changes. These forms can be downloaded from the AP Unit's intranet SharePoint site.

3.4.1.3 Academic Programmes Committee (APC)

Mandela University has institutional structures and processes to oversee the curriculum design, development, and review processes. As stated above, AP ensures the quality and standards in programmes offered in terms of both academic and professional recognition in line with internal and external stakeholder requirements and follows criteria for programme development and approval (*Policy for the Development and Approval of Academic Programmes, p.4*) based on feasibility of the programme; academic and professional standing; coherence of the programme; access and articulation opportunities; sustainability, site and seat.

In November 2021, it was resolved that the APC structure (APC minutes pp23, 24, and APC Annexure 41) be revisited to include LT Collab's TD and LD staff as permanent members of APC.

There are different phases before programmes reach the APC which ensure that when a programme is being developed, its quality and the student are the focal points. These are outlined below:

3.4.1.4 Programme Design, Development, Approval and Review

The Design Phase

As indicated in the Policy for the Development and Approval of Academic Programmes, curriculum design is essential for the programme's intended purpose to be achieved. It ensures that the quality of the student experience is deliberately planned. During this phase, other than a Carpe Diem workshop, the Academic Planning and Teaching Development provide an overview of the programme accreditation requirements, the criteria set out in the policy, the HEQSF, the CHE criteria for programme accreditation, and other policies and advice on technical aspects. The key activities to be undertaken can be found in the Policy for the Development and Approval of Academic Programmes Appendix (p.4).

The Development Phase

The purpose of this phase is curriculum development to ensure that the process of programme development is used as an opportunity to plan carefully for the programme, focusing on the following:

- Programme design
- Teaching and Learning
- Profile and needs of students
- Programme delivery processes

Some faculties (for example, Humanities, BES and Health Sciences) appoint staff with curriculum development expertise to add to the assistance that Academic Planning and Teaching Development provide.

Furthermore, the TD team offers various curriculum development initiatives as part of the Teaching Enhancement Programme (TEP) and the Early Career Academics Advancement Programme (ECAAP), which are open to and supported by part-time, full-time, and contract academics across all faculties. Post-graduate teaching assistants, especially from the Law faculty, often attend the Beginning Your Journey (BYJ) Academic Induction programme. Their involvement in teaching the curriculum provides valuable insights into how the curriculum is experienced and how it can be revisited.

Short Learning Programmes (SLPs) follow different processes, as they are offered outside of formally structured programmes that form part of the University's PQM. There are a range of credit-bearing and non-credit bearing SLPs as indicated in section 3, p.2-3 of the policy. The University's Policy for the Management of Short Learning Programmes should be consulted when developing any new SLP within the University. All SLPs are internally approved and do not

need external approval from DHET, CHE and SAQA.

The Programme Approval Phase

Proposals for new learning programmes and significant changes to an existing programme are subject to institutional and external approval processes. Therefore, after institutional approval, they must be submitted for external approval, accreditation and registration with DHET, HEQC and SAQA respectively. All other changes to learning programmes and the approval of credit-bearing short learning programmes are subject to institutional approval only.

The University distinguishes three broad categories of programme approval:

- Proposals relating to the approval of new formal learning programmes and programme changes that are subject to both internal and external approval
- Proposals relating to the approval of programme changes that are subject to internal approval only
- Proposals relating to the approval of credit-bearing short learning programmes

Internal approval process – existing programmes

All changes to existing programmes and modules require Academic Programmes Committee (APC), Executive Committee of Senate (ECS) and Senate approval, subject to Faculty Management Committee (FMC)/Faculty Board approval. APC/ECS/Senate normally approves module-related requests, and APC/ECS/Senate/Council approves programme-associated requests. Council is involved when additional offering types are added to an existing programme, there are amendments to programme admission requirements, permanent deactivation of an existing programme, introduction of a new stream into an approved qualification, and changes to assessment mode of modules. The changes and the forms to use are provided in the draft Academic Planning Manual, and the different steps of the approval process are provided in the Policy for the Development and Approval of Academic Programmes Appendix (p.25).

The institutional documentation follows a consultative process with submissions to APC signed off by various stakeholders, as indicated in table 19.

Table 19: Completed document checked and signed off by a relevant section

	DEPARTMENT	COMMENTS	DATE
1	Systems Office		
2	Teaching Development		
3	Timetable Office		
4	Academic Planning Office		

5	Library		
6	ICT		
7	IMS		

The departments listed above ensure that submissions made by faculties meet the stipulated requirements and that all the information required in the different forms is checked for accuracy and completion. Various levels of applications are handled by AP in collaboration with other LT Collab clusters and related academic support departments. There is a synergy between AP and TD as indicated in the Policy for the Development and Approval of Academic Programmes and the consultation requirements of the documents before submission to APC.

To support and capacitate curriculum renewal, TD facilitates a Curriculum Renewal journey, Carpe Diem collaborative approach similar to that followed for curriculum design and development, and which includes student voices. Students are invited to participate in the re-conceptualisation of the curriculum and how it will be implemented. Some faculties still show resistance to including students in the process (although this is slowly dissipating, as shown by workshops offered in 2022). Consultations with the TD team have increased, and feedback indicates that academics find the process meaningful. To facilitate the Carpe Diem process, various workshops are arranged for academic developers and academics. This approach also enables the conceptualisation and implementation of technology-enhanced learning strategies and the benchmarking of the programme.

The student voice is included in other areas of the curriculum process, such as students being invited to attend and participate in the Faculty LT Committees and other faculty meetings.

Class representatives are invited to discuss matters related to curriculum delivery with their HoDs and provide input on the student experience in various learning and teaching spaces. In addition, faculties have multiple initiatives and informal consultative processes to conceptualise curriculum development and renewal, such as faculty dialogues, student feedback on the learning and teaching experience and consultations with alumni. Benchmarking with other institutions and industry forms part of the process to enable the continued relevance of departmental programmes.

Evaluation of teaching and modules

To assess the quality of LT delivery and the student learning experience in modules, students provide feedback and teaching observations are possible, although they are not yet the norm.

Academics at Nelson Mandela University are introduced to teaching and course evaluations during the Beginning Your Journey (BYJ) programme and ad-hoc workshops. This evaluation is espoused in the Nelson Mandela University teaching and learning policy (p.9), which states that

programmes and their delivery should be systematically reviewed to enhance their quality. The evaluation of teaching and modules aims to:

- Furnish information for an academic to use in assessing their module content and presentation
- Provide students with an opportunity to offer constructive criticism regarding the teaching of the module
- Provide the student body with a voice in developing and maintaining effective teaching and curricula

Student feedback is obtained via a standardised teaching development questionnaire after which student responses are scanned, communicated to the academic, and reported on by TD. Academics are encouraged to reflect on the data and contact the programme coordinator for additional support or development where relevant. The survey results are communicated within an Excel document, focusing on the following sections:

- Facilitation skills
- Lecturer's approach
- Study material
- Assessment

The evaluation of teaching and modules is not limited to student feedback as the following opportunities are further available:

- Written reports are provided based on the student feedback results for award applications, programme reviews and applications for promotion
- Focus group interviews are conducted to elicit more specific and detailed feedback
- Introduction of and training in peer observation systems in departments and faculties
- Teaching observations are provided
- Decisions are made on how to respond to feedback received
- There are also informal methods of evaluation

Processes and associated documentation related to the evaluation of teaching and modules are supplied in a brief guide to the evaluation of teaching and courses. Additional information is available on the TD website.

While TD evaluates teaching and modules, this remains a voluntary, and it is often noted during programme reviews that there is limited engagement and reflection with the student feedback. Within the quality review of a programme, the Quality Advancement Unit acknowledges that the feedback loop of constructively engaging with students on the feedback a lecturer has obtained is not always carried out, reducing its effectiveness. A strategy is being

devised to correct this going forward for future quality reviews. Furthermore, during the COVID-19 pandemic, it was challenging to obtain evaluation data from students and staff, despite this being included as a template in the modules on the LMS.

3.4.1.5 Coherence of programme reviews

Programme reviews at Mandela University integrate the intentions articulated during accreditation applications and programme implementation.

For programme reviews, a collaborative approach is followed, with QA and TD working closely together, the QA unit taking the lead⁸. Other than the QA staff, the Academic Developer: Curriculum and Learning Design serves as a permanent panel member during internal academic reviews, providing continuity in all internal quality reviews across all faculties and promoting the advantages of professional development to all academic staff. Evidence of this is available in the University's Quality advancement policy, Quality advancement framework, and Quality review of existing programmes.

A typical academic review follows the criteria as per CHE guidelines of 2006, which were recently updated to include the revised standards approved by the CHE 27th September 2012. An internal quality review occurs over two days where panel members assess the evidence prepared by the academic department and interview both students and staff. Panel members consist of at least two external academic peers, three senior academics from Mandela University and a chairperson. In addition, to be more inclusive and to put students at their ease, an isiXhosa-speaking staff member in the QAU has been added as an additional panel member, which has proved valuable. This addition also promotes the implementation of the university's language policy.

Chairs of panels engage with the programme self-evaluation report before the review to familiarise themselves with the department and its activities. From this, they identify lines of inquiry and then pursue these during interviews with students and staff. Together with the programme files and module file evidence, this permits triangulation of all programme information.

The internal quality review looks at all module files of a programme, including service modules provided by another department. The panel, therefore, has an opportunity to look at module study guides, mark lists,

check on the moderation of examination papers, and in the case of exit level modules, external moderation, and look over student feedback questionnaires and the analysis. Each lecturer has

⁸ The functions of the QA Unit were covered in Focus Area 1, Standard 4 and in Focus Area 3, Standard 12

an opportunity to complete a lecturer reflection document for their own record in the module file, a template of which is provided by the QA unit. In this way, the module files offer the review panel insight into the level at which the content is pitched, the relevance of the content, as well as the rigour and reliability of the assessment process over successive years. Student feedback questionnaires are also checked to determine if students completed them and what the information provided led to. Lecturers not taking full advantage of this practice are encouraged to include students in providing feedback with a view to enhancing the learning experience.

Once the review has been completed, all panel members contribute feedback which is used to develop a quality report prepared by the Quality Advancement unit. A draft report is then submitted to the department. The panel members will consider any factual inaccuracies the department may wish to query. Once queries have been rectified, the draft report is accepted as a consensus document. The Quality Report forms the guiding document for the improvement plan, which outlines steps to implement recommendations made in the report. The Quality report, together with the improvement plan, will then serve FMCs, the QC, ECS, and Senate.

Internal programme quality reviews reports are confidential but are available to the CHE panel members as part of the agenda and minutes of the QC. What has significantly added to the internal quality review of programmes is interviewing students per year of study, which allows first year students, for example, not to feel overwhelmed. Input from final year students and, where possible, graduates, adds critical dimensions to the review. Student interviews provide the necessary triangulation to the quality process. In addition, students have also expressed their gratitude for the opportunity to provide comments over and above the student feedback questionnaires.

Examples of how student input has proved invaluable can be seen in a programme where module adjustments have been made. To refer to two cases, a module was moved to the second year in preparation for the third year because students needed time to familiarise themselves with a software package before using it in the third year. In the other degree programme, final year students requested a brief introduction to the Research Methodology module to prepare them for Honours, making it easier to complete the research portion, which had proved an obstacle to some students completing Honours.

Another example worth noting is the inclusion of alumni with industry experience as panel members. Previously, there were many active Advisory Boards in the National Diplomas that included alumni and industry players who were often the employers of the diploma graduates. Numbers have dwindled due to time commitments and costs. The QA unit took a decision to encourage industry players to be panel members in the quality reviews of diploma programmes as less time was needed than for serving on Advisory Boards. A review conducted on one new diploma programme with a strong technology involvement, for example, had two panel

members from industry, one a past student from 12 years ago and the other from an industry employing the Mandela University diploma graduates. This provided valuable input into the curriculum of the new diploma, giving a critical lens through which to view the content in the age of 4IR. It also gave the students who were interviewed an opportunity to engage with industry representatives and ask questions around the work they would be doing once they were employed. The University intends to strengthen this practice.

The Quality Committee provides strategic leadership and direction in developing and implementing an integrated quality advancement philosophy and framework that underpins the promotion of excellence at all levels. Its work focuses on ensuring the implementation and monitoring of adequate and appropriate quality advancement systems (QAF and QAP) in terms of approved criteria for:

- Academic programmes and teaching and learning activities
- Research activities
- Engagement activities
- Institutional support and service functions

The functions of the Quality Committee have been elaborated upon in Focus Areas 1 and 2 of this report.

Curriculum review and renewal is a standing item on the agenda of various faculty learning and teaching committees and is also discussed at Faculty Boards. Informal quality enhancement measures include academics completing end-of-module reflections. Depending on the feedback received, underlying risks may be identified. The University has an Institutional Risk Advisory that aids in effective risk management. The Risk Management Policy and Procedures document outlines the governance structures, roles, and responsibilities of those responsible for the risk management processes.

3.4.1.6 Decisions on curriculum, teaching and learning approaches, assessment and the role of technology during times of significant disruption are taken within the precepts of the institutional quality management system

The following section addresses the CHE requirement for a specific response to Standard 13, Guideline 13.4: Decisions on curriculum, teaching and learning approaches, assessment and the role of technology during times of significant disruption are taken within the precepts of the institutional quality management system.

The CHE circulated quality assurance guidelines for emergency remote teaching and learning and assessment during the COVID-19 pandemic in 2020 and an abbreviated resource guideline to address concerns about learning, teaching and assessment and the quality thereof during the pandemic.

Decisions about curriculum, teaching and learning approaches, assessment, and the role of technology during times of significant disruption are taken within the precepts of Nelson Mandela University's institutional quality management system and academic governance structures. The ongoing COVID-19 pandemic is a striking example, posing immense challenges to the academic project. Mandela University predicates its planning on fundamental principles which include being agile and adaptable, sensitive to our diverse student body's differing contexts and needs, and guided by values of excellence, integrity, social justice, and equality.

It is important to note that the University's overall response to COVID-19 is continuously updated to meet the ever-shifting needs as the pandemic evolves. A one-size-fits-all response would not work at our multi-faceted university where the student profile reflects diversity in different ecosystems. A Mandela University Coronavirus Task Team (CTT) undertook centralised planning and troubleshooting with clear initial goals: to keep staff, students, and University stakeholders safe and finish the 2020 Academic Year. As the pandemic continued through to 2021 and 2022, the same goals have applied, supplemented with learnings drawn from our long COVID-19 journey.

3.4.1.6.1 Academic adaptations during COVID-19

Aspects of how the academic project was re-focused during COVID-19 have been woven throughout this report. Thus, only a summary will be provided here.

In March 2020, the University created a COVID-19 website to communicate with stakeholders on measures to be implemented.

A task team of representatives from across the University's Learning and Teaching, Research, Internationalisation, Engagement, Academic Administration, and Operational Support divisions was formed to contemplate and manage various scenarios which could affect the University's COVID-19 response. This provided the University community with pertinent information before South Africa's national lockdown.

With the University's aim of providing quality education to students through the lens of a humanising pedagogy, teaching and learning approaches needed to be adapted. This included various changes to approved LT and assessment methods to enable the University to move to online LT and e-assessment and manage LT across multiple pathways. All changes were approved by the Academic Programmes Committee (APC) and the Executive Committee of Senate (ECS). The changes, although temporary in nature, were re-approved for 2021 and 2022 unless a department wished to revert to examinations and not use a continuous assessment approach.

The most significant change in 2020 was to adapt the academic calendar to accommodate the staggered pathways approach, where students restarted their learning as they gained access to

devices and connectivity or could return to campus. The first semester of AY2020 only concluded in September, and the academic year only ended on 28 February 2021. The extension of the first semester assisted those students who:

- Did not have devices or had unfavourable home circumstances that were not conducive to learning. The extension enabled them to complete their first-semester work once it was possible to return students to campus in batches from alert level 4 onwards.
- Many also have experienced hurdles adjusting to the new way of learning. The extension gave them more time to adjust and therefore lessen the risk of compromising their academic year.

Guided by the pandemic alert levels, Work Integrated Learning (WIL) and experiential learning were intermittently halted until they could be restarted, with measures implemented to safeguard all concerned while not compromising learning and teaching. After the national shutdown, final year students in programmes requiring WIL and studio and laboratory practicals were asked to return to their respective campuses, where mask-to-mask interactions facilitated the completion of WIL with limited disruption.

An example of our adaptations is that of education students who were allowed to conduct school-based learning in their hometowns, along with some online simulations. Practical demonstrations for final years continued in laboratories and studios but students were divided into smaller groups to avoid overcrowding and maintain social distancing. A timetabling system was created, so that students could book laboratory times, and academics could monitor the bookings. Overall, the quality of the curriculum was not compromised.

Offering LT online across multiple, staggered pathways was enabled by a range of interventions, as detailed in the University Learning, Teaching and Assessment Plan for the 2021 Academic Year.

Mandela University conducted extensive research, surveys, and reflective exercises on the experiences of learning and teaching during COVID-19. It also took part in the national Students Access to and Use of Learning Materials (SAULM, 2020). In addition to the national findings, it obtained the data from students and academic staff through lingxoxo, the First Year Success survey, and surveys conducted by Supplemental Instruction. It then analysed this data and shared the findings on student experiences at the HELM Engage 5 session (University Learning, Teaching and Assessment Plan for the 2021 Academic Year Appendix 1). The latter gave rich information that enabled the institution to enhance LT aspects in semester 2 of 2020 and plan the 2021 LT approach.

In deciding on the initial blended learning approach, the University surveyed the extent to which students were able to learn remotely or not, as many students live in townships, informal settlements and rural areas where they do not always have internet connectivity. Laptops were

distributed to NSFAS during alert level 3 where students did not have devices or connectivity. When they could not access online learning, material was developed to be delivered to the students in their hometowns. The University also engaged with measures to support the new mode of learning and teaching. The dedicated academic and research activities webpage created by Nelson Mandela University communicated to stakeholders how to prepare for online learning or remote learning.

As South Africa's lockdown alert levels changed, the University has continuously recalibrated plans to minimise the impact on learning and teaching. For example, in addition to monthly data bundles available to students, the University at first increased network access to 60 accredited off-campus residences and later in 2021 to an additional 20. The University also implemented a laptop initiative as part of Vision 2020 and expanded this to students during the pandemic. All students who required devices were afforded the opportunity to opt for a loan or procurement agreement for a laptop. This laptop project enabled more students to be able to learn online. PCs were also deployed to common areas of on-campus residences to help make online resources more accessible.

