SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

FOCUS on SMU

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Dr Zweli Mkhize appointed second Chancellor of the SMU

The vacancy that was in the office of the Chancellor of SMU is now filled by Dr Zwelini (Zweli) Mkhize after he was recently elected to the portfolio by the Council of the University. Dr Mkhize is the second Chancellor for SMU after the first Chancellor, Dr B EE Molewa, passed on, in 2018.

Dr Mkhize was also appointed Minister of Health in May 2019 by President Cyril Ramaphosa. He is however no stranger to the portfolio of a university Chancellor as he previously served as a Chancellor of the University of KwaZulu-Natal (UKZN) from 2009 to 2017.

The new Chancellor of SMU graduated with an MBCHB Degree from the University of Natal in 1982. He brings to this critical portfolio years of experience in the health and other sectors both as a medical doctor and political head of different government portfolios.

Amongst the positions he held in government include; MEC of Health in KZN, MEC of Finance and Economic Development in KZN, Premier of KZN and Minister of Cooperative Governance and Traditional Affairs.

Between 1991 and 1994 Dr Mkhize served as a member of the African National Congress National Health Secretariat which was responsible for formulation of the country's health policy.

As Chancellor of SMU, Dr Mkhize will perform the following functions for the University as provided for in paragraph 6 of the SMU Statute (2016):

1. The Chancellor is the titular head of the University with no executive powers.
2. The Chancellor confers degrees and awards diplomas, certificates and other distinctions on behalf of the University.
3. In the absence of the Chancellor, degrees are conferred by the Vice-Chancellor or by the Deputy Vice-Chancellor; and diplomas and certificates are awarded by officials designated by the Council.
4. The Chancellor performs such other functions as assigned to him or her by the Council, subject to the provisions of sub-paragraph (1).

Dr Zweli Mkhize will serve a five-year term, which commenced on 11 April 2019 and will end on 10 April 2024.

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Meet **Mrs Kanyisa Magwentshu –** The newly appointed Deputy Registrar of SMU

By Mr Maditsi Matlala

Mrs Kanyisa Magwentshu recently joined the SMU as the deputy registrar, in the registrar's office. Armed with a master of social science in rural development from Fort Hare University (FHU) and other postgraduate qualifications, Mrs Magwentshu brings to SMU, a lot of experience in higher education.

She accumulated her experience while working at institutions of higher learning namely; Port Elizabeth Technikon, Wits University, Fort Hare University, and Central University of Technology. Her extensive experience and knowledge, accumulated over a period of 20 years will allow her to make a difference in her new responsibilities within SMU.

"I have a passion for synergy and seamlessness of policies with business processes and systems affecting the student life cycle, from enrolment planning, student recruitment, online applications, admissions, online registration, assessment and certification. I am an advocate for compliance and quality assurance whilst carrying out our day to day business processes," Mrs Magwentshu said.

"SMU provides a conducive environment to deliver the strategic vision. It has visionary leadership to steer the ship to port. The few staff members and students that I have already interacted with emit positive energy. They are forthcoming with information, are embracing of new ideas, supportive and dedicated to their work which makes me believe that the organisational culture is positive," she pointed out.

Having been at SMU for a month, she is still studying the environment and practices and is thus not in a position yet to single out anything or practice to be discontinued. She believes systems are already in place, all they need is to be utilised to the optimum.

The trend in Higher Education is automation of student services i.e. online application system, online registration and e-Learning.

The deputy registrar had to hit the ground running as she has already joined the project team responsible for the functioning and piloting of the online application system at SMU. She promised more enhancements to ensure efficient turnaround times and to create a memorable experience for primary stakeholders and students.

Subject to availability of adequate resources, the automation exercise is expected to be categorised in different phases.

SMU Alumnus appointed as **Transformation Manager**

By Tumelo Moila

Mr. Tshepo Lechaba, a charismatic and flamboyant leader, was recently appointed as the Transformation Manager of Sefako Makgatho Health Sciences University (SMU). Mr. Lechaba who sharpened his managerial skills while at the helm of several SMU management committees, is tasked to transform the five-year-old institution that inherited its facilities, staff and students from the now defunct Medunsa and University of Limpopo (UL) respectively following the successful unbundling process.

This huge task entails, among others things: facilitating the role of furthering development and finalising the University's transformation plan with the participation of all stakeholders, supporting the functioning of the approved institutional structures, assisting line managers to coordinate and integrate SMU institutional transformational efforts embedded in the University strategic plan and other framework. Furthermore, the transformation manager is expected to represent the University on structures related to institutional and sectoral transformation and change management, taking responsibility for the statutory and regular reports to both the department of Higher Education, Science and Technology as well as the University's Council on transformation.

