



POLICY NUMBER	IIE026	
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POLICY VERSION	04	
LEGEND	<p>This is a merge of IIE026 (Student Rights and Services Policy v4) and IIE027 v3 (Student Services, Academic Development and Lecturer Resource Allocation Policy) and has been renamed the Institutional Culture, Student Services and Academic Resource Allocation Policy on 23 November 2021</p> <p>Policy renamed Student Support and Professional Development Policy at Senate 66: 2024/09/11</p>	
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POLICY PROCEDURES AND ANNEXURES	PDIIIE 026: Procedures for Special Concessions and Templates⁴	
RELATED POLICIES	<p>IIE001: Quality Assurance and Enhancement Policy</p> <p>IIE002: Admissions Policy</p> <p>IIE006: Work-Integrated-Learning Policy</p> <p>IIE008: Information Centre Policy</p> <p>IIE009: Assessment Strategy and Policy</p> <p>IIE010: Qualification Completion, Credit Accumulation and Transfer, Articulation and Recognition of Prior Learning Policy</p> <p>IIE013: Language Policy</p> <p>IIE015: Student Conduct and Discipline Policy</p> <p>IE016: Student Representation Policy</p> <p>IIE019: Community Engagement and Citizenship Policy</p> <p>IIE022: Teaching and Learning Strategy</p> <p>IIE023: Intellectual Integrity Policy</p> <p>IIE029: Distance Education Policy</p> <p>IE030: The IIE Internationalisation Policy</p> <p>IE031: Governance Policy</p> <p>IE032: Personal Information, Intellectual Property and Cyber Security Policy</p> <p>IE033: Policy on the Integration of Artificial Intelligence (AI) in Teaching and Learning Practices</p>	

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¹ S58-2021-11-23

² S61-2022-03-11 clause 7(1) amended to increase the number of counselling sessions to no more than six sessions

³ Senate 66: 2024/09/11 Item 8.2.11

⁴ Procedure for Special Concessions moved from IIE 009 Assessment and Strategy Policy

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GLOSSARY AND ROLES

Academic support services	Academic development support includes academic literacies literacy support and at-risk interventions.
Campus	A campus is a teaching and learning site that is recognised as discrete from a head office or national office. Another term for a campus is a site of delivery, which is a site, or location, from which an institution conducts its teaching and learning and provides student support services.
Career counselling services	Services that prepare students for articulation, employability and entrepreneurship.
Community engagement services	Services that support the local needs and development and build social agency and social cohesion.
Community of Practice (CoP)	A group of academics who collaboratively engage in shared learning, knowledge exchange, and professional development to improve teaching practices and student outcomes. CoPs are characterised by a shared domain of interest, mutual engagement in joint activities and discussions, and the development of shared resources and practices.
Differently-abled students	Students who experience learning, physical and psychological challenges that require bespoke accommodations in learning.
Distance Mode of Delivery	The distance mode of delivery is technologically mediated and there is reduced synchronous engagement between lecturers and students).
Educational technology services	The training of students and staff on all digital platforms used at the institution.
Human capital	The stock of knowledge, skills, qualifications, and personal characteristics embodied in people that help them to be productive.
Information literacy services	Also known as library services, includes the provision of academically appropriate resources, intellectual integrity skills, reading and writing skills and research skills.
Peer mentoring	Peer-led tutorials focus on academic skill development, assisting new students to transition to university life, developing good academic practices, and providing a friendly and safe space to do so.
Professional Development	The continued educational and career training and development of an individual in order to help them to develop new skills, stay up-to-date and relevant on current trends and advance their careers.