An extensive Supplemental Instruction (SI), tutoring, mentoring, and writing assistant support system was in place in 2020. Much of this was conducted online via WhatsApp, discussions on MS Teams and the Mandela University LMS. First-year students were placed in virtual groups and accompanied by First Year Success (FYS) Buddies throughout the year. FYS Buddies engaged with first years for a longer period. As this was successful, we plan to continue this (more information about student support and success initiatives can be found below).

Students reported that technology challenges were their most significant difficulty in 2020. Thus, we harnessed faculty e-technologists to respond to student queries and provide assistance. As this was successful it was expanded in 2021. Each faculty had a DigiReady Buddy (one or more) who empowered students in digital literacy and support them with technology issues.

The University and faculties have been particularly attentive to the wellness of students throughout the pandemic. Faculties have provided support through regular contact with their students to clarify approaches and expectations. Where needed, they put those experiencing academic or personal challenges in touch with the faculty psychologist, student success coach or academic adviser. Emthonjeni Student Wellness and Student Health Services provided virtual counselling services throughout, with limited mask-to-mask interaction as lockdown levels permitted.

Success rates and student progress were monitored throughout the year. Departments tracked student progress using RADAR, the academic progression tracking system discussed earlier that Mandela University developed. Academics also monitored student engagement in learning by analysing Moodle LMS module site activity.

The University developed a return to campus guide to provide an overview of the process to be followed for a safe return to campus. An addendum to this offers additional information for students and staff, advising students on the data bundles and laptop provisions available to them to facilitate hybrid learning. Changes in the assessment approach are also explained.

3.4.1.6.2 Assessment during COVID-19

Academic Planning and Teaching Development collaborated extensively to develop documents to help academic departments respond to changes required to accommodate online assessment.

Continuous Assessment (CA) guidelines were developed and served at various faculty teaching and learning committees, including a student representative, for feedback. Collaboratively developed across institutional structures and stakeholders, these guidelines are based on the Institutional rules presented in the General Prospectus and the CHE's Quality Assurance Guidelines for Emergency Remote Teaching and Learning and Assessment during the COVID-19 Pandemic (2020).

The mode and integrity of assessments have been key focus areas. An academic update shared on 16 April 2020 provides a detailed process to facilitate e-examinations during COVID-19. Using an e-invigilator, camera, and microphone, mitigating factors that could compromise the assessment process were minimised as far as possible.

Changes to modes of assessment were made by following institutional structures and processes. A form was developed for this purpose by Academic Planning and Teaching development. The changes and innovations included:

- Change to the mode of assessment in most modules from examination to continuous assessment
- Assessment activities were changed to accommodate continuous assessment – for example, case studies, assignments, portfolios, and simulations
- The continuous assessment approach, and having students in multiple pathways, made it possible to build in re-assessments with no restrictions placed on the mark needed for a re-assessment
- Guidelines for e-assessment and continuous assessment were developed
- Developing procedures and adapting examination instructions for mask-to-mask exams under COVID-19 regulations
- Waiving pre-requisite modules during 2020
- Revising the academic calendar in 2020 to lengthen the academic year, which concluded at the end of February 2021.

Further details are available in the documents Process for changes to approved assessment activities and mode Response to Coronavirus Pandemic and Request for Changes to Approved Assessment Mode: Return to Examinable.

3.4.2 Standard 14

There are engagements at various institutional levels among staff, and between staff and students, with regards to:

- a. Curriculum transformation, curriculum reform and renewal
- b. Learning and teaching innovation; and
- c. The role of technology (1) in the curriculum, (2) in the world of work, and (3) in society in general.

3.4.2.1 Curriculum transformation, reform and renewal

The DVC: LT initiated a series of workshops in 2018 to develop institutional curriculum statements. The process was centrally linked to the institution's core mission and vision and included the voices of the University's constituencies and role players. A cross-section of staff, students, and administrators from our seven faculties and support entities took part. The goal was to identify emerging critical considerations and elements that would go into a framework for curriculum renewal, development, and change. The workshops also considered the context of Mandela University to guide and give coherence to Learning and Teaching innovations and processes.

Five thematic areas emerged:

- Ways of being
- Ways of thinking/knowing
- Ways of doing/action
- Student voice
- Institutional systems change.

Themes cutting across these five areas were identified, and eight critical dimensions of a curriculum framework emerged: identity, purpose, humanising pedagogy, African-centredness, knowledges, power, criticality, and praxis.

Annually each faculty engages in Curriculum Conversations to grow communities of practice related to efforts to transform and renew curricula. Opportunities are also provided in breakaway sessions and workshops with academic leaders initiated by the DVC: LT to *inter alia* share thoughts across disciplines related to revitalising curricula and fostering student success.

As indicated in *Towards Vision 2030 in the LT Portfolio: The Unfolding Story for Vision 2030* (p.

12), criteria to review our PQM, programmes and curricula will be developed to ensure that we have up-to-date, relevant African-purposed curricula.

3.4.2.2 Learning and Teaching Innovation

Curriculum innovation is informed by research and, in some cases, supported by the Teaching Development and Innovation Fund (TDIF), established more than a decade ago at Mandela University. Through the fund, the academic community advances scholarly teaching, promoting scholarly outputs. The TDIF acknowledges these contributions through the Learning and Teaching Innovations Symposium. The symposium supports reflective teaching by presenting a platform for academics to celebrate innovation and critical thinking. It promotes a culture of sharing grounded doubts, exciting discoveries, and necessary interventions.

Past projects have included themes related to curriculum development, language, online learning and teaching approaches, student engagement, and reflections in mask-to-mask lectures. By acknowledging pedagogical shifts in the learning and teaching landscape, the symposium creates a space to collaborate to improve student access and success. The changes are evident in curriculum renewal activities such as review of modules, programme design and re-curriculation of existing programmes.

In addition, innovation is often identified based on the module reflections mentioned previously. These reflections are shared and discussed at various faculty committees, most prominently at the FTLCs. Innovations include:

- The adoption of new and additional technology due to COVID-19
- Navigating remote learning and teaching and the associated opportunities and challenges
- Adapting teaching and learning to accommodate a hybrid approach to learning and teaching
- Methodological innovation in terms of the delivery methods necessitated by COVID-19
- Multimodal learning
- Social media campaigns
- Madibaz Youth lab
- RADAR
- LOOOP Curriculum Mapping tool
- Multilingual learning and teaching strategies
- Bi-lingual tutors
- Scholarship of Teaching and Learning (SoTL) research and community of practice

The University has instituted practices that form linkages between curricula, communities, and our campuses. It has identified engagement partners to broaden access and co-create societal solutions. The engagement fosters the evaluation of existing and new knowledges, critical

reflection, creation of communities of practice and more, in line with the principles of transformative pedagogy.

Our faculties are involved in engaged scholarship, examples of which are the Govan Mbeki Mathematics Development Centre (GMMDC), a self-funded engagement centre within the School of Computing Science, Mathematics and Applied Mathematics, Physics and Statistics; the Raymond Mhlaba Centre for Governance and Leadership in Humanities; the School of Architecture partnering with the Walmer community to design and build an early childhood development centre as part of the Architecture curriculum, and the Graphic Design and Photography Department collaborating with the Engagement and Transformation Portfolio's Hubs of Convergence in connecting students' learning to meaningful real-world initiatives.

To broaden access, an integrated team comprising representatives of Student Recruitment, Access and Enrolment, Universal Access and Disabilities Services (UADS), the LT Collab's Learning Development's First-Year Success programme and Student Wellness visit schools within our province and beyond. An example is the UADS team reaching out to all LSEN schools within the province. This includes conducting webinars and mask-to-mask sessions, sharing application information, subject choice, and its implications to accessing university studies, concessions, and awards, and extending support to applicants living with visible and invisible disabilities.

The Emthonjeni Student Wellness (ESW) team, in collaboration with the Student Recruitment team, conducts career outreach sessions to Quintile 2 and 3 school communities in Gqeberha. This partnership has extended to a short learning programme (SLP) offered to Life Orientation teachers. To encourage good practice, ESW trains other Eastern Cape university staff in Peer Helping, assessing Student Wellness, and Career and Employability Services.

3.4.2.3 The role of technology

The Digital Learning Experience Design and Innovation cluster (LXD) of the LT Collab provides a professional support environment to academics seeking to transition from traditional teaching methods to digital, hybrid or blended approaches. The rapid transition to digital has also amplified the need to upskill academics.

Mandela University provides a mix of comprehensive self-help resources and human capacity in the form of e-technologists and learning experience designers who assist academics with education technology. Where academics do not have the requisite skills or knowledge to achieve the desired digital pedagogic outcomes, help is available. Targeted presentations at institutional Learning and Teaching committees and FLTCs raise awareness of the LXD support available, and services are accessed via a dedicated Learning and Teaching helpdesk.

The goal of the technology training and support is to ensure that the design of the learning experience and application of appropriate pedagogies and teaching methodologies within the digital LT context leads to the proper transfer of knowledge and skills as well as engaged and successful students.

Lecture venues that are increasingly being fitted out for mixed mode Learning and Teaching (LT) change how lessons can be structured. For example, in “flipped classes”, students watch pre-recorded videos of lectures in their own time. The lecturer gives context to this video content in class time by discussing real-world applications. Videos are often shared on UniTube, a zero-rated video streaming platform dedicated to Nelson Mandela University.

The LT Collab and LXD take the position that LT is not simply about transferring skills and knowledge but that the University’s graduate attributes must inform teaching practice and be transferred to and experienced by students through the design of the curriculum and the associated delivery of LT. In traditional in-person education, one can argue that it is challenging to ensure that graduate attributes are being addressed, whereas in digital LT, every aspect of the LT practice, delivery and learner engagement can be measured through learning data analytics. Where modules and content are appropriately designed and structured, the presence of graduate attributes hence becomes measurable.

Recording lectures provides a mechanism for self-review of teaching practice and adherence of the content to learning objectives and outcomes. It also enables a teaching philosophy that focuses on graduate attributes. It is an objective of the LXD design analytics dashboards to centre on learner engagement and success while also reflecting traditionally hidden elements of the curriculum, such as graduate attributes and even the co-curricular activities of learners.

Programmes adopted and actively incorporated into the teaching and learning spaces due to the COVID-19 pandemic use platforms such as LinkedIn Learning, Zoom and MS Teams.

In addition to the support offered by the LXD team and the Moodle LMS, faculties also have access to various applications and discipline-specific software packages. Faculty-specific support to both staff and students is offered by ICT. The programmes, software packages and support are often identified, reviewed, and discussed at various faculty and institutional committees.

3.4.3 Standard 15

Mandela University strives for student exposure to learning and teaching at the institution across all sites and modes of provision to be a positive experience enabling their success.

The University centres the student as a co-creator, continuously reshaping the curriculum in and out of the classroom. This aligns with the University’s Vision 2030 and its embrace of a humanising pedagogical philosophy, or the “humanisation of education” as a touchstone of

learning and teaching. We need to teach students to reflect, think about their thinking, integrate, and connect. At the same time, they have to grasp the relevance and apply, transfer, and use what they have learned in different settings. This aligns with graduate attributes and portrays adaptability – especially post-pandemic – in applying knowledge and skillsets in various circumstances.

Student experiences outside-of-the-classroom are reflected in the co-curricular record, which enhances their portfolio and increases their post-training opportunities.

The University aims to understand how this process can influence student engagement and learning as it aids students in how to wrestle with the idea of “not knowing”. It can enable growth, open-mindedness, and inclusivity in how we are, be, understand, and think. It can create a deeper understanding, of self-actualisation, within the learning space both for teacher and student. This process allows us to interrogate good practices against the curriculum design agenda in higher education. Experiences gained through work-integrated learning increase the sense of engagement and learning beyond the classroom.

3.4.3.1 Mandela University student success initiatives

As our student profile has changed, the University has needed to be innovative in refining its student success initiatives. There are dedicated institutional departments that focus on student support for success: Learning Development (LD) and Emthonjeni – Fountain of Student Wellness (ESW) in the LT Collab. Success initiatives are not limited to these spaces as faculties and Student Life and Development also create innovations to enhance academic progression and personal development.

Students are critical to the development of these initiatives. Through LD’s Mentoring programme, students were asked to define student success. From the responses shared, the team concluded that success might be conceptualised differently by students, which provides an opportunity to pause and reflect on what this might mean for its student success initiatives.

The LT Collab, as mentioned previously, was formed at the beginning of 2020 as part of the organisational redesign process to enable and foreground student success. There are four clusters in the LT Collab reporting to the Dean: Learning and Teaching with the Learning Development Cluster (LDC) one of these and it, in turn, also contains four sub-clusters, shown in figure 23 below. The primary focus of the LDC is on providing an integrated set of programmes that support student learning and promote student success.

Figure 23: The Learning Development Cluster structure



3.4.3.1.1 Learning Development

This sub-cluster works mainly with groups of students and uses peer-led groups to facilitate engagement with academic material. There are two programmes supporting students, namely:

- **Supplemental Instruction (SI):** SI is an international student support initiative that provides voluntary support to students in modules deemed high-risk modules. These modules are identified when the average academic performance is 55% or less over three years. Senior students are trained as SI Leaders on Gqeberha and George campuses. Once trained, they work closely with the lecturer in planning sessions that allow students to discuss aspects of the module offering that they are having difficulty with.
- **Learning Development:** The unit prides itself on taking a responsive student-centric approach and providing supportive networks. The team offers support programmes to address needs identified by students and lecturers. The team also trains Tutors and Mentors who work in the faculties alongside lecturers to facilitate small group learning opportunities, which foster academic success.

3.4.3.1.2 Academic Literacies

This subcluster works mainly with groups of students and uses peer-led groups to facilitate engagement with academic material. There are a range of programmes supporting students in this subcluster, viz.:

- **The five FYS Pillars:** This focuses on supporting access and transition from secondary school education into the University environment. FYS@Mandela has five focus areas,

namely, pre-uni connect, VC welcome, faculty welcome, faculty academic and social orientation, and FYS orientation Thrive@Mandela. The focus is to support the applicant in the year before registration by providing relevant information. Thereafter, it supports the newly registered student by welcoming them to the University, providing information and support, and laying a good foundation to start their studies. A further component of this programme is a small “Buddy” group that connects the first-year student with a senior student from their programme. The FYS Buddy introduces the student to the campus and supports services and is a source of support for the first-year student during the first semester.

- There is an institution-wide **PG orientation programme** offered through Research Development and the Office of the DVC RII. Furthermore, faculties also orientate and support new PG students. For example, staff and national experts in the Faculty of Education orientate and support post graduate students in an online, after hours programme covering academic and student wellness resources and support on a variety of topics pertinent to PG studies. Supervisors are encouraged to arrange regular meetings (every two weeks) with their postgraduate students to monitor their progress and for a general check-in. Writing retreats, methodological and data analysis workshops, and a statistical analysis service is offered through Research Development to support and develop research competencies in PG students and staff as they conduct and report on their research.
- **Academic and Life Skills Management (ALM):** The core focus is to enable the extended programme students to develop a solid academic foundation for their studies. When these students transition into the mainstream offerings after their second academic year, they should be well prepared to manage the challenges of the mainstream load.
- **Academic Literacies Writing Programme (ALWrP):** This programme assists staff and students in developing the writing proficiencies of students at all levels of the University. The practitioners engage staff and students around issues of academic writing and present workshops to both staff and students to strengthen quality of writing. The practitioners are assisted by 12 senior students appointed as writing respondents who assist individual students in the writing development task. Students submit drafts of written work to the respondents, who provide feedback on their writing structure, grammar, layout of work and referencing. Students can then engage with this feedback to improve their assignments and writing proficiencies.

3.4.3.1.3 Student Success Coaching (SSC)

Student Success Coaching (SSC) is a new initiative at the University, instituted in 2020 as part of the Organisational Redesign to offer individualised work with students to enhance their success. The niche for this intervention is unfolding, but the intention is to have at least one SSC per

faculty in Gqeberha and one on the George Campus. The SSCs develop a one-on-one relationship with students and develop an individualised academic success plan. As the academic journey progresses, the student and SSC review and make necessary adjustments to the plan. The Student Success Coaches use the following model to inform their practice:

Figure 24: Student Success Coaching Model



3.4.3.1.4 Research

A team of two researchers in the LD cluster focuses on tracking students to identify who may benefit from support programmes. From admissions and academic progress data, areas of concern are identified for students who may benefit from developmental interventions. An ongoing review of access data is collected to review all university admissions criteria every five years. The team assists with institutional and national surveys and disseminates these results to relevant role players.

Further information on the cluster can be found on the website, including a “Student Success Resource” document that students can use.

3.4.3.1.5 Emthonjeni – Fountain of Student Wellness

Emthonjeni-Fountain of Student Wellness (ESW) is one of the LT Collab’s student-facing clusters. Its interventions shifted due to the turbulence created by the COVID-19 pandemic. This led to mobilising sustainable resources to offer virtual services as part of an ongoing commitment to the mental health and wellbeing of all registered students. Crisis intervention, hospitalisation, stress-related conditions, suicidal ideation, gender-based violence, substance use and abuse,

anxiety, and depression are among the issues dealt with by ESW from March 2020 to date. The increasing demand and complexity of mental health issues have outpaced staff capacity, leading to swift recruitment and filling of positions. Furthermore, an online booking system has been activated to improve student access to psycho-social services. Students access ESW services by clicking on the link shared.

Fostering students' mental well-being requires collaborative partnerships with the University's internal and external stakeholders. ESW has applied an integrative approach and works collaboratively with Student Health Services, Universal Accessibility and Disability Services (UADS), Faculties, Students Housing, the Transformation Office, and external health facilities to do this. As an affiliate of the South African Association for Counselling and Development in Higher Education (SAACDHE), ESW services are quality assured through quality assurance guidelines and standards co-developed with the association.

ESW procedures are developed in the three languages most spoken in the region (English, Afrikaans and IsiXhosa) are posted on media platforms to communicate, engage, and create awareness. Furthermore, Memos are emailed tabling ESW booking processes and procedures, including all other relevant information.

To ensure immediate access and eliminate waiting times, psychologically at-risk students are referred to on-site services and assigned counsellors for psychological emergencies. Successful referral to local medical facilities is enhanced by collaborative relationships built with professionals at these facilities.