Additionally, the responsibilities include undertaking special tasks and projects assigned to the office by the Vice-Chancellor. "I don't take the responsibilities of the transformation manager lightly at all, it is a mammoth task that will need dedication, commitment and passion, and I am deeply humbled," pledged Lechaba.

The new incumbent believes that the transformation office, in consultation with various stakeholders will play a critical role in ensuring that SMU meets the objectives of a transformed, democratic, non-racial and non-sexist institution.

Outlining his vision, emphasis is placed on the following:
To ensure that SMU has increased and broadened participation including greater access for blacks, women, disabled and mature students including equity of access and fair chances of success to all, while eradicating all forms of unfair discrimination and advancing redress for past inequalities;

- To restructure certain aspects (e.g. culture) SMU in order for the institution to fully partake in the Fourth Industrial Revolution and to "deliver the requisite research, the highly trained personnel and the knowledge to equip a developing society with the capacity to address national needs and to participate in a rapidly changing and competitive global context;
- Creating an enabling institutional environment and culture that is sensitive to and affirms diversity, promotes reconciliation and respect for human life, protects the dignity of individuals from racial and sexual harassment, and rejects all other forms of violent behaviour;
- In order to support the core business of SMU which is teaching, learning, research, and community engagement, it will be important to improve the quality of teaching and learning throughout the University and, in particular, to ensure that curricula are responsive to the national context of health professionals, and to promote quality and quality assurance through the accreditation of programmes, programme evaluations and institutional audits, and
- Finally, for SMU to be financially sustainable, it will also be important to develop and implement funding mechanisms in support of the goals of the national higher education plan.

In order to inspire change in his new role, Lechaba appeals to all stakeholders to make transformation a reality. "My call to the University community is that in order for everyone to inspire change, we all need to reach beyond what we usually do and step outside our comfort zones because the success of SMU will depend on the ability of everyone to continually adapt to changing circumstances," said Lechaba.

His association with SMU, emanated from his early days as a student, before venturing into academia as a Medical Scientist in Human Physiology, subsequently becoming a shop steward of NEHAWU and later its chairperson. He now joins the management team that he crossed paths with on labour related issues.

Mr Lechaba is excited and proud to serve his alma mater in this capacity. He is currently enrolled for his PhD studies, focusing on "The interaction of modifiable risk factors on heart function in black South Africans diagnosed with heart failure with preserved ejection fraction at the Dr George Mukhari Academic Hospital, Pretoria, South Africa".

Sebastian Grimm from Medical University of Vienna thanks SMU for its hospitality

By Mr Maditsi Matlala

Mr. Sebastian Grimm a fifth year student from the Medical University of Vienna in Austria arrived in South Africa to do an elective at the Sefako Makgatho Health Sciences University. His elective was spread over three months, with his first month spent in Psychiatry, the second and third months in Paediatrics, as well as Anaesthesiology in that order.

In these three months spent in the country, he came into contact and worked with psychiatric patients at the Weskoppies Psychiatric Hospital where he got acquainted to bipolar, schizophrenia and depression cases.

While based at the Paediatric ward at the Dr George Mukhari Academic Hospital where his focus was now on children presenting with Tuberculosis (TB) and HIV, working with other students, Mr. Grimm was able to amongst other things prepare briefing notes to doctors. Furthermore, the student was also exposed to young patients with heart conditions.

Remarking on his whole experience he said, "the whole elective programme was awesome. It was very interesting to observe how operations are carried out in South Africa. The doctors are well trained to deal with all kinds of emergencies. They do not let inadequate facilities discourage them. They always know how to make up for such inadequacies. They are well rounded and resourceful professionals", emphasized Grimm.

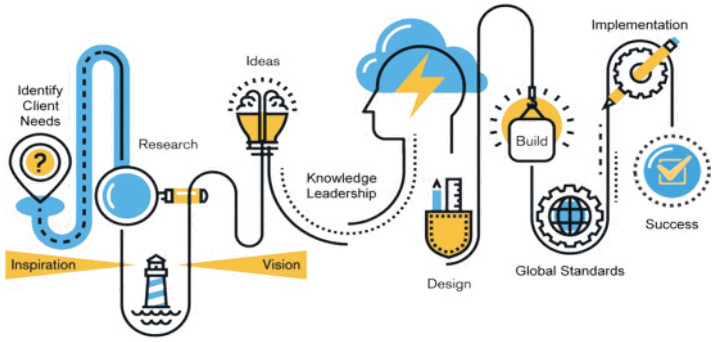
Grimm said that he was very grateful for the opportunity afforded him to have professional interactions with the patients who confided in him about their health issues. As he prepared to leave, he thanked the staff and students of SMU who were very warm and helpful to him, as a foreign student. The perceptions he had that South Africa is unsafe have been debunked and that is the message he will spread in his country Germany.