Psych-social services	The services leveraged to address the mental and social issues experienced by students.
Quality Enhancement	The continuous process of improving educational practices, programmes, and outcomes. This involves systematic efforts to raise academic standards, enhance teaching methodologies, and ensure the overall effectiveness of the educational experience. Quality enhancement focuses on ongoing assessment, stakeholder feedback data analysis, and the implementation of innovative strategies to achieve and maintain excellence in education.
Reasonable accommodation	The necessary and appropriate modification and adjustments, not imposing a situation, where needed in a particular case, to ensure differently-abled students exercise, on an equal basis with others, the rights and responsibilities of all students ⁵ .
Recreational and sports services	Cultural, social and sporting clubs and societies.
Student governance services	The education of students about democratic principles, processes, roles and responsibilities.
Student Support	Student support services are proactive and comprehensive and include curriculum counselling and admission and administrative support; academic and research development; educational technology support; information services, sports cultural and recreational services; community engagement; student governance, and career support.

⁵ Department of Women, Youth and Persons with Disabilities, (2021). National Strategic Framework on Reasonable Accommodation for Persons with Disabilities. Government Gazette, 15 October 2021, No. 45328, p. 107.

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1 Strategic Intent of The IIE

- (1) The Independent Institute of Education (Pty) Ltd (“The IIE”) aims to inspire individuals to develop a sense of self as citizens of change in a complex world through its commitment to transformation and excellence in learning and teaching, scholarship, and community engagement.
- (2) We encourage and develop individuals to fulfil their potential and enable them to make meaningful contributions within their spheres of influence.
- (3) We empower individuals to become mindful and ethical active citizens and leaders who challenge established ideologies, narratives, and ways of thinking.
- (4) We foster creativity and innovation through embracing diverse ideas and solutions in our commitment to the co-creation of knowledge that transforms individuals and society.
- (5) We pursue impactful research and collaborations that improve and enrich lives, communities, and society.
- (6) We entrust individuals to take responsibility for their learning and development while providing them with appropriate support to enhance their success.

2 Values of The IIE

- (1) We value a transformative mindset characterised by ‘**CHANGE**’, (an acronym for the below concepts):
 - a) **Co-creation:** Collaboratively pursuing knowledge that transforms individuals and society.
 - b) **Holistic thinking:** Approaching challenges from a systemic viewpoint acknowledging the interconnectedness and interrelatedness of all the parts.
 - c) **Advocacy:** Championing meaningful, positive, and sustainable change ethically and mindfully.
 - d) **Nation building:** Promoting social cohesion that celebrates and embraces diversity, equity, and inclusion.
 - e) **Grit:** Navigating challenges that accompany learning and transformative change with passion, perseverance, and resilience.
 - f) **Empowerment:** Enabling individuals to participate actively in shaping their own lives and the world around them.
- (2) These characteristics collectively form a transformative mindset that embraces change, innovation, and growth, while empowering individuals and communities to create positive and lasting change in society.

3 IIE Graduate Attributes

- (1) Our graduates have a transformative mindset and are:
 - a) Innovative Co-creators who seek ethical and meaningful solutions and promote transformative knowledge that addresses challenges faced by individuals and society.
 - b) Holistic Thinkers who adopt eco-systemic perspectives on global issues and local contexts and view challenges and solutions critically and comprehensively.
 - c) Change Advocates who skillfully and mindfully challenge the status quo and champion meaningful solutions through principled leadership.
 - d) Engaged Citizens who promote social cohesion, diversity, equity, and inclusion, leading with purpose, influence, and integrity within their respective spheres of influence.
 - e) Resilient Navigators who approach learning, transformational and personal challenges with unwavering perseverance and a willingness to adapt.
 - f) Empowered Individuals who are self-directed life-long learners who seek opportunities for growth and continually expand their knowledge and skills in pursuit of personal and professional success.
 - g) Intellectually Curious Individuals who are self-reflective with a tolerance for ambiguity and the intellectual curiosity to explore new ways of thinking, knowing, being and understanding.
 - h) Versatile Communicators who can both collaborate effectively within a team and work independently, with well-developed negotiation and networking skills.

4 Policy Purpose

- (1) The purpose of this Policy (IIE026) is to outline the model and principles for the provision of student support and professional development of those at The IIE.
- (2) The purpose of this Policy Procedure (PD IIE026) is to explain the criteria, minimum standards and procedures for the provision of student support and professional development.