Individual and ongoing counselling support for GBV-related matters is provided. ESW has developed an online form for capturing GBV-related client data. An electronic copy of the form is made available and revised annually.

Further GBV initiatives include awareness-raising activities conducted in collaboration with the Transformation Office, including group counselling and the *Singamadoda?* (Promoting Positive Masculinity) group initiatives.

In addition to the therapy and counselling process, group interventions are organised online in response to specific needs. These sessions are held at student-friendly times and cover topics related to mental health, personal, career and learning development.

Peer Helpers also facilitate workshops and webinars relevant to students' needs on request at residences during the evenings to increase peer-to-peer support. This augments access to psycho-social support.

3.4.3.1.6 Universal Accessibility and Disability Services (UADS)

Committed to helping students with disability achieve access for success, the Universal

Accessibility and Disability Services (UADS) unit launched two programmes: a learning intervention to assist students with learning difficulties with strategies, and a coaching and mentoring programme for transitioning pathways of students at Nelson Mandela University.

Learning Intervention (Study Strategies)

Study strategies focus on helping students with dyslexia, dysgraphia and dyscalculia. They also assist students with auditory and language processing disorders and non-verbal learning difficulties.

Learning Intervention also provides study strategies for reading, writing and comprehension. The materials developed are sensitive to the different learning styles of students such as: diverging, assimilating, converging, and accommodating. The material is made available on UADS online platforms and can be accessed on the “useful resources” webpage.

Mentoring and Coaching (student success and transition pathways)

This student success programme has three phases of support: Pre-entry, on entry and exit support. More detail is available in the document student success and transitioning pathways on the UADS homepage.

To enhance the success of differently-abled students, the unit is committed to facilitate the reasonable academic accommodations for differently-abled students. To facilitate this process, a policy on reasonable academic accommodations was developed.

3.4.3.1.7 Living and Learning Communities

Nelson Mandela University recognises that learning does not only occur in the classroom but takes place in every space where a student finds themselves, including where they live. Consequently, the University, together with the Department of Student Housing and Accommodation, has invested time and prioritised the transformation of residential spaces into living and learning communities. This strategy is implemented across all campuses and, includes accredited off-campus residences.

There are also programmes and activities to enhance students' learning and development beyond the classroom, which helps to encourage growth and cultivate positive graduate attributes. These include:

- Student Leadership Development where students take on leadership roles in areas such as House Committees (HC), Resident Student Assistants (RSA), Mentors, Internships and Computer Lab Assistants. These leaders play a crucial role in student support and development. Currently, the university has more than 450 leaders of this nature across the Living and Learning Communities (on- and off-campus).

- The residential learning environment offers Mentorship Programme where living and learning communities are created for students to develop and explore common interests and to gain practical experience. These include, for example, our Green campus initiative (GCI), Woman in Leadership (WIL), LGBTI+, social justice, Res Herald, Water and Wellness Champions and more.
- Mentors in the residential space are trained to ensure that students suffering from mental health-related conditions are identified and referred for counselling. Mentors also track academic progress and engage on time management, procrastination, and other issues.
- Uncomfortable dialogues that need safe spaces are addressed by the creation of such spaces across residential communities. This aims to provide students with platforms of engagement where they can discuss societal challenges and concerns, and brainstorm ways of addressing them. These dialogues cover broad areas ranging from hygiene, culture and societal issues, Africanisation, leadership, activism and more.
- Shared spaces such as computer laboratories and study centres are available for students to develop academically and engage in multi-disciplinary team projects.
- Educational student events are provided that encourage group participation, fun and innovation enhancing social integration and student learning. Sport and other physical activities are incorporated into these events.
- All student leaders are invited to the annual Reslife Leadership Conference (RLC) and delegates have indicated that this is a good personal development opportunity.

3.4.3.1.8 Examples of Faculty-based student success initiatives

In the wake of COVID-19, the Business and Economic Sciences Faculty created an App to share information with their provisionally and fully accepted students. The App was used to place information at different phases of the applicants' and students' journey and is used throughout the year. It has proved to be effective to orient students who register late, partly due to orientation videos created and maintained by e-technologists which help to lessen confusion and limit questions. It recorded around 8 500 hits in the first week of orientation in 2022 will be expanded to include student success information for all undergraduate students.

The Education Faculty employed a coordinator for its first-year groups to ensure that onboarding is seamless, providing dedicated support to transition new students. The Health Sciences Faculty takes a similar approach, and the Medical School has dedicated support staff including an academic developer, student success coach, academic advisor, and writing consultant.

The introduction of a multi-lingual GetDigiReady programme by EBET and the training and deployment of DigiReady Buddies by the Computing Sciences Department, have facilitated the digital literacy development of first-year student during the pandemic.

EBET also conducts a mentoring programme specifically focused on female engineering students, the Women in Engineering Leadership Academy (WELA). The support offered is not

limited to academic input but extends to life skills training, counselling, and life coaching.

The Science Faculty has an academic advisor who is key to ensuring registration success. This advisor provides advice and support across years of study as needed.

As mentioned previously, the Law Faculty created RADAR to help track student progress. Beyond monitoring performance, RADAR also creates opportunities for guided student development. It encourages communication between students and academics, leading to the referral of students to the support and development services indicated above.

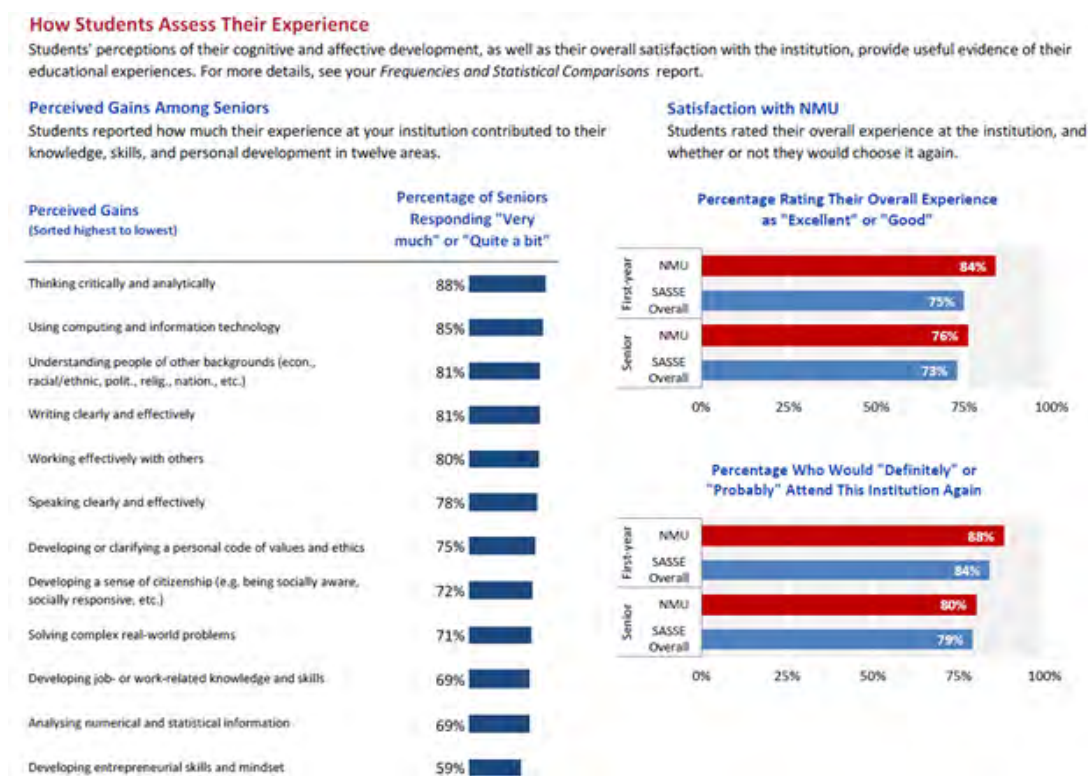
3.4.3.1.9 Student Voice

Nelson Mandela University has adopted various mechanisms to elicit feedback. Student feedback on their modules is obtained using a standardised LT Collab: TD questionnaire where responses are scanned and communicated to the lecturer and reported on by LT Collab: TD.

Besides internal surveys, the University participates in national projects such as the Beginning University Survey of Student Engagement, South African Survey of Student Engagement, and Lecturer Survey of Student Engagement. These help the University to understand its students better and identify which aspects of their learning experience could be improved and what teaching approaches could be adopted.

The South African Survey of Student Engagement (SASSE) is regularly administered, with the latest administration being in 2021. The snapshot below indicates feedback on students' cognitive and affective development and their overall satisfaction with the institution (Institutional Report 2021 South African Survey of Student Engagement NMU, 2021, p.3).

Figure 25: SASSE Snapshot: Nelson Mandela Metropolitan University



As discussed in Standard 13, the COVID-19 pandemic posed immense challenges to learning and teaching. The Student Access to, and Use of, Learning Materials Survey Report 2020 states that students have been resilient despite learning and teaching challenges (DHET_SAULM-Report, 2020, p66).

Data obtained from Nelson Mandela University students on their access to and use of learning material in the SAULM survey reflected that:

- Mandela University respondents buy fewer textbooks than prescribed in their modules
- 57% of respondents bought data bundles from service providers to supplement the data that the university provided
- There was a general decrease in reliance on lecturers and peers to obtain learning materials and an increase in independent access during lockdown
- 99% of Mandela University respondents own at least one device they can study with, and of these, 78% own laptops. Of the 1% who do not own any device, 44% borrow from family, and 17% use internet cafés.

Students reported various challenges and opportunities over 2020. As detailed in Standard 13, Guideline 13.4, the University responded by devising and putting into place measures to minimise the negative impact of COVID-19 on students' learning and teaching experiences.

3.4.3.1.10 Graduate feedback

The University's OIS offers a Graduate Destination Survey that includes questions on practical work or experience/experiential learning, co-curricular activities, programme/qualification experiences and the student's general Mandela University experience.

There are numerous ways the University seeks to obtain information on student experiences, and it has measures in place to optimise experiences that yield student success. The University also monitors and reports on its overall student success. Published quarterly Institutional Indicators provide student success rates and assist the University in understanding strengths and facilitating measures and strategies to minimise areas of concern.

3.4.4 Standard 16

Nelson Mandela University engages with and reflects on, the employability of its graduates in a changing world, as highlighted below.

3.4.4.1 Graduate Destination Survey

As noted in Standard 15 above, the University administers an internal Graduate Destination Survey every two years. The data gathered includes the number of graduates employed or self-employed, the period after graduation to employment, the nature or duration of employment or self-employment, and whether the employment or self-employment is related to their area of study. All data gathered via the survey is analysed, the findings are summarised, and this report is shared with Senior Management. This enables the University to track how graduates perceive the knowledge, skills, values and attributes developed through the Mandela curricula, co-curricular activities and interventions. It allows broad reflection on the employability of its graduates.

Graduate Destination Survey findings are usually reported at the institutional level in a single comprehensive report but have also been disaggregated and reported by faculty or even disaggregated by the programme as and when needed. Thus, the University continues to track how graduates perceive the extent to which their knowledge, skills, values, and attributes were developed through the university curricula and co-curricular activities and interventions.

The report on the survey is reflective and includes strengths, areas for improvement and strategies to enhance graduate employability such as, but not limited to, improving the quality of teaching and learning and supervision; adopting embedded curricular approaches in the classroom, and enhancing awareness of employability competencies and students agency.

Analysis of the most recent responses shows that a large majority of students who completed practical work experience/experiential learning, and co-curricular activities, felt that these

activities enhanced their success in finding suitable employment. The results also showed overall satisfaction with the programme/qualification experiences and general Mandela University experience. The University recognises any weaknesses identified in the survey, such as communication with lecturers and supervisors, consultation with supervisors and other issues. Based on this, strategies to enhance the student experience are identified such as decreasing the staff: student ratio and providing extra consultation times. Additional information is included in the findings of the survey.

3.4.1.2 Graduate Employability

Nelson Mandela University's Career Services is a member of the South African Graduate Employers Association (SAGEA) and is associated with Universum Global, which provides further opportunities to research and reflect on graduate employability and economic activity. The Alumni Relations Office (ARO) is also associated with Universum.

Both SAGEA and Universum provide the Graduate Placement Office and the Alumni Relations Office (ARO) with survey findings and insights, enabling the University to engage with and act on the results. Alumni are contacted annually to complete the Universum Alumni Survey and the South African Graduate Employer Association Candidates Survey. The results of this research are shared with relevant University stakeholders.

According to the 2020 SAGEA survey, Career Services at Nelson Mandela University is rated as one of the top 10 Best Career Services and Best Career Fair at a University in South Africa. Career services include graduate recruitment programmes, career fairs, placements, and work readiness programmes.

Although employability is tracked and students are equipped for the world of work, the University recognises the importance of developing those that want to become self-employed. This is nurtured through student entrepreneurship programmes that the University has implemented.

3.4.1.3 Student entrepreneurship

The University is dedicated to fostering an enabling environment conducive to student entrepreneurship and entrepreneurial development through which desired graduate attributes such as creativity, innovation, and entrepreneurship thinking are cultivated.

Since 2017, Mandela University Department of Student Governance and Development has led the work to develop student entrepreneurship at the institution as part of the vision of the Dean of Students. The urgent need for entrepreneurial support was continually voiced on all event platforms created by the department. The need extended beyond the university and was heard

in the community engagement platforms.

In 2018, a working group was established consisting of representatives of students, the Business School, Student Governance and Development, Residences, Alumni, and the NYDA (an external stakeholder) to develop a collaborative approach to organising and enabling student entrepreneurship within the university.

Student Entrepreneurship at Nelson Mandela University has four focus areas:

- Student Entrepreneurship Service Desk (Madibaz Youth Lab)
- Student Entrepreneurship Spaces on campus
- Entrepreneurship Development Programmes
- Entrepreneurship Development in Higher Education (EDHE) National programmes

MANCO passed a student entrepreneurship framework in 2020 to allow student entrepreneurs to operate businesses on campus.. To enable an environment of support to new and existing student entrepreneurs through collaboration in areas of entrepreneurship development while also contributing to the consolidation and synergy of entrepreneurial activities at the University.

Since the introduction of student entrepreneurship as a critical strategic priority within Student Governance and Development in 2017/18, it boasts numerous highlights and achievements. However, there are challenges identified for improvement.

3.4.1.4 Alumni

Nelson Mandela University has an Alumni Relations Office (ARO) responsible for managing its alumni relations and offering effective and efficient governance and administration.

Nelson Mandela University strives to engage its alumni in the activities of the University through a multi-faceted Alumni Relations Office (ARO) programme each year, which consists of a series of publications, hosting in-person or online activities and engagements and awarding the annual alumni awards. In total, 107 awards have been conferred on alumni in South Africa and abroad since their introduction in 2010. These awards are an important opportunity for faculties to connect with prominent alumni. The Nelson Mandela University Shop is also an alumni project, connecting students and alumni with the institution as brand ambassadors.

The ARO reaches out to alumni on its dedicated website Mandela Alumni Connect, the University website and on other online platforms, and these are actively monitored. The number of alumni indicating they studied at Nelson Mandela University on LinkedIn, for example, is the largest of all the universities in South Africa, with 25 212 alumni as of 11 May 2022. The Alumni Office also has an integrated Alumni Intelligence System capable of facilitating and managing its communications with alumni and can demonstrate impactful communication and engagement nationally and internationally.

Alumni are also actively involved in the affairs of the University in ways that do not always directly affect the ARO. Currently, the ARO does not have a comprehensive way to collect and document this hence this is an area to focus on enhancing in the future.

This concludes reporting on the four Focus Areas and 16 Standards identified by CHE as imperatives for the self-reflection in advancing Nelson Mandela University toward a comprehensive university with a mature quality advancement system that can carry the mandate of developing, teaching, and reviewing qualifications that will produce graduates that can change the world.

As can be seen from this report, the University's Quality Advancement system contains all the necessary elements to consistently advance and monitor quality, identify areas for improvement, and develop and implement improvement plans to address them.

4

OVERALL REFLECTION ON PROCESS AND OUTCOME



4. Overall reflection on process and outcome

An 11-member co-convening team was identified by the DVC: LT. The Dean: Learning and Teaching, the liaison between CHE and the University and the internal coordinator of the project, briefed the team in a letter based on information gathered from the *Framework for Institutional Audits 2021* and the *Manual for Institutional Audits 2021*. This served as an invitation to participate as convenors in the audit. Copies of the CHE documents were hyperlinked and distributed in the briefing document. Each member accepted the invitation to embark on this extensive and crucial reflective process.

4.1 Planning

The initial planning process focused on identifying staff and students with the requisite knowledge and information needed for the audit and the respective focus areas, standards, and guidelines. This was the first step in establishing working groups that the co-convenors would lead. It was essential to ensure adequate representation to incorporate all the relevant information and systems and draw from institutional memory. The final composition of the groups consisted of staff from the LT Collab (Academic Planning, Quality Advancement, Teaching Development, Learning Development, Digital Learning Design Experience and Innovation), representatives from Faculties (Executive Deans, Deputy Deans; DoS/HoD), People and Operations, Engagement and Transformation, Research Innovation and Internationalisation, Office for Institutional Strategy, Student Life and Development, and the SRC.

4.2 Training and development

The first information sharing and training process at the end of October 2021, was most helpful in guiding the thinking on the process of obtaining the correct information, aligning it to the objectives of the audit and formulating the narrative accordingly. The last training session, in March 2022, assisted with reflection and geared the team towards pulling together the information collected to refine the self-reflection report and portfolio of evidence.

In addition to the formal training conducted by CHE, teams held sessions to gain a shared understanding of the requirements, clarity on the standards, and allocate resources. There was consultation between teams working on the four focus areas, in addition to regular project team meetings and numerous emails to monitor progress and assist with sourcing information. This evaluation could not happen if there were no coordination and communication. Constant presentations on status updates were offered to committees and management.

4.3 The data gathering process

The entire process was guided and managed as a project; the standards created the sub-division of the work, with various sub-projects and leaders. Each of the team's core members took responsibility for a section of the standards and started to obtain the relevant information over a predetermined period from various faculties, divisions, and units within the University. Some members were classified as dedicated contributors to the process regarding information required and deemed essential. The data gathering process entailed drafting a schedule, describing types and sources of data, providing a brief explanation of relevant information required, and identifying and requesting information. Data was then collated, synthesised according to standards and themes, and submitted to the institutional coordinator.