Prof Li

From left:
Prof Lionel Green-Thompson, Ms Magda Henrico and Mr Sebastian Grimm

A glimpse into the Quality Assurance System

By Dr. RA Padayachi: Quality Assurance (Institutional Planning)



This policy framework uses the term quality assurance system to refer to a combination of activities that may be classified by means of the terms quality planning, quality management and quality improvement. It is recognised that the distinction between these terms is not clear-cut, and that the terms "quality assurance" and "quality management" are frequently used interchangeably or in combination with each other. Nevertheless, the term quality assurance system is used to express the fact that SMU assures for quality by planning, managing and improving the quality of its academic activities. The quality assurance system and its constituent aspects can be defined in the following manner:

- Quality assurance system: The combination of policies, procedures, structures and resources which are used to ensure that educational activities meet and exceed specified performance levels and quality commitments, in a process of continuing improvement which effectively engages with stakeholder needs.
- Quality planning: The process of external and internal environmental scanning which is used to identify goals and objectives with respect to quality and standards, as well as the critical success factors (i.e. actions, resources, policies) for their achievement.
- Quality management: The policies and procedures by which SMU or a specific unit ensures that it strives to meet its specified quality commitments and performance standards. These policies and procedures include regular monitoring and review activities which consider the appropriateness, effectiveness and efficiency of educational provision.
- Quality improvement: A process of continuing improvement which builds on identified examples of good and best practice, while also addressing problem areas. Quality improvement or enhancement therefore seeks to translate the results of monitoring and review activities into systematic improvement strategies.

2. Principles of the Institutional Quality Assurance System

The Institutional Quality Assurance System with respect to academic activities is based on the following principles and values, which are closely related to SMU's mission statement and strategic plan:

2.1 A systematic approach: SMU approaches the quality assurance of its core academic activities by means of policies, procedures and structures which are clearly formulated and documented, and effectively implemented, monitored and reviewed. This systematic approach includes:

- The formulation, implementation, monitoring and evaluation of appropriate institutional and sub-institutional policies and processes with respect to the quality assurance of SMU's academic activities. The purpose of institutional policies and procedures is to ensure consistency in terms of basic requirements for academic provision and quality assurance;
- The creation of appropriate structures at both the institutional and sub-institutional level to assume responsibility for quality assurance policies and procedures with respect to SMU's academic activities. Such structures will, inter alia, ensure that the results of quality assurance processes are reported to the appropriate management level, where action can be taken to address problems and implement improvement plans;
- Effective linkage between quality assurance, planning and budgeting processes. There should be an effective alignment between quality assurance, budgeting and planning activities at the institutional and sub-institutional level.

2.2 **Engagement with stakeholders:** Staff, students, employers, government and the community – especially local and regional – are major stakeholders in the academic provision of the University. In the conduct of its academic activities SMU will:

- Obtain and act on input and feedback from internal and external stakeholders on a regular basis;
- Address the needs of staff and students with respect to their learning and working environment;
- Engage with the priorities, concerns and proposals that are developed in national policy documents on the higher education system.

2.3 **Performance standards:** SMU is committed to the maintenance of standards of performance in its educational, research and community programmes that are:

- Commensurate with its mission and strategic direction;
- Sensitive and appropriate to the needs and requirements of its stakeholders – especially students, employers and the local and regional community;
- Appropriate to the challenges facing higher education institutions in a changing national and global environment;
- Informed by appropriate performance indicators at the institutional and sub-institutional level.

2.4 **A learning organisation**: SMU approaches quality assurance as a learning organisation, and therefore subscribes to the following principles:

- The devolution of responsibility for quality assurance: Academic units have the primary responsibility for quality assurance with respect to the academic activities that fall under their aegis. This policy implies that faculties, schools and departments should adapt institutional policies and processes with respect to quality assurance to address their specific requirements. It also implies that the staff and students who are involved in a particular study programme have the primary responsibility for ensuring the quality and standards of teaching and learning within it;
- Quality assurance consists of a process of continuing improvement: Assurance for quality is not a static process. SMU promotes the discussion and dissemination of examples of good practice, as well as the honest engagement with problem areas, as part of a continuing process of organisational learning and improvement.
- The professional responsibility of staff: All staff members are responsible for their contribution to the quality of SMU's educational, research and community programmes. In particular, each staff member is responsible for his or her contribution to the enhancement of students' educational experience and learning environment.