5 Policy Scope

- (1) This Policy applies to all students, academics and support staff at The IIE.
- (2) The focus of this Policy is twofold, namely student support and the professional development of all those who work at The IIE.
- (3) Student support is designed to create an environment that promotes student engagement, success, retention and articulation.
- (4) Professional development at The IIE is designed to create a scholarly atmosphere that promotes both knowledge creation and dissemination.

6 IIE Student Support Model

- (1) Student support consists of a range of human and non-human resources that are provided to our students to both guide them and facilitate student realisation of their educational goals.
- (2) Student support at The IIE is multi-pronged/ disciplinary and considers the student in a holistic manner to ensure that a differentiated, diverse and blended support system is in place.
- (3) Student support considers the life cycle of the student, from widening access to quality and affordable education to articulation possibilities and future careers.
- (4) Diversity in student ability and interest is accommodated in student support models to create a sense of belonging to the institution.
- (5) All student support must be congruent with local, national and global imperatives.
- (6) Students have rights in terms of fair and equitable access to student support services and to study in an environment conducive to teaching and learning in which diverse student needs are met.
- (7) Students have a responsibility to actively participate in, and contribute to, a positive and inclusive learning environment for themselves and others and not to act in any way that undermines any of the principles of access, redress or equity and inclusion.
- (8) All student-support decisions and interventions must be evidence-based so that data-driven decision-making is leveraged. Planning must be based on best practice and information about the needs of students and the impact of support is determined. Student feedback and performance data are important parts of these evidence-based decisions.
- (9) The context of teaching and learning, including curricula, and student support should reflect a context of social inclusion in the institution.
- (10) There needs to be differentiation between student support offered to students who are physically present on a campus, and technology leveraged for students in the distance mode of provisioning.

7 Student Support Principles

- (1) Principle 1: Student support services are proactive and comprehensive in nature and include curriculum counselling and admission support; administrative support; academic development; educational technology; information services; sports and recreational services; community engagement; student governance, and career support.
- (2) Principle 2: The management of student support is appropriate, and all parts of the institution have roles and responsibilities in student support initiatives.
- (3) Principle 3: Special support services are put in place to alleviate the impact of unforeseen disruptions on normal teaching and learning. Supported summative interventions and re-runs of modules may be conducted when challenges in modules cannot be overcome during the course of the normal roll-out of the module.
- (4) Principle 4: Differently-abled students require accommodations. Reasonable accommodation and effective individualised support measures should be provided in environments that maximise the academic development of differently-abled students on an equal basis with others (Convention on the Rights of Persons with Disabilities, Article 24).

8 IIE Professional Development Model

- (1) Human capital plays a role in the process of achieving the institution's vision and mission.
- (2) The professional development of those who are employed by The IIE is based on a sustainable workload allocation model that ensures that Teaching and Learning, Research and Community Engagement and Administrative responsibilities are distributed fairly and equitably among staff.
- (3) Professional development is the ongoing process by which academics enhance their skills, knowledge, and expertise. It involves participating in training sessions, capacity development workshops, seminars, and other learning opportunities that improve teaching practices, instructional strategies, and educational outcomes. The goal is to support staff in their continuous growth and to ensure they are equipped to meet the evolving needs of students and educational quality standards.
- (4) A Community of Practice (CoP) is a group of academics who collaboratively engage in shared learning, knowledge exchange, and professional development to improve teaching practices and student outcomes. CoPs are characterised by a shared domain of interest, mutual engagement in joint activities and discussions, and the development of shared resources and practices.

9 Professional Development Principles

- (1) Principle 1: Workload allocation is founded on the pursuit of academic excellence, focuses on what is in the best interests of students, conforms to all South African legislation, and is transparent, fair and reasonable.
- (2) Principle 2: Academics have sustainable roles and responsibilities that support their professional development.
- (3) Principle 3: Ongoing professional development is a key strategic imperative for the institution.