Each convening team created a repository site, on either MS Teams or on the University SharePoint, managed by a core member of the convening team and a dedicated team in the LT Collab. The site was structured according to the standards and subdivisions within the standards. All members, staff and students had access to the MS Teams site. As the project progressed, the information was structured more specifically to allow a logical flow of information to assist with writing a draft narrative.

Once all the information was ordered on the MS Teams/SharePoint site, the focus area narrative writers started to analyse the data and interpret it and draft the narrative for each focus area. The leading convenor interacted with the narrative writers and provided input as a critical reader of the narrative. Once completed, the narrative and the portfolio of evidence were stored on the MS Teams/SharePoint Site, with access granted to all members responsible for assimilating the narrative for the university.

4.4 Reflection on the process

Upon entering the audit process, co-convenors had varying experiences of CHE review processes at both programme and institutional levels. The amount of work needed for the operation was evaluated and was appreciated as enormous. However, balancing their workloads and commitments and overseeing the working group's contributions required patience and a unique way of encouraging colleagues to submit the required information. As much as the task at hand was understood, capacity development workshops by the CHE were of great assistance.

Some of the obstacles encountered were the non-responses from certain sections/faculties/divisions in the university and the time-consuming nature of follow-ups to gain the information. Another challenge was to decide what information was relevant and to what extent it could/must be shared to illustrate the points highlighted in the focus areas.

To increase capacity and alleviate the workload in Focus Area 4, the Law Faculty appointed an

administrative assistant, under the guidance of Dr Lynn Biggs as co-convenor, to assist in gathering the evidence and information required. The administrative assistant followed up with colleagues across faculties and departments, sorted, and uploaded the information and evidence in a shared folder that the co-convenors, working group, and sub-group members could access.

Once all the teams had submitted their sub-sections, a three-member learning and teaching team read the narratives and identified gaps in the information against the standards and guidelines provided in the CHE manual and framework. Further consultations were done to fill the gaps or gain clarity and evidence of what was already submitted. Meaningful reflection and careful considerations were given to avoid duplication and over-or underrepresentation.

Due to the enormity of the exercise, administrative support was needed to ensure that all tables, graphs, and figures aligned and that the PoE reflected the statements made in the SER.

An editor was appointed to collate the narrative and formulate a report with a unified voice in collaboration with a four-member team from the LT Portfolio. Given fine distinctions especially between Focus Areas 2 and 3 and overlaps in what was requested for some standards across the focus areas, judgement calls needed to be made regarding what would be covered where. It is for this reason that Focus Area 2, which outlines the University’s Quality Advancement Framework and system, is by far the longest of the four focus areas. Focus Area 3, where the coherence and integration of the institutional quality management system was reflected on, is the shortest as some of the aspects requested were covered in Focus Area 2.

The composition of staff and students who dedicated their efforts to make the report and evidence possible is provided in the following table.

Table 16: The Nelson Mandela University Audit Team

Involvement	Focus Area 1	Focus Area 2	Focus Area 3	Focus Area 4
Co-convenors	Prof Heather Nel	Prof Dalenca Pottas	Prof Hendrik Lloyd	Dr Noluthando Toni
	Dr Muki Moeng	Mr Edgar De Koker	Ms Chantal Dwyer	Dr Lynn Biggs
		Mr Melvin Syce	Dr Denise Schael	Mr Luthando Jack
Working group			Prof Michelle Mey (core member BES)	Dr Mziwakhe Sibukashe (AP)
			Dr Paul Tai-Hing (core member BES)	Ms Anne-Mart Olsen (TD)
			Ms Lindie van Rensburg (core member Academic Administration)	Dr Sue Petratos (EBET)
			Ms Nereshnee Naidoo (core member QA)	Dr Jacqui Luck (Humanities)
			Dr Mziwakhe Sibukashe (core member AP)	Mr Mike Swanepoel (LXD)
			Prof George de Lange (contributor ETP)	Ms Ronelle Plaatjes (LD)

			Dr Denise Schael (contributor RII)	Dr Bernard Sebake (Student Life and Development)
			Prof Charles Wait (narrative writer BES)	Mrs Marian Neale-Shutte (Office for Institutional Strategy)
			Dr Frans du Toit (narrative writer BES)	
			Ms Claudia Mouton (student representative)	
			Ms Monalisa Mapapu (student representative)	
Compilers of the final draft	Prof Cheryl Foxcroft (DVC: Learning and Teaching) Dr Phumeza Kota-Nyati (Dean: Learning and Teaching) Ms Nereshnee Naidoo (Quality Consultant) Ms Xabisa Faku (Quality Coordinator)			

Approval of the Self Evaluation report was sought and obtained from the following structures.

Table 17: Approval Structures of the SER

Structure	Date
MANCO	20 May 2022
Joint meeting of Quality and the Learning and Teaching Committees	19 May 2022
ECS	24 May 2022
Institutional Forum	06 June 2022
Senate	08 June 2022
EXCO of Council	09 June 2022

4.5 General Conclusion

4.5.1 Overall Assessment of Nelson Mandela University's Quality Advancement System

To provide a summary of the University's evaluation of its Quality Advancement System, the evaluation will be tabulated per focus area and the four standards in each of these. Areas for improvement will also be noted. An overall evaluative comment will be made at the end of each table.

Table 18: Evaluation related to Focus Area 1 Standards 1-4

Focus Area 1: Governance, strategic planning, management and leadership support the core academic functions	
Standards	Evaluation
Standard 1: Nelson Mandela University has a clearly stated vision and mission and strategic goals, which have been approved by appropriate governance structures, subject to comprehensive stakeholder engagement.	The vision, mission and strategic goals are clearly articulated following a broad consultative process with stakeholders and have been approved by Senate, MANCO, the Institutional Forum, and Council. Our key strategic differentiator is that we are a student-centric, engaged university in service of society, which permeates through our three core missions of learning and teaching, research and innovation, and engagement
Standard 2: The stated vision, mission and strategic goals align with national priorities and context as well as sectoral, regional, continental, and global imperatives.	The alignment and responsiveness of the University to key local, regional, national, and global imperatives was clearly demonstrated in section 3.1.2 of the Report
Standard 3: There is demonstrable strategic alignment between the institution's quality management system for core academic activities across all sites and modes of provision and its vision, mission, and strategic goals, as well as its governance and management processes.	The strategic alignment was clearly demonstrated in section 3.1.3 of the Report. Furthermore, institutional mechanisms and processes are in place to identify where adjustments and improvements are needed, which enables steps to be taken to address issues.
Standard 4: There is a clear understanding of and demonstrable adherence to the different roles and responsibilities of the governance structures, management, and academic leadership.	<p>The University adopts an integrated, coordinated approach to quality assurance and advancement as can be seen in section 3.1.4. Roles and responsibilities of governance structures and key units are clearly spelt out.</p> <p>An area for improvement identified is that following the organisational redesign process where internal audit and risk management were reconceptualised, their role in quality advancement has further enhanced our quality advancement system. However, our policy documents need to be updated to reflect these reconceptualised functions and should spell out their role in quality advancement</p>

Reflecting on the University's self-evaluation of Focus Area 1 and its four standards, the overall evaluation of this focus area is that the institution's **governance, strategic planning, management**

and leadership structures and functions are generally integrated, coherent, sustainable and mature and are effective for the University to achieve its vision and mission related to its core academic functions and enable student success.

Table 19: Evaluation related to Focus Area 2 Standards 5-8

Focus Area 2: The design and implementation of the institutional quality management system supports the core academic functions	
Standards	Evaluation
Standard 5: To give effect to the delivery of its core learning and teaching, research, and engagement functions, Nelson Mandela University has a quality assurance system in place	<p>In section 3.2.1 of the Report detail was provided regarding the University’s comprehensive quality advancement system in terms of its characteristics; governance arrangements; policies, processes, procedures, and plans; and the gathering and use of data to inform decision-making and measure impact.</p> <p>Areas, where improvements were identified, are:</p> <ol style="list-style-type: none"> a. Policy renewal needs to include alignment with Vision 2030 and changes in organisational structures. In addition, the revision of the following policies needs to be concluded: <ul style="list-style-type: none"> • Language Policy • Promotion of Academic Integrity and Prevention of Plagiarism policy • Ad Personam Promotions policy (including funding for promotions) • Policy for Engagement b. Greater attention needs to be given to include the quality standards for online LT, e-assessment, and mixed-mode LT in the University’s Learning and Teaching Policy. Concomitantly, attention needs to be given to revising some General Rules to align them better with mixed-mode LT, which includes online LT and e-assessment. c. A policy must be developed and approved related to the design of and quality standards for learning materials and module sites on the LMS d. A strategy must be developed to systematically monitor and review assessment practices across faculties e. A refined monitoring and tracking system for postgraduate students and academics enrolled for higher degrees is needed to monitor progress and address barriers at Institutional and Faculty Levels.
Standard 6: Human, infrastructural,	In section 3.2.2 of the Report, it was reflected that while

Focus Area 2: The design and implementation of the institutional quality management system supports the core academic functions

Standards	Evaluation
<p>knowledge management and financial resources support the delivery of Nelson Mandela’s core academic functions across all sites of provision along with the concomitant quality management system, in accordance with the institution’s mission.</p>	<p>adequate human, infrastructural, and financial resources are deployed to support the academic project and quality advancement systems, areas for improvement were also identified, namely:</p> <ol style="list-style-type: none"> a. Implement strategies to: <ul style="list-style-type: none"> • Reduce high staff: student ratios and the workloads of academic staff • Review and possibly revise the Resource Allocation Model (RAM) for faculties • Reimagine ICT and physical infrastructure and repurpose spaces. • Expand student accommodation on and off campus • ensure that more systematic quality monitoring is undertaken and reported on, and that a more predictable cycle of quality reviews and reflection related to core support services and systems is engaged in b. Continue to seek impactful initiatives to enhance staff wellness c. Invest in more smart LT venues to support a mixed mode LT approach d. Expand the student device initiative project as all students need a device and connectivity given the flexible, mixed mode LT approach aligned with Vision 2030
<p>Standard 7: Credible and reliable data (for example, on throughput and completion rates) are systematically captured, employed and analysed as an integral part of the institutional quality management system so as to inform consistent and sustainable decision-making.</p>	<p>Nelson Mandela University has a comprehensive data capturing and management system, has developed expertise in management information and data analytics, and a culture of good practices related to analysing and sharing data to inform decision-making generally and related to quality advancement.</p> <p>An area of improvement noted is:</p> <ol style="list-style-type: none"> a. To prioritise and invest in the continued training and professional development of staff in generating and using data to inform decision-making

Focus Area 2: The design and implementation of the institutional quality management system supports the core academic functions	
Standards	Evaluation
Standard 8: Systems and processes monitor the institution’s capacity for quality management, based on the evidence gathered.	Across the institution, systems and processes are in place to promote excellence, evaluate and review quality against set criteria and standards, report on areas of concern, and address identified improvements needed to enhance quality.

Reflecting on the University’s self-evaluation of Focus Area 2 and its four standards, the overall evaluation of this focus area is that the **design and implementation of its quality management system** is generally mature and effective in terms of how it supports and advances quality in our core academic functions.

However, this focus area speaks to the heart of our quality advancement framework and system. As we are committed to an ethos of continuous improvement, our reflections related to Focus Area 2 were more critical in nature. Consequently, more areas of improvement were identified which provides us with the opportunity to further enhance the effectiveness of our quality advancement system.

Table 20: Evaluation related to Focus Area 3 Standards 9-12

Focus Area 3: The coherence and integration of the institutional quality management system supports the core academic functions	
Standards	Evaluation
Standard 9: There is an evidence-based coherent, reasonable, functional and meaningfully structured relationship between all components of the institutional quality management system at Nelson Mandela University.	Quality management is integrated into the University’s core academic and support functions and embodies monitoring and review to advance quality. Staff responsible for managing quality standards are held accountable, their performance is monitored, and a reward system is in place. The roles and responsibilities of key role players responsible for implementing the model and approach to quality advancement are indicated in relevant policies. However, this remains a work in progress that could require more specific guidance to be built into the Quality Advancement Framework when it is reviewed.
Standard 10: There is evidence-based regular and dedicated governance and management oversight of the quality assurance system at Mandela University.	Nelson Mandela University has well-developed organisational governance and management structures in place to guide and monitor quality advancement initiatives. Through surveys and other regular monitoring processes, achievements are measured against performance targets set

Focus Area 3: The coherence and integration of the institutional quality management system supports the core academic functions

Standards	Evaluation
	for support services and for individual staff members. Good practices are reported, while non-compliance is closely monitored and addressed.
Standard 11: Planning and processes exist for the reasonable and functional allocation of resources to all components of the institutional quality management system.	There are guidelines and directives for the reasonable allocation of resources to faculties and PASS divisions, which includes the funding of the University's Quality Advancement system. Faculty-approved workload models assist to manage the workload of academic staff in a transparent manner.
Standard 12: The quality assurance system achieves its purpose efficiently and effectively	<p>Appropriate human and financial resources are allocated to the Quality Advancement Unit (QAU) and professional staff development opportunities are provided. While the QAU systematically reflects on its processes and resourcing and identifies areas for improvement, it has not been formally reviewed neither have follow-up interviews with stakeholders taken place after a review to evaluate the process.</p> <p>An area of improvement noted is that periodic formal reviews of the QAU should be instituted. This aspect can further be captured in the Quality Policy when this is reviewed.</p>

Reflecting on the University's self-evaluation of Focus Area 3 and its four standards, the overall evaluation of this focus area is that the institution's **quality management system** is generally coherent and integrated. It effectively supports and provides oversight for quality advancement in the core academic functions, which contributes to enabling student success.

Table 21: Evaluation related to Focus Area 4 Standards 13-16

Focus Area 4: Curriculum development, learning and teaching support the likelihood of student success.	
Standards	Evaluation
Standard 13: Mandela University has an effective institutional system for programme design, approval, delivery, management, and review.	<p>The University has clear procedures for programme design and development, and programme approval, delivery, and review. The Quality Committee provides oversight and structures in the LT Collab and faculties are in place to initiate and support programme development, approval, delivery, and review.</p> <p>An area of improvement noted is that few reviews of support</p>

Focus Area 4: Curriculum development, learning and teaching support the likelihood of student success.

Standards	Evaluation
	<p>services have been conducted. This should be addressed through introducing a regular cycle of such reviews.</p> <p>During times of significant disruption, any changes need to academic programmes and their delivery are taken within the precepts of Nelson Mandela University’s institutional quality management system and academic governance structures. Furthermore, plans are predicated on a set of principles developed and data is constantly gathered to get feedback and inform decision-making.</p>
<p>Standard 14: There are engagements at various institutional levels among staff, and between staff and students, with regards to: curriculum renewal and transformation, learning and teaching innovation, and the role of technology in learning and teaching</p>	<p>A set of statements collaboratively generated guide curriculum renewal and transformation. Faculties and the LT Collab create opportunities to engage in curriculum conversations and share good practices. However, the extent of curriculum renewal projects and conversations is uneven across faculties. Consequently, an area noted for improvement is to track the curriculum transformation and renewal work more intentionally and to add guidelines to the curriculum statements.</p> <p>A Teaching Development and Innovation Fund assists in driving LT innovation, which is often sparked by module evaluations, and creating an academic community of practice that advances scholarly teaching and promotes scholarly outputs.</p> <p>Mandela University provides a mix of comprehensive self-help resources, human capacity in the form of e-technologists and learning experience designers, and professional support services to assist academics with integrating education technology into learning delivery and pedagogical approaches.</p>
<p>Standard 15: Mandela University strives for student exposure to learning and teaching at the institution across all sites and modes of provision to be a positive experience enabling their success.</p>	<p>The University centres the student as a co-creator, continuously reshaping the curriculum experience in and out of the classroom experience. Furthermore, the University fosters a conducive learning environment, which is largely achieved through the range of student success initiatives and services provided centrally through the LT Collab, Student Life and Development, and within faculties. Information on student experiences in a range of contexts is systematically obtained and analysed. Further measures are in place to</p>

Focus Area 4: Curriculum development, learning and teaching support the likelihood of student success.

Standards	Evaluation
	<p>optimise experiences that yield student success. The University also annually monitors and reports on student success against a set of indicators. From these, strengths are identified and strategies to minimise areas of concern are developed.</p>
<p>Standard 16: Nelson Mandela University engages with and reflects on, the employability of its graduates in a changing world</p>	<p>Feedback and information are obtained from graduates through both the Graduate Destination Survey administered by the University and national surveys of graduates. Findings are used to identify strengths in terms of competencies graduates have gained at University, areas for improvement, and strategies to enhance graduate employability.</p> <p>The University is dedicated to fostering an enabling environment conducive to student entrepreneurship and entrepreneurial development through offering various programmes and services in Student Life and Development and modules and co-curricular experiences provided in faculties. While strengths have emerged, so too have challenges that need to be addressed (for example, we need more makerspaces on our campuses).</p>

Reflecting on the University’s self-evaluation of Focus Area 4 and its four standards, the overall evaluation of this focus area is that the institution has an intentional focus on student success through the range of high-quality success and development initiatives and support available, the nature of its curricula, its humanising approach to learning facilitation, and through co-curricular activities (such as, for example, those related to entrepreneurship). The University has a mature student success ecosystem that embodies in class and co-curricular learning. This fosters a supportive learning environment conducive to student success and helps to develop students who are ready for life and work in the 21st Century.

Based on the reflections against the four Focus Areas and 16 Standards above, the **overall conclusion** reached is that the University’s **quality advancement system**:

- Is generally mature and effective in terms of the governance structure, policies and processes to support, advance, systematically review, and continuously improve quality in our core academic functions. With the transition from Vision 2020 to Vision 2030, many of the University’s policies were formulated or reviewed prior to the approval of Vision 2030 by Council in March 2021. All policies will be systematically updated by the relevant policy owners to align with Vision 2030 as part of the policy review cycle

overseen by the Registrar's division.

- Has procedures in place to review and advance the quality of the University's support services and systems aligned to quality standards, but improvements are needed to ensure that more systematic quality monitoring is undertaken and reported on, and a more predictable cycle of quality reviews and reflection related to core support services and systems is engaged in.