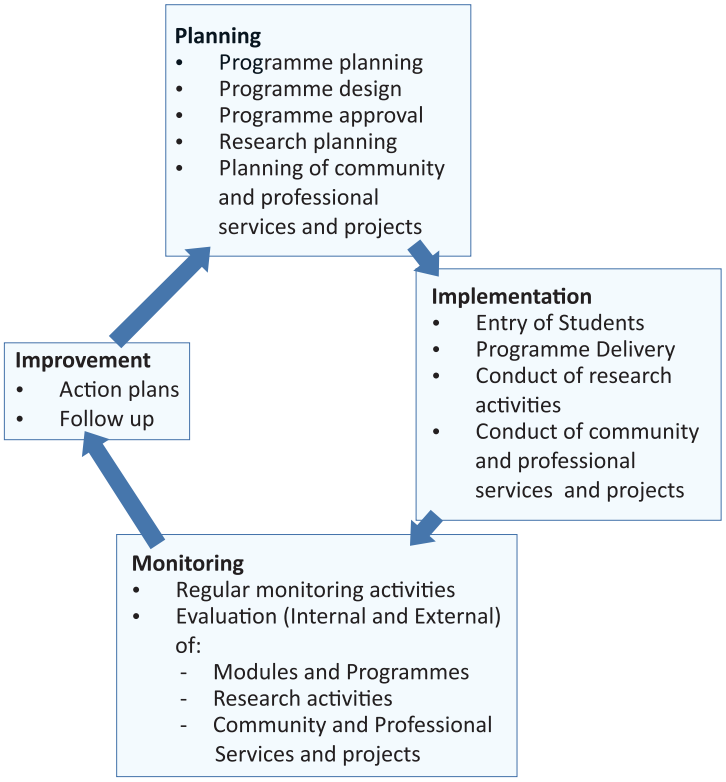
2.5 **The empowerment of staff:** SMU enables staff members to fulfil their

professional responsibility for the quality of academic activities by means of an effective and appropriate performance management system in which:

- The expectations and standards that are required of staff members are negotiated and specified in an appropriate job profile;
- Policies and procedures for the appraisal and recognition of staff performance are clearly documented;
- Appropriate and effective staff development and training opportunities are available;
- Continuous improvement in staff performance is actively pursued;
- Scholarship and innovation in research, learning and teaching are promoted; and
- Decision-making and information sharing occur in an open and participatory manner.

8. The Quality Cycle

Quality management processes are frequently depicted in terms of an input-process-output model, or a quality cycle. The quality cycle presents a useful model for depicting the quality assurance of academic activities at SMU as a dynamic process which develops into a spiral of continuing improvement. The following diagram depicts the quality assurance of academic activities in terms of a quality cycle consisting of the key processes of planning, implementation, monitoring and review, and improvement. Sections three to five of the framework provide more explicit delineations of relevant aspects of the quality cycle.



The quality cycle provides a basis for understanding the approval, assurance and review of academic programmes, as well as other academic activities, as a continuing process of design, delivery, monitoring and review, and improvement. By means of this process and its associated policies, SMU endeavors to ensure that its academic activities meet their specific outcomes and standards, while also providing students with a quality learning experience and environment. In terms of the quality cycle, academic units are encouraged to approach their academic activities in terms of the following questions:

Planning

- What are you trying to do?
- Why are you trying to do it?

Implementation

- How are you trying to do it?
- Why are you trying to do it this way?

Monitoring and review

- How do you know that it works?

Improvement

- How do you improve it?

OR SUMMARY:

Purpose of the Quality Assurance Policy Framework

This Quality Assurance Policy Framework has been formulated to provide guidelines on the development and implementation of an institutional Quality Assurance System within SMU, based on a strategic commitment towards continuous quality enhancement and the fostering of a culture of ongoing quality improvement.

The main purpose of this Quality Assurance Policy Framework is to define and clarify policies, procedures and structures for the quality assurance and management of academic activities at SMU. The policy framework provides a generic set of policies and procedures, which academic units should adapt to meet their specific contexts and needs. The policies and procedures for the management of academic activities, the approval of academic programmes, and for academic review form basic aspects of SMU quality assurance and management system with respect to its core academic activities, namely teaching and learning, research and community engagement. Academic review includes the review of academic programmes and modules, as well as the review of research and knowledge-based community programmes and projects, including service learning.

Successful Internal / Professional Reviews 2018

- Physiology – Internal Review
- Nursing – Internal Review
- Chemistry – Internal Review
- Bach. Dental Therapy – HPCSA
- Bach. Oral Hygiene – HPCSA
- Physiotherapy - HPCSA
- Speech-Language Pathology and Audiology – HPCSA
- Bach. Pharm – South African Pharmacy Council