Student Development

Student Leadership

Organised Student Life

Level 1	**Entry level** (Most general/generic scope)	**Entry level** (First-years)
Level 2	**Senior students** (Focusing on members of recognised structures / General committee members / Sub-house committees / executive members of societies.	**Senior students** (2nd and 3rd year students not yet in leadership positions)
Level 3	**Executive committees**	**Student leaders** (Executive committee members)
Level 4	**Senior student leadership structures** (Focus on post-graduate students)	**Executive leadership** (SRC and their sub-committees / Chairpersons)

1. Student Development's Mandate

Student Development has two focus areas:

- Student Leadership, and
- Organised Student Life

These two areas are inter-dependent. Student Leadership focuses on the theoretical paradigm of Student Development while Organised Student Life focuses on the practical paradigm of Student Development. The one can't be pursued without the other and therefore these two focus areas form the foundation where our students are cultivated and developed.

In Student Development we create opportunities for our students through our two focus areas. Opportunities such as leadership development, operational and managerial training, practical experience, strategic leadership development as well as the opportunity to build networks.

In Student Development our students have the opportunity to put theory into practice in an environment where they feel safe and where they can take calculated risks. These opportunities (which highly varies depending on the committee and structure) 'mold' our students into excellence while our leaders impact their constituencies to become people of excellence. Furthermore, it takes our students to a next level of out-performing other candidates when entering the job market or starting their own businesses.

Student Development forms a safety net that catches our students while in the process of obtaining experience. We create an inviting environment that encourages students to experience student life in a safe, organised environment.

2. Values

- Inclusivity
- Excellence
- Development
- Relevance
- Accountability

3. Vision

To develop and equip student leaders to become socially responsible active citizens

4. Mission

The Department of Student Development creates opportunities for students within organised student life to enhance and support academic performance as well as encourage social entrepreneurship through mentorship and practical experience in a leadership development environment, whilst developing skills in order to promote employability.

5. Key areas

5.1 Key area 1: Leadership Development

5.1.1. Entry level (Most general/generic scope)
Purpose:

- An introduction to basic leadership development where students without previous leadership experience will be exposed and introduced to the concept

Outcomes:

- The core focus of this level of leadership development lies in exposure for first-years to the UP leadership structures. A basic understanding of what leadership possibilities exist within UP forms part of this outcome.
- An introduction to the most basic leadership skills should be achieved.
- Through this introductory level of leadership development, the aim is to cultivate basic leadership skills that will form a base for further leadership development.
- Accepting the rule of mentee to senior students (mentors).

Measurements:

- **Surveying:**
  o Experiential survey to determine the level of adaptation and orientation that took place
- **Reporting:**
  o Monitoring of the attendance of opportunities provided by structures through register keeping

5. 1.2. Senior students (Focusing on members of recognised structures / General committee members / Sub-house committees / executive members of societies.
Purpose:

- Exposure to general and foundational leadership skills and conduct.
- Encourage involvement within a specific committee and structure while at the same time getting an understanding of how the scope and mandate materialise.

Outcomes:

- Focus on effective operation of structures by providing operational training, outlining the mandate of the structure, and stressing the importance of accountability within the student's position.
- The realisation of mandate of respective structures.
- Assuring the meeting of deadlines
- Encouraging a continued interest and involvement in student structure.
- Overall development and improvement of involved students.
- General leadership education.
- Accepting the role of mentee to first level students.

- Becoming part of the Perdeby writing lab.

Measurements:

- **Surveying:**
  o Support needs survey – determining the measure of support provided by higher structures (Executive Committees specifically).
  o Demographic Measurement – to determine the representation and diversity of groups.
- **Reporting:**
  o Event reports from higher levels to determine activities and involvement.
  o Monitoring of the attendance of opportunities provided by structures through register keeping.
  o Collection of meeting minutes, specifically of meetings held with general or sub committees.
  o Monitoring of applications to determine need and relevance of students in this level to be involved in student leadership activities.
  o Monitoring of academic records to establish academic achievement.

5.1.3. Executive committees

Purpose:

- To equip student leaders with the critical hard skills for effective functioning in their respective roles at the initiation of their leadership terms as well as the soft skills and networking necessary to make the application of the hard skills possible
- To train and develop students in various functional skills and also to develop them as leaders.
- To introduce students to relevant topics which will be expanded in further modules and courses

Outcomes:

- Active development of leadership skills through sessions
- Practical and theoretical leadership development through active and compulsory participation in the Platinum leadership programme of the DSA co-curricular offering.

Measurements:

- **Surveying:**
  o Support needs survey – determining the measure of support required in terms of academic, personal and training by students in this level.
  o Demographic measurement – to determine the representation and diversity of groups.
  o Training impact survey – to establish the impact of co-curricular training offerings presented to this level.
- **Reporting:**
  o Year round reporting on plans of action and the execution thereof.
  o Reporting on events and endeavours executed throughout the year.

o   Financial reporting – to establish expenditure of each event.
-   **Testing:**
    o   Practical testing to determine the reach and retention of training interventions.

5.1.4. Senior student leadership structures (Focus on post-graduate students)

Purpose:

-   Hands-on experience and development of strategic leadership skills that is aimed at existing opportunities and future employability.

Outcomes:

-   Esoteric leadership development
-   A focus on employability
-   Development of entrepreneurial skills
-   Practical implementation of skills developed in earlier levels.
-   Strategic positioning of students.

Measurements:

-   **Surveying:**
    o   Post leadership surveying of students to track their progression after leadership as well as the impact of leadership on their future endeavours
-   **Reporting:**
    o   Consolidation of reports for structures.
    o   Year plan reporting – to measure the execution of year plans in all portfolios.
    o   Budget Reporting – to establish structural expenditure.
    o   Database statistics – to determine demographic statistics of members on this level.
-   **Testing:**
    o   Assignments generated from leadership programs on this level.

5.2 Key area 2: Organised Student Life

5.2.1. Entry level (First-years)

Purpose:

-   To make our first-years feeling welcome and proud about the university they have joined/chosen.
-   To assist our first-year students to adapt to university life through building relationships with peers and networking with a selected group of senior students.
-   To expose our first-year students to various platforms and to give them the opportunity to start thinking on how to position themselves.

Outcomes:

- Encouraging varied participation. The aim is not necessarily to get commitment to any one specific structure at this point.
- Exposing new students to a variety of offerings is very important. Realising the diverse nature of first-year students should be met with a diverse offering.
- Create interactive platforms for junior and senior students to interact independently.

Measurements:

- **Reporting:**
    - As a product of student leadership the reach of platforms provided will be measured through reporting of the executive committee level in leadership development.
    - No impact measurement will take place on this level.

5.2.2. Senior students (2nd and 3rd year students not yet in leadership positions)

Purpose:

- To serve as a leadership incubator for all committed students to encourage prolonged involvement.
- To take up a mentorship cum influencing role towards first-year students.
- Setting a good example and ensure relevance.

Outcomes:

- Commitment to a specific structure after experiencing the variety of offerings in the entry level.
- Acknowledge the influence this group has on the direction of the structure.
- Basis for accountability lies within this group as general committee members.
- Diversity within committees to ensure diversity in future executive.
- Identifying potential leaders.
- Relevance of structure lies within this group.
- Practically developing leadership skills within a group environment.

Measurements:

- **Surveying:**
    - Impact study – Surveying the impact of structures on the students within these structures.
- **Reporting:**
    - Measuring the influence students in this level has on the structure through the reports generated by the levels above this structure.
    - Measuring applications from this level for positions in higher levels to determine throughput and continuation.
- **Testing:**
    - Sample testing to determine impact of training on students on this level

5.2.3. Student leaders (Executive committee members)

Purpose:

- Operational leadership where theory is put into practice.

Outcomes:

- Putting theory into practice.
- Maintaining stability and diversity.
- Executing strategic mandate of committee.
- Institutional alignment.
- Collaborate with SRC and key committees.

Measurements:

- **Surveying:**
  o Impact of structures mandate on the advancement of student leaders.
  o Practical skills acquired through skills development survey.
- **Reporting:**
  o Demographic measurement – to determine the representation and diversity of groups partaking in student life activities.
  o Reporting on events and endeavours executed throughout the year.
  o Participation – To determine the participation and thus the impact that the execution of the committees mandate has on this level.

5.2.4. Executive leadership (SRC and their sub- committees / Chairpersons)

Purpose:

- Needs analysis and implementation opportunities.
- Institutional alignment of strategy.
- Implementation and execution of strategy.

Outcomes:

- Leaders to oversee implementation and execution of strategies on all levels.
- Determine needs and how to implement the identified needs.
- Inclusive and equitable representation of the student voice

Measurements:

- **Reporting:**
  o Measuring the outcomes of strategic application by subordinate structures.
  o Measure impact through successful execution of year plans.

- o Feedback reports as determined from subordinate structures on how their needs have been incorporated and met during the execution of mandates.
- **Testing:**
  - o Measure accuracy of planning to the actual execution of planning.
  - o Measure the accomplishment of deadlines measured against year plans and DSA mandated operations.