4.6 Summary of Good Quality Advancement Practices

A range of good quality advancement practices is evident and have been included in this report. For example:

1. There is strategic alignment between the institution's quality management system for core academic activities and its vision, mission, and strategic goals, as well as its governance and management processes.
2. There is a comprehensive quality advancement system in which a culture of constant evaluation and critical reflection that sparks continuous improvement is embedded.
3. Well-developed organisational governance and management structures are in place to guide and monitor the quality advancement system and initiatives. This includes having a centralised Quality Advancement Unit that works synergistically with other units and faculties to promote excellence and advance quality.
4. Quality advancement is reviewed and reported against set criteria and standards.
5. A culture of good practices is being established on gathering, analysing, interpreting, and sharing data analytics to assess quality and inform planning and decision-making.
6. Planning processes, guidelines and directives that inform the reasonable allocation of resources to faculties and PASS divisions, including the funding of the University's Quality Advancement system.
7. There is a comprehensive, integrated student success ecosystem that includes a range of initiatives and services to optimise student success and enhance student experience.
8. There is recognition of the importance of including the student voice to inform and review student success initiatives and the quality of the learning experiences provided.

4.7 Priorities for Future Institutional Development and Improvement

The following three priorities have been identified to enhance and improve quality advancement and student success:

1. Integrate Academic Planning and Quality Advancement into one unit as has already been done at some South African universities. This will enhance both the evaluation and monitoring of quality and provide the necessary support for the development of new and revised programmes and qualifications, with staff working across planning and quality functions.

2. Given the University's adoption of a humanising, flexible, mixed-mode LT approach, develop an underpinning supportive ecosystem that provides high-quality, technology-rich learning environments, with student experiences and outcomes assessed against quality and success indicators.
3. Given the range of role players involved, create a QA ecosystem that facilitates staff synergistically collaborating across functional areas/portfolios. In this regard, during the organisational redesign two innovative structures were developed that foster non-siloed programmatic ways of working. The structures referred to are the LT Collaborative for Success and the Engagement and Transformation Portfolio. It will be interesting to research what the critical success factors and enablers are that facilitate new ways of working and co-creating approaches and initiatives, and then to see how this can inform the creation of a QA ecosystem.

Nelson Mandela University is grateful that it was given this opportunity to reflect on its quality advancement system. Much has been learnt in the process, both about aspects that are commendable as well as those where improvements are needed.

5

PORTFOLIO OF EVIDENCE



5. Portfolio of Evidence

Section 1 Preparation of the Self-Evaluation Report	
File Name	Communication Strategy (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EpIK1ucGJdIJIGSWycLIKN4BV27dNCzsNSSlpy0gKHVrjQ?e=auobMw
Section 2 Institutional Profile	
File Name	Vision 2020 strategic plan
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESIX2FtVv05Ft9HYB3d1a-gB1tlmunx0LWypV3zXzqgAKg?e=0jHM3y
File Name	Vision 2030 Strategy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQIA_fydWmBFsLx1bpKv5yEBZ5p-HVUruUN23AnkD083cw?e=uOd1VS
File Name	Nelson Mandela University Intercampus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ebp58XFI GN9BmELfXezKel4B8Aa-2aQADSWO1bMqxUw1nQ?e=19Nitw
File Name	Nelson Mandela University South Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYWtrFP0JpRMPjdGOXA1Z4sBy7b_yelVDO0SzTRes_pnzA?e=8UZwxu
File Name	Nelson Mandela University North Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EaEhHj3dpGJDgnpzbh9mM9EBIkVfTxnD8MYwglq8dSiWmg?e=qGRln1
File Name	Nelson Mandela University Missionvale Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYQoVXAEii1DI2xKzoWn2vwBKuDE1Ac7PVsGfVli_nCeGw?e=qeGEYd
File Name	Nelson Mandela University Ocean Sciences Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESOTamX69pZJipck-Szmjz0BWSRi-s0tn8YlvkiKziFeEg?e=XealXq
File Name	Nelson Mandela University Second Avenue Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETMFW-IT3I5GnbgEXc2US5EBbLWishZsuYG96a1hgGwSQ?e=YqhmWd
File Name	Nelson Mandela University Bird Street Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZXwfRNcOR1LjZbb6rLMJ5UBrowfsmNLrhiFYV96fIA-Ow?e=n2onpj

File Name	Nelson Mandela University George Campus map
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYvHdV6BKrxAkGw4ssjzlfB3cK8dSa6Yrtgh6DHlp7MpA?e=ozd8T4
File Name	EXCO organisational design presentation
Hyperlink	https://livenmmuac.sharepoint.com/:p:/s/CHEInstitutionAudit2022/EfWaB3_8sXJGlz7Fz3QijAYB439-vslLhWmlS1jq8jUfpA?e=cS67gX
File Name	The case for change: a call to action
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdDlepJ4r0dDIOLrPcW_KF4B76-tsYfacx6qgvziUgZnEQ?e=bMyhXF
File Name	School of Governmental and Social Sciences
Hyperlink	https://sgss.mandela.ac.za/
File Name	School of Language, Media and Communication
Hyperlink	https://slmc.mandela.ac.za/
File Name	School of Visual and Performing Arts
Hyperlink	https://vapa.mandela.ac.za/
File Name	Business School
Hyperlink	http://businessschool.mandela.ac.za/
File Name	School for Industrial Psychology and Human Resources
Hyperlink	https://siphhr.mandela.ac.za/
File Name	School of Accounting
Hyperlink	https://accounting.mandela.ac.za/
File Name	School of Economics, Development & Tourism
Hyperlink	https://sedt.mandela.ac.za/
File Name	School of Management Sciences
Hyperlink	https://sms.mandela.ac.za/
File Name	Primary School Education: Foundation Phase
Hyperlink	https://education.mandela.ac.za/Departments/Primary-School-Education-Foundation-Phase
File Name	Primary School Education: Intermediate Phase
Hyperlink	https://education.mandela.ac.za/Departments/Primary-School-Education-Intermediate-Phase
File Name	Secondary School Education

Hyperlink	https://education.mandela.ac.za/Departments/Secondary-School-Education
File Name	Post Schooling
Hyperlink	https://education.mandela.ac.za/Departments/Post-Schooling
File Name	Post Graduate Education
Hyperlink	https://education.mandela.ac.za/Departments/Post-Graduate-Education
File Name	School of Architecture
Hyperlink	https://soarch.mandela.ac.za/
File Name	School of Engineering
Hyperlink	https://soe.mandela.ac.za/
File Name	School of Information Technology
Hyperlink	https://soit.mandela.ac.za/
File Name	School of Built Environment and Civil Engineering
Hyperlink	https://sbe.mandela.ac.za/
File Name	School of Lifestyle Sciences
Hyperlink	https://sls.mandela.ac.za/
File Name	School of Clinical Care Sciences
Hyperlink	https://sccs.mandela.ac.za/
File Name	School of Medicinal Sciences
Hyperlink	https://medsci.mandela.ac.za/
File Name	School of Behavioural Science
Hyperlink	https://sbs.mandela.ac.za/
File Name	Medical School
Hyperlink	https://medicalschooll.mandela.ac.za/
File Name	Public Law
Hyperlink	https://publiclaw.mandela.ac.za/
File Name	Mercantile Law
Hyperlink	https://mercantilelaw.mandela.ac.za/
File Name	Private Law
Hyperlink	https://privatelaw.mandela.ac.za/
File Name	Criminal and Procedural Law
Hyperlink	https://crimproclaw.mandela.ac.za/

File Name	School of Biomolecular and Chemical Sciences
Hyperlink	https://sbcs.mandela.ac.za/
File Name	School of Computer Sciences, Mathematics, Physics and Statistics
Hyperlink	https://scsmps.mandela.ac.za/
File Name	School of Environmental Sciences
Hyperlink	https://ses.mandela.ac.za/
File Name	School of Natural Resource Management
Hyperlink	https://snrm.mandela.ac.za/
File Name	Learning and Teaching Collaborative for Success (LT Collab)
Hyperlink	https://lcollab.mandela.ac.za/
File Name	Digital Learning Experience Design and Innovation (LXD)
Hyperlink	https://lxd.mandela.ac.za/
File Name	Emthonjeni – Fountain of Student Wellness
Hyperlink	https://emthonjeni.mandela.ac.za/
File Name	Learning Development
Hyperlink	https://ld.mandela.ac.za/
File Name	Teaching Development
Hyperlink	https://td.mandela.ac.za/
File Name	Academic Planning
Hyperlink	http://ap.mandela.ac.za/
File Name	Quality Enhancement
Hyperlink	https://qa.mandela.ac.za/
File Name	Student Life and Development
Hyperlink	https://studentaffairs.mandela.ac.za/
File Name	Universal Accessibility and Disability Services (UADS)
Hyperlink	https://disability.mandela.ac.za/
File Name	Student Health Services
Hyperlink	https://studenthealth.mandela.ac.za/
File Name	Student Housing
Hyperlink	https://studenthousing.mandela.ac.za/

File Name	Student Governance and Development
Hyperlink	https://studev.mandela.ac.za/
File Name	Registrar's Division
Hyperlink	https://registrarsoffice.mandela.ac.za/
File Name	Academic Administration
Hyperlink	https://registrarsoffice.mandela.ac.za/Academic-Administration
File Name	Institutional Governance
Hyperlink	https://registrarsoffice.mandela.ac.za/Institutional-Governance
File Name	Legal Services
Hyperlink	https://registrarsoffice.mandela.ac.za/Legal-Services
File Name	Risk Advisory and Ethics
Hyperlink	https://registrarsoffice.mandela.ac.za/Institutional-Risk-Advisory-and-the-Ethics-Office
File Name	Innovation Office
Hyperlink	https://innovation.mandela.ac.za/
File Name	Research Development
Hyperlink	https://rcd.mandela.ac.za/
File Name	Research Support and Management
Hyperlink	https://rm.mandela.ac.za/
File Name	Library and Information Services
Hyperlink	https://library.mandela.ac.za/
File Name	International Office
Hyperlink	https://international.mandela.ac.za/
File Name	Earth Stewardship Research Institute (AEON)
Hyperlink	https://aeon.org.za/
File Name	Innovation through Engineering (eNtisa)
Hyperlink	https://entsa.mandela.ac.za/
File Name	InnoVenton: Institute for Chemical Technology and Downstream Chemicals Technology Station (InnoVenton/DCTS)
Hyperlink	https://innoventondcts.mandela.ac.za/

File Name	Institute of Coastal and Marine Research (ICMR)
Hyperlink	https://cmr.mandela.ac.za/
File Name	Advanced Mechatronic Technology Centre (AMTC)
Hyperlink	https://amtc.mandela.ac.za/
File Name	Built Environment Research Centre (BERC)
Hyperlink	https://qs.mandela.ac.za/Research/Built-Environment-Research-Centre
File Name	Centre for African Conservation Ecology (ACE)
Hyperlink	https://ace.mandela.ac.za/
File Name	Centre for Broadband Communication
Hyperlink	https://broadband.mandela.ac.za/
File Name	African Centre for Coastal Palaeoscience
Hyperlink	https://ccp.mandela.ac.za/
File Name	Centre for Community Technologies
Hyperlink	https://cct.mandela.ac.za/
File Name	Centre for High Resolution Transmission Electron Microscopy (HRTEM)
Hyperlink	https://chrtem.mandela.ac.za/
File Name	Centre for Integrated Post – School Education and Training (CIPSET)
Hyperlink	https://cipset.mandela.ac.za/Home
File Name	Centre for Law in Action (CLA)
Hyperlink	https://cla.mandela.ac.za/
File Name	Law Clinic
Hyperlink	https://ila.mandela.ac.za/Law-Clinic
File Name	Refugee Rights Centre
Hyperlink	https://ila.mandela.ac.za/Refugee-Rights-Centre
File Name	Centre of Philosophy in Africa
Hyperlink	https://philosophy.mandela.ac.za/
File Name	Centre for Research Information and Cyber Security
Hyperlink	https://crics.mandela.ac.za/
File Name	Centre for Rubber Science and Technology
Hyperlink	https://crst.mandela.ac.za/

File Name	Centre for the Advancement of Non-racialism and Democracy (CANRAD)
Hyperlink	https://canrad.mandela.ac.za/
File Name	Centre for the Community School (CCS)
Hyperlink	https://ccs.mandela.ac.za/
File Name	Centre of Expertise in Forecasting (COEF)
Hyperlink	https://coef.mandela.ac.za/
File Name	Centre of Gender and Women Studies
Hyperlink	https://cwgs.mandela.ac.za/
File Name	Southern Africa CISCO Academy Support Centre (SACASC)
Hyperlink	https://sict.mandela.ac.za/Southern-Africa-Cisco-Academy-Support-Centre-%28CASC
File Name	Telkom Centre of Excellence (COE)
Hyperlink	https://coe.mandela.ac.za/
File Name	Raymond Mhlaba Centre for Governance and Leadership
Hyperlink	https://www.mandela.ac.za/Leadership-and-Governance
File Name	Biokinetics and Sport Science Unit
Hyperlink	https://hms.mandela.ac.za/Biokinetics---Sport-Science-Unit
File Name	Chair for Critical Studies in Higher Education Transformation (CriSHET)
Hyperlink	https://crishet.mandela.ac.za/
File Name	Drug Utilisation Research Unit (DURU)
Hyperlink	https://pharmacy.mandela.ac.za/Research-Units/Drug-Utilization-Research-Unit
File Name	Family Business Unit
Hyperlink	https://fbu.mandela.ac.za/
File Name	Global Leadership Institute for Sustainable Futures
Hyperlink	https://gli.mandela.ac.za/
File Name	Govan Mbeki Mathematics Development Unit
Hyperlink	https://mbeki-maths-dev.mandela.ac.za/
File Name	HIV/AIDS Research Unit
Hyperlink	https://hiv aids.mandela.ac.za/
File Name	Infrastructure Development and Engagement Unit

Hyperlink	https://ideu.mandela.ac.za/
File Name	Labour and Social Security Law Unit
Hyperlink	https://lsslu.mandela.ac.za/
File Name	Marine Apex Predator Research Unit
Hyperlink	https://mapru.mandela.ac.za/
File Name	Sustainability Research Unit
Hyperlink	https://sru.mandela.ac.za/
File Name	Unit for Economic Development and Tourism
Hyperlink	https://ufedt.mandela.ac.za/
File Name	Unit for Positive Organisations
Hyperlink	https://upo.mandela.ac.za/
File Name	Unit for Statistical Consultation
Hyperlink	https://rd.mandela.ac.za/Unit-for-Statistical-Consultation
File Name	Unit for Visual Methodologies for Social Change
Hyperlink	https://rce.mandela.ac.za/Visual-Methodologies-for-Social-Change-Unit
File Name	Engagement Office (EO)
Hyperlink	https://caec.mandela.ac.za/
File Name	Community Development Unit
Hyperlink	https://cdu.mandela.ac.za/
File Name	Unit for Continuing Education
Hyperlink	https://continuingeducation.mandela.ac.za/
File Name	Career Services
Hyperlink	https://careerservices.mandela.ac.za/
File Name	Facts and Figures
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYHFQK2mK6hPolaRXZ7qHpKBoViN7RAqGQaoW95a5J9Evw?e=hsUAvl
File Name	Vision 2020 Decadal Review: Academic Size and Shape Indicators
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdznyXYQr-xEpZV7hE-UhogBicHugPEtc0H5VWee-ZCdHA?e=Yss5GU

File Name	Master's graduate and lecturer leading a highly successful Accounting programme
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETNc8RebZ09Jp763jGFz9PABwMH_oDA1WInoVBffVYSOrQ?e=vCZKNK
File Name	405.04 Research and Innovation Strategy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EaMvweEkGQpKtVHepYMxtJUBYWca9MbzyUgm4R1hMs8QA?e=ucgOK0
File Name	Revised Post Graduate Research Scholarship Policy (Pending approval)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWsomS2fkUtLk4O-mowXkeEBhRXtKePN3PbrtLdQWgr5eg?e=hoeyja
File Name	Research and Innovation Report 2020/2021
Hyperlink	https://www.mandela.ac.za/flipbooks/Research%20Report/mobile/index.html
File Name	Engagement and Transformation Report (2020 – 2021)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEAudits/EWZNB5RcyilKjbyE-nOypDwBDliJ76YYJI7UySJekk9Mmg?e=nOtQ5n
File Name	Hubs of Convergence
Hyperlink	https://hoc.mandela.ac.za/Who-We-Are
File Name	Mandela University Food Systems Newsletter-December 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESKUByWqYKZOm6nzThatBjAB-EHwFlw4sE5yONZrolf8ag?e=faYg38
File Name	Reimagining infrastructure delivery
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESOZENFXbqBFgG88ISM3YBUWGAaUQYetjzRtSXE8cU_A?e=dPBtWs
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 1 Standard 1	
File Name	Vision 2020
Hyperlink	https://livenmmuac.sharepoint.com/:x:/s/CHEInstitutionAudit2022/EstLwl8-3BFPlsmqnBjl7VQBvDtuhDWA3iCwB-aj11p3iA?e=fRN10K
File Name	Vision 2030 strategic planning framework and guidelines
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZUKNXZOuPJOn7L2GZKPtOwBHf4Dfkwed1hIC9dO3AZ2fQ?e=ifKTrM
File Name	Inaugural address
Hyperlink	https://crisheet.mandela.ac.za/Occasional-Paper-Series/Taking-Mandela-University-Boldly-into-the-Future-i
File Name	Centre of Philosophy in Africa

Hyperlink	https://philosophy.mandela.ac.za/Center-for-Philosophy-in-Africa
File Name	Social Consciousness Sustainable Futures (SCSF)
Hyperlink	https://scsf.mandela.ac.za/
File Name	Hub of Convergence
Hyperlink	https://hoc.mandela.ac.za/
File Name	Madibas Youth Labs
Hyperlink	https://studev.mandela.ac.za/Madibaz-YouthLab
File Name	Annual Performance Plans & Reports
Hyperlink	https://publications.mandela.ac.za/Annual-Reports
File Name	Vice-Chancellor's Listening Campaign- Overview of emerging themes Phase 1 and 2 _January-June 2018
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXsnBzOB-FbZlvKKo1SrKefYB3gVxGHs_SnyC5ng5NXtbqA?e=3PZYrU
File Name	113.04 Nelson Mandela University Governance Monitoring, Evaluation and Reporting Framework
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZQJjsiZ4jpFI8MwfxFrXSYB4pIUxs-5iWSLOsFjvm743A?e=VSZtcG
File Name	Organisational Redesign Principles and Process
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZ3FzT8YDjtBgsfXN0p2zD4BF0vlg8RvVUDwJcUOsNV2hA?e=tqm2tn
File Name	Vision 2020 decadal review-Academic size and shape indicators (Refer to Section 2 Institutional Profile)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdznyXYQr-xEpZV7hE-UhogBicHugPEtc0H5Vvee-ZCdHA?e=ua5dA7
File Name	Vision 2020 decadal review infographics
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYkTdi1oikZHmqMt67TdmnwBuWrCXIFIGRtL_Qw4ZJ3M7g?e=yPalcw
File Name	Vision 2030 Strategy (Refer to Section 2 Institutional Profile)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQia_fydWmBFsLx1bpKv5yEBZ5p-HVUruUN23AnkD083cw?e=TJe8HV
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 1 Standard 2	
File Name	Leadership <u>Skills and Strategies: VUCA world</u>
Hyperlink	https://www.vuca-world.org/

File Name	National Development Plan 2030
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXCgNXbL OZtOhh1AMMPpiB8BZGwEMKOdx_RIVnaZT5rjw?e=0lnQcL
File Name	The University as a Regional Development Catalyst-Framework to access the contribution of Higher Education to Regional Development
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ea35JXJNl rBIZ84CLIFsZMBsg_MoNL5Ea-Mbic6_-_tPQ?e=dSKhgi
File Name	White paper for post-school education and training
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Eb09Tx6Tv 2JKvDdz2QhhvyEB1TBpaiwx-QOJByuiT-1dOw?e=ZnalME
File Name	National plan for post school education and training- consultation draft
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ef3CwFPD zR9Gurdl4TpnMygB_OJRHxjPpKxKdctteBZGJw?e=2c3VDf
File Name	White Paper on Science, Technology and Innovation
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ET9sOPwb dBZKomKNNnFFo8QBSSUXs0X2MaD1K7njt9ineQ?e=fVJhEP
File Name	African Union Agenda (2063)
Hyperlink	https://au.int/en/agenda2063/overview
File Name	United Nations Sustainable Development Goals
Hyperlink	https://www.un.org/sustainabledevelopment/sustainable-development-goals/
File Name	Sustainable development goal 4
Hyperlink	https://sdg4education2030.org/the-goal
File Name	Policy Brief- Education during COVID-19 and beyond
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWzU- npE4_5Fv6S26tF78N4BAJPOhJ2Fqq7glewR6qkTxQ?e=ayT8lj
File Name	World Economic Forum: Coronavirus has exposed the digital divide like never before
Hyperlink	https://www.weforum.org/agenda/2020/04/coronavirus-covid-19-pandemic-digital-divide-internet-data-broadband-mobbile/
File Name	COVID-19: Implications for the 'digital divide' in Africa
Hyperlink	https://saiia.org.za/research/covid-19-implications-for-the-digital-divide-in-africa/
File Name	Policy Brief- Africa's future Youth and the data defining their lives
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERXv_gPd

	2jdBvYWeGXwpz0sBdL-MJO9i4i-valQNzmLTaA?e=SHgaMv
File Name	How unequal is South Africa?
Hyperlink	http://www.statssa.gov.za/?p=12930
File Name	Sona 2022: South Africa needs urgent course correction to reinvigorate state's capacity to run an efficient government
Hyperlink	https://www.dailymaverick.co.za/opinionista/2022-02-09-sona-2022-south-africa-needs-urgent-course-correction-to-reinvigorate-states-capacity-to-run-an-efficient-government/
File Name	Femicide rates: South Africa Vs the rest of the world
Hyperlink	https://www.thesouthafrican.com/news/how-many-women-killed-south-africa-femicide/
File Name	Centre for women and gender studies (CWGS)
Hyperlink	https://cwgs.mandela.ac.za/
File Name	Building the anti-racist university: next steps
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EchQEEI1SYxNmNYmWGqwsEB_LTD-YPfjkZnL6XjDIPxhg?e=3g0GtW
File Name	Chair for Critical Studies in Higher Education Transformation (CriSHET)
Hyperlink	https://crishet.mandela.ac.za/About-Us
File Name	Transdisciplinary Institute for Mandela Studies (TIMS)
Hyperlink	https://news.mandela.ac.za/News/A-conversation-to-frame-Critical-Mandela-Studies
File Name	Minister Blade Nzimande: Debate on the State of the Nation Address
Hyperlink	https://www.gov.za/speeches/minister-blade-nzimande-debate-state-nation-address-16-feb-2022-0000
File Name	Nelson Mandela University: Institutional Indicators
Hyperlink	https://www.mandela.ac.za/About-us/Fast-Facts/Institutional-Indicators
File Name	Annual Performance Plan 2022
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQY92ex1A5ZNgbFit9RZnI0BSgDSP8RZKT_0AjWHXnAo4Q?e=apwktP
File Name	The Future of Jobs Report 2020
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EW9Hk0vdO45Jiy1gn3CdH5wBa-pLLevfDiutOd9sq0d-gg?e=7u0CVc

File Name	Upskilling for shared prosperity
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdphbUU5K6BlghPaABlGdEYBTt5RajX49r9xjMjwSwZ-oA?e=q5Tkmz
File Name	University World News: What is the role of universities in global upskilling
Hyperlink	https://www.universityworldnews.com/post.php?story=20210129110449887
File Name	Global megatrends and their implications for environmental assessment practice
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETGVXuCNhIFEiCWPFpX-fykBW3c3VLGgUYPU7zGgkH6gxQ?e=mGXeZG
File Name	The Paris Agreement
Hyperlink	https://saiia.org.za/research/covid-19-implications-for-the-digital-divide-in-africa/
File Name	South Africa's implementation of the 2030 agenda for sustainable development
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQIA_fydWmBFsLx1bpKv5yEBZ5p-HVUruUN23AnkD083cw?e=ZC1fPg
File Name	United Nations framework of climate change
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWoVXZGwMZVButB8m7mb8nwB7QzSJ7iEnEZoj7YHm6VHYw?e=iaQdjP
File Name	Times Higher Education (THE) Impact Rankings
Hyperlink	https://www.timeshighereducation.com/impactrankings
File Name	Decade of Ocean Science for Sustainable Development
Hyperlink	https://crisnet.mandela.ac.za/About-Us#:~:text=The%20United%20Nations%20has%20proclaimed,support%20countries%20in%20creating%20improved
File Name	Ocean Sciences Strategy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EV6Rc19T7jdApuzw_VxklrQBHeX9ky09SYVqp49CieevqA?e=Ucr1pF
File Name	Ceremony Graduation Autumn-Faculty of Science-30 April 2022
Hyperlink	https://www.universityworldnews.com/post.php?e=5zLj6n
File Name	The next normal arrives: Trends that will define 2021 -and beyond
Hyperlink	https://www.mckinsey.com/featured-insights/leadership/the-next-normal-arrives-trends-that-will-define-2021-and-beyond
File Name	Identifying the determinants of and solutions to the shortage of doctors in

	South Africa-is there a role for the private sector in medical education
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ec7pX05lnN1Hhr_RNvpODukBXnsADOkOizRfqqpbmErYiw?e=xkUSpC
File Name	Nelson Mandela University Medical School: A celebration
Hyperlink	https://mg.co.za/special-reports/2022-02-04-nelson-mandela-university-medical-school-a-celebration/
File Name	Transforming our world: the 2030 agenda for sustainable development
Hyperlink	https://sdgs.un.org/2030agenda
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 1 Standard 3	
File Name	113.05 Quality Advancement Framework
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYiZVuE7eZlGrBry9ap9igcBZCvqARckTVHCky4qrclFFw?e=Sd7TF8
File Name	113.04 Nelson Mandela University Governance Monitoring, Evaluation and Reporting Framework (Refer to Standard 1)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZQJJsiZ4jpF18MwfxFrXSYB4pIUxs-5iWSLOsFjvm743A?e=VCvIKJ
File Name	305.01 Teaching and Learning Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERoWMkC0f9xLnvjwhGDEQ5kBewr4oN4mRV6E4lBCFFtVcg?e=zSd4AQ
File Name	403.01 Policy on Master's and Doctoral degrees
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERLqAvkmPdVALiLfl49Stk4BjxHs81DyxDWJAGsa7Zrs8A?e=c8CrNy
File Name	405.01 Management of Research, Technology and Innovation (RTI) activities at the NMU
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZQ4AOe2u8JOnRD1337OYLkBYgXF-GWkk7QwasL9knAH4w?e=dfaabS
File Name	Annual Performance Plan 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EfgfrV49LRlOncJ8kqrTCD4Bh1ZYWRwSuRhvcTyBST4XDg?e=mgvrbt
File Name	Humanising Pedagogy
Hyperlink	https://lt.mandela.ac.za/Humanising-Pedagogy
File Name	Report on the 2021 Nelson Mandela University Student Experiences Survey
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETPkB_satKRBraJ72oNt0x0BSL8DcPzjwWG4HOfaugnjLA?e=epelVc
File Name	SASSE creating pathways for student success- Academic advising and student

	engagement
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EeRheNeu3CIJgPNFjcbOjUMBWoknEilaxtfFLuNRjc1JfQ?e=KzG4cx
File Name	UNIVERSUM Talent Research (ZATS) 2021 Students Report - All main fields of study
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXZQeZTEGxJBnnnwzW-36cgBl0VKIZQJGhFOidGLEm0znm?e=drfU7z
File Name	DHET SAULM Survey Report 2020
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYgGdLh3HFFCqpk2CO_3RjEBE5VGTeU09hYIUSmEK8Qr9g?e=qCVobN
File Name	Statement of Commitment to an Inclusive Institutional Culture
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZi4eJ-RHFpNtD_dytGVYgoBChN1C56WKqgFGRjaqbTi-w?e=4wh0yc
File Name	Meta-analysis of institutional culture studies and programmatic interventions ICWG_
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWwh6J7mWcJBqsJFDMj68SoByO0mYqvzSEOLaCWAvmYw?e=FgpiYE
File Name	Institutional Culture Working Group Recommendations emerging from meta-analysis of institutional culture studies and interventions
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ef03wbarMldKmRICNjkSYE8BCiPuCJITWMwTzMj813dwdw?e=Q73lCl
File Name	Vision 2030 strategic planning template (Refer to Standard 1)
Hyperlink	https://livenmmuac.sharepoint.com/:x:/s/CHEInstitutionAudit2022/EstLwl8-3BFPismqnBjl7VQBvDtuhDWA3iCwB-aj11p3iA?e=SIJBkO
File Name	Vision 2030 strategic planning framework and guidelines (Refer to Standard 1)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZUkNXZ0uPJOn7L2GZKPtOwBHf4Dfkwed1hIC9d03AZ2fQ?e=s6j61A
File Name	V2030 Institutional Monitoring Evaluation and Reporting Framework MANCO approved
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcRBLre_ZqtFlejwdrtnGUBAxlxdhsGI5AUV2fNI96Weg?e=fFwwKU
File Name	113.06 Quality Advancement Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXTRROT-X-1tLjy5DDKcE0eEB1apwJ9KAEuf2cKg2WfCr-w?e=5QoPAD

File Name	Nelson Mandela University Publications: Annual Reports
Hyperlink	https://publications.mandela.ac.za/Annual-Reports
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 1 Standard 4	
File Name	106.01 Statute of Nelson Mandela University
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EckVaepla4FNg7HDZ3R9otABziAuHldSsV8Em7no3fPfYQ?e=h6oMQm
File Name	107.01 Document on the delegation of decision-making authority
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ee2vXseQrJdFk4jX3Qz9RawBEwqxY0HHaWKeiltAiUULsQ?e=MDnqK5
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 2 Standard 5	
File Name	113.05 Quality Advancement Framework (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYiZVuE7eZlGrBry9ap9igcBZCvqARckTVHCKy4qrclFFw?e=pZK81m
File Name	113.06 Quality Advancement Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXTRROT-X-1tLjy5DDKcE0eEB1apwJ9KAEuf2cKg2WfCr-w?e=TIBuEP
File Name	107.01 Document on the delegation of decision-making authority (Refer to Standard 4)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ee2vXseQrJdFk4jX3Qz9RawBEwqxY0HHaWKeiltAiUULsQ?e=RuchqV
File Name	Nelson Mandela University Mid-term Enrolment Review Report for DHET 28 Feb 2022
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUoHzYaXCyRNpniw5HiARH8BxH06GjxwuOAzC21gwUHZ7A?e=eemwYz
File Name	Ulwazi Data Portal
Hyperlink	https://sqlbi-nc1.nmmu.ac.za/reports
File Name	307.01 Admissions policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EeAAlivUkJxMlawiuS3XOMYBWSU1Lj7PslQ_620ldz86sg?e=wxZQzy
File Name	<u>The UK's quality body for Higher Education</u>
Hyperlink	http://www.qaa.ac.uk/
File Name	MyFuture@Mandela
Hyperlink	https://myfuture.mandela.ac.za/
File Name	Study at Mandela

Hyperlink	https://www.mandela.ac.za/Study-at-Mandela
File Name	303.07 Policy for the academic programme articulation
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXbK-un5mW5Ot9YvshhSBbsBM1ux_BlaUeYAU270NsKtjg?e=DaSDPm
File Name	307.03 Recognition of Prior Learning Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUMzuAoOBmNAN5XfNsMPzQwB7wPWQLXad7rULUVU62Ww8A?e=njTgFe
File Name	General Prospectus
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ES5Ja5obbQJBpZ0thvbqxGIBpK7VhFbbKbuAFqAScm6D1w?e=NcOMEA
File Name	Study at Mandela: Quick Guides
Hyperlink	https://www.mandela.ac.za/Study-at-Mandela/Discovery/Quick-guides
File Name	403.01 Policy on Master's and Doctoral degrees (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERLqAvkmPdVALiLfl49Stk4BjxHs81DyxDWJAGsa7Zrs8A?e=9dAfWZ
File Name	307.04 Procedure for Implementing the Admissions Policy for admission to Undergraduate Programmes
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVNdtLjhaYZKnrzn23iDclBoe38QoDFTWlorrvtFvapTw?e=V4Oy7e
File Name	Student Access Value Chain Analysis Report
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYjN1oAYn0dJlq3P-B_OjWQB7H7sanBYVkfZPNizOaYpsw?e=nf2Hku
File Name	307.02 Academic Progression and Re-admission to Undergraduate Programmes
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Eb6edWksZ_hNkRNRWGtZ2Q0BZEUu2nZPN29svyjBJ7KBZA?e=56VA6m
File Name	Study at Mandela: Registration
Hyperlink	https://www.mandela.ac.za/Study-at-Mandela/Registration
File Name	The low down on the 2022 academic year
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUq_085yatJCKWxyq1Eqv7sBCW7DIHiUjUCspVCEI7NGLg?e=TEO0lc
File Name	305.01 Teaching and Learning Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERoWMkC0f9xLnvjwhGDEQ5kBewr4oN4mRV6E4IBCFFtVcg?e=njDM00

File Name	112.01 Language policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EafTiQqLfxTfmiUVOjXRZwUBv_aQY7aAd64uLkPD8oF4pg?e=UBlpcX
File Name	303.06 Policy for the development and approval of academic programmes
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYVrCWCcSppEtfHv67-QiqwBKx_yTPPA1ZU19jZxjGhb0Q?e=gwQ3rn
File Name	405.13 Process for offering of Joint Research Master's and Doctoral Degrees
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVbjgrzxtzdHucNNPAJeuqEBpOF0h--44nQp_0o64OUyPQ?e=cf8sBS
File Name	303.04 Policy on Programme Advisory Boards
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcEMc1s0rsxNtfxmaunknE8BlgRrOIKwlsZCfuGiPwtGg?e=i8alE6
File Name	303.02 Quality criteria for internal review of programmes
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ET9bC-X70CBLkw9i7KrUBf8BmCtZnVhYOVa-VtPePix3OA?e=cwTdxu
File Name	303.05 Policy and procedure on duplication of modules during the student recess
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ec_pAKt7231JrVGJkb9pmWABtqDHQdNPwhAJGywI0GVD-w?e=TlrLdk
File Name	110.02 Timetabling policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUvMvoK2bA9ln_BX2fv0RfEBD-y6U1qAAfMDC4VZrshObw?e=2lGi8Q
File Name	305.05 Nelson Mandela University Assessment Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdKadK4svJIHgsHHaxAbpl8BDDKp2xhFK5hyMBgBqj3lIA?e=Kk2L98
File Name	110.03 Consolidated examinations policies and procedures
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWk1zl5lFs9NlbBk6RLoMmkBC_ql-KxE7TtZzmb9QUP4Cw?e=Sl7EV6
File Name	305.04 Policy for the promotion of academic integrity and prevention of plagiarism
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdK3l29vqOVOg_JlsT9O7WUBmpH2Gr25Vch3diOIW6dSmw?e=Hc9Fqc
File Name	305.02 Policy and Guidelines for Experiential Learning
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZ1okzPZX-FDqHp1TZBfGlwBpniKy1mGv5E4r2_oDwjzw?e=NNZXGZ

File Name	110.04 Co-Curricular Record Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERuqYN5wogZEg-z-4pKG1XgBFdJRnKj4_0YNAA388yIV3w?e=reAgaH
File Name	303.01 Policy for the management of short learning programmes
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EbJOOdfrcLxHhvWuNsa5Y3kBAC_DkKygnOmhDoSDahm3gA?e=0SoguH
File Name	302.02 Certification policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EfzDrilXCehHkmWSbKstRTsByMaPsT45xA2t800QjB9OAA?e=wz7kjR
File Name	203.03 Students' Academic grievance policy and procedure
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdgKGIzYzqJLrLacmmLFoEgBEvtJqcjqrZxxoZ-gLBn4A?e=vYY3XR
File Name	Nelson Mandela University Transformation report 2018-2022
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EboEiOJ1IEtGr1HHi445z-oBTrySUfsb-g50dPFWPcdDNw?e=0MwvWP
File Name	Ann 01-02_APC minutes 27 Jan 2021 & 1 Mar 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQ3rTXXfag1Gsz1nzAP6ZnwBvhdWC1q6CV0ljV0oL0eDEA?e=oWu5XF
File Name	Short Learning Programme Audit Report 2020
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ET1CVVgQTaJmK_PpK7trhuMBei-G71v6-fX56ANpBbeAFg?e=WpyDV4
File Name	Audit compliance progress 2020
Hyperlink	https://livenmmuac.sharepoint.com/:x:/s/CHEInstitutionAudit2022/EXtIJUEGZ-ZLp1ib8BKZBI8BgZuQQgrRRS97eq6O02itvg?e=akwp9N
File Name	SASSE 2019 Creating pathways for students-peer learning, engagement and success
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESC_px9ZwVIGkQSWC85sElwBXku5UYPPXTsv9bxKIKYlrQ?e=P9Tx0y
File Name	D_213_20_(2020-04-06 14h56)_ECS approved Resumption of Semester 1 LT Activities
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EeUHSjPSMj5LnPn7uRjD19wB95VXpvz9AhkNlp5whMe-NA?e=5p3IHh
File Name	Engage@Mandela University
Hyperlink	https://engage.mandela.ac.za/

File Name	UNIVERSUM Talent Research (ZATS) 2021 Students Report - All main fields of study
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ER89NebB-_1GgBumOVmYqO8BCOYCgRK2wmWMg-LTpTns5A?e=6jL6EJ
File Name	Towards Vision 2030 in the LT Portfolio: The Unfolding Story
Hyperlink	https://livenmmuac.sharepoint.com/:w:/s/CHEInstitutionAudit2022/EYbnPCXzlg1Er5cYyQEklZUBay9ijJ7EvAAmCjQMvxImyQ?e=zfmNPj
File Name	Coronavirus-Information: Completing the 2022 Academic-Year
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/Completing-the-2022-Academic-Year
File Name	203.01 Student disciplinary code
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQnOgAs_oKv1Cpcx_lb84pBUB7qwKOA_5SjhU2kWB-MpCTQ?e=X9zbgg
File Name	Faculty of Law assessment declaration
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EW5wZkZtqvtFpWcKJ3ULdX4BJ2NGDIETNJDkhRETZ-c5RA?e=NhJR00
File Name	Faculty of Law first year student pledge
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUbnjvb5dQpKgFNsDi-omsEBsJXV2bQw7C5r7M93VvpfQw?e=fBQIzD
File Name	Faculty of Law - first year pledge 2021 (video)
Hyperlink	https://www.youtube.com/watch?v=W3XtEiDm9il
File Name	Faculty of Education Letter to students on the similarity of work submitted
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZcKYAQSUYIHm2rSyNYgrUoBB9SY7Y1xoWgeCpBqM5I48w?e=l6UQ81
File Name	D_700_14_(21-08-2014_15h00)_NMMU Quality Enhancement Project Report Submission 1
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ER5F4aLTTs1LouSgiQjbYMwBLUOxgZuyLdPRRLhbUk7YPA?e=LcyNqg
File Name	Learning and Teaching Publication 2019
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdUh0GoeFYVCraGI0ZxxOFQBwChRn2dHs_Xbpds3fcTDAQ?e=Pkp64N
File Name	8_Ann_08_D_59_16_(01-02-2016_11h56)_QEP NMMU 2015 Institutional Report_Final
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcD-

	GrDUI0ZGqHRZMtPQkKYBPdQRJtBpMUd5Jj2NdJcD9w?e=lfjunJ
File Name	Glossary of Terms Used in Assessment
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZvCHuDDXRRKURpmzWDjvbcBo5pqq1IKImANLaOUR0kPQw?e=8lfZjT
File Name	204.06 Student Entrepreneurship Framework
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EaonTkzDsw9OmKmBfbwvGJMBy-IVO5RWV3dIWAJitKhvA?e=1Qmqqt
File Name	201.01 Constitution of the Students' Representative Council
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXRfVr-0CAFPgEyYlRtK0fsBSwUaqR8i6RUI_svd8f5NQ?e=6avxvw
File Name	201.02 George Campus Student Council Constitution
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdbojqnvLZpAlkSk1nCTVyABWfMwOFBiD6NNMwaFLnww?e=cbTgGs
File Name	201.03 Policy on Comprehensive Support and Benefits for Student Representative Council
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVyii14EUAtNnX3CSNeO3RYBW-zSPFXdbYC_w25I-DkMNO?e=NrbaaP
File Name	204.04 Strategic Engagements Framework and Protocols on Student Governance
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETstTghUZgdFI-JM4aYLM9wBCfjXQZftLupzBeU4ubvylw?e=kJNg1c
File Name	203.02 Policy on conditions for holding student demonstrations or protest action within the Nelson Mandela University
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYwiWDi18yllgRb56sr0BTsBfeFGcxq1q_M0kRvQ-l2Rrw?e=5dTXh2
File Name	203.03 Students' Academic grievance policy and procedure
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdgKGIZyzqJLrLacmmLFoEgBEvtJqcjqrZxxoZ-gLBn4A?e=91RCR2
File Name	Unit for Statistical Consultation
Hyperlink	https://rd.mandela.ac.za/Unit-for-Statistical-Consultation/How-it-Works
File Name	405.04 Research and Innovation Strategy (see Institutional Profile)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EaMvweEkgQpKtVHepYMxtJUBYWca9MbzkYUgm4R1hMs8QA?e=dDEZJU
File Name	402.11 Postgraduate research scholarship Policy

Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EfKBUNyYbHpLkQtzaXJRlewBQISJ3w_PHQAAdtPNIHdkww?e=Lx5q5E
File Name	Office of Research Development: Law of the Sea NESP Scholar
Hyperlink	https://rd.mandela.ac.za/Emerging-Researchers/NESP/Law-of-the-Sea-NESP-Scholar
File Name	NMU Doctoral Review Self Evaluation Report
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EfCCs7HSh_RKp6-DZsG_oR4B1KeW8WqYztb_2D03KEJdwQ?e=b5tE9A
File Name	Office of Research Development: Workshop Calendar 2022 (Website)
Hyperlink	https://rd.mandela.ac.za/RD-Workshops/Calendar-2022
File Name	405.06 Policy on Research Sabbatical
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcWCxjPWjCJGIG3_RV7N2k4BwWU_46e2VYYYyntQXeiYxw?e=iSdmv5
File Name	402.03 Policy on incentives for NRF rated researchers
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWkMxj-9tpNFkMo7TrtXh0MBY70dCcTul7Xq3D3EN4pLLw?e=nMrYEV
File Name	402.02 Policy on the division of DHET research output subsidy generated through research publications
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EU7t04FBiA1GvXc_JbrRtQBWIWIBnfYY8r5thORbaPw7w?e=cMtv9Z
File Name	402.08 Nelson Mandela University Research Awards Policy and Procedures
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVCvlj8xNn1Os7VG-nmC5V4B8MclED6EgPVA8m2D2lpS8A?e=wgZAF7
File Name	402.10 Policy and procedure-Innovation and technology transfer of awards
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETtMekQ9YGpJibNmAogHt0kBW-9EIXZbmo0vdwknXEUhzA?e=6QQgsh
File Name	402.07 Policy and procedures awards for staff producing outputs in the performing and creative arts
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ES6YNmtrpqVFfukD24Fss1ABrUuKOTI85mc8rdWT_OHK5A?e=7wWU9X
File Name	304.03 Policy on academic Ad Personam promotions
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWIUWyEKZ81OjKP9Mc6BEHQBrJljiLi28V7Ldu7n98C9jQ?e=CJuBnj
File Name	601.23 Policy on Multiple Career Pathways for Academics

Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Efj_MfGkGv1NgtOjN04bhT8Bov6teUQq-7PpG_4QOpe1cw?e=ZrBWw2
File Name	Office of Research Development: Research Ethics
Hyperlink	https://rd.mandela.ac.za/Research-Ethics
File Name	National Health Research Ethics Council (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EpmMOY6O9JxCIVb3_EKJNQkBC5JfaTLOTVypTA8Gs1QF-g?e=4ZMZRM
File Name	404.01 Code of conduct for researchers at Nelson Mandela University
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EfiAjTMhLSBBiOumRqPbiR4B2BtRbydn7etNmLJz26kRJA?e=4fuzEP
File Name	404.02 Policy on research ethics
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEAudits/EWWCsD0162dHt_nCQ9P57wABpYZDQ7cJCuSNwP9vPLFTvw?e=ITCDqV
File Name	Research and Innovation Report 2020/21
Hyperlink	https://www.mandela.ac.za/flipbooks/Research Report/mobile/index.html
File Name	Times Higher Education [THE] Impact Rankings (Website)
Hyperlink	https://www.timeshighereducation.com/impactrankings
File Name	405.07 Policy for Engagement
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Eb3STgPN Sx1OhaazKTET1ecBk5DKv6ZHNkQPglqIn3nojg?e=roxPI6
File Name	405.08 Engagement Excellence Awards
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESoYu5dvT NIDpTD7QtQFvZoBMPCxXL6mjzPXf8JFGAWeBA?e=4Tyynx
File Name	Engagement and Transformation
Hyperlink	https://www.mandela.ac.za/Engagement-and-Transformation
File Name	Engagement and Transformation Portfolio Report (2020-2021) (Under Review)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUrqFo81S qpPodYGtljqSd0BvWjIMJsrg6kKNy8Olu_CfQ?e=gJDyez
File Name	EBET iDEATE Vol1 March 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcKEMG0i mc1HnDGs-lc47NEBADzMG8wq8Kk6xPwM1L4jIA?e=Js6Ax5
File Name	Faculty of Science: Newsletters
Hyperlink	https://science.mandela.ac.za/Newsletters

File Name	Annual research entities report
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVubtbQa8UIMpcol_ASHmkgBpazSecBdMQmfQnVfLdZkwQ?e=jsaxUC
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 2 Standard 6	
File Name	902.05 Occupational Health and Safety Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdGhFbD2qd5PuJUKRTMLFFgBQbcv70Z3IU7TI_f1_2DVaQ?e=ictmQQ
File Name	Vision 2030 Strategy (see Institutional Profile)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQIA_fydWmBFsLx1bpKv5yEBZ5p-HVUruUN23AnkD083cw?e=mRNQL0
File Name	Occupation Health Centre
Hyperlink	https://occhealth.mandela.ac.za/
File Name	Occupational Health Centre: Staff wellness 2018
Hyperlink	https://occhealth.mandela.ac.za/Engagement/Staff-Wellness-2018
File Name	COVID-19 memos: Staff Wellness Update – 25 March 2020
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos/Staff-Wellness-Update-%E2%80%93-25-March-2020
File Name	Faculty of Business and Economic Sciences Working towards well and healthy staff
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQDgTswyhfhAn10oJjoi4-8BZAKBSFocr3hdhSwWrqvrBA?e=mVIAng
File Name	Executive Dean's Faculty of Health Sciences Staff Wellness Initiative
Hyperlink	https://livenmmuac.sharepoint.com/:p:/s/CHEInstitutionAudit2022/Ed80HbRTINxJjB5CgbmEUfABox7ydzKQb6QqeMLDTgzByQ?e=zKHiZs
File Name	Nelson Mandela University Library and Information Services Electronic Information Resources
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EbmZEEzvlXxFuEkqZr2KlaQB0pVRj6eCEDNgxkVSfBQ-9g?e=F61cvh
File Name	904.02 LIS Faculty Liaison Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EclDFzhDa_JDIRHLiHWTSmMBdDOEW3MiHEaVdUQZKJHf7w?e=OHjGMB
File Name	904.03 Library and information services (LIS) collection development policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXZFP6Vb

	_6ZMp0_OhDSZ2L8BHW5UHF5XHI8ZlqpHRECv5A?e=8sekV2
File Name	Library and Information Services
Hyperlink	https://library.mandela.ac.za/
File Name	Library and Information Services: Faculty librarians
Hyperlink	https://library.mandela.ac.za/Faculty-librarians
File Name	Library and Information Services support: lockdown period
Hyperlink	https://library.mandela.ac.za/Home/LIS-support-lockdown-period
File Name	Library and Information Services: Re-opening
Hyperlink	https://library.mandela.ac.za/Home/Re-opening
File Name	Additional policies for laboratories (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EpASGC7iOYVBuLwkVig1d18BjZfuQ7dyUhrOo0pIHYNh7w?e=ir3e9l
File Name	903.01 Operational Policy for the Management of University Building and Ground Space
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYf6mUr8wjlPvifkdhxrXABOht7vJRskakqsxN0a65OQ?e=L8qPk0
File Name	Reimagining infrastructure delivery (see Institutional Profile)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESOZENFXbqBFgG88ISM3IYBUWGAaUQYetjzRtSXE8cU_A?e=HLfjpm
File Name	Student Housing and Accommodation
Hyperlink	https://studenthousing.mandela.ac.za/
File Name	Student Housing and Accommodation: The process when applying for on-campus residence
Hyperlink	https://studenthousing.mandela.ac.za/Apply-for-Admission
File Name	Off-campus accommodation complaints procedure
Hyperlink	https://ocho.mandela.ac.za/Complaints
File Name	202 Residence Governance (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EIH-q9IYvhZJgp1t2s08g2QBk1e0DqJD0YPO-UFQndcVvQ?e=N1AVj4
File Name	901.01 General ICT Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERSYKz-dyy9Gh55u75KvM58B2OXUZT9Cj6Y_P8oM9muZmQ?e=efeh9r

File Name	901.02 Printing and Imaging Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYikuiznfF5GjHHAAdwiObUsBrAERPEen3u3bNj3gOjmGbg?e=mDsKeg
File Name	Vera Lab booking system
Hyperlink	http://veralab.nmmu.ac.za:8080/booking/#book/
File Name	Self-Screening App
Hyperlink	http://webapps.mandela.ac.za/Screening/
File Name	Daily Student Shuttle Booking System
Hyperlink	https://webapps.mandela.ac.za/transportbooking/
File Name	Nelson Mandela University Publications
Hyperlink	https://publications.mandela.ac.za/annual-reports
File Name	Towards a financially sustainable university- Resource mobilisation strategy 2019-23
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXw_FOu pNZlsjHHMI8_KqsBy0DbrgG5uagKyD9ITsGkyA?e=XKlk1W
File Name	Mid-Year performance review report 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EURg9l-F8lxlqxvNT4p-0hgBTx-pelLWdQ6mDQ4_UNvz1Q?e=MyellB
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 2 Standard 7	
File Name	110.01 Records and Information Management policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYeOMSC CamNNpR6tE6zCg2cB57hKqmOAKwGaar5gdOMKSQ?e=Kj7e8E
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 2 Standard 8	
File Name	113.05 Quality Advancement Framework (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYiZVuE7e ZlGrBry9ap9igcBZCvqARckTVHCKy4qrclFFw?e=DakmLH
File Name	116.01 Internal Audit and Risk Charter
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EX_uwZLo ythLg7nee911I9YBpiZbOxLmqliQF4x4xY_IQQ?e=cWglQY
File Name	303.02 Quality criteria for internal review of programmes (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ET9bC-X70CBLkw9i7KrUBf8BmCtZnVhYOVa-VtPePix3OA?e=BZ72sP
File Name	Guidelines for Peer Evaluation PASS Units

Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYW5DCdLbE5AtA-zXo8BpfUBYmMvD7LmARyh35NreGnLrg?e=V5jNjg
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 3 Standard 9	
File Name	113.05 Quality Advancement Framework (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYiZVuE7eZlGrBry9ap9igcBZCvqARckTVHCKy4qrclFFw?e=n8eJgF
File Name	405.11 Policy for the establishment, operation and review of research and engagement entities
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EeoxLAoMJQpPoP2r0ftnXJUBtUzBUdw3BnIsT7U-xhyt2A?e=M2tUGq
File Name	113.06 Quality Advancement Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXTRROT-X-1tLjy5DDKcE0eEB1apwJ9KAEuf2cKg2WfCr-w?e=gXdZOr
File Name	113.01 Vision 2020 Directional statements
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EW4QPxlIzhIFkrVj1M2WESsBLVH-7IWC1qrzC38wfQojsA?e=WvK0zv
File Name	Faculty of Business and Economic Sciences (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Egny3363dHhFtxl3ztP3nFQBaI-BJx0hPM3-N1V1Mz3l1A?e=H0VqGH
File Name	Faculty of Education (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Epk-qQUiRJBAu0CuUNgmzrQB6t5njdZy8D0qjsvogorPwQ?e=krL8Ov
File Name	Faculty of Engineering, the Built Environment and Information Technology (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Esc_xPzZO2tJp4KpmTSBrJkB3m3a3c-8SSJfOK3Xd0niuA?e=x0ks2o
File Name	Faculty of Health Sciences (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EsuagJ3W8D1Dhk7mt6DCh24BNZ0LIDkAxJDju158n9J6Wg?e=uEtRbh
File Name	Faculty of Humanities (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EuMu2q5q88pJhIRai0mYdoQB7TDPY64CtFDaM6lhXQVfEQ?e=Qy8Q2X
File Name	Faculty of Law (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Eps-1qggTSBFkdL8hR2-2lIBHCR4-kB2lvmk2kAFVwAmDQ?e=fOpRTg

File Name	Faculty of Science (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Enc1x6sPUSNDspKjmObzNJ4BpJa5vA4KYv_aTHBy1p6_Tg?e=8XpBdJ
File Name	601.17 Policy on the Excellence Development System
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVPQdkIRz-xFmCbCXwPJqckBYrXo7ZxllbYufn7-vXMM9g?e=YwcjDI
File Name	601.14 Policy for the appointment of Deputy Deans, Directors of Schools and Head of Department
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EX5K_BTyo0xNlaB3GRxzWPMBcPRmuzddZ_wDaMExRM1MSg?e=9wIVP9
File Name	601.31 Performance Management and Development Policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EeQ17BJzpQpNuQsEI_9VSUwB-Kel6LN2bjdRzUFyOJULLw?e=7EkBvm
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 3 Standard 10	
File Name	113.05 Quality Advancement Framework (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYiZVuE7eZIGrBry9ap9igcBZCvqARckTVHCky4qrclFFw?e=n8eJgF
File Name	113.06 Quality Advancement Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXTRROT-X-1tLjy5DDKcE0eEB1apwJ9KAeuf2cKg2WfCr-w?e=gXdZ0r
File Name	602.03 Employee Disciplinary Procedure and Code
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Eb1KUAHx0H9MnCy2VdfwtioBLq piyUAsD9xFSaglZLA5Q?e=6lsLb5
File Name	601.14 Policy for the appointment of Deputy Deans, Directors of Schools and Head of Department (Refer to Standard 9)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EX5K_BTyo0xNlaB3GRxzWPMBcPRmuzddZ_wDaMExRM1MSg?e=NCtf6r
File Name	Vice-Chancellor's Excellence Award recipients
Hyperlink	https://news.mandela.ac.za/News/Vice-Chancellor%E2%80%99s-Excellence-Award-recipients
File Name	305.03 Teaching and Learning Excellence Awards
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EfZ1AW1cyxNFhiaNDm5CzE4BAKCingqmviQt9oemDYxYrw?e=5VOlcp
File Name	402.08 Nelson Mandela University Research Awards Policy and Procedures

	(Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVCvIj8xNn1Os7VG-nmC5V4B8MclED6EgPVA8m2D2lpS8A?e=Rt4ONa
File Name	405.08 Engagement Excellence Awards (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESoYu5dvTNIDpTD7QtQFvZoBMPCxXL6mjzPXf8JFGAWeBA?e=qW5XrH
File Name	601.27 Policy on the Management of Nelson Mandela University Excellence Awards for Professional, Administrative and Support Service Employees
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXgVS2xJZs9lo406b0cHzA0BD8YfMk_T3zq8fAZAy7AkaQ?e=gKrlnb
File Name	305.01 Teaching and Learning Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERoWMkC0f9xLnvjwhGDEQ5kBewr4oN4mRV6E4IBCFFtVcg?e=hCnGr6
File Name	Quality Committee Agenda to Chair 20 May 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQwllGJFUcFPopA6GduACZIBc3_cASLktuNa8e6FMI50sA?e=7ES0KI
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 3 Standard 11	
File Name	2022 Budget Guidelines
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERa919GUPnVGigBVnLDwJYQB9zhZsErW00oihQHDzWki9Q?e=Tq7dJj
File Name	HR Resource Allocation Model 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ef-qOw4276pEt8zfrBQq47EB747OBZu5WnmrRPf3_d306Q?e=CreZxx
File Name	Quality Committee Agenda 19 August 2016
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ee89k-ICgABEsU3D71vITVcBeK2vakvhQKr2c5tv5O9IMg?e=5scy37
File Name	306.01 Academic workload policy
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYlqqiNEmSBNhHnugb99GMABclZdKTla5tQXbt8JSO01g?e=BCf5pS
File Name	Student Staff FTE Ratios from 2005 to 2020 per faculty and total (Final Staff Submission July)_
Hyperlink	https://livenmmuac.sharepoint.com/:x:/s/CHEInstitutionAudit2022/ES5QrFUcsJpEl6wTYFDpt6wBUUWxwGAfl2Cf5E41yoOg8g?e=2Z8aUH
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 3 Standard 12	

File Name	108.01 Nelson Mandela University committee framework
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWpHUtO0RMdlqf7ugaSMxPUBOSHfyzXg2a4x351YOm_Z9g?e=LPh6tJ
File Name	Guidelines for programme review panellists and chair
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcQSC_rnrtMkh86-zUTtz0BFRQ_dWG8NS08bHJupaCJxw?e=Xy5nfz
File Name	Guidelines for Peer Evaluation PASS Units (Refer to Standard 8)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYW5DCdLbE5AtA-zXo8BpfUBYmMvD7LmARyh35NreGnLrg?e=bYDglx
File Name	601.10 Policy on Human Resources Development
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ES1OxMsLnslLupqH3vWAWKwBLlu2GPpG5Lg0JfY10bXSSQ?e=koxdOA
File Name	Professional Development Opportunities
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EeecQnDhOBdHtq-ch5K-l-oBdC1R8e-DT0Cq3Oe-yml0w?e=jpZozd
File Name	Department of Quantity Surveying SR Agenda Meeting 2 - 15.05.2019
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQyCfGBNAPdNuVSFMs5nWtsBQIKvDQuEcvJJdeNsWsjvA?e=iwL53g
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 4 Standard 13	
File Name	Carpe Diem Teaching Excellence Award Portfolio
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYlxBhuSWe1FiCPVYOQYgOYBBj5uwZh-EvwbLvrjAYzncQ?e=3NzvBX
File Name	303.06 Policy for the development and approval of academic programmes (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYVrCWC CSppEtfHv67-QiqwBKx_yTPPA1ZU19jZxjGhb0Q?e=w58e3e
File Name	Carpe Diem Planning BSC Honours in Natural Resource Management
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EY3uQn1h90FAIFWw2Lqgax8BmFOgzuhrEufAiUCVfyLFw?e=K2KBjv
File Name	Carpe Diem Planner MPhil Ports and Shipping Management
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdIRaYjNQ P1Pn7W4QHI_5yIBmzhWnZKzlwMAERHQKRSzg?e=OUJzHf
File Name	Carpe Diem Planner Diploma in Music
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EcY1T-fGaVtCIJ2wgug1WQIBXI7Hhi1bVThwwA6Eal5SFA?e=A4c1OG

File Name	Academic Planning Forms (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Ev08qatnJVFCtVzftXuarUBA2lqURel5FWAoD_3DJRhBQ?e=YBW4Rp
File Name	APC minutes 29 November 2021 (refer pp23 and 24)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVT1b3hf0bxJkZukyneT2skBSqXSykGLTpJcUAJyJ2xkvw?e=qp6q2B
File Name	APC Submission Annexure 41 Internal and External Approval - Form2 New Academic Programme
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXKxpMCgZMtl2PLSftrFHIBBvhhd6ps6fbuzlPBO2ZWpQ?e=NWeIEB
File Name	Consultation and curriculum encounters highlighted in 2021 Curriculum Report
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ER7sG8B35eRBmfhjQMG27n4B3wgWUVOIRik89SVDZHWfqA?e=dL9v01
File Name	303.01 Policy for the management of short learning programmes (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EbJOQdfrcLxHhvWuNsa5Y3kBAC_DkKygnOmhDoSDahm3gA?e=N9B8A0
File Name	Draft Academic Planning Manual
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EejaPvzJSmRNvyMosJGLoBkBR5D190JUNXWqnQgYiV2L6Q?e=MtHTX6
File Name	DALLS Recurriculation Journey
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ECoOaVonSK1hNkiAEInSKDasBaDoBW9rY-BWwZldswpLSAw?e=sCe0K
File Name	305.01 Teaching and Learning Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ERoWMkC0f9xLnvjwhGDEQ5kBewr4oN4mRV6E4lBCFFtVcg?e=FwtKin
File Name	Excel document demonstrating the communication of survey results
Hyperlink	https://livenmmuac.sharepoint.com/:x:/s/CHEInstitutionAudit2022/Ef0TCZUtLwZLTVV9IMdlcH8BTqim_PLu5Nlm47c2Y05ABg?e=aLCsgC
File Name	A brief guide to the evaluation of teaching and courses
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYC0a_Y9ZiZDv3VeMekw-r8BlBjXqFm9xAs2zBkTpfNL4g?e=0iA7wA
File Name	TD Website

Hyperlink	https://td.mandela.ac.za/The-Evaluation-of-Teaching-and-Courses
File Name	113.06 Quality Advancement Policy (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EXTRROTX-1tLjy5DDKcE0eEB1apwJ9KAEuf2cKg2WfCr-w?e=QHqVry
File Name	113.05 Quality Advancement Framework (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYiZVuE7eZlGrBry9ap9igcBZCvqARckTVHCKy4qrclFFw?e=9fhLIQ
File Name	303.02 Quality criteria for internal review of programmes (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ET9bC-X70CBLkw9i7KrUBf8BmCtZnVhYOVa-VtPePix3OA?e=aTzoHV
File Name	CHE_Programme_Accreditation_Criteria_Revised_2012
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZ6GqLjnrRVCnQbj9m3Tr5IBZY_KZ4YLy186kgAyLq8lCw?e=Mc9MRu
File Name	D_113_21_(2021-02-15 05h40)_Improvement Plan Diploma in Wood Technology
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVqlzHZm-GFGgRbUX6VmTloBKRYiG5qw6tGYeab6uVfV6g?e=k2bsN8
File Name	116.02 Risk Management Policy and Procedures
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWf1FAfcu4Flt6Xx8qHxnwBBDTnFsV0Wi_BFa-czu-OnQ?e=CoLTtu
File Name	Quality Assurance Guidelines for Emergency Remote Teaching and Learning and Assessment During the COVID-19 Pandemic in 2020
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Eeb9TLthLeZlkv_aL-jMIUUBhsLsdR_CWTwrJGVVG9pxlA?e=1jHlOq
File Name	QA guidelines during the COVID-19 Pandemic-an abbreviated resource for 2020
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ee0jL8ojobRKsMrAltK34v8BypDjtKgvBx76MdKNppoalg?e=OZabpC
File Name	COVID-19 Memos
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos#:~:text=Nelson%20Mandela%20University%20continues%20its,day%20from%201pm%20to%203pm.
File Name	COVID-19 Memo: Update 2: Task team preparing Mandela University
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-

	Information/COVID-19-Memos/UPDATE-2-Task-team-preparing-Mandela-University
File Name	University Learning, Teaching and Assessment Plan for the 2021 academic year
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQB4k9-Cf8hAjAuwhGzqbbgBo7hl8O-FbWprwPARXnGuSg?e=RWie0s
File Name	DHET SAULM Survey Report 2020 (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYgGdLh3HFFCqpk2CO_3RjEBE5VGTU09hYIUSmEK8Qr9g?e=dPptzG
File Name	HELM 25 NOV 2021
Hyperlink	https://livenmmuac.sharepoint.com/:p:/s/CHEInstitutionAudit2022/EV2H9KaRUUFlma1rDbUxkr8B2-Mk4X-FMwW47pxuAFsynQ?e=rE1yLY
File Name	University Learning, Teaching and Assessment Plan for the 2021 academic year
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQB4k9-Cf8hAjAuwhGzqbbgBo7hl8O-FbWprwPARXnGuSg?e=7Z6jsB
File Name	COVID-19 Memos: Update on planning with a view to resuming learning & teaching
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos/Update-on-planning-with-a-view-to-resuming-learnin
File Name	COVID-19 Memos: Completion of academic year
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos/Completion-of-academic-year
File Name	COVID-19 Memos: Dedicated academic and Research activities webpage created by Nelson Mandela University
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos/Dedicated-Academic-and-Research-Activities-webpage
File Name	Nelson Mandela University: Learn
Hyperlink	https://learn.mandela.ac.za/enrol/index.php?id=6702
File Name	Remote Learning Guide
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ESmkFzq0y5BlxUIEclOdzQBVI6IQsqefNF1CCFpHNn0qA?e=xVXlab
File Name	COVID-19 Memos: Supporting Learning and Teaching during Covid-19 Alert

	Level 4
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos/Supporting-Learning-and-Teaching-during-Covid-19-A
File Name	COVID-19 Memos: Update: Student laptop support project
Hyperlink	https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/COVID-19-Memos/Update-Student-laptop-support-project
File Name	Return to campus guide
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQFcaeU26sdKrioY4PnqzVcBnT1KtEzo-gOTHOpIBWrUOg?e=OS0KEW
File Name	Addendum to Return to Campus Guide
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EX-jfw0qgc9Jlx6oNkXwVLoBOSnEC09b78i3z1_6xv8iDA?e=ZTFYNh
File Name	Request for changes to assessment mode: Return to examinable
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EU8_U17yB5VCitcIR-98Om4BO_PNbE28Zn57GgbwSeJwHw?e=A17huA
File Name	Process for Changes to approved assessment activities and mode response to corona virus pandemic
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EVxwrumiPc5In_cRVMDzELQBkdYRQ-DVabqgFuTX7s7CTQ?e=EBobgx
File Name	Assessment practices- Concepts considerations and guidelines
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWPtTDvzKdVLq4O9prpvPpMBHXJwuF6WZna_lbGHrA9jtg?e=AGZC8w
File Name	BES Agenda FLTC 26.02.2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Ed6STgVIU11LpN_UvH0Fx-kBCMnDnlbP-59L0WMvoGP5iw?e=q0lro5
File Name	Update plans for the resumption of the academic programme- student checks, procedures, and resources
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EWk9WA6qToVCI8LXXKdJIYEBglwBE4-yZ-vl1YnDiCd_fA?e=s1Wmfk
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 4 Standard 14	
File Name	Towards Vision 2030 in the LT Portfolio: The Unfolding Story (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:w:/s/CHEInstitutionAudit2022/EYbnPCXzlg1Er5cYyQEklZUBay9ijJ7EvAAmCjQMvxImyQ?e=zfmNPj

File Name	Learning and Teaching Innovations Symposium Booklet
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EUsHNpleLvVJvw8MjjPmlH8BBNunb1mtPW0WzdLTNtaY_w?e=9ifh9v
File Name	A concept note to strengthening the culture of the scholarship of teaching and learning at Nelson Mandela University
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQknCkJ78KFCngPfZNtop0AB2QncMck-CH6MAu9bC-t2sA?e=Swi0Rz
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 4 Standard 15	
File Name	Learning Development (Website)
Hyperlink	https://ld.mandela.ac.za/
File Name	Emthonjeni Student Wellness: Intake/Screening appointment
Hyperlink	https://bit.ly/3g9KDD5
File Name	SAACDHE QA Assessment Instrument
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EdTUrqw0Ey9NhdJm1dilSjAB5BulQvIQfBr60X9r7eJNVA?e=hCLMnC
File Name	Mental Health Emergency Protocol and Procedures
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EZBAv8v2RjdOgpWg_VRJRJgBzJqUtrCgzNtgzOWtWxRCNA?e=ghzRYH
File Name	Study strategies for students with learning difficulties
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EV-6nzxuQ9hNrXV9iOGDwr0BmABV-2syPxARbWltGF9Pg?e=Xh3c0G
File Name	Student Success and Transitioning Pathways @NMU
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EahHOI8e6LxDk8SzBq_ANoEB2jM_W-zAwcQRYEobF-zWBg?e=69AYSB
File Name	Living and Learning Communities
Hyperlink	https://studenthousing.mandela.ac.za/Living-Learning-Communities
File Name	Nelson Mandela University- GetDigiReady: Become digitally literate
Hyperlink	http://getdigiready.mandela.ac.za/
File Name	Institutional report Beginning University Survey of Student Engagement NMMU
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/ETv-sHYBPYpKroTaVqqz088BPwqnATPX_LJ9fz4pjWwutg?e=oAPlwq
File Name	Institutional Report 2021 South African Survey of Student Engagement NMU
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYhVQV3jv

	_FLnRdpIDUvTOcBDNBr0bllwxl8loCK4tEXHg?e=78ehqf
File Name	Institutional report 2016 South African Survey of Student Engagement NMMU
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYQdWbdvvrhJq13ClxLTIm4BVgh__OBYF96C2GakRnoTwQ?e=GAP4mX
File Name	DHET SAULM Survey Report 2020 (Refer to Standard 3)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EYgGdLh3HFFCqpk2CO_3RjEBE5VGTaU09hYIUSmEK8Qr9g?e=h8bkqz
File Name	Graduate Destination Survey (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Et4oH-f8S_IAs13y_aBWMwoBkrbDPJXWy3x1rcwcqnDGgg?e=8jDeUc
File Name	Published quarterly indicators (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Es6rLGsxHQpKsyfMd3ESINoBL23HozvtreGefrqEhogx-g?e=cOhdbi
Section 3 Reflection on the 4 Focus Areas and 16 Standards: Focus Area 4 Standard 16	
File Name	Graduate Destination Survey (Folder) (Refer to Standard 15)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/Et4oH-f8S_IAs13y_aBWMwoBkrbDPJXWy3x1rcwcqnDGgg?e=8jDeUc
File Name	UNIVERSUM Talent Research (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/EuPCGNRfxLBGini2tNyEvlsB3IKZqy6ml9hQil3r_g-Zbg?e=Vpj8FL
File Name	South African Graduate Employer Association Candidates Survey (Folder)
Hyperlink	https://livenmmuac.sharepoint.com/:f:/s/CHEInstitutionAudit2022/ErYx3rBcfdFDulkKcBgMW0ABRGNUhmeiQe4v6nzRXCLJww?e=8Csqe3
File Name	Graduate Recruitment Programme Handbook 2021
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/Efg0Uz3PqMBNpeRWDWbpbzIBSydVZBr1mWdtQjggberGfA?e=3EpE7T
File Name	204.06 Student Entrepreneurship Framework (Refer to Standard 5)
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EaonTkzDsw9OmKmBfbwwGJMBy-IVO5RWW3dIWAJitKhWA?e=xJvXux
File Name	Overview of Student Entrepreneurship @ NMU
Hyperlink	https://livenmmuac.sharepoint.com/:b:/s/CHEInstitutionAudit2022/EQf1ulsn4_dMgBZNBO-Zgd4BO52iWLAfgS5tKS-kmWG1vQ?e=T03jYo
File Name	Nelson Mandela University Alumni: Alumni in the News
Hyperlink	https://alumni.mandela.ac.za/Alumni-in-the-News

File Name	Nelson Mandela University Publications: Alumni
Hyperlink	https://publications.mandela.ac.za/Publication
File Name	Nelson Mandela University Alumni: Activities and News
Hyperlink	https://alumni.mandela.ac.za/Activities-News/Events
File Name	Nelson Mandela University Alumni: Notable Alumni-Alumni Awards
Hyperlink	https://alumni.mandela.ac.za/Activities-News/Events
File Name	Nelson Mandela University Alumni: Mandela Alumni Connect
Hyperlink	https://alumni.mandela.ac.za/Mandela-Alumni-Connect
File Name	Nelson Mandela University LinkedIn Profile
Hyperlink	http://www.linkedin.com/school/nelson-mandela-university/
File Name	LinkedIn NMU Profile page
Hyperlink	https://livenmmuac.sharepoint.com/:i:/s/CHEInstitutionAudit2022/EZs4rAkMfKFAoBvsnPyNMEIBtNnjkkVOBKwNcXNmbt98Tg?e=vTm0b3

Change the World

PO Box 77000,
Nelson Mandela University
Gqeberha, 6031

info@mandela.ac.za



mandela.ac